

**PERCEIVED EFFECT OF CAREER DEVELOPMENT PROGRAMS
ON JOB SATISFACTION OF POLICE OFFICERS AT THE
ADMINISTRATION POLICE HEADQUARTERS, KENYA**

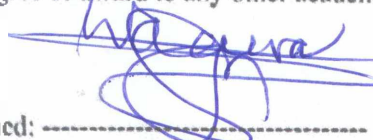
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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
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DECLARATION

I authentically declare this research project as own work and has never been presented for a degree or award to any other academic institution.

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This research project has been presented for examination with my consent as the university supervisor.

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DEDICATION

I dedicate this achievement which is a culmination of a dream my late parents had that I may scale academic heights. I honour their selfless support and wise words which were true North Star during my educational journey. My wife Mary and Children, your inspiring words encouraged and made the academic challenges lovable moments worth all my effort. May the Almighty God of providence shine the light of wisdom and abundance in their paths onto to his highway of success, blessings and greatness.

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ABBREVIATIONS AND ACRONYMS

APS:	Administration Police Service
ANOVA:	Analysis of Variance
DCI:	Directorate of Criminal Investigations
KPS:	Kenya Police Service
LLC:	Limited Liability Company
NPS:	National Police Service
SCCT:	Social Cognitive Career Theory
SCT:	Social Cognitive Theory
SEM:	Structural Equation Modelling
SPSS:	Statistical Package for Social Sciences

ABSTRACT

How to create, navigate and sustain business competitiveness in a fast paced and technological or other market disruptions without negatively impacting on organization's most valuable resource, its employees is the singular and omnipresent challenge in most organizations today. In order to achieve and overcome the above challenge, it's imperative for progressive and dynamic organizations to have well-structured career development programs. This is primarily because, career development programs increasingly target twin objectives; organizational performance and employees' expectations. A well-crafted and implemented career development policy with a vision to create a congruency of organization business objectives and employees career goals and expectations, puts the organization in the right pedestal to achieve employees' job satisfaction. Hence making the organization the employer of choice and increasing the level of staff retention. While there exist tones of literature on employee satisfaction and its influences, there is sparse literature concerning the role of professional development practices or programs especially in security sector, more so from developing economies. The study examined this topic by enquiring the perceived impact of career development programs on job satisfaction at Administration Police Service (APS), headquarters, in Kenya. This study applied two theories, social cognitive as the anchor theory to explain the concept of career success while two factor theory to understand the concept of motivation. The study applied descriptive research design, Pearson correlation and regression analysis models. The total respondents or population under study was 319 employees of the Administration Police Service, Headquarters with a sample of 64 being selected by use of stratified random sampling method. A study questionnaire was utilized as an instrument during data collection. The analysis was effected by use of Statistical Package for Social Sciences (SPSS) software for inferential statistics. The study findings concluded that majority of respondents agreed that career development practices of training; career planning, career counselling, mentorship and coaching; and socialization are vital tools to job satisfaction. The study found that career development programs had a positive relationship with employees' job satisfaction in APS. The respondents highlighted their expectations from employer in guiding them to navigate their career journey. The research findings show that career development practices in Administration Police Service also have significant relationship with job satisfaction. However, these programs should be well-structured and coordinated to achieve desired results. In summary the study found out that career development programs can be a useful organizational tool kit to create employees job satisfaction and achievement of business objectives. This is by aligning them with employees' expectations in terms of careers to create job satisfaction.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The workforce programs enhancing development of careers are steadily becoming popular within organizations purposing to improve job satisfaction of their employees. Organizations need to catalyze employee's growth and development by instituting a robust programs relating to their careers in the workplaces. This according to Ampoty (2014) will results in higher levels of employee's job retention. Developing career for employees is a fundamental and strategic consideration in many organizations. Career development programs revolves around how organizations develop and deploy their employees in matching careers according to their skills, personal ambitions, interests and goals (Kemboi, 2014). This promotes employee feelings of satisfaction while performing their jobs. Additionally, professional development programs help to keep and inspire workers. Organizations professing to be high performers not only consider their recruitment practices but are more vigilant on programs creating satisfied employees from successful career journeys (Kelley, 2012).

The inquiry was pillared firstly, on Social Cognitive theory by Bandura (1986) which was a major anchor expounding career development while two-factor theory of motivation by Herzberg (1959) reinforced and unpacked influence of motivation concept on job satisfaction. Social Cognitive theory, offers a compressive framework on career development program. The Socio-Cognitive Career theorize career success as being affected objectively and by environmental perception features (Lent, Brown & Hackett, 1994). This theory will guide the study of career development programs.

Herzberg (1959) theorized needs into two categories, the satisfiers and dissatisfiers. This was referred as two factor theory. Herzberg (1959) further studied the concept of motivation with bearing of jobs content and context. He asserted there is no perfect relationship between these two variables of satisfaction and dissatisfaction if one increases the other decreases, though they are independent variables. This theory postulates that motivating employees involves a double edged procedure of providing hygiene and

motivations. The motivators are necessary for attainment of employee's job satisfaction. The two theories will guide the study in establishing perceived effect of career development programs in creating job satisfied employees.

The issue of employees' morale in the wider National Police Service(NPS) and Administration Police Service (APS) in particular. It was brought to the fore by public media and citizenry. They both perceive the service as the most corrupt institution in Kenya. Further, as opined by Tembur (2017) the Police Service is not only ranked number one in corruption cases but also has the highest number of complaints annually. Further withdrawal indicators of low job satisfaction in the Administration Police Service in Kenya include; absenteeism, poor performance, allegations of corruption, poor service delivery and lethargy, career stagnation and complaints of unclear promotion standards and procedures, low morale and poor co-worker relationships including cases of depression among officers of rank and file. This has sometimes led to fatal shootings as frequently reported in the news media. Nyakundi, (2012) observes that, habitual lateness, absence from work, unprofessional and unethical behaviour while performing duties and private business during working hours is an indication of police officers' dissatisfaction with their work. Although, the goal, mission and vision of the APS is to protect the public and their property, this cannot be attained effectively if the police are not satisfied with their jobs.

1.1.1 Concept of Perception

The word perception whose originating Latin word is 'Perceptio' construed to mean, receiving, collection and apprehension with the mind or senses. According to Kimura (2004), it is a method guiding how to understand sensory reality of situations or things and resulting behaviours or actions. Gearly, Gilger and Elliot-Miller (1992), remarked that perception is an individual interpretation of how one views their surroundings that is 'coloured' by several social-cultural components. Markus and Kiyama (1991) established that diverse cultures are characterized by dissimilar and distinct perceptions of themselves and other people. Walker and Avent (2005) postulates that perception uses senses and cognition ability in order to endear the environment surrounding us and is a refined way to understand and interpret sensory information founded on experience, information is

processing and mentally modelled. Perception only occurs, when there is sensory or cognition awareness or experiencing and comprehending generate response. Perception process has three stages namely; selection, organization and interpretation. Singer (1987) notes that people ordinarily through a selective process perceive partial information from their environment. Moreover, to avoid information overload, Bruner (1958) concluded that we delimit our attention only those aspects of information that are essential to what we want to enquire. Stage two of process of perception is called organization. Cantor et al., (1982) observed that organization permits people formulate or structure and create a flow to our common understanding of people and social set ups thereby allowing logical patterns of behaviours within acceptable range between peoples' characteristics, actions and attributes. Thirdly, perception process attaches meaning or interpretation to selected stimuli, depending on one's cultural orientation as observed by Samovar et al., (2000). Perceptions has two dimensions, physical and psychological. Physical dimension is mainly concerned with converting stimuli into usable format and involved people acquiring information or knowledge about the world outside. The psychological dimension of perception involves beliefs of people, what they value, their attitudes or prejudices and interests which greatly impact people's perception and interpretation of outside world. The values, attitudes, prejudices or motives people endear to or psychological dimension, are more important compared with their sensory organs or physical dimension, in deciding the kind of stimuli which draw attention of people, hence receiving or making interpretation and finally the ability to measure the level of satisfaction.

1.1.2 Career Development Programs

Frank Parson pioneered the organizational programming concept of career development in 1909 and subsequently advanced by Ginsberg et al, (1951). This was a fundamental transformational shift, departing from viewing it as a process of development of careers, whereby individuals decide their choices of occupations or careers until early adulthood. The new paradigm shift viewed development of careers as a lifelong journey of making occupational decisions relating ones career at different stages of employee's life. Abubakarr (2014) defines career development programs as sequence of set activities designed to assist an employee progress in building one's career. The programs involve the

regular attaining or improving individual skills, level of competency or understanding ability including familiarity with job and growth as a professional (Gathecha, 2016). The process entails being trained on new skills, promotion to higher job duties or responsibilities; switching career within the organization, or commencing personal entrepreneurial journey.

Whereas, Gathecha, 2016 viewed career development program as a dynamic process, Kelley (2012) analyzed it on how responsibilities are shared. Accordingly, Kelley (2012) suggested three important players with shared responsibility towards an employee's career success namely: individual employee, employer and supervisor or immediate manager. The primary duty for one's career is the preserve of employee, however, management of organization can be very useful. Towards this end they must play their roles effectively by assuming a defined set of responsibilities in career development programming effort. Organizational responsibilities may involve provision of material or financial resources for self-career awareness and objectives/goal, career information and growth path, communication of organizational mission, policies, goals and objectives relating to employee career development; offering training, skills and career advancement opportunities; and fortifying and aiding the supervisor's duty in employee's career path management and growth (Nzioki, 2013). Supervisor's duties and commitments include: offering right insights and responses regarding reasonable staff expectations; organizing suitable forums for employee career discussions; help access to information on opportunities; identifying potential of employee; providing advancement opportunities that are in tandem with staff and employer strategic objectives; conveying formally or informally practical socio-economic business realities regarding the organization; furnishing workers with industrial work exposure; and connecting employees with potential networks and resources. Finally, taking career self-assessment tests, setting personal career goals or plans, expressing personal career expectations, exploiting availed opportunities in education and training are some of key employee's duties and responsibilities relating to career development endeavor.

Developing effective career program helps the economy grow hence its benefits trickle and benefits individuals, employers and society in general. Career development programs

include training, career counseling, coaching, mentorship, induction and on-boarding. Programs relating to training are crucial in attempting to teach or impart skills or competencies on specific tasks, activities or job performances (Nzioki, 2013). Career planning and counseling, coaching and mentorship involve a hands-on relationship between management and their staff. The management works hand in hand with the employee in career planning, thereafter coaching and mentoring on the best career path to follow. Induction and on-boarding programs entail a process where employees gain industrial knowledge and exposure, skills, attitude and behaviours to effectively discharge their duties and responsibilities as valuable organizational assets (Mani, 2017). These career development programs are continuous processes. Thus, it is imperative for different businesses and organizations to adopt the career development programs that are aligned with their mission, vision, values, culture, objectives and goals.

1.1.3 Job Satisfaction

Satisfaction of a job by an employee entails one's feelings in regard to a job position as noted by Sajid and Siddiqui (2017). Job satisfaction describes how contented employees are with their current job. It is a critical factor in employees' motivation, which influence degree of efficiency and ability to produce. Grujičić et al. (2016) argues that motivating employee is a proactive process of instituting certain human activities geared towards realization of some specified aims or objectives. Ko, 2012 observed psychological state of an employee is often strongly determined by the job perceptions and value attributed from it. Koroğlu, 2011 concluded that employees naturally express their perceived positive or negative emotional reactions towards their jobs. This constitute employee's level of satisfaction with a job.

Scott M. et al. (1997) suggested the use of generic job satisfaction scale model which combines the facets and general job satisfaction approaches to study how a job satisfies an employee. These will include: pay satisfaction; promotional opportunities; job significance; skills utilization; organization support; organization commitment; relationship with coworkers and supervisors; communication and recognition. The enquiry was guided by following factors; promotional opportunities, staff socialization,

recognition, employee achievement, working relationships, organization support and commitment, skills utilization, communication, employee participation in career decision making, and finally co-workers-supervisor relationship, employees to assess if employee are satisfied with their jobs. This inquiry was piloted by Fredrick Herzberg's twin factor theory, motivational factors being fulfillment drivers. Further, Herzberg, (1974) implied that being job satisfied is an intertwined and a shifting concept or visualization that need more studies, hence the justification for this current study.

1.1.4 Administration Police Service

Administration Police Service (APS) is an organ of Kenya's National Police Service under the country's 2010 constitution and National Police Service Act in 2011 (Owoko, 2017). The vision of National Police Service (NPS) is to be a world above equal police service, with a people centric and professional work service. Its mission being to provide service beyond clients' expectations in terms of quality and efficiency in supporting maintenance of rule of law through strong partnerships focused on socio- economic and political prosperity of Kenya (Tembur, 2017). APS maxim is Justice and Integrity. APS, an executive appendage organ of government in security sector works alongside with intermediaries like Judiciary, Correctional Services, National Security Intelligence Services, Kenya Defense Forces, Directorate of Public Prosecution, State Law Office among others for benefit of Kenyan society.

The Administration Police Service (APS) currently consists; Anti Stock Theft Unit; Border Patrol Unit (BPU); Rapid Deployment Unit (RDU); Critical Infrastructure Control Unit (CIPU) and Security of Government Buildings (SGB) (Kemboi & Moronge, 2016).

Available reports indicate that the conduct and working conditions relating to police officers in Kenya are wanting while the morale of police officers is low. Mumanthi (2014) observes that a number of police officers, supervisors and security managers of various ranks have been deployed without undergoing relevant courses or skills necessary or applicable to their new areas of deployment. In some cases, officers are not even inducted into their new job environment and hence poor social interaction and integration among

concerned staff. This has led to disorientation resulting into disaffection among staff. This ultimately leads to poor performance of the Police Service. Another reason which has been widely speculated to cause widespread disaffection and low morale among police officers is the issue of career stagnation. The country's social-economic blue print labelled Kenya's 2030 vision, forecasts a people living within secured environment and without fear. A milestone only fully attainable through incessant up skilling or reskilling (training), coaching, mentoring, conducting career counseling, induction and on-boarding programs for all national police officers. The NPS organizational Strategy plans 2013-2017, with focus on employee training and professional enhancement with embedded components of monitoring and evaluation of performance, all of which have potential to improve police motivation and performance for all organs of the police service. These issues are also emphasized in the current NPS and National Police Service Commission (NPSC) joint strategic plan 2018-2022 (National Police Service, 2019).

1.2 Research Problem

Employee turnover is increasingly becoming a great impediment to organizational growth, competitiveness and effectiveness since it denies organizations advantages associated with employees' experience. The fast paced fourth industrial revolution is happening with major repercussions, like the covid-19 pandemic disruption, in the traditional work systems, skills requirements and the need to continuously upskill or reskill to match the changing dynamics of work globally. This has consequently impacted employee's degree of job satisfaction and is a major concern in many organizations due to its consequences, either positive or negative. Again, the changing work generations with different mind sets on the concept of work and lifelong learning means that career development is taking prominence. There is also a considerable debate on the antecedents of job satisfaction and its related concept of motivation (Herzberg, 1974). One of the serious negative consequences of low level of motivation is employee turnover. The organization must meet the career needs of its workers by ensuring presence and good management of career development programs to realize employee's job satisfaction. The Administration Police Service has been faced with high staff turnover, low morale among officers, complaints from citizens, job stagnation, poor work relationships and apathy among other negative reports normally

associated with low level of job satisfaction. The APS has implemented a notable number of reforms in human resources management practices, yet the negative consequences of low job satisfaction continue to be observed.

The career development programs in APS have never been interrogated to assess their level of effectiveness in motivating police officers. A survey done locally by Deloitte Kenya 2014, on employee retention is the greatest challenge confronting many Kenyan business organizations due to poor talent retention strategies emanating from ineffective development of career programming or practices. Abubakarr (2014) revealed that career development facilitates employee retention, however he did not show the directly how career growth plans and job satisfaction were related. Kelly's study (2012) did not link career development programs with job satisfaction, hence occasioning a research gap. Ndanu (2013) assessed how total quality management practices influence job satisfaction. However, the current study focus was how career development programs perceptions affect job happiness satisfaction, a focal point of this research.

Ndanu (2013), further observes that no study has focused on conceptualization of job satisfaction in field of law enforcement. The study therefore sought bridging identified gap by answering the question: What was perceived outcomes of career development programs on job satisfaction in Administration Police Service?

1.3 Objective of the Study

Core intent of inquiry was to find out the effect of perceived career development programs on job satisfaction among Police Officers of APS.

1.4 Value of the Study

Study's worthiness is three dimensional; policy, theory and practice. Analysis and study results will add substance to the theoretical debates and existing literature on how professional growth programs or practices influences satisfaction perceptions of jobs among employees.

Research will firstly benefit policy makers in ensuring job satisfaction in Administration Police Service in Kenya. This will be accomplished by addressing the connection between how development of career programs lead to creating job satisfied employees. Policy makers appreciate the role of career development practices in creating employee job satisfaction by granting opportunities to develop and grow their careers. It is essential for policy makers to create a platform where police officers are able to advance in their careers, this will not only improve their work performance but ensure that the Kenya citizens are securely protected.

Secondly, the study contributed to the conceptual and empirical dimensions of research by either supporting or challenging the current research findings. The research outcomes added to the existing literature with regards to career development practices and employee job satisfaction. It provided insights or understanding on how specific perceived career development practices affect employee job satisfaction. The study will be used as an empirical source by other researchers in future.

Lastly, the study will be beneficial to the National Police Service in Kenya and in other countries. In particular, the study's imperatives to the police units in developing world that are working towards using career development opportunities availed to officers. This is because, the study will provide evidence in the suitable career development programs that generate highest level of job satisfaction.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter explores frame work concept and empirical review concerning study objectives. Additionally, it highlights summary of identified knowledge gaps in the literature reviewed and finally, conceptual or research model of study.

2.2 Theoretical Foundation

This segment consists of theories by different scholars which guide the conceptualization of the study and anchored on two theories, namely social cognition career theory (SCCT) by Lent et al (1994) being the main anchor explaining the concept of career development. It is reinforced by two-factor theory of motivation, which was formalized by Hertzberg (1959). The theory provides the grounding by expounding the influence of the concept of motivation in the study to enable measurement of job satisfaction level in the study. Therefore, conceptualization of this study is premised on how SCCT theory guides, supports and unpacks the main research study objective of career development programs while being augmented by the two-factor theory to assess their effect on job satisfaction.

2.2.1 Social Cognitive Career Theory

Theory was further research work by Lent, Brown and Hackett (1994) and founded on Bandura's general social cognitive theory SCT, (1986). An authoritative concept of concept of intellectual and inspirational processes. Self-efficacy beliefs explain the interactions and predictability of people and their environment relationships. Self-efficacy refers to an individual's personal capabilities to perform particular courses of action. The basic assumption made by this theory is career success is governed by twin factors of objectivity and individual perceptions due to environment and behaviours variables forming some intricate web interactions that successful control and encourage individual set of behaviour aimed to negate or conquer emerging challenges or obstacles with ultimate goal for some quested outcomes. Commonly observable personal features may be race related, sex orientation and personality type. Lastly,

environmental considerations may involve own culture, economic context and sponsorship from organization to drive a successful career.

This concept or theory confers a new viewpoint to comprehend and internalize how people develop individual interests, make choices and gain varied levels of success towards achievement of their pursuits both academically and occupationally (Lent, Steven & Hackett, 2006). Derived from its generic foundation of SCT, SCCT puts more emphasizes on cognitive-individual variables of being personally effective, desired outcome and goals and interrelations off all these components with other features of an individual's environmental characteristics like gender, racial connotations, ethnic, company backing and challenges to assist push towards the path of professional advancement. Lent et al. (2006) grouped SCCT into two categories. The first group being the cognitive-person variables such as self-efficacy that allow individuals to execute personal control to enhance their career success.

As an individual belief, self-efficacy is self-styled beliefs or confidence in own mastery of a particular task. SCCT proposes that one develops interest, decides to go after, and engage in tasks they have strong self-confidence in, provided that they are endowed with the required knowledge and can obtain support that they need to pursue these activities (Bandura, 1997). Outcome expectations describe the beliefs about the repercussions related to behaviour and decisions which individuals initiate based on actions they perform and the attempts made in pursuit of these activities. This for instance can be illustrated by, individuals making decisions to perform activities that will result in positive feedback. Personal goals are described as people's intention to participate in specific actions for instance to achieve career success (Lent et al., 2006). The goals direct one's course of action and enable them to be persistent in the face of obstacles and challenges.

The second group is based on other elements such as, characteristics of the environment, and specific learning events marked by career interests and behavioral choices based on the premise of SCT (Bandura, 1997). Lent et al. (2006) proposed that t h e

person, environment and behavior variables complement each other through positive linkages. On the authority of SCCT, career success is a function of objectivity and perceived characteristics of environment. The objective attributes are quality of education and industrial exposure obtained and the financial or material aid accessible to pursue career training opportunities. This has a huge impetus on individual professional growth or development. Other environment features include, economic circumstances, type of parenting and peer to peer pressures. The matrix for a career success of an individual can simply be defined by self-career awareness or comprehension and positive reaction towards possibilities existing or being extended by employee's environment, according to this theory.

The contribution of SCCT in explaining the linkage between professional development practices and what creates job satisfied employees is remarkable. However, among limitations of this theory is its inability explain the gradual erosion in inspiration defining propulsion force that push individuals towards the realization of set career goals. A greater number of people can grow weary over time, lose focus and the motivation to continue pursuing their career goals when faced with persistent obstacles and challenging situations especially in situations where organizations do not recognize proactive personality as a valuable trait (Strauss, Parker, & O'Shea, 2017). Despite this limitation by the theory, it is deemed effective in anchoring the study together with the two-factor theory of motivational which holds that factors such as career growth practices have positively and significant relations with how employees feel regarding their jobs, whether, satisfied or not.

2.2.2 The Two Factor Theory of Motivation

Two factor theory initially proposed in 1959 by Herzberg. The concept argues there exists some specific workplace factors which ignites satisfaction and are found in the job itself. He called them motivators. There is another set of factors whose absence makes employees not work hard enough and they surround the job. He referred to them as hygiene factors. Poor hygiene factors decrease employee job satisfaction, causing dissatisfaction. He examined the concept of motivation in terms of job content and context prism. His findings

resonate by influencing staff attitudes and strategies administrators apply to improve job satisfaction. Herzberg (1974), suggested that employees' contentment is not measured by achievement of lower hierarchy needs at work, like having minimum pay levels or tolerable work conditions but they are interested and motivated by attaining higher level needs like being recognized, career success and holding position of responsibility. This contradicts Maslow's (1943) law theory on hierarchical structure of human needs.

The two-factor theory of motivation opines that to revamp productivity and job attitudes, organization managers should acknowledge that enhanced levels of motivation plays impactful role in creating job satisfied employees and subsequently their retention (Abubakarr, 2014). Ordinarily, there are several factors as to why employees are dissatisfied with their jobs. Among them include, unfair assessment of job related metrics like organization policies, performance management, technical challenges, lack impersonal skills, unclear career paths and poor job working conditions. If not well addressed, these factors may cause employees to be dissatisfied, on top of being a rationale to leave employment as argued by Abubakarr, (2014).

According to a survey study by Padoa, (2000, on employees of Bridge Gate LLC, an organization cannot sustain growth if their employees are not satisfied with their personal career growth path. Most employees stay in employment if they are motivated by tools such as financial remuneration like bonuses. The study which was conducted on 660 employees of America on what would convince them to hold on with their present employer, 43.2% said improved remuneration while 50.5% cited non-monetary considerations. The study therefore concluded that the effectiveness of financial motivation is limited and its effectiveness is not long term. Hence the need to study the effect of other non-monetary considerations like, career development as a motivating factor in job satisfaction.

The two-factor concept of employee motivation was foundation of study. It was premised on widely acknowledged facts on how satisfaction of employees can be enhanced through application of specific factors, practices or plans. Career success entails a perpetual

achievement or refinement of competencies or skills improvement or having more industrial exposure including growing career, molded by proactive career charting efforts (Gathecha, 2016). Career growth involves proactive career planning, based on performance assessment of each employee, identifying capacity gaps and bridging them. This capacity building is done by skills enhancement training, career planning activities, counseling, mentoring, coaching, induction and on boarding. The provision of motivators, like career development contributes to employees' job satisfaction. Thus, following the motivation theory, it is argued that by adopting appropriate career development programs, organization improves job satisfaction of workers, organizational effectiveness and productivity.

The two-factor theory of motivation is comprehensive in explaining how different motivators influence job satisfaction, however it does not consider the fact that different employees are motivated differently and at different levels as suggested by Abubakarr, (2014). One shortcoming of this theory, therefore is being viewed subjectively, as some motivators may not be applicable equally to all employees. This limitation is complemented by the social cognitive career theory (SCCT). This concept views personal attributes, environment and behaviour considerations form a complex matrix which determines direction and sustainability of individual behaviour in dealing with challenges and obstacles faced in pursuit for expected outcome (Lent, Steven & Hackett, 2006). The social cognitive career theory postulates that different people are motivated differently, hence the two theories are important in explaining the perceived influences of professional programs in creating job satisfied employees.

2.3 Components of Career Development Programs

Career development is the continuous and incremental professional career growth process of enhancing capacity and building on individual employee's strengths and overcoming weaknesses there by ensuring their personal career success, while preparing them for future opportunities, as argued by Abubakarr (2014). The career development planning can be viewed as a way an endeavor by a firm to install systems, procedures or programs to incubate and harness growth of career potential of employees, according to McDaniels and Gysbers (1992). Career development programs are used by firms to grow and produce fit

for purpose employees with well aligned future posts that match own career choices, passions, skills, knowledge or individual abilities as opined by Kemboi (2014).

Professional growth initiatives can be either internal or external. It can be administered through supervision by human resource staff or outsourced from professional trainers, consultants, coaches and related experts. Professional programs like, promotion skills training, career planning, counseling, coaching, mentorship, induction and on-boarding programs and activities. Granrose and Portwood (1987) stated that planning and preparation for a career, kick starts one's career development journey and individuals need to discover potential areas relating to own professional growth. Then decide personal career goals and implementation plans. In summary, they said planning for a career involves being able to determine one's passions, ability or principles and then set personal objectives that will propel one onto career trajectory coupled by recognizing the best programs to accomplish stated objectives. Companies that supply information relating to employee's career, give feedback or financial aid to staff, ends up empowering them, hence they become more engaged and dedicated to their work, concluded Granrose and Portwood (1987).

2.3.1 Training

Training is a focused way of imparting certain skills or competences including knowledge using tested approaches. Training programs try to create or enhance employees' capability to execute certain tasks or jobs. Education has a more general scope, providing employees with broad level knowledge applicable or which can be tailor-made for a variety of settings or requirements as argued by Nzioki (2013). He opined that training and education should adopt a systematic approach in implementation. Rolling out an education or training program demands gathering data about employee or needs of the firm in a systematic manner. An informed assessment may relate to an analysis of how good is organization realizing set goals, type or level of skills required by staff to effect stated goals and the ability or lack of it in present manpower. A thoughtful consideration of highlighted components and a forecast of future needs based on developing trends provides valuable insights to design effective training activities or programs.

Ashraf's (2019) study exposed why opportunities for training and development are ranked high as the key considerations eliciting employees' commitment hence ability of organization to keep them satisfied, especially the young and restless. Kerby and Burns (2012) stated that accessibility of opportunities relating to training and professional development is an arguably one of best approaches to enhance employee retention rates. Githu (2018) further found out that provision of employees' accessibility to staff training and career growth opportunities is a major catalytic improvement on skills and competences. Additionally, it increases many-fold employee's organizational commitment and engagement. Moreover, Githu (2018) noted that, traditionally, training within organizations, is normally directed at the youngest members of the organization and also emphasized more training during induction period or the early career of employees. In the modern times, training offered to a diverse group of employees has been shown to improve employee satisfaction and loyalty, Jepsen and Sheu (2003). They further observed that, when an employee is involved in performance of a job that suits his individual skills and is related to actual job, he is likely to be satisfied. Additionally, being job satisfied was described by Gregson (1987), as having a psychologically positive condition resulting from evaluation and application of learned skills during performance of a person's job. He further stated that, career development programs which encompass training, enhance access to more career opportunities, career advancement, personal career goals realization and generally career empowerment. This may result when employee is able to apply learned skills to solve work related problems and challenges, hence making the job more meaningful and exciting. All these factors increasingly contribute to job satisfaction in the workforce.

2.3.2 Career Planning, Counseling, Coaching and Mentorship

The development of an individual career depends on making personal career choice, setting clear career objectives, crafting precise career growth plans while seeking support resources or professional assistance and finally gaining necessary experience. Planning one's career is a process whereby an individual employee determines own strengths, passions or principles and use them to set their career objectives. They may also recognize and utilize career programs designed by their employer to accomplish their career

objectives by enhancing skills or acquiring new skills. Chay and Bruvold (2003), described being satisfied with own job as positive success indicators or reaction to some specific features of the job. Career planning, counseling, coaching and mentorship are some of key career development programs which may be deployed in promoting job satisfaction. According to Abubakarr (2014) defined career advisory or counseling as a formalized stepwise approach that facilitate sound decision making regarding employee's career and subsequent job search efforts. It is a collaborative endeavor between an employee on one hand and a designated career advisor on the other with ultimate agenda of assisting employee in making fundamental career choice decisions. Professional career counselors can support interested individuals to navigate related and emerging career issues or challenges. According to McAuley (2011), professional career advisors or counsellors have the expertise or capacity to offer practical and sound advice regarding individual career. They can extrapolate or provide a wide breadth career perspective based on one's employment potential metrics like an individual qualification, industrial exposure and abilities. All these while factoring related but influential variables like their expected desired salary level, hobbies, passions or interests, location, education and job market dynamics. Essentially, an organization that offers career counseling guides its employees towards the right path with regards to their respective careers.

Barber (2011), described coaching as an initial step during the process of developing own career. It is primarily used as a stop gap measure purposed in improving ability to perform or alternatively impart certain key job related competencies or skills. This practice of developing employees' careers revolves around procedures of performance enablers. It entails supervisors assisting their employees to grow career wise by availing learning opportunities through on the job training which enhance performance and professional improvement of employee. As a tool to capacity building, coaching is majorly used as a professional development practice, more so in the domain of leadership development. It is often mentioned in projects and reviews as a key element of good capacity-building career development practice. Githu (2018) argues that despite its high rating status, majority of management or training practitioners are apprehensive or no clear research authority on what coaching really entails, when or where it works. Coaching can be considered more as

training on the job to empower employees with emphasis being to help them be successful on their jobs than just a managerial aspect as argued by Abubakarr (2014). Additionally, coaching should be core of every manager's job description. Coaching must be regular with feedback to aid employees build skills to facilitate improvement in performance and overall objective of growing own career while helping retain the most productive employees.

According to Kelley (2012) being a mentor is a professional development practice embodying aiding individuals chart or manage more productively their own learning experience for maximum output potential through developing skills, improving performance and becoming best version of self, all while aligning with organization's objectives. Over hundreds of years, mentoring has been practiced variedly across many cultures but only recently it has been recognized as a tool for career growth after being rediscovered by the private enterprises and civil society as a leadership and people development approach. Mentoring embodies building trust relations with meaningful commitments and historically was modelled on craftsman apprenticeship. Mentor programs have a great potential to facilitate develop young individuals in early or middle stages of one's career according to Githu (2018).

A study by Kemboi (2014), on perceptions relating to professional development practices on staff retention at the Kenya Post Office Savings Bank. The inquiry revealed that practices related to career development are widely practiced at Post Bank/. Amongst them are; planning of career, counselling and guidance, mentoring, coaching and mentoring and training. All these are focused to ensure more employees are retained in the bank. Moreover, Githu (2018), concluded that currently, younger generation of workers harbours absolutely no motive of holding on a job without possibility of learning and growth or feelings of value in that job. Absence of workplace mentors and unavailable chances for trainings for young workers are quoted reasons for their exits from employment. According to Githu 2018 firms must appreciate the mobility of young workers and how they value a well-defined career path in today's interconnected world of social media and accessible career opportunities without undue obstacles. Kemboi (2014), noted the top most reasons for young workers to leave voluntarily their jobs were uninspiring jobs and not being

recognized career wise. Hence career growth programs affect how a job creates satisfaction, an inclination to grow a career or efficiency while performing career related duties, Chen, Chang and Yeh (2004).

2.3.3 Socialization and On-boarding

Currently, many organizations socialization practices embody a mechanism by employer to infuse skills, knowledge, behaviour or culture to the incoming employees through programs like induction or on boarding to fast track their acclimatization aimed at making them effective members or insiders (Mani, 2017). According to him, induction is normally an event where the new employee is introduced to an organization and the job while during an onboarding event procedure to get the incoming hires into social-cultural and related performance facets of the organization in a quick and smooth way over a period of time, normally three months. The tactically this process involves use of formalized meetings, computerized simulations, lectures' and video presentations, other printed materials, or computer-aided orientations introducing new employees to organizational jobs. Induction and on-boarding are an essential step in career development. This is because, through induction and on-boarding an employee is introduced to the job and work environment to build personal career. A well-crafted orientation program, regardless of its duration is imperative in creating job satisfied employees as it aids induce employee's performance. Insightful employee socialization practices either induction or on boarding propels new hires on the right pedestal immediately with those exposed to negative on boarding exposure very likely to exit the job after a short stint, as explained by Nandi (2015).

An innovatively structured onboarding experience results into a happier, confident and generally speaking contented employees. Hence having a joint job and purpose fitness leading to feelings of more engagement with mission, strategy and objectives of company. This feeling of increased engagement by the employee leads to better employee productivity and a reduction in the staff turnover rate for the company. As observed by Geraghty (2017), companies that want to realize fast and arouse more commitments or engagements from new hires must scale up socialization plans on their strategic agenda.

Nandi (2015) noted that despite immense benefits of inducting employees it is often a neglected function in many organizations. Socialization practices if tapped into, help improve employee attitude towards work and the organization at large, thus, influencing job satisfaction, according to Ogalo (2018). Moreover, there are organizations that have realized the salient role of induction and continue to undertake the program. A Forbe's (2015) article unearthed facilitative role of an induction program in retaining employees more so during the first months upon being appointed in a new job. The cited Forbe's (2015) Wynhurst Group (2007) inquiry established 58% probability of new hires remaining with the company for duration exceeding three years. Hendricks and Louw-Potgieter (2012) wondered whether, this was among the imperatives majority of companies routinely engage new employees through induction programs every year, or because of its potential to aid new employees comprehend requirements or expectation pertaining to their role in the organization? Essentially, the induction or on-boarding process is an essential step towards the career of any employee. Thus, the job satisfaction of employee may ultimately be predicated by the first impression made when joining a particular organization.

2.4 Significant Factors in Job Satisfaction

It is clearly evident that significant and positively inclined relationship exists between professional development programs and being satisfied with a job. Globally, fast paced fourth industrial revolution is disrupting the world of work as witnessed by Covid-19 pandemic, creating anxiety among employees. The captains of industries also fear losing or unable to retain their most talented workforce, hence becoming uncompetitive. Skills and knowledge systems are complying with these global trends by requiring and empowering employees in their career development pursuits by, re skilling or upskilling efforts, as noted by Abubakarr (2014). There is emerging trend over the years, where organizations are taking a driver's seat in implementing career development programs by involving their employees in talent development and management in bid to create job satisfaction atmosphere, thereby improving employee's retention rates.

The organizations that aim to be globally competitive must focus on how to attract the right kind of talent and then repurpose that talent to achieve and maintain market

competitiveness. However, talent is dynamic and can easily be lost after expending significant effort and incurring huge costs to recruit the right talent, the organization loses it to competition or slides into unproductiveness, and the organization loses its market edge. The most effective way to talent retention and competitiveness is through offering creative employee satisfaction programs. There is no size fits solution to job satisfaction. Hence organizations must be innovative and device creative system of combination of factors which work and are harmony to motivate, incentivize and impart necessary skills for enhanced job performance. This is creatively and proactively done by employing use of career development programs. They guide new hires in terms of creating realistic job expectations and along the career journey by making work life exciting experience. The employer provides career opportunities to the employee to develop and utilize one's talents and abilities, while ensuring employee benefit career wise by enriching their lives. The employer of choice has socialization programs such as induction and on boarding in place for new hires and staff moving into new job environments.

In a nutshell, job satisfaction results when there is an alignment between the employee's long-term expectations or ambitions in terms of personal career and life goals fulfillment and organization's business objectives, enabled with the right work environment. This creates a win-win relationship and hence an employer of choice phenomenon develops. An inquiry by Messmer (2000), surmised relationship of an employee to be a product of career advancement, desired remuneration, hobbies or/and interest, labour market dynamics and opportunities for further education (Mc Auley, 2011).

2.5 Career Development Programs and Job Satisfaction

An investigation conducted by Kong, Cheung and Song (2012) on relationship between perceived hotels management of career, career or professional competency and resulting career satisfaction. It was observed that career development positively influenced job satisfaction. Analysis applying structured equation model (SEM) on collected data was performed. The deductions of research underscored the essence of offering thought inducing careers with growth potential to employees, as these are important motivating factors for their workers. Provision of tailored career related tasks by hotels profoundly

lead to achievement of employees' expectations associated with career growth thereby an increment in satisfaction emanating from that job. Study was based in Hong Kong while the current study will be based in Kenya. While both of these studies are in service industries, above one was carried out in Hong Kong, highly industrialized with mature service industry compared to current study of a public service in a developing economy, hence the need to contextualize the study to validate its findings.

On a research topic titled 'Evaluating the role of incentives on lecturers' professional development and duty performance in Kenya's publicly owned Universities,' Manyasi (2012) discovered how employer motivates staff to pursue career growth or development. Amongst popular initiatives or programs employed by these Universities include; pursuing higher studies in academia, attending and/or presenting research findings in conferences, workshops or seminars. Presence or existence of human resources policies and financial incentives to spur employees to action during professional development endeavours was also noted by Manyasi (2012). However, the findings' basis of relationship was between development of career programs with performance being dependent variable while it is job satisfaction in current study, hence the interest in this study.

A random survey of 204 employees working across various sectors conducted by Kaya and Ceylan (2014) 'evaluating how career or professional development and organizational commitment influence level of job related satisfaction among employees. After survey data analysis employing SPSS software program and interpreted results showed that programs relating to development of careers and commitment have some partial influence on how satisfied employees feel with their jobs. This being a study based in Turkey, thus presenting a research gap in other parts of the world. Furthermore, the study was not conclusive but showed some relationship hence further enquiry. Additionally, current investigation relates to effect of perceived career development programs not career development per se, hence the need to further validate research findings using this study which is focused on security sector in a developing country.

In Ghana, Ampoty (2014) explored the influence of developing employees career and their consequent retention within organization. Study was descriptive, collecting data from 170 respondents. The findings showed significant and positive influence of career growth or development practices on retaining staff. This was more critical in the area under study which was Obuasi mine, where majority of the employees were young people. From the findings, involving the young employees in career development programs increases their chances of retaining at work, thus reducing employee turnover. However, this study was conducted on 170 employees of a mining company, majority of who are young people while in our current study the population of the Administration Police Service is over 120,000 employees of Baby Boomers generation to generation Z demographics in the security sector. Moreover, the study did not focus directly on the influence of perceived development programs related to career on job satisfaction, which is core focus of this research.

A Kenyan study on how career practices affect organization staff retention, Abubakarr (2014) noted strong proof of reduction in staff turnover and an increment in their productivity when professional practices are employed leading to retention of employees. The study was carried out at Deloitte, Kenya chapter by exploring career related metrics of planning careers, training, coaching, mentorship, career counseling, planning succession and managing talent. The inquiry was descriptive in nature with correlation and regression designs analysis survey designs being adopted. The study did not exhibit a direct relation between current study's dependent variable of employee's job satisfaction and professional development practices programs. It was geared towards assessing effectiveness of staff retention. Thus, presenting an inquiry gap and a focus of current effort.

Ashraf (2019) evaluated association of corporate climate, career growth and a satisfying job on data of a convenience sample collected from Bangladesh's company dealing in chemicals. Study concluded career growth was correlated positively in effecting job satisfaction among employees. However, results of study were limited hence it could not be generalized because this was a convenient study. Again, lack of randomness during sample selection negated sample's ability to truly represent population under the study.

Secondly the nature of business operations was manufacturing in a developing economy while in the current study it is public service in security sector in a developing country.

Bukittinggi, Robianto and Masdupi (2020) assessed how career development influences engagement of the employees, by administering questionnaires to interviewees. Thereafter, analyzing data by SEM AMOS software with findings suggesting positive and strong influence of metrics related to career development on job work engagement among employees of Bukittinggi City Government. Additionally, Abu-Shamaa, Al-Rabayah, and Khasawneh (2015) noted that collective work engagements equal a sum of personal participation, inspiration and spurred by sense of self-enthusiasm while at work. Employees possessing elevated levels of job engagement are more likely to experience intimate organizational attachment thereby affecting pace and quality of work performance, eventually leading to an increasingly satisfying job. As such, the study by Robianto and Masdupi (2020) revealed positive influences of career practices or development programs in creating and sustaining a satisfied workforce. Although study finds a positive correlation between career development and employee engagement, it may be unwise to fully generalize and infer that engaged employees are satisfied employees. Job satisfaction encompasses more than just being engaged hence the case for in depth enquiry. Furthermore, it was a multi sectoral based study on a different geographical location while the current study is focused on a particular security sector and also the need to validate while localizing these findings.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter describes in systematic way, the methods applied to conduct the study. Sequentially entailed research design, study population, collection of data and ending with data analysis.

3.2 Research Design

Enquirer utilized descriptive study design to conduct research. This research design gathers data in its natural form without fear of any outside manipulation of the research phenomenon or context hence removing bias. The researcher normally has no influence on the variables of interest as expressed by Mugenda and Mugenda (2003). A researcher undertaking descriptive survey has capacity to investigate or observe specific behaviour unfolding within study realm. The study focus was to investigate how career development programs contribute to job satisfaction among employees of the Administration Police Service.

3.3 Target Population

Kumar (2008), describes population as referring to all items present in an area of study domain while according to Kombo and Tromp (2006), it is a collection of items or elements or traits whether in a group or individually that may have some distinct observable features or characteristics that are of valuable interest to the researcher and with aim of inferring the results of the study, within a certain time frame.

The population of the study was 319 employees of Administration Police Service, Head Quarters. The population was divided into the following security management categories. Top Level Managers (Job Grade P & Above), Middle Level Managers (Job Grade L-N), Supervisory Staff (Job Grade H-K) and Technical Staff (Job Grade F-G).

Illustrated in table 3.1 below.

Table 3.1: Study Population

Category	Frequency	Percentage
Top Level Managers (Job Group P& Above)	16	5.01%
Middle Level Managers (Job Group L-N)	35	10.97%
Supervisory Staff (Job Group H-K)	83	26.01%
Technical Staff (Job Group F-G)	185	57.99%
Total	319	100%

Source: HR Department NPS (2021)

3.4 Sampling

The researcher applied stratified sampling approach, on a population of 319 employees of the National Police Service (NPS). According to Kotler et al. (2001), a random sample size of 10%, normally gives a credible reliability. Hence for the research study, being 20% of a random sample size, was considered as adequate.

Using stratified random sampling procedure which accords every population item a similar probability of being chosen, sample size being 20% of each category was picked. Kothari (2004) argued that proportionate stratification guarantees that every stratum's sample size is proportional to population's size represented at various magnitudes. This method yielded a sample of 64 employees as participants for the study. The homogeneity nature of the population of interest which was subdivided into four categories in order to obtain a representative sample was a justification for applying stratified random sampling procedure as argued by Kothari (2004).

The table 3.2 below shows distribution of the computation of these management categories.

Table 3.2: Sampling Size

Section	Population	Sampling ratio	Sample size
Top Level Managers (Job Group P& Above)	16	0.20	3
Middle Level Managers (Job Group L-N)	35	0.20	7
Supervisory Staff (Job Group H-K)	83	0.20	17
Technical Staff (Job Group F-G).	185	0.20	37
Total	319		64

Source: Researcher (2021)

3.5 Data Collection

It is a procedural method employed by a researcher to receive or gain access to some critical data or information relating to items or phenomenon hence enabling making informed response to an inquiry question or testing a hypothesis according to Khan, (2008). Study's primary data was gathered using semi-structured questionnaires which were administered, by way of drop and pick method. The study also utilized staff records to enable staff categorization by grade level to segment allocation of questionnaires based on staff management category.

The questionnaire comprised parts; A, B and C. The first part (A) was obtained data on staff demographics. The second part (B) collected data on career development programs while the third part (C) entailed data gathered on job satisfaction of police officers. The second (B) and third part(C) of questionnaire was Likert scale, with one (1) being least point and five (5) as highest point on extent of agreement on questionnaire statements.

3.6 Data Analysis

After collecting, sorting and cleaning data to remove common errors which might have occurred during giving or writing of responses, it was assigned some specific numeric value(s) or code(s) to enable further descriptive statistical analysis. Descriptive statistics utilized measures like mean, standard deviations, frequencies and percentages. The descriptive statistical software or tool used were, SPSS version 2.1 and Micro Soft Excel to analyze and describe the data.

Pearson's correlation and multiple regression analysis model were applied to deduce association of whole population. Linear regression analysis tested relationship between career or professional development practice variables and job satisfaction variable of respondents. The job satisfaction was dependent variable while the independent variable was career development programs consisting of: training; career planning, career counseling, coaching and mentorship; socialization and on-boarding. This was achieved, first by taking average for all components of career development to produce a composite index or overall score for every component of career development programs namely: training; career planning, career counselling; socialization and on-boarding. Likewise, average score for job satisfaction was taken. Then, job satisfaction score was regressed on each of the three components composite scores for career development programs, using SPSS tool.

The inferential statistics was guided by applying multiple linear regression analysis to investigate how the sample size and population of the study are related while to understand the degree these two variables depended on one another a correlation test analysis was conducted. The degree of dependability implied the strength of that relationship, whether negative or positive. The ANOVA or analysis of variance showed differences between the two mean-scores related to data set. A t-test showed how significant the differences were while the confidence level defined the range of values that one was certain on the outcome. Presented findings were in form of tables while multiple regression analysis was applied and established perceived effect of career programs on staff job satisfaction.

CHAPTER FOUR
DATA ANALYSIS INTERPRETATION AND DISCUSSION

4.1 Introduction

Analysis summary of data is covered in this chapter with an overall objective of inquiry being to establish how development of career programs relate to job satisfaction in the Administration Police Service. Specifically, the study investigated perceived effect of training, career planning, career counselling, coaching, mentorship, socialization and on boarding programs which are some of the leading career development indicators on job satisfaction of employees of APS.

4.2 Response Rate

During survey, a rate of response was expressed as percentage number of responses received from targeted interviewees or respondents. Table 4.1 below presents data on response rate.

Table 4.1 Response Rate

Questionnaires	Frequency	Percent (%)
Returned	58	90.63
Not-returned	6	9.37

Source: Researcher, 2021

According to Table 4.1, 64 questionnaires were issued to all staff categories on a predetermined (As illustrated in Table 3.2) and 58 were returned fully completed, translating to a sum of 90.63 response rate. This is well beyond the generally accepted level of 70% and as opined by Mugenda and Mugenda (2003). According to Mugenda, having a 50% response rate can be adjudged as representative for analysis and reporting, with a 60% response rate considered good while equal or above 70% being excellent. Hence study's 90.63% response rate was enough to do the analysis and draw conclusions.

4.3 Demographic Information

Responses on gender, respondent's age, respondent's highest level of education attainment including length of service were captured in this section.

4.3.1 Gender Composition of Respondents

Inquiry investigated gender distribution of study's population. Table 4.2 present research findings.

Table 4.2 Response by the Gender

Gender	Frequency	Percent (%)
Male	44	76.60
Female	14	23.40
Total	58	100.0

Source: Researcher, 2021

The gender distribution of respondents was male at 76.6% while female gender respondents was at 23.4%. The gender representation reflects the study population of police officers' composition in the APS. This shows male gender dominance and hence presence of gender bias in the organization.

4.3.2 Age Composition of the Respondents

Research investigated how age was distributed amongst respondents under study by indicating individual age category. This illustrates the proportionate inclusion of different age groups and their diverse responses. This was important because different work generations might had varied job and career expectations or experiences. It also shows the composition of the organization workforce.

Table 4.3 present the findings.

Table 4.3: Response by Age

Age (Years)	Frequency	Percent (%)
21-30	9	15.52
31-40	24	41.38
41-50	15	25.86
Above 50	10	17.24
Total	58	100.0

Source: Researcher, 2021

Age distribution had a majority of the respondents aged 31-40 years at 24 (41.38%), 41-50 years had 15 (25.86%) respondents, 50 years and above respondents were 10(17.24%) while those aged 21 – 30 years were 9(15.52%). The study ensured respondents from every age bracket was reached for fair demographic representation and diversity of experiences.

4.3.3 Response by Highest Education Level

Study investigated levels of education attainment of respondents. Table 4.4 presents the findings. Respondents were required to tick their highest academic achievement. This portrays different levels of respondent's academic achievements hence their understanding ability in their responses of the subject matter. Levels of education also show the preferred caliber of staff by the organization.

Table 4.4 Response by Highest Education Level

Education Level		Frequency	Percent (%)
Highest Education Level	Primary Certificate	2	3.1
	Secondary Certificate	12	18.8
	Diploma	18	28.1
	Bachelor's Degree	18	28.1
	Master's Degree	13	20.3
	Other	1	1.6
Total		64	100.0

Source: Researcher, 2021

The respondents with Primary and Secondary education level were 2 (3.1%) and 12 (18.8%), respectively. It was established that majority in the education distribution had Diploma and Bachelors Degree in equal proportion at 18 (28.1%). This was followed by respondents with a Masters Degree at 13 (20.3%). This is indicated that most of study respondents understood the concept of the subject in question.

4.3.4 Length of Service

The study sought to show diversity and vastness of the experience gathered by respondents, by indicating the length of their service within the organization. Table 4.5 present findings.

Table 4.5 Distribution of Respondents by Length of Service

Service (Years)		Frequency (n)	Percent (%)
Length of service at the National Police Service	Under 10	0	0
	10-19	6	9.4
	20-29	11	17.2
	30-39	34	53.1
	Above 40	13	20.3
Total		64	100.0

Source: Researcher, 2021

For respondents with length of service at 30-39 years, peaked at 53.1%. Participants with over 40 years' service were 13 (20.3%), 20-29 years at 11 (17.2%) while those with between 10-19 were 6 (9.4%). The wide range of years of experience was established among respondents hence the gathered responses were considered valuable in relation to career development programs and practices on job satisfaction amongst officers of APS, as demonstrated in table 4.5

4.5 Career Development Programs

The core intent of this inquiry was to establish perceived effect of developmental programs relating to career on job satisfaction among employees of Administration Police Service. Career development programs indicators under investigation in this study consisted of: training; career planning, career counseling, coaching, mentorship; socialization and on boarding. The participants of the study were required to score by ticking the extent of agreement with a particular career development indicator statement. Responses being indicated or scored in a five-point Likert scale, where 1=Very small extent 2=Small extent; 3=moderate extent; 4=Large extent and 5=Very large extent. For simplification of analysis purposes; X being scored as follows, $X < 1.5$ interpreted as Very Small extent, while a score of $1.5 < X < 2.5$ regarded as Small extent, $2.5 < X < 3.5$ as Moderate extent, score of $3.5 < X < 4.5$ as Large extent and finally, $X > 4.5$ was regarded as Very Large extent. In summary for interpretation of the study, responses of a mean score of above 2.5 signified positive influence while below 2.5 was negative influence.

4.5.1 Training

Training is a critical requirement in today's dynamic work environment and a must in skills and or abilities enhancement of employees for the attainment of organization's goals. Participants required to score level of agreement on every questionnaire statement on various training indicators of a career practice.

Table 4.6: Continuing Education

	Mean	Std. Deviation
Since joining the Police Service, I have attended courses and obtained relevant qualification(s).	3.17	1.121
I have successfully pursued academic credentials with the support of my employer.	2.75	1.480
I have been supported by my employer for a promotion related course/ training.	2.92	1.556

Source: Researcher, 2021

As indicated in Table 4.6 above, a greater number of interviewees at a mean score of 3.17 opined that after joining the police service, they attended courses and obtained relevant qualification(s). This is a moderate response. A significant number of participants, indicated that they have successfully pursued academic credentials with the support of their employer, a mean score of 2.75. Further, majority of respondents (mean=2.92) agreed that they had been supported by their employer for a promotion related course/ training.

In summary, continuing education variable at a mean score of 2.95 compared favorably to composite- mean score for all components relating to career development programs at 2.71. This is a strong positive indicator that respondents approved the role of continuing education as expressed by the above three questionnaire statements of the career development tool.

Table 4.7: Participation in Professional Organizations

	Mean	Std. Deviation
Since joining the service, I have attended workshops and other knowledge enhancing meetings and/or activities, organized by my employer.	2.81	1.367
I have participated as a member of at least one committee or task force or board within the service or in the broader public service.	2.48	1.574
I have served as a coordinator for events or tasks sponsored or organized by my employer.	1.89	1.311

Source: Researcher, 2021

According to Table 4.7, employer normally provides training workshop opportunities. Majority of respondents concurred that they have benefitted to a moderate extent after joining the service(mean=2.81), while another group of respondents benefited to a smaller extent from participating as members of a committee or task force or board within the service or in the broader public service, at mean score of 2.48. A minority, at a mean score of 1.89, also felt they had been involved in leadership positions mostly as coordinators for events or tasks sponsored or organized by their employer.

The participation in professional organizations scored a mean of 2.39 against 2.71, the composite- mean for all components of career development programs. This was a low rating illustrating that respondents disagreed with the notion that participation in professional organizations activities played a significant role in employee career development.

Table 4.8: Improved Job Performance

	Mean	Std. Deviation
I have participated in work improvement task(s) or assignments, involving systems, technology or process upgrading at my work place.	2.34	1.359
I have been identified at least once by my employer to undertake a course, in my professional line.	2.84	1.545
I have participated as a coach/mentor or team member in activities/tasks aimed at improving employees' existing level of skills	2.34	1.394

Source: Researcher, 2021

Indicated in Table 4.8, mean score relating to respondents who concurred to have participated in work improvement task(s) or assignments involving systems, technology or process upgrading at their work place was rated at mean of 2.34. A significant portion of participants at mean score of 2.84 affirmed that they had previously been identified by their employer to undertake a course, in their professional line. A small proportion of respondents at a mean score of 1.89 had been involved by their employer as coach/mentor or team member in activities/tasks aimed at improving the employees' existing level of skills. Improved job performance mean rating was 2.51 on all the three questions, indicating a positive effect of training as a career development program, though rated lower than the composite mean of 2.71. This inferred that most respondents agreed with the assertion that improved duties performance influenced employee's career development.

Table 4.9: Increased Duties and Responsibilities

	Mean	Std. Deviation
Since I successfully completed the course referred to above, my duties and responsibilities have been expanded.	2.95	1.338
My ability to solve complex and challenging tasks/assignments increased upon my successful completion of the course referred above	3.31	1.283
I am often allocated leadership or supervisory roles or given special assignments which require a high degree of creativity to handle.	3.27	1.493

Source: Researcher, 2021

Displayed in Table 4.9, a moderate number of respondents, at a mean score of 2.95 affirmed that after successfully completing their course, the employer expanded their duties and responsibilities while there was an increase in number at mean of 3.32 who said they were able to handle or solve complex and challenging tasks/assignments including more work load. Additionally, a modest number of employees at mean score of 3.27 felt that the training prepared them for leadership or supervisory roles which often require a high degree of creativity to perform adequately. The increased duties and responsibilities scored a mean of 3.18 compared to overall mean index of 2.71 for all components of career development programs. This was the highest rating which indicated that respondents positively acknowledged there was increased duties and responsibilities after training.

Table 4.10: Research Work

	Mean	Std. Deviation
Since I joined the Police Service, my employer has sponsored me for courses/training on research and data management, hence equipping me with relevant work skills and academic knowledge.	2.20	1.394
I have participated as a member of field research team in presenting research findings/paper to my employer/taskforce	1.84	1.224
I have served as a field coordinator during various data collection assignments/exercises assigned to me by my employer.	1.89	1.261

Source: Researcher, 2021

Displayed in Table 4.10, a small number of respondents at a mean of 2.20 agreed to some extent that their employer has sponsored them for courses/training on research and data management and has equipped them with relevant work skills and academic knowledge. Of all respondents, lesser number at mean of 1.84 agreed with the assertion that they have served as a member of field research team in presenting research findings/paper to their employer/taskforce, while a slightly higher number at mean of 1.89 said that they have served as a field coordinator during various data collection assignments/exercises assigned to them by their employer. Research work was ranked the lowest, in ascending order at a scored mean of 1.98 compared to an overall scored mean of 2.71 for all items of career development programs in the study. This indicated that respondents did not agree that research work impacted employee career development.

In summary for all components of career development regarding training, respondents positively linked them to continuing education (mean=2.95), participation in professional organization (mean=2.38), increased duties and responsibilities (mean=3.18) and improved job performance (mean=2.51). However, respondents disagreed that research work (mean=1.98) contributed to career development of officers in the National Police Service.

4.5.2 Career Planning, Career Counseling, Coaching and Mentorship

This section sought to study the perceived effect of career related development programs including; career planning, career counselling, coaching and mentorship on employee job satisfaction. The respondents rated each of the statement in this component of career development program. The measurements of participants' responses tabulated in Table 4.11

Table 4.11: Responses to measures of Career Planning, Career Counseling, Coaching and Mentorship

	Mean	Std. Deviation
My employer has involved me at least once in the process of my career planning by guiding me on how to set my career goals in line with organization mission, objectives and career pathways.	2.27	1.300
My supervisor as my assigned mentor, has ensured that I am provided with useful information and offered the expertise to guide me in my career journey.	2.63	1.303
I have cultivated a cordial working relationship with supervisor leading to a smoothed interactions allowing for my coaching among other career growth initiatives.	2.86	1.379
I received promotional courses notification through job bulletin/advertisement and I was later invited for a board interview.	2.50	1.594
At least once, my supervisor recommended me for a promotional course, after assessing my potential and the fact that I had stagnated in my job.	2.83	1.559
My supervisor routinely coaches and counsels me in order to identify training needs.	2.52	1.501

While setting my career objectives, I am guided by employer's career development program which is well established and is based on individual abilities, knowledge and available career pathways/options.	2.77	1.294
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Source: Researcher, 2021

Indicated in Table 4.11, minority of those who responded at a mean score of 2.27 felt that their employer involved them in their career planning process by guiding them on how to set their career goals in line with organization mission, objectives and career pathways. A moderate number of respondents at a mean score of 2.63 supported the notion that the employer assigned supervisors or mentors, provide useful information including their expertise to guide their juniors during career journey. On average, at a mean score of 2.86, the interviewees indicated the existence of employer-worker relationships among staff enabling supervisors to coach their juniors on their individual career growth activities. The respondents who confirmed to have received promotional courses notification through job bulletin/advertisement and thereafter being invited for a board interview, a mean score was 2.50. Moderately at a mean score of 2.83 of the study participants, they affirmed they were recommended by their supervisor for a promotional course, after being assessed on their potential and having stagnated in current job. Among those who confirmed that their supervisors routinely coach and counsel them in order to identify training needs stood at a mean of 2.52. On whether the National Police service has a functioning career development policy, a moderate number of respondents at mean score of 2.77 confirmed the assertion. They indicated being guided in setting their career objectives, by their employer's career development program which is well established and is based on individual abilities, knowledge and available career pathways/options. Career planning, career counseling, coaching and mentorship scored a mean of 2.63 which was lower than the overall composite mean index of 2.71, for all components of career development programs. However, respondents rated it slightly higher than training components, which had a mean score of 2.60 but lower than socialization and on boarding with the highest score of 3.07. In summary, respondents positively (mean score=2.63) attributed; career planning, career counseling, coaching and mentorship to career development of officers in the NPS.

4.5.3 Socialization and On Boarding

This section studied the perceived effect of socialization and on-boarding as an item of career development programs and job satisfaction of employees of National Police Service. The respondents rated how they felt regarding each statement of this component. The findings shown in Table 4.12

Table 4.12: Scores on measures of Socialization and on Boarding

	Mean	Std. Deviation
Whenever I have been transferred, my supervisor has ensured that I am served with a copy of the posting letter that communicated my transfer order and given me time off to get ready to relocate.	3.61	1.376
Transfers in this organization are guided by a well-structured transfer policy with fairness and complaint making mechanism.	2.53	1.368
I got good first impression when my supervisor welcomed and introduced me to fellow colleagues in the new duty station.	3.33	1.286
I was taken through an induction program which was well-structured, enabling me to have a seamless on boarding.	2.84	1.288
I was facilitated by my employer, through payment of transfer allowance and duty- off days granted to me by my supervisor.	3.34	1.439
I was offered some on the job training, to polish my skills and adjust fast in new work environment.	2.78	1.303

Source: Researcher, 2021

Indicated in Table 4.12, a greater number of interviewees at a mean score of 3.61 agreed to a large extent that whenever they have been transferred, their supervisor has ensured that they are served with a copy of the posting letter that communicated their transfer order and given them time off to get ready to relocate. An average number of respondents moderately agreed at a mean score of 2.53, with the assertion that transfers in the police service are guided by a well-structured transfer policy with fairness and complaint making mechanism. The study participants who affirmed that they got good first impression when their supervisor welcomed and introduced them to fellow colleagues in the new duty station had mean rating of 3.3. A moderate number of participants acknowledged to have been taken through an induction program and it was well-structured, enabling them to have a seamless on boarding, which represented a mean score of 2.84. A significant number agreed to a modest extent, at 3.34 to having been facilitated by their employer, through payment of transfer allowance. They were also some granted duty- off days by their supervisor as

attested by mean-score rating of 3.34 respondents. All respondents, (mean=2.78), affirmed that they were offered some on the job training, to polish their skills and adjust fast in new work environment.

Of all major components of career development programs, socialization and on boarding scored the highest aggregate mean of 3.07, career planning, career counseling, coaching and mentorship being second with a mean score of 2.63 while training items following closely at mean of 2.60 in descending order. A mean of 3.07 by socialization and on boarding programs on average, showed a greater number of respondents strongly agreed on assertions expressed regarding them as a career development tool. It had a higher mean score (3.07) compared to the mean of overall composite index at 2.71, for all components of career development programs.

In summary, respondents strongly and positively (mean score=3.07) linked socialization and on-boarding to career development of officers in their organization.

4.6 Job Satisfaction

Sajid and Siddiqui (2017) described job satisfaction as feelings that employees have towards their jobs. This section studied perceived effect of: career development programs; work environment and employee interrelationships; supervision and management; recognition and achievement; communication and empowerment job facets and employee satisfaction. The respondents rated the extent of how they agreed to each item statement as presented in this component.

Table 4.13: Career Development Programs

	Mean	Std. Deviation
The opportunity to utilize my acquired training, skills and competences to do this job	2.72	1.339
The prospects of advancement on this job	2.88	1.215
The praise I get from doing excellent work	3.14	1.479
The chance to apply my own judgement when solving problems while doing work	3.03	1.345
The capacity of my employer's training programs, to inculcate good principles, values and work culture	2.97	1.168
The chance to apply career information provided by my employer	2.94	1.258
The way my employer manages career mentorship and coaching programs	3.16	1.250
Being able to adjust fast every time my employer transfers me	2.89	1.299
The feelings I get when supported by my employer in my career journey	2.80	1.324

Source: Researcher, 2021

Indicated in Table 4.13, a fair number of interviewees at a mean score of 2.72, felt they had a moderate opportunity to utilize their acquired training, skills and competences to do their current job. Additionally, respondents who projected to have more career advancement prospects in their current job stood at a mean score of 2.88. Majority participants in the study attested a moderate extent (mean=3.14) to positive sentiments and praise received from members of public on excellent work performance. A moderate number of employees expressed feelings of elation for being offered the opportunity to apply their own judgement in solving problems at work, being 3.03 mean score.

A 2.97 mean score of the study participants felt that their employer’s training programs had capacity to inculcate good principles, values and work culture and a further, 2.94 affirmed that they had a chance to apply career information provided by their employer. There were large number respondents at a mean of 3.16 who felt to a greater extent satisfied with the way their employer manages career mentorship and coaching programs while those who were able to adjust fast when transferred by the employer had a mean score of 2.89. Other respondents (mean=2.8), had modest level of positive feelings of being supported by employer in the course of their career journey.

A moderate number of respondents associated career progress with career development programs (mean score=2.95), compared to all other components of employee job satisfaction, which had an overall mean score of 3.03. However, despite career development programs having a significant mean score of 2.95, it was rated lowest by respondents in comparison to other programs of job satisfaction in the study at position 6th in ascending order.

Table 4.14: Work Environment and Employees Relationships

	Mean	Std. Deviation
The manner in which my co-workers relate to and socialize with one another while working	2.90	1.132
The presence of many rules and procedures in my work place	2.95	1.128
The level of job commitments, competencies and enthusiasm of my fellow work colleagues	2.97	1.069
The way my job provides fulfillment and engagement	2.98	1.215
The amount and complexity of duties and responsibilities of my job	2.89	1.249
The chances to take part in trainings, webinars, meetings and research activities	3.06	1.296
Being able to have information, tools and resources required to do my job	2.98	1.134
The opportunity to always know my employer’s- employee work expectations	2.86	1.125

The encouragement of having been sponsored by my employer to acquire job related training and skills	2.97	1.259
The know how to measure, evaluate and improve quality of my work	2.88	1.148
The way people work and cooperate as a team.	2.94	1.067
The safety of my workplace and compensation if an accident happens.	2.97	1.208
The security of my job and work life balance	2.89	1.274
The idea of abandoning my job for another with greater opportunities for advancement.	2.86	1.332
The realization by employees that our organization offers all staff an equal opportunity to further their education	3.44	1.194
The chance to tell people the value of my job to the community	3.22	1.215

Source: Researcher, 2021

Indicated in Table 4.14, a significant number interviewed, representing a mean of 2.90 believed there are constructive working relationships amongst employees, making co-workers get along well. A further, a mean of 2.90 of the study participants acknowledged the presence of many rules and procedures in their work places. Of all respondents, at a mean score of 2.97 agreed with the levels of job commitments, competencies and enthusiasm of their fellow work colleagues. Majority of study participants, a mean score of 2.98 agreed with the way their job provides fulfillment and engagement in their lives.

Of all respondents (mean score=2.89) agreed with both the amount and complexity of duties and responsibilities of their job while a large majority at mean score of 3.06 felt that they had higher chances of taking part in trainings, webinars, meetings and research activities. On average, the mean score interviewees who affirmed that they are able to access information, tools and resources required to do their job was 2.98. Of the interviewees in the study, a mean of 2.86 agreed that they had had the opportunity to always know their employer's- employee work expectations while respondents who felt encouraged having been sponsored the by the employer to acquire job related training and skills had a mean score of 2.97. Additionally, interviewees who affirmed that they know

how to measure, evaluate and improve quality of their work (mean score=2.88). Over (mean=2.94) respondents appreciated the way fellow colleagues work and cooperate. The study participants felt safe in regard to their work places and compensation if an accident happens constituting a mean of 2.97.

On the average, the study participants expressed being largely contented with the level of security of their jobs and work life balance which represents mean score of 2.89. Out of total, a mean score of 2.86 would buy into the idea of abandoning their job for another with greater opportunities for advancement. Amongst all the respondents, a large percentage at a mean of 3.44 expressed level of awareness and apprehension that their employer offers all staff an equal opportunity to further their profession through education and training. Lastly, a moderate number of the study participants, with a mean score of 3.22, felt largely proud of the chance to publicly tell people the value of their jobs to the community.

Finally, and on average, most of respondents associated career success with work environment and employees' relationships (mean score=2.99). This compared favourably with all other components of employee job satisfaction, which had a total mean score of 3.03. This was an impressive score being a third position in ranking hierarchy, few points below the composite mean score. This shows most respondents appreciate the role played by employees work environment and relationships in harnessing job satisfaction.

Table 4.15: Supervision and Management

	Mean	Std. Deviation
The way my employer handles all cadres of workers	2.98	1.188
The way my organization upholds good management practices and ethical standards	2.88	1.106
The way my supervisor demonstrates competency to do his work	2.80	1.157
The manner my supervisors shows interest and support employees by acknowledging their concerns	3.05	1.240
The level of competency of my supervisor in making critical decisions	2.83	1.106
The way my supervisors supports me in improving my job performance	2.92	1.172
Being able to know what is going on in my organization.	3.09	1.123

Source: Researcher, 2021

As indicated in Table 4.15, tallying all respondents, a moderate (mean score= 2.98) agreed with how their employer handles all cadres of workers. Another portion of the interviewees agreed modestly, representing a mean score of 2.88, with the way their organization upholds good management practices and ethical standards. Amongst interviewees at a mean of 2.8, concurred with the way their supervisors demonstrate competency when performing their work. Respondents appreciated the way their supervisors showed interest and supported employees, at moderate mean score of 3.05. Most of the study participants approved the level of competency displayed by their supervisors in making critical decisions, a mean of 2.83. A mean score of 2.92 of the study participants indicated contentment with the way supervisors support employees in improving their job performance. Lastly, majority of the study participants representing a mean score of 3.09, indicated being aware of their organizational developmental happenings.

The aggregated mean scores by respondents on supervision and management was 2.94 being the second lowest among various items of job satisfaction. This was scored slightly

below the computed overall composite mean score of 3.03. This shows that comparatively, supervision and management plays a lesser role in employee job satisfaction.

Table 4.16: Compensation Benefits and Rewards

	Mean	Std. Deviation
Compensation as reflected by volume and complexity of work I handle	3.56	1.308
The way my employer's compensation policies look like and how they are implemented	3.48	1.168
The financial inducement given by my employer for exemplary job performance	3.56	1.296

Source: Researcher, 2021

As indicated in Table 4.16, a significant number of participants largely felt there is harmony in pay and the volume of work including its complexity (mean score of 3.56). Another portion of participants (mean score, 3.48) concurred with employer's compensation policies and how they are implementation. Finally, majority of employees agreed on financial inducement given by their employer for exemplary job performance being mean score of 3.56.

The mean scores by majority of respondents on compensation benefits and rewards was the highest (mean score= 3.53), topping list of all items on job satisfaction components in the study. This being higher compared to the computed overall mean score (3.03). This shows that most respondents rated compensation benefits and rewards above all other employee job satisfaction items in creating desired levels of workplace employee satisfaction.

Table 4.17: Recognition and Achievement

	Mean	Std. Deviation
The way my fellow employees are motivated by our employer for selfless service to citizens	3.17	1.386
The chance my employer is able to provide meaningful information about every employee performance to aid promotion decision making	3.14	1.167
The positive feelings and accomplishment derived from the job	2.91	1.191
The opportunity to be of service to fellow human kind	2.81	1.296
The prospects of getting feedback after my annual performance evaluation	2.98	1.351
The way my employer awards employees for performance during end of the year celebrations	3.48	1.436

Source: Researcher, 2021

As indicated in Table 4.17, amongst all respondents, a moderate number agreed with the way their fellow employees are motivated by their employer for selfless service to citizens representing a mean score of 3.17 while another group at a mean of 3.14 affirmed that their employer provides useful and meaningful information about every employee's performance to aid promotion decision making. More than half of those interviewed, at a mean of 2.91 were in agreement that there is fulfillment from job accomplishment. The respondents at a mean of 2.81, believed being afforded chance to serve others. The study participants affirmed that they normally get a feedback after their annual performance evaluation which had a mean score of 2.98. Finally, a greater number of respondents (mean score=3.48) concurred with way their employer awards employees for performance during end of the year celebration events.

The mean scores by majority of respondents on recognition and achievement third best with a mean score of 3.08, amongst all job satisfaction components studied. This rated higher compared to computed overall composite mean score of 3.03. This was an indication that respondents appreciated being personally recognized for valuable contribution and

achievement as a driver to their job satisfaction. This created meaningfulness in their work performance and civic duty.

Table 4.18: Communication and Empowerment

	Mean	Std. Deviation
The freedom of receiving reliable information and sharing it within my organization	3.27	1.360
The opportunity I get to give input on important decisions affecting my job	2.91	1.365
The chance of knowing how my employer measures, evaluates and supports employee to improve job performance	3.11	1.311

Source: Researcher, 2021

As indicated in Table 4.18, a majority of responses, with a mean score of 3.27, were often received with reliable information, which was shared within the organization. This contrasted with respondents who felt not adequately involved in making important decisions affecting their job, at mean score of 2.91. Lastly, a moderate number (mean score, 3.11) of respondents, were aware of the criteria the employer uses to measure, evaluate and support employees for improved duties performance.

Majority (mean, 3.10) of respondents rated communication and empowerment at position number five amongst all components that satisfy employees on their jobs. This compares positively against other job satisfying components in the study. It ranked higher than the computed overall composite mean score of 3.03. This was strong indication that respondents acknowledged the immense role played by a clear communication on career issues or expectations and attendant employee empowerment to exploit career opportunities when availed.

4.7 Test of Internal Consistency of Study Instruments

The above is a general correlation based measurement on two different items are subjected to similar construct or test. It assesses if all items that intend to measure the same general

construct result into comparable scores. Internal consistency test is designed to address different constructs and ensure it delivers reliable results.

Items aimed at testing same construct are said to have high level of internal consistency if they deliver similar results or scores. This is dependent on items’ strength of correlation and their precision or accuracy to predict one another. Because of the above reasons, Cronbach’s alpha is a preferred ‘go to measure’. During application of internal consistence measures, it is imperative that items involved adopt one measurement instrument and simultaneously apply it, hence eliminating confounding variables’ problem. This study adopted Cronbach’s alpha and results shown, Table 4.19.

Table 4.19: Test of Internal Consistency of the Study Instruments

Constructs	Cronbach's Alpha	Items	Decision
Training	.867	3	Reliable
Career planning, Career Counseling, Coaching and Mentorship	.946	20	Reliable
Socialization and On-Boarding	.826	5	Reliable
Job Satisfaction	.964	44	Reliable
Overall	.936	72	Reliable

Source: Researcher, 2021

The Cronbach’s alpha or coefficient alpha measures reliability, or how item is interrelated in a scale or test in this study the questionnaire. This internal consistency means how all items on a test or scale positively contribute in measuring a similar construct. The reliability should be about the data and not the measure. Typically, Cronbach’s alpha parameters are within ranges of 0.000 to 1.000 with those near to 1 indicating more internal consistency of the variables. The value 1.000 shows perfect consistency in measurement with no error, meaning that all variations in the test scores emanate from true scores variances. Conversely, Cronbach’s alpha of 0.000, is a perfect value denoting no true score (absence

or unreliable variance) and total error measurement exists among items hence no consistency in measurement.

The interpretation of application of Cronbach's alpha is a contested issue among researchers though there exists some convergence. As vividly opined by Cho and Kim (2015), "there is no universal measure or test" and a reasonable reliability normally depends on the methods used on each measure while conducting research. Nunnally (1978) hypothesized a lower cut off for the Cronbach's alpha should be 0.70 during early stages of research while basic research Cronbach's alpha=0.80. Applied research should use Cronbach's alpha=0.90 or above according to Lance, butts and Michels (2006). Nunnally (1978) argued that Cronbach's alpha=0.95 be considered the standard. George and Mallery (2003) opined a layered approach which consists; Cronbach alpha ≥ 9 Excellent; Cronbach alpha ≥ 8 Good; Cronbach alpha ≥ 7 Acceptable; Cronbach alpha ≥ 6 Questionable; Cronbach alpha ≥ 5 Poor and Cronbach alpha < 5 Unacceptable.

Whereas there is no universality on what constitutes acceptable Cronbach's alpha lower cut off values, some researchers including Cho and Kim (2015) and Cortina (2015) postulates that care should be exercised against arbitrariness in application of Cronbach's alpha cut off criteria. They opine that a minimum value cut off criteria should firstly be based on reason for research, secondly how important is the decision under consideration and finally the stage or phase of research. Cortina (1993) further argues the level of Cronbach's alpha is not the only determinant to apply when evaluating how adequate is a scale by researchers. The adequacy reliability level is determined by the type of decision that is being made with the scale. Cronbach's alpha should not be construed to be a measurement of how homogeneous or the dimensional orientation but indicates internal consistency either for test or scale.

The study Cronbach's alpha as reliability coefficient demonstrates positive association of objects in a collection with each other. The results show overall Cronbach's alpha in study was 0.936, being higher than the threshold 0.80 suggested by George and Mallery (2003). Job satisfaction reliability in the study was highest at C. alpha=0.964 followed by career

planning, career counselling, coaching and mentorship at $C. \alpha=0.946$, with training at third position. Socialization and on-boarding trailed at $C. \alpha=0.867$. The values for Cronbach's alpha variables was within range from 0.826 to 0.964 in respect of socialization and on boarding and job satisfaction respectively, as indicated in Table 4.19. For further analysis, all the test items for the variables under study were retained as they reached acceptable levels of being reliable as outlined above.

4.8 Career Development Programs and Job Satisfaction

Inferential statistics, namely, Pearson's correlation and multi linear regression analyses were adopted to find out if there exists relationship between perceptions of career development plans and how employees are satisfied with their jobs. Person's correlations model was applied to establish the strength of the association amongst career development measures and job satisfaction. Multiple regression was performed to analyze the career development programs effects on job satisfaction of officers in the Administration Police Service.

4.8.1 Correlation Analysis

Strength, direction or significance of the relations among all variables, comprising career development components and being job satisfied were determined by Pearson's product moment correlation, which attempts to measure the direction or/and strength of association that subsists between two continuous variables on an interval scale. Table 4.20 of results, show strong, positive and significantly inclined relationship between training with job satisfaction ($r=0.735, P<0.05$). Followed socialization and on boarding with training ($r=0.679, P<0.05$). Thirdly is career planning, counseling, coaching & mentoring with job satisfaction ($r=0.629, P<0.05$).

At the lowest end, relationship between socialization and on-boarding on one hand and career planning, counseling, coaching and mentorship on the other hand ($r=0.510, P<0.05$), hence a moderately strong and positively significant relationship between the two factors. Overall factors/variables were correlated strongly in several cases and moderately in two cases.

Table 4.20: Correlation Results

		Job Satisfaction	Training	Career Planning & Counselling, Coaching and Mentoring	Socialization and On Boarding
Job Satisfaction	Pearson Correlation	1			
	Sig. (2-tailed)				
Training	Pearson Correlation	.735**	1		
	Sig. (2-tailed)	P=0.000			
Career Planning & Counselling, Coaching and Mentoring	Pearson Correlation	.675**	.552**	1	
	Sig. (2-tailed)	P=0.000	P=0.000		
Socialization and On-Boarding	Pearson Correlation	.629**	.679**	.510**	1
	Sig. (2-tailed)	P=0.000	P=0.000	P=0.000	

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

Source: Researcher, 2021

E4.8.2 Regression Analysis for Perceived Effect of Development Programs on Job Satisfaction

Broad objective of inquiry was to find out how perceptions of career development programs affect APS officers’ job satisfaction in Kenya. This objective gave rise to three items related to career development practices, namely: training; career planning, career counselling, coaching and mentoring; socialization and on-boarding. This and the broad objective form the basis for the subsequent sections.

The study examined objectives, consisting of: training; career planning, career counseling, coaching and mentoring; socialization or on-boarding on officers’ job satisfaction in the APS, Kenya. Job satisfaction being dependent variable while the independent variable was

career development programs, which includes: training; career planning, career counselling, coaching and mentoring; socialization and on-boarding. Multiple linear regression analysis was applied for testing presence of relationship between career development programs and job satisfaction variables. This was accomplished by averaging mean scores for all components relating to career development programs: training; career planning and career counselling, coaching and mentoring; socialization and on-boarding which produced a composite index or overall score for every item of career development program. Likewise, an average mean score for all components of job satisfaction was also taken. Then, job satisfaction score was regressed on composite score for every component of career development programs or each of the three specific objectives, using SPSS tool.

Table 4.21 is the presentation of the results. Table shows the regression analysis results, namely model summary, analysis of variance and beta coefficients. Research findings show R square of 0.835. This indicates a strong relationship between career development programs explain 83.5% of the variations in APS's job satisfaction of police officers. It further reveals that 77.1% of increase in job satisfaction is due to career development programs (adjusted R squared=0.771) while 22.9% of the variation being predicted by variables not captured in the regression model.

The second implication of results is Analysis of Variance, in table 4.21. It provides evidence that, regression model attained goodness of fit ($F=10.791$, $P<0.0001$). It means regression model in use fitted data with results from regression analysis showing the magnitude effect of career development programs namely: training; career planning, career counseling, coaching and mentoring; socialization and on-boarding have on job satisfaction of Administration Police officers. Finally, the table shows a strong and positive relationship between all components of career development programs and job satisfaction with beta coefficients of career development program indicators being all statistically significant at a 5% level. This means that a unit change in training; career planning, career counseling, coaching and mentoring; socialization and on boarding, job satisfaction increased by 0.334, 0.163 and 0.117, respectively. The biggest increase was on training component that caused improvement in job satisfaction by $\text{Beta}=0.334$.

Table 4.21: Regression Results for the Perceived Effect of Career Development Programs on Employees Job Satisfaction

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. Change
1	.892 ^a	.8350	.771	.812	.350	10.791	3	60	.000
ANOVA^a									
Model	Sum of Squares		df	Mean Square	F	Sig.			
1 Regression	21.357		3	7.119	10.791	.000 ^b			
Residual	39.581		60	.660					
Total	60.938		63						
Coefficients^a									
Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.			
	B	Std. Error	Beta						
1 (Constant)	1.291	.357			3.617	.001			
Training	.334	.125	.347		2.672	.010			
Career planning, Career Counselling	.163	.107	.202		1.528	.013			
Counseling, Coaching & Mentoring	.117	.092	.160		1.271	.009			
Socialization & On-boarding									

a. Predictors: (Constant), Career Development Indicators: Training; Career planning, Career Counseling, Coaching & Mentoring; Socialization & on Boarding

b. Dependent Variable: Job Satisfaction Indicators

Source: Researcher, 2021

The regression model resulting from the foregoing is as follows:

$$Y=1.291+0.334X_1+0.163X_2+0.117X_3 + E$$

Where:

Y- Job Satisfaction,

X₁- Training

X₂- Career Planning, Counselling, Coaching and Mentoring

X₃- Socialization and On-Boarding

E- Error Term

4.9 Discussion of the Research Findings

Study established Administration Police Service has well-established career development programs which are effective in charting employees' career trajectory thereby influencing employees' perceptions and level of job satisfaction. The components of career development programs of the study included; training, career planning, career counselling, mentorship, career coaching, socialization and on boarding. The majority of the interviewees expressed significant level of job satisfaction in their responses on varied indicators of career development programs. Their presence creates positive feelings among employees and may led to more job satisfaction. Training was positively recognized by majority of respondents as a crucial cog in employee's job happiness. These findings conform to Olusegun's (2013) observation that career planning programs are deliberately comprehensive procedures designed towards development of employees' careers. They also include implementing strategies, individual assessment, opportunities analysis and finally results evaluation.

According to study findings, an individual employee must have self-awareness in terms of career requirements as one embarks on a successful career journey. Personal choice of the right career coupled with other necessary career planning skills and competences offered by employer, empowers employees to navigate the work space environment. This creates successful careers and mold increasingly satisfied employees who value their jobs. Kelly (2012) noted that many progressive organizations, understands the role of career development practices clearly and starts the process by instituting robust programs on career development. They ensure that employees have the necessary information on possible career paths obtaining in their organizations. They also support employees to make informed decisions and at times make financial commitments for the sake of their employees. The study findings further concurred with Ampoty (2014), on how career development practices affect retention of employees as a result of high job satisfaction at

Obuasi mine, Ghana. The research study findings linked related career development components including; training, career planning, counselling, mentorship and coaching had a major influence on employee's job retention, as observed by Abubakarr (2014).

The results of the study support the Bandura (1986) general cognitive social theory as modified by Lent, Brown and Hackett (1994) on theory of self-efficacy as a motivator to career success. The study findings further reinforce two factor theory by Herzberg, (1959), which gives credence to interrelationship concept of motivation and resulting job satisfaction among employees. Research findings on career development indicators, show that employees are satisfied on implementation of career development programs in APS. The officers were more so satisfied in training indicators associated with acquiring relevant skills leading to improved job performance, increased duties and responsibilities, participation in professional activities and carrying out research work. Oakland and Oakland (2011) further noted employer's training programs proved more effective in upgrading employees' skills. Career development enhances twin role of professional and personal growth or career advancement of individual employees. Their capacity to handle more complicated or challenging tasks is enhanced when leadership skills are improved. All these augurs well with majority of employees' long term career ambitions leading to more satisfied work force.

However, respondents felt that continuing education do not necessarily mean increased levels of being satisfied with a job. A greater number of interviewees were not satisfied on impact emanating from career development practices or programs in fostering healthy working relationships across different levels of management in the Police Service. These poor supervisor employee's interactions might have led to ineffective career counselling, coaching and mentorship activities leading to unsuccessful implementation career development programs. Yang (2006) collaborates that coaching and mentoring provides ample opportunities for career advancement and growth. He concludes that, it is one way to create a satisfied work force hence retention of valuable employees. He also adds that coaching is a valuable tool to impart valuable professional skills and behaviours.

The study findings also underscored the need by the employer to improve the role performance by supervisors for them to be more effective in empowering staff as mentors or coaches. The results of the study showed supervisors playing an empowerment role by sharing relevant information beneficial to employees' career development. The observed that presence of socialization or on boarding programs prepared employee psychologically to handle and integrate into new work environments with different cultures. The first impression tends to have a lasting impact and hence significant effort must be channeled towards creating conducive work environment for new hires or employees being transferred. The study showed positive relationship between socialization and on boarding career development programs and job satisfaction among employees interviewed.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter outlines briefly research findings, conclusions including recommendations on policy and practices. It also offers suggestions on possible research gaps for future research enquiry. Finally, it contains the limitations encountered during the course of the inquiry.

5.2 Summary of the Findings

Objective of study mainly determined perceived career development programs effects on job satisfaction among police officers. In pursuit of this, two theories were advanced in support of the debate. Two factor theory of motivation and social cognitive career theory. The dependent variable was employee job satisfaction and presented in Likert scale type questions. The independent variables were career development programs consisting of following components; training; career planning, career counselling, coaching; socialization and on-boarding. A study of 64 police officers of APS was conducted using descriptive research design.

The staff within the Administration Police Head quarter's management were well segmented into various hierarchies; Top, Middle, Supervisory and technical cadres of staff. This categorization ensured research was objectively conducted. Stratified random sampling method was applied based on these management categories of staff to study the target population of 64 officers, at the APS, headquarters, with total population of 319 employees. A structured questionnaire was administered to the 64 participants by adopting drop now and pick after type of a method with researcher following up the respondents to ensure compliance. A response rate of 90.63%, indicating that 58 questionnaires were returned. The data analysis was done by descriptive statistics, regression and correlation models. A linear multi-regression analysis with t-statistic being applied in establishing relationships among career development program variables and police officers's job satisfaction.

Study's primary objective dealt with finding out perceived effect training as a component of career development programs on creating job satisfaction among employees of APS. The results of study confirmed positive outcome on employee satisfaction due to presence of training development programs within Administration Police Service. This indicated that the service has embraced employee training programs as a career development program with a composite mean score of 2.6. Correlation analysis showed positively significant relations between training and officers' satisfaction of their jobs at 0.334. These findings portend that a unit of change in training yielded 0.334 change in job satisfaction. This shows training as a catalyst with a strong and positive influence as a career development practice on police officers' job satisfaction in APS.

The second ranked objective of the investigated the perceived impact of; career planning, career counselling, coaching and mentorship as career development programs components relating to job satisfaction of APS's employees. Results deduced from study revealed positive sentiments that career development items of; planning, career counselling, coaching and mentorship exists and contribute employee career satisfaction in Administration Police Service. This showed that the service has adopted employee development programs to some extent with a composite mean score of 2.63, a little higher than training. Correlation analysis indicated significantly positive relationship between this component of development of a career and job satisfaction being $\beta = 0.163$. The findings indicated that a unit variation in training yielded 0.163 variation of job satisfaction, being a proof of significant positive impacts emanating from planning of careers, career counselling, coaching and mentorship as a career development program on police officers' job satisfaction in APS.

The concluding objective examined perceived impact resulting from socialization and on-boarding as a components relating to career programs are developed and how they influenced on job satisfaction among officers at APS. Study's results of study showed socialization and on-boarding being components of career development were essential incentives or motivations and contributed to employees' job satisfaction among police officers. This shown to exist in the service by respondents' ratings of socialization and on-

boarding program's composite mean score of 3.03 being the highest among the two other career development components. Results of correlation analysis also showed a positively significant relationship of this component on job satisfaction. The findings expound that a unit variance in socialization and on-boarding yielded 0.117 variance in job satisfaction, a proof of significant positive effect of socialization and on-boarding on employees' job satisfaction in APS.

In a nutshell, findings reveal majority employees derive satisfaction from their jobs, though at differential scales. They are also satisfied with all career development indicators and with training being rated highest. The findings indicate that most of respondents agreed with the career development programs, like training, which is geared to enhance employee capacity to improve job performance, impart work and leadership skills, empower employees personally and professionally and increase career advancement prospects, thereby creating job satisfaction. The respondents believe acquisition of new skills leads them to be entrusted with more responsibilities and advance in their careers resulting into being more fulfilled career wise having achieved personal career goals.

Results of study further indicate contrary responses regarding statements about career planning, and that there was a good relationship to enable provision of career information and coaching interactions at the Administration Police Service. Employees were dissatisfied about their supervisors' reluctance to recommend them for career advancement. Most, respondents proudly agreed that they are routinely provided with information regarding available career growth opportunities by the employer and they participated in identification of their training requirements.

However, some respondents did not acknowledge being facilitated during their transfers and in their relocation plans, whether financially or emotionally. Interviewees felt the induction program lacked the on job training component to polish their skills and adjust seamlessly and fast in the new work environment. Additionally, some respondents felt discouraged by the organization's policy on transfers and deployment which they considered as unfair and did not have a complaint address system.

5.3 Conclusions

Study established that development of career programs strongly influenced creation of effective job satisfaction amongst employees. The findings imply that a well thought out and implemented training programs may be a major determinant of job satisfaction of officers working for Administration Police Service. Moreover, study found out career development indicator (training) programs was well established and contributed significantly to job satisfaction in the organization.

Provision of timely career information to respondents for personal and professional career decision making is highly practiced in the Administration Police Service. Through the process of career counselling and coaching, the service routinely identifies individual career training needs. It can be deduced from the findings that empowering staff through provision of right, timely information and identification of individual employee training needs through mentoring, coaching or career counseling is effective and have significant influence in creating job satisfaction at APS. However, during process of personal career planning, assigning of mentors, establishing a robust mentor-mentee work relationships and how supervisors recommend juniors for career advancement requires a rethink. Majority of respondents rated this process lowly showing disapproval on how it is conducted.

Communication of deployment or transfer order, the first impression and having a well-structured induction program, all being indicators of socialization and on boarding were found to be moderately satisfactory at the Administration Police Service. From the study, this implies that socialization and on boarding has a significant effect to job satisfaction. In conclusion, majority respondents were satisfied level of job satisfaction in APS. Study highlighted the imperatives of career development programs as a key determinant in employees' job satisfaction.

5.4 Limitations of the Study

Questionnaires were given out as a means to primarily collect data and some targeted respondents failed to return them. Secondly, some respondents were apprehensive on expressing their views freely due to confidentiality issues surrounding security sector work. The researcher overcame challenge and assured them that the information gathered was purely intended for academic pursuit. Thirdly, availability of wide literature on the variables of interest in the security sector for review or bench marking was another challenge. This was vital in order to overcome industry specific research design limitation. The fourth challenge was secondary data accessibility. It was time consuming due to the fact that researcher was restricted or bureaucratic procedures involved to access some staff records and policy documents.

Finally, the study collected data on three factors of career development programs, analyzed it and generalized results on their effect on job satisfaction, using simple linear regression model. However, in reality motivation as a concept in creating job satisfaction is intertwined with output/results from other variables and thus it is difficult to attribute the results to specific factor(s) or quantify specific contribution(s) as poised by Herzberg, (1959). Because of these challenges, using the approach employed in the study, errors or mistakes may occur; for example, a change in one variable like training, makes it impractical to wholesomely infer the findings accurately.

5.5 Recommendations for Policy Formulation and Practice of Management

For dynamic organizations that aim to stay at the top of the game, career development programs are increasingly becoming more attractive as a factor for employee retention, through improving job satisfaction. It has become exceedingly evident that in order to fundamentally grow any organization and overcome perpetually challenging business environment, one has to develop the organization's key and dynamic resource, its employees. This objective can be achieved by creating a top notch, employer of choice sort of a company and therefore management must develop its personnel through quality career practices and programs.

The desired human resources behaviours and business skills can be elicited by instituting the right combination of factors or practices. These would facilitate attraction, acquisition and development of talent hence being having an edge in the market. Deployment of appropriate career development programs is one of the ways to inject right combination of factors in the organization's employees. Adoption of suitable career development practices by a firm creates a satisfied work force leading to the desired effect on performance and staff retention, Abubakarr (2014).

Most organizations achieve this competitive edge by aligning employees' career and their business objectives. There after supporting the employees through career journey to realize personal career objectives. This is accomplished by making employee comfortable and feeling valued along this career journey. This is done by having a robust well-structured career development programs which is aligned to the long term vision of the organization. It should complement recruitment policy of getting the right personnel into the organization, by aiming to develop them further after joining, by retooling them into the organizations specifications. This can effectively be accomplished through the career development programs and which must ensure that there is congruence of expectations, both the organization and the employee. This is bound to create very contented employees who feels happy contributing to the organization and in turn realizing personal ambitions leading to fulfillment, which is a win-win situation.

An effective career development programs must therefore address itself to empower employees through, assessment of employee's abilities and aspirations, choice of the right career, setting career objectives, navigating the career journey through proper career planning. The employer must offer self on career advice through mentorship, coaching, career counselling and availing career information. The employer must offer quality training to impart the right skills and behaviours to improve employees job performance capability and attitude. The employer must also be willing to support their employees materially, financially and emotionally. The employer should also avail career opportunities commensurate with employees' level of training and performance while rewarding them appropriately.

Finally, the career development should involve how staff move from one work station to another or change jobs within the organization. Deployment or staff transfer must be orderly communicated and employer should facilitate employee's relocation. Employee's social, financial and psychological considerations must be understood in advance and necessary remedial actions taken including counselling. Integration of employee into new work place culture and work duties must also be considered. A proper well-structured induction must be offered and where duties are different, relevant skills imparted. This would ensure the new hire or transferred employee is well socialized and taken on board without causing employee dissatisfaction. The employee's job satisfaction is maintained or enhanced and the organization is rated as employer of choice.

5.6 Suggestions for Further Studies

Current study looked for perceived linkage on how developmental programs related to career affect job satisfaction among police officers employed by APS, Kenya. It targeted employees of APS, Headquarters. Further studies are necessary since there could be divergent views or perceptions relating to interactions of career developmental practices and their influence on satisfaction of jobs among the employees working for the larger Police Service or to validate the findings. Additionally, similar studies may be conducted in in the larger Kenyan Police Service and other organizations in different sectors of economy to study their staff development practices purposed to unearth any significant deviations and/or patterns.

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APPENDICES

Appendix 1: Research Study Questionnaire

This research is on Career Development Programs and Job Satisfaction in the Administration Police Service in Kenya. The study is being conducted at Administration Police Service, Headquarters, which is part of the National Police Service. This research is an independent academic activity and data gathered will be treated with utmost confidentiality and no names will be mentioned. The findings will only be used to draw academic conclusions. The respondents are encouraged to willingly and objectively support the study by filling the questionnaire. The requisite authority to undertake this research has been obtained and respondents' confidentiality assured. The respondents are expected to spend approximately 30 minutes to fill the questionnaire by ticking the appropriate box for each item.

PART A: DEMOGRAPHICS

1. Gender: Male Female

2. Age:

18-30 Years

31-40 Years

41-50 Years

Above 50 Years

3. Indicate your Highest Education Level

Primary Certificate

Secondary Certificate

Diploma

Bachelors Degree

Masters Degree

PhD Degree

Other (Specify)

4. How long have you worked in the Administration Police Service?

Below 1 Year

- 1-5 Years
- 6-10 Years
- 11-20 Years
- Above 20 Years

PART B: CAREER DEVELOPMENT PROGRAMS

Rate the extent of your agreement with each of the statement in the matrix presented below. Put a tick in the box that represent the extent of your agreement in a scale of 1-5, where 1 represents Very small extent; 2=Small extent; 3=Moderate extent; 4=Large extent and 5=Very large extent. Kindly note that there is no right or wrong answer.

CAREER DEVELOPMENT PROGRAMS

S/No	CAREER DEVELOPMENT	RATINGS				
		1	2	3	4	5
	CAREER DEVELOPMENT INDICATORS: TRAINING					
	Continuing Education					
5	Since joining the Police Service, I have attended courses and obtained relevant qualification(s).					
6	I have successfully pursued academic credentials with the support of my employer.					
7	I have been supported by my employer for a promotion related course/ training.					
	Participation in Professional Organizations					
8	Since joining the service, I have attended workshops and other knowledge enhancing meetings and/or activities, organized by my employer.					
9	I have participated as a member of at least one committee or task force or board within the service or in the broader public service.					
10	I have served as a coordinator for events or tasks sponsored or organized by my employer.					
	Improve Job Performance					
11	I have participated in work improvement task(s) or assignments, involving systems, technology or process upgrading at my work place.					
12	I have been identified at least once by my employer to undertake a course, in my professional line.					
13	I have participated as a coach/mentor or team member in activities/tasks aimed at improving employees' existing level of skills					
	Increased Duties and Responsibilities					

14	Since I successfully completed the course referred to above, my duties and responsibilities have been expanded.					
15	My ability to solve complex and challenging tasks/assignments increased upon my successful completion of the course referred above					
16	I am often allocated leadership or supervisory roles or given special assignments which require a high degree of creativity to handle.					
	Research Work					
17	Since I joined the Police Service, my employer has sponsored me for courses/training on research and data management, hence equipping me with relevant work skills and academic knowledge.					
18	I have participated as a member of field research team in presenting research findings/paper to my employer/taskforce					
19	I have served as a field coordinator during various data collection assignments/exercises assigned to me by my employer.					

S/No	CAREER DEVELOPMENT	RATINGS				
		1	2	3	4	5
	CAREER DEVELOPMENT INDICATORS					
	Career planning, Career Counseling, Coaching and Mentorship					
20	My employer has involved me at least once in the process of my career planning by guiding me on how to set my career goals in line with organization mission, objectives and career pathways.					
21	My supervisor as my assigned mentor, has ensured that I am provided with useful information and offered the expertise to guide me in my career journey.					
22	I have cultivated a cordial working relationship with supervisor leading to a smoothened interactions allowing for my coaching among other career growth initiatives.					
23	I received promotional courses notification through job bulletin/advertisement and I was later invited for a board interview.					
24	At least once, my supervisor recommended me for a promotional course, after assessing my potential and the fact that I had stagnated in my job.					
25	My supervisor routinely coaches and counsels me in order to identify training needs.					
26	While setting my career objectives, I am guided by employer's career development program which is well					

	established and is based on individual abilities, knowledge and available career pathways/options.					
--	--	--	--	--	--	--

S/No	CAREER DEVELOPMENT	RATINGS				
		1	2	3	4	5
	CAREER DEVELOPMENT INDICATORS					
	Socialization & On Boarding					
27	Whenever I have been transferred, my supervisor has ensured that I am served with a copy of the posting letter that communicated my transfer order and given me time off to get ready to relocate.					
28	Transfers in this organization are guided by a well-structured transfer policy with fairness and complaint making mechanism.					
29	I got good first impression when my supervisor welcomed and introduced me to fellow colleagues in the new duty station.					
30	I was taken through an induction program which was well-structured, enabling me to have a seamless on boarding.					
31	I was facilitated by my employer, through payment of transfer allowance and duty- off days granted to me by my supervisor.					
32	I was offered some on the job training, to polish my skills and adjust fast in new work environment.					

PART C: JOB SATISFACTION

Rate the level of your agreement with each of the statement in the matrix presented below.

Put a tick in the box that represent the extent of agreement with each

statement in a scale of 1-5, where the response is;

1=Very Satisfied (Very Sat), means I am very satisfied with this aspect of my job.

2=Satisfied (Sat), means I'm satisfied with this aspect of my job.

3=Uncertain (U), means that I cannot decide whether I'm satisfied or not with this aspect of my job.

4=Less Sat (Less Sat), means I'm below 50% satisfied with this aspect of my job and


5=Least Satisfied (Least Sat), means that I'm far below 50% satisfied with this aspect of my job. Kindly note that there is no right or wrong answer.

S/No	JOB SATISFACTION	RATINGS				
		1	2	3	4	5
	JOB SATISFACTION INDICATORS					
	Career Development Programs					
33	The opportunity to utilize my acquired training, skills and competences to do this job					
34	The prospects of advancement on this job					
35	The praise I get from doing excellent work					
36	The chance to apply my own judgement when solving problems while doing work					
37	The capacity of my employer's training programs, to inculcate good principles, values and work culture					
38	The chance to apply career information provided by my employer					
39	The way my employer manages career mentorship and coaching programs					
40	Being able to adjust fast every time my employer transfers me					
41	The feelings I get when supported by my employer in my career journey					
	Work Environment and Employees Relationships					
42	The manner in which my co-workers relate to and socialize with one another while working					
43	The presence of many rules and procedures in my work place					
44	The level of job commitments, competencies and enthusiasm of my fellow work colleagues					
45	The way my job provides fulfillment and engagement					
46	The amount and complexity of duties and responsibilities of my job					
47	The chances to take part in trainings, webinars, meetings and research activities					
48	Being able to have information, tools and resources required to do my job					
49	The opportunity to always know my employer's- employee work expectations					
50	The encouragement of having been sponsored by my employer to acquire job related training and skills					
51	The know how to measure, evaluate and improve quality of my work					
52	The way people work and cooperate as a team.					
53	The safety of my workplace and compensation if an accident happens.					
54	The security of my job and work life balance					
55	The idea of abandoning my job for another with greater opportunities for advancement.					

56	The realization by employees that our organization offers all staff an equal opportunity to further their education					
57	The chance to tell people the value of my job to the community					
	Supervision and Management					
58	The way my employer handles all cadres of workers					
59	The way my organization upholds good management practices and ethical standards					
60	The way my supervisor demonstrates competency to do his work					
61	The manner my supervisors shows interest and support employees by acknowledging their concerns					
62	The level of competency of my supervisor in making critical decisions					
63	The way my supervisors supports me in improving my job performance					
64	Being able to know what is going on in my organization.					
	Compensation Benefits and Rewards					
65	Compensation as reflected by volume and complexity of work I handle.					
66	The way my employer's compensation policies look like and how they are implemented					
67	The financial inducement given by my employer for exemplary job performance.					
	Recognition and Achievement					
68	The way my fellow employees are motivated by our employer for selfless service to citizens					
69	The chance my employer is able to provide meaningful information about every employee performance to aid promotion decision making					
70	The positive feelings and accomplishment derived from the job					
71	The opportunity to be of service to fellow human kind					
72	The prospects of getting feedback after my annual performance evaluation					
73	The way my employer awards employees for performance during end of the year celebrations					
	Communication and Empowerment					
74	The freedom of receiving reliable information and sharing it within my organization					
75	The opportunity I get to give input on important decisions affecting my job					
76	The chance of knowing how my employer measures, evaluates and supports employee to improve job performance					

Source: Researcher, 2021

Appendix II: University Authorization Letter


UNIVERSITY OF NAIROBI
FACULTY OF BUSINESS AND MANAGEMENT
SCIENCE

Telephone: 020-8095398
Telegrams: "Varsity", Nairobi
Telex: 22095 Varsities
Our Ref: D61/76046/2014

Tel: 020 8095398
Nairobi, Kenya
28 Sept, 2021


TO WHOM IT MAY CONCERN

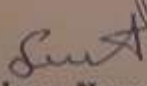
The bearer of this letter, **Geoffrey Mwaniki Methu** of Registration Number **D61/76046/2014** is a Master of Business Administration (MBA) student of the University of Nairobi.

He is required to submit as part of his coursework assessment a research project report. We would like the student to do his project on **"Perceived Effect of Career Development Programs on Job Satisfaction"**. We would, therefore, appreciate if you assist him by allowing him to collect data within your organization for the research.

The results of the report will be used solely for academic purposes and a copy of the same will be availed to the interviewed organization on request.


Thank you.




Gideon Ngugi

FOR: Executive Dean, Faculty of Business and Management Science

Appendix III: Approval for Interview Letter


ADMINISTRATION POLICE SERVICE


Tel: 020 - 22272411
Fax: 020 - 2248087
Email: admin.police@kenya.go.ke

ADMINISTRATION POLICE
HEADQUARTERS

Office of the DIG,
Jogoo House 'A',
P.O. Box 53258 - 00200,
NAIROBI, KENYA.

Our Ref: APS/HR
Your Ref: D61/76046/2014

30th September, 2021



To: Mr. Geoffrey Mwaniki Methu

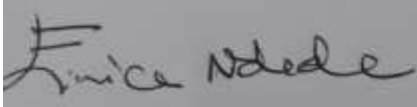
Ref: APPROVAL OF REQUEST TO COLLECT STUDY DATA

This follows your request to collect data for a study titled, "**Perceived Effect of Career Development Programs on Job Satisfaction**" as part of academic course work assessment, vide bearer's letter dated 28th September, 2021, in our organization.

The purpose of this letter therefore is to grant approval that you may proceed and collect necessary data from this institution, Headquarters, within the confines of the above stated study objective, for a period **not exceeding one month**, starting today.

You are supposed to produce this letter on demand as a prior authorization during the duration of your study exercise. The data acquired must be utilized only to academic pursuits mentioned and being a security sensitive organization, you shall avoid any data breach(es) under all circumstances.

Thank you for showing interest in our organization.



For: DIG-APS

c.c-All Departments; for info and staff requested to offer necessary assistance.

