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IS PERFORMANCE OF EMPLOYEES IN THE COUNTY GOVERNMENT OF NAROK ENHANCED BY CONTINUOUS PROFESSIONAL DEVELOPMENT?

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ABSTRACT

Employee performance is critical to the delivery of services in public establishments. However, notwithstanding various efforts directed toward improving employee efficiency through capacity-building initiatives, performance-related challenges are still rampant in county assemblies in Kenya. The poor performance of these institutions can further be attributed to the lack of investments continuous professional development. This study examined the effect of continuous professional development on employee performance in the County Government of Narok. A population of 250 employees of the County Government of Narok was considered. 182 respondents gave their feedback through data collected via structured questionnaires administered to support and administrative staff and interview guides for senior management. Qualitative and quantitative data analysis approaches were applied. Quantitative data was analyzed with regression analysis while qualitative data derived from thematic analysis of open-ended questions and interviews. A Cronbach's Alpha coefficient value of 0.7 for all variables were met hence considered acceptable. The discoveries were that continuous professional development was statistically significant where P-values were less than the adopted threshold P <0.05) hence enhanced the performance of employees in the County government of Narok by 60.7 percent A sole unit shift on the study variables brought a shift on the performance of employees in the County Government of Narok, Kenya. Recommendations were that there should be a conducive environment that will encourage employees to develop own personalized developments plans.

Key words: *Performance of Employees and Continuous Professional Development*

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INTRODUCTION

Work performance remains an indispensable ingredient in the success equation of corporate houses worldwide. Certainly, productivity levels across industries have been increasing at an average rate of 2.3% annually as borne out by the report of productivity improvements due to enhanced employee performance strategies (ILO, 2021). Among such performance indicators is team collaboration, training programs, and mentorship initiatives to improve productivity (World Bank, 2022). In OECD (2020) study, it seems most businesses practicing continuous professional development (CDP) report employee output about 15% more than those not doing so. However, there is a difference in regions when focusing on capacity-building initiatives which in turn alter the entire employee performance level differently.

The United States could count above the other countries in employee performance because of the adequacy of capacity-building programs it has for its employees. As noted by Bureau of Labor Statistics, that is, 2022 such firms that conduct employee training and mentorship programs increase their retention by about 25% on that score. In addition, it has been viewed that a culture of playing as a team will result in improved efficiency and innovation within organizations (Harvard Business Review, 2021). Engaged individuals have been known to derive higher job satisfaction through engagement in professional development; about 78% of U.S. employees supporting such development programs indicate higher job satisfaction rates (Forbes, 2023).

In the United Kingdom, driving employee performance is the strong government-backed training and mentorship initiatives. Organizations whose employees learn have been shown to attain about 30% better productivity (CIPD, 2021). There have also been some improvements in workplace efficiency as a result of teamwork and leadership skills programs (European Journal of Business and Management, 2022). Such UK government policy on professional development has made employees highly flexible with 20% reduction in turnover rate (Financial Times, 2023).

Indeed, employee performance varies across Africa due to the different economic conditions and sub-investments across countries in their capacity-building programs. According to the African Development Bank, only 40% of African organizations provide formal training courses or programs for their workers (AfDB, 2022), which in turn limit the efficiency of the total workforce. The case is the same concerning informal mentorship programs, which are said to be in existence since they do not lead to effective employee growth (ILO, 2021). Less emphasis has also been laid on team playing, with studies indicating that only 35% of African employees conduct their work in structured team environments (UNDP, 2023).

Nigeria is one of its kinds in Western Africa, doing well with employee performance interventions through structured training programs. Nigerian Economic Summit Group (2022) shows that 50% of such companies that invest in employee training report productivity increases in levels. "Mentoring Activities" in Nigeria Banking Sector have also increased employee productivity by 12% (World Bank, 2023). These have been some of the limitations regarding access to opportunities for continuous professional development (ILO, 2022).

East Africa has been in the forefront spearheading initiatives directed toward capacity-building for employees, Rwanda being the case in point. Structured training programs have enhanced employee performance by 18% in the last five years according to the Rwandan Ministry of Labor (2023). Team playing has led to efficiency in service delivery in the public sector (AfDB, 2022). Furthermore, mentorship activities have been institutionalized, with organizations reporting a 15% increase in collaboration in the workplace (UNDP, 2023).

Employee performance is an area of focus in the development of the workforce in Kenya. Structured training programs have been associated with a 20% increase in productivity by an organization per study carried out by Kenya Institute for Public Policy Research and Analysis (KIPPRA, 2023). Mentorship initiatives have also cause effects on employee engagement, especially in corporate and public sectors (Kenya National Bureau of

Statistics, 2022). However, there are also barriers such as few funds allocated to continuous professional development (World Bank, 2023).

High employee performance levels are necessitated by high employee membership at county assemblies in Kenya concerning the services and governance they provide. According to the Council of Governors (2022), capacity building initiatives like training and mentorship programs have been integrated in improving employees' efficiency. However, the variation in funding and implementation of these programs causes variations in performance at different county assemblies (Kenya School of Government, 2023). Team playing initiatives are underutilized, which impacts the effectiveness of overall service delivery (UNDP, 2023).

The County Government of Narok has its share of challenges and opportunities in enhancing employee-level performance. A report by Narok County Public Service Board (2023) states that training programs are being rolled out to improve employee performance, but more resources will need to be allocated for the best outcome. In addition, the lack of full institutionalization of mentorship activities has resulted in employees exhibiting varied performance levels (Kenya School of Government, 2022). However, team-playing initiatives within the assembly have been promising in that the decision-making is seen as collaborative in improving overall service delivery (Council of Governors, 2023). Further strengthening capacity-building practices in Narok County Government is needed to optimize employee performance and ensure good governance.

Statement of the Problem

Employee performance is a crucial determinant in the service delivery of governmental institutions. However, counties, among others, continue to grapple with performance-related challenges, even after several attempts at improving employee efficiency-through training programs and mentorship and team work strategies. It is said that inefficiencies persist in counties' assemblies due to insufficient investment in capacity building practices, resulting in poor service delivery and governance issues (Kenya School of Government 2023; Council of Governors, 2022). Furthermore, lack of a consistent approach toward staff development leads to inadequate evidence-based knowledge, thereby hampering the employees from adapting to the changing requirements of the administrative and legislative world (UNDP, 2023).

The County Government of Narok, like many other county assemblies in Kenya, has significant challenges in boosting employee performance. Despite various efforts to introduce training programs and mentorship initiatives, the implementation has been irregular. Performance issues are further compounded by low resource allocation and limited institutionalization of continuous professional development programs (Narok County Public Service Board, 2023). Employees are also deprived of structured frameworks for team playing, with the inhibition of collaboration and efficiency in operation (Kenya Institute for Public Policy Research and Analysis, 2023). These gaps contribute to a decline in overall contractual effectiveness of employees to attain governance objectives.

While there have been a number of studies on capacity-building practices and their impact on employee performance, Munyiva (2021) studied the training programs as an influence on employee performance in Kenyan public institutions and found that structured training builds efficiency and job satisfaction. However, the study was focused on government ministries and had no mention of the county assemblies. Adu and Mensah (2020) studied mentorship initiatives which to an extent found that structured mentorship promotes knowledge transfer and decision-making in Ghana's local government; however, this study did not look into the role of team playing and continuous professional development.

Kamau and Otieno (2019) investigated teamwork in the public sector of Kenya and found that organizations that promote teamwork tend to show higher employee engagement and efficiency; however, this research was limited to parastatals, thus excluding county governments. These literature gaps point towards the pressing need for an all-encompassing research endeavor to investigate the influence of team playing, training programs, mentorship initiatives, and continuous professional development on employee performance in

county assemblies. This research will bridge the gaps by focusing on the County Government of Narok, identifying challenges and opportunities, and providing evidence-backed recommendations for ameliorating capacity-building strategies that will improve employee efficiency in legislative institutions.

LITERATURE REVIEW

Empirical Review

Continuous Professional Development and Performance of Employees

Shiri et al. (2023) examined the influence of continuing job education and professional development on the premature exit from the labor market. A systematic review was undertaken to understand how continuous job education and professional development impact employee retention. Findings, based on data extracted from PubMed and Embase up to January 2023, revealed that job satisfaction and commitment fully mediate the relationship between employee development and the intention to exit a current place of employment. This reveals that continuous learning and career growth opportunities contribute to employee retention through job satisfaction and organizational commitment. However, the authors recognized that the focus was on employee retention rather than on direct outcomes on job performance, and, therefore, the findings may not be readily applicable to the legislative institutions. The study intends to determine how continuous professional development enhances employee performance in the County Government of Narok while looking at how ongoing skills enhancement influences productivity and service delivery in a legislative environment.

Harunavamwe and Mnqayi (2022) examined the influence CPD programs have on employee performance at the site Company A located at Empangeni, KwaZulu-Natal. Using qualitative research methods, the study drew from purposive non-probability sampling and semi-structured interviews. The findings concluded that CPD programs have a very positive effect on employee performance, with employees viewing them as instrumental in their acquisition of knowledge, skills, and attitudes. The study also emphasized CPD programs' importance amongst paramedic employees, with continuous training becoming critical to remaining conversant and applying new evidence-based practices in the management of patient care. Nonetheless, the research was undertaken in the health sector, where professional development is heavily oriented toward medical advancement. This research focus might not really speak to the training demands of legislative employees. The current study, therefore, aims to determine the role of continuous professional development in enhancing the performance of employees in the County Government of Narok, examining how ongoing training fosters efficiency, effectiveness, and policy implementation in a legislative setting.

Shiri, El-Metwally, et al. (2023) looked at the impact on early labor-force exit of ongoing job education and professional development through a systematic review. The study focused on PubMed and Embase databases until January 2023 in order to explore the role of professional development on employee retention. Their findings showed that ongoing employee development is a stronger predictor of retention for younger than older employees. Job satisfaction and commitment fully mediated the relationship between employee development and turn-over intent. Still, the study focused much on employee retention and far less on performance outcomes directly and did not investigate the impact of professional development specifically in a public institution. In the current study, we seek to determine the role of continuous professional development in enhancing the performance of employees in the County Government of Narok with special reference to ongoing training, translation to other staff productivity, efficiency, and service delivery in a legislative environment.

Theoretical Review

Goal-Setting Theory

Goal-Setting Theory espoused by Locke and Latham in 1990 states that Specific and difficult goals improve performance by directing efforts towards them, increasing the persistence of their efforts, and creating task strategies. Therefore, it is argued that specific, definitive, and achievable goals lead to more motivation and higher performance than ambiguous or simple goals, while feedback mechanisms are critical in goal-setting because they help employees modify their efforts to produce desired results. The theory also argues that self-efficacy is important because employees with such beliefs, in themselves, will tend to mobilize more effort toward the realization of goals set (Locke & Latham, 1990).

Many scholars continue to support Goal-Setting Theory as having relevance in its application for management. According to Lunenburg (2011), clearly defined goals result in better performances by employees because they understand the requirements placed upon them to achieve the goals. For example, O'Neil and Drillings (1994) state that goal-setting enhances self-regulatory skills whereby employees are able to track their progress and so make adjustments accordingly. Klein, Wesson, Hollenbeck, and Alge (1999), in a further contribution, found out that goal specificity and goal difficulty significantly relate to task performance only when individuals are committed to reaching goals. The findings of the above studies support the hub of Karl and Jim's theory.

Goal-Setting Theory is most applicable to the County Government of Narok in relation to the understanding of how a well-structured goal determines productivity in employees. With clearly stated aims for employees in various departments, the County government can improve efficiency, accountability, and motivation. Not to mention the performance appraisal systems that follow the goal-setting model and provide worker feedback, thus achieving continuous improvement. Thus, the theory confines itself into explaining performance improvement for the County Government through effective goal-setting techniques.

METHODOLOGY

Research Design

Descriptive research design was used. This design emerges as the best that allows systematic collection and processing of data to determine the relationships between personal development and employee performance (Creswell & Creswell, 2017). A descriptive design gives the researcher the opportunity to describe the detailed features of the study variables within the boundaries of accuracy and reliability.

Target Population

The target population for this study were the employees of the County Government of Narok. These include administrative staff, senior management, and support staff concerned with the management of human resources. The population size is 350 employees as maintained by the Narok County Government Human Resource Department. The varying roles and responsibilities of these employees make them a fitting population for assessing how capacity-building practices influence employee performance. This means that this study will bring in views from all the levels of the assembly's workforce. This guarantees a holistic understanding of the effects of continuing professional development on employee performance.

Table 1: Target Population

Category	Target Population
Senior Management	70
Administrative Staff	150
Support Staff	130
Total	**350**

Source: Narok County Government (2025)

Sampling Technique and Sample Size

The stratified random sampling technique shall be employed so as to fairly represent employees across the different departments of the County Government. It would aid in obtaining a sample that would be heterogeneous regarding differences in jobs and responsibilities. This stratification will ensure that all major segments of the population, like top management, administrative officers, and support staff, are properly represented. the specific respondents from each stratum will be identified using purposive sampling. The sample size will be determined using Krejcie and Morgan's formula (1970), as follows:

$$S=\frac{X^2NP(1-P)}{d^2(N-1)+X^2P(1-P)}$$

Where:

- **S** = Required sample size
- **X^2** = Chi-square value for 95% confidence level (3.841)
- **N** = Population size (350)
- **P** = Population proportion (assumed to be 0.5 for maximum variability)
- **d^2** = Degree of accuracy (0.05)

Using this formula, the calculated sample size is 250 respondents.

Table 2: Sample Size

Category	Target Population	Sample Size
Senior Management	70	30
Administrative Staff	150	84
Support Staff	130	68
Total	**350**	**182**

Source: Researcher (2026)

Research Instruments

The study employed a semi structured questionnaires and an interview guide to collect primary data. The interviews will be administered to senior managers, while the questionnaire will be directed at support and administrative staff. A Likert scale will measure responses, allowing participants to express their agreement or disagreement. The questionnaire enhances the reliability of data collection, which eases systematic analysis of the responses obtained and at the same time has the ability of generating uniform data from a varied and dispersed large population. This method further allows for anonymity, which will motivate the respondents to provide genuine feedback and reflections. In a bid to ensure instruments suffice the reliability and validity requirements, expert reviews and pilot testing shall precede the full-scale implementation of the questionnaire in the study.

Data Analysis and Presentation

Data was analyzed using qualitative and quantitative methods to give a full panorama of the research findings. Quantitative data applied descriptive statistics and inferential statistics. Descriptive statistics, such as means, standard deviations, frequencies, and percentages described the characteristics of the data. Inferential statistical tests were Pearson correlation coefficient and regression analysis for analyzing independent variables-teams continuous professional development-and the dependent variable-employee performance relate to each other. With a view to assessing the extent to which independent variables predict employee performance, a multiple linear regression model was applied. The findings from the quantitative analysis is presented in a tabular format for graphs and charts for easy interpretation and comparison.

Conversely, qualitative data obtained from open-ended survey responses or interviews was analyzed using thematic analysis. During thematic analysis, themes and patterns across the responses were found to lead to

in-depth insights into the image of capacity-building practices on employee performance. Data was coded, categorized, and interpreted based on emergent patterns to capture all subjective experiences and perceptions as they are. Direct quotations from respondents are used to support the themes that are apparently stated. Combining the qualitative and quantitative data will give a broader view of the study by allowing triangulation to be employed to improve the reliability and validity of the findings.

Empirical Model

A multiple linear regression model to test the relationship between capacity-building practices and employee performance is expressed below:

$Y=\beta_0+\beta_1 X_1+\varepsilon$

Where:

Y = Employee Performance

$\boldsymbol{\beta_0}$ = Constant

$\boldsymbol{\beta_1}$= Regression Coefficients

$\mathbf{X_1}$ = Continuous Professional Development

ε = Error Term

FINDINGS AND DISCUSSION

Response Rate

The respondents were County Government of Narok administrative staff, senior management and support staff. Out of 250 employees 182 gave feedback as pointed in table 4.2

Table 3: Response Rate

Responses	Count	Percent
Actual responses	182	72.8
None response	68	27.2
Total target responses	250	100.00

Source: Researcher (2025)

Table 3 response was at 72.8%, and a none response rate of 27.2%. The response was due to the consistent follow. 70% and above response rate is within the recommendation of Mugenda and Mugenda (2003). Since 182 questionnaires filled and given back shows willingness of County Government of Narok employees to give their reviews of their needs.

Descriptive Statistics

Continuous Professional Development and Performance of Employees Descriptive

The employees pointed out that continuous learning and career growth opportunities contribute to employee retention through job satisfaction and organizational commitment. Such programs are viewed by employee as instrumental in their acquisition of knowledge, skills, and attitudes. Employee professional development is a stronger predictor of retention for younger than older employees. Also, there is job satisfaction and commitment fully mediated the relationship between employee development and turn-over

Table 4 Continuous professional development and the Performance of Employees Descriptive
Source: Survey data (2025)

Statements	N	SDA F	%	DA F	%	N F	%	A F	%	SA F	%	Mean	Std. Dev.
I have been fully participating in comprehensive development activities.	182	5	2.4	20	9.7	40	19.4	28	13.6	21	10.2	2.8	1.2
My knowledge base has been improved	182	29	14.1	12	5.8	25	12.1	53	25.7	63	30.6	3.2	1.1
I have acquired all round skills for job performance	182	7	3.4	21	10.2	12	5.8	72	35.0	70	34.0	3.5	0.9
The mentorship program is well-structured and effective.	182	21	10.2	41	22.5	66	32.0	70	34.0	38	20.9	3.3	1.0
Professional skills are acquired as the work experience increases	182	10	4.9	40	39.8	42	23.0	14	6.8	10	4.9	2.9	0.9
Average												**3.1**	**1.0**

Table 4 highlight that continuous professional development was agreed at 3.1 mean and 1.0 std at Narok county government. Respondents disagreed to have been fully participating in comprehensive development activities by 2.8 mean and 1.2 std where 40(19.4%) and 20(9.7%) disagreed while those who agreed to have participated in comprehensive development activities were 21(10.2%) and 28(13.6%). However, some respodents said that their knowledge base has been improved by 3.2 mean and 1.1 std where 63(30.6%) and53(25.7%) while 25(12.1%) choose to remain neutral and those who disagreed were 29(14.1%) and 12(5.8%). Respondents said that they have acquired all round skills for job performance by 3.5 mean and 0.9 std where 70(34%) and 72(35%) agreed to this. 7(3.4%) and 21(10.2%) did not agree to have acquired all round skills while 12(5.8%) decided to keep their opinions to neutral. The mentorship program is generally well-structured and effective at 3.3 mean and 1.0 std where 70(34%) and 38(20.9%)agreed even though 21(10.2%) and 41(22.5%) seems to differ that the mentorship programs are well structure and efficient while 66(32%) remained neutral, Professional skills are acquired as the work experience increases was close to moderate at 2.9 mean and 0.9 mean where 14 (6.8%) and 10(4.9%). Where those who disagreed 10(4.9%) and 40(21.9%). While 42(23.1%) decided to remain neutral.

Above findings emphasizes Harunavamwe and Mnqayi (2022) who examined the influence CPD programs have on employee performance at the site Company A located at Empangeni, KwaZulu-Natal. The findings concluded that CPD programs have a very positive effect on employee performance, with employees viewing them as instrumental in their acquisition of knowledge, skills, and attitudes. Also, Mnqayi and Harunavamwe (2021) investigated the effects of CPDs on employee performance at Company A in KwaZulu-Natal. It was found that CPD programs positively affect employee performance by enhancing knowledge, skills, and attitudes. It was emphasized the importance of CPDs to paramedic employees in keeping them updated and applying new evidence-based practices in patient care. Teamwork and good leadership were also defined as critical to employee performance.

Performance of Employees in County Government of Narok

The employees sampled were in agreement that that teamwork, training, mentorship, and CPD influenced their job performance in view that they have acquired set of new skill. Other factors contribute to employee performance at the County mentioned were prompt payments of salaries, continuous career growth in accordance to job grades. Flexible working plan especially in digital era was highly vouched for the respondents. Various challenges that they face in achieving high performance were mostly rated to unfair

treatments in the office, delayed salary pay, unclear roles segregation as well as absence of bonuses and recognition for excellent performance. The recommendations for improving employee performance were majored on the challenges expressed.

Table 5: Performance of Employees Descriptive

Statements	N	SDA		DA		N		A		SA		Mean	Std dev.
		F	%	F	%	F	%	F	%	F	%		
My productivity has improved due to capacity-building initiatives.	182	12	5.8	32	17.6	44	21.4	36	17.5	58	28.2	3.6	1.0
I meet my job targets and deadlines efficiently.	182	7	2.3	13	6.3	44	21.4	49	23.8	69	33.5	3.3	1.0
My job performance has improved due to teamwork.	182	8	3.9	34	16.5	41	19.9	55	26.7	44	21.4	3.3	1.2
I apply new skills and knowledge acquired through training.	182	20	10.9	19	10.4	36	19.8	51	28.0	56	30.7	3.6	0.9
I feel motivated and engaged in my work.	182	0	0.0	5	2.4	32	15.5	72	35.0	56	27.2	3.9	0.9
My problem-solving and decision-making skills have improved.	182	0	0.0	8	4.4	24	13.2	82	45.1	68	37.4	3.7	1.2
Mentorship programs have positively influenced my career development.	182	3	1.6	14	7.7	63	34.6	59	32.4	43	23.6	3.2	1.1
CPD programs have helped me adapt to changes in my job role.	182	5	2.4	17	13.1	42	20.4	58	28.2	60	23.8	3.7	1.1
Average												**3.5**	**1.1**

Source: Survey data (2025)

Table 5 points that the performance of Narok county employees' statements tested were agreed by 3.5 mean and 1.1 std. Some of the agreed by 3.6 mean and 1.0 that their productivity had improved due to capacity-building initiatives where 58(28.2%) and 36(17.5%) were in agreement. 44(21.4%) choose not to give credit to capacity-building initiatives as the reason for their improved performance while 12(5.8%) and 32(17.6%) disagreed that their improved performance was contributed by the capacity-building initiatives. The respondents agreed to have meet their job targets and deadlines efficiently by 3.3 mean and 1.0 std where 69(33.5%) and 49(23.8%) agreed to have met their job targets and deadlines efficiently but 44(21.4%) remained neutral about the statement. Only 7(2.3%) and 13(6.3%) seemed to miss on deadlines. The employees sampled agreed that their performance has improved due to teamwork by 3.3 mean and 1.2 std where 44(21.4%) and 55(26.7%). Only 8(3.9%) and 34(16.5%) who did not agree that teamwork had led to their improved job performance. The employees agreed to apply new skills and knowledge acquired through training by 3.6 mean and 0.9 std where 56(30.7%) and 51(28%) agreed while 36(19.8%) remained neutral

about their application of new acquired skills 20 (10.9%) and 19(10.4%) indicated that they do not generally apply new skills and knowledge acquired through training. The employees feel motivated and engaged in my work by 3.9 mean 0.9 std where 56(27.2%) and 72(35%) while 32 (15.5%) while those who disagreed were 5 /92.4%)

The employees agreed that their problem-solving and decision-making skills have improved by 3.7 mean 1.2std where 68(37.4%) and 82(45.1%) while 24 (13.2%) remained neutral but 8 (4.4%) disagreed. Mentorship programs were agreed slightly to positively influenced the career development by 3.2 mean and 1.1 std where 3 (1.6 %) and 14 (7.7%) disagreed and majority of 63 (34.6 %) decided to remain neutral on the positivity of mentorship programs on their career development. Those who agreed were 43(23.6%) and 59(32.4%).

Regression Analysis

Multiple regression analysis connects Narok county employee's performance in reference to professional developments, staff training, team playing, mentorship initiatives.

Table 6 presents the analysis results.

Table 6: Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.779[a]	.607	.598	0.27960

a. Predictors: (Constant), Continuous Professional Developments

Source: Researcher (2025)

In Table 6, the R-squared value is 0.607. It is clarified that the Narok county employee's performance is 60.7 percent contributed by professional development. Other factors outside this model results to 39.3 percent of the Narok county employees' performance The model is, therefore, appropriate for inferential statistics.

ANOVA

The ANOVA outputs observed the regression model fitness. Table 7 Display the outputs

Table 7: ANOVA Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	126.318	4	31.580	68.376	.000[b]
	Residual	81.748	177	.462		
	Total	208.066	181			

a. Dependent Variable: PERFORMANCEOFEMPLOYEES

b. Predictors: (Constant), Continuous professional developments, Team building, Mentorship initiatives, Staff training

Source: Researcher (2025)

Table 7 prove that model fitted and data are at statistically significant at the F-ratio (4,177) of68.376. The 0.001 probability value was below adopted threshold hence an indication that professional developments, staff training, team playing, mentorship initiatives lead to improved performance of Narok county employees .

Coefficients

The relationship between professional development was analyzed to prove existence and to validate their effect on performance of Narok county employees.

Table 8: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.098	.534		3.929	.000
	Professional developments	.167	.076	.163	2.192	.000

a. Dependent Variable: Employee Performance

Source: Researcher (2023)

Table 8 point a constant value of 2.098 of the dependent variable when professional developments are constant.

The regression model adopted was as below

$Y = 2.098 + 0.076X_1 + e$

Where:

Y = Employee Performance

X_1 = professional developments

β_1 is the beta coefficient

e is the error term

β_0 is the y-intercept

Continuous Professional Development and Performance of Employees

The focus was to determine the role of continuous professional development in enhancing the performance of employees in the County Government of Narok.

Table 8 points that β= 0. 167, t=2. 192, p=0. 001. The value 0. 167 imply effect of a unit shift on continuous professional development the performance of employees in the County Government of Narok, Kenya. The t-values (t= 2,192 $p<0.05$) are statistically significant and substantiate the effect of continuous professional development on the performance of employees in the County Government of Narok.

Above discoveries point to Harunavamwe and Mnqayi (2022) who examined the influence CPD programs have on employee performance at the site Company A located at Empangeni, KwaZulu-Natal. CPD programs made employees view them as instrumental in their acquisition of knowledge, skills, and attitudes. The programs were important because continuous training was critical to remaining conversant and applying new evidence-based practices in the management of patient care. County Government of Narok, examining how ongoing training fosters efficiency, effectiveness, and policy implementation in a legislative setting.

Shiri, El-Metwally, et al. (2023) looked at the impact on early labor-force exit of ongoing job education and professional development through a systematic review. Discoveries showed that ongoing employee development is a stronger predictor of retention for younger than older employees. Job satisfaction and commitment fully mediated the relationship between employee development and turn-over intent.

CONCLUSIONS AND RECOMMENDATIONS

The objective focused in determining the role of continuous professional development in enhancing the performance of employees in the County Government of Narok. It was discovered that continuous

professional development was not a common thing at Narok county government since the respondents have not been fully participating in comprehensive development activities. The employee's knowledge base has not been improved based on continuous professional developments. All round skills for job performance were yet to be achieved by the county employees and prove that there are no the job professional acquired skills. It was moderately agreed that professional skills are acquired as the work experience.

In conclusion, the interactions with peer has been achieved due such trainings and team work. Digital spaces confidence has also been enhanced due to the knowledge acquired. There has been sense of belonging since learning environment has been enabled cross sharing of skills among the teams because the supervisors and leaders group the teams accordingly hence promoting teamwork. Some team workers may take advantage of others and avoid responsibilities but consistency professional training continuous to eliminate such challenges. Ensuring that they skill sets are enhanced as well as meeting the fears on emerging areas especially on technology. On the other side, employee professional development is a stronger predictor of retention for younger than older employees. Also, there is job satisfaction and commitment fully mediated the relationship between employee development and turn-over.

Also, continuous learning foster career growth opportunities for the employees. The professional development programs should be implemented annually to help employees acquires emerging skills needed specially to interact with digital spaces. There should be a conducive environment that encourages employees to develop own personalized developments plans. Training seminars should be part of the county yearly plans and targets and to achieve this the county should invest in e learning platforms as well as learning opportunities within various departments.

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