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Career Development Prospects on Retention of Teachers in Public Secondary Schools in Kenya

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Abstract

This study sought to investigate the influence of career development prospects on retention of teachers in public secondary schools in Kathonweni Sub County, Makueni County, Kenya. The study objective sought to investigate the influence of career development practices on retention of teachers in public secondary schools in Kathonweni Sub-County. The study adopted descriptive survey research design. The target population consisted of all 791 teachers from Kathonweni Sub County. Proportionate sampling technique was used to select 117 teachers. Data was collected using questionnaires. Quantitative data was analyzed using descriptive and inferential statistics with the aid of SPSS (Statistical Package for Social Science) Software and presented using cross tabulation tables and pie charts. The Pearson correlation coefficient was used to analyze inferential data. The set level of significance was 0.05. From the findings, career development practices had a positive relationship with teachers. The average mean of positive responses was 3.4. This implied that most of the teachers agreed with most of the statements though the answers differed as shown in the standard deviation of 1.0. The results also showed that career development practices were positively and significantly related ($\beta=0.589p=0.00$). In conclusion career management increases work performance of employees and motivates workers to want to stay. This study is significant to various stakeholders in determining the best motivational techniques for use in order to improve teacher performance and retention in their schools. The study recommends training of teacher trainers on career development procedures with the aim of guiding and developing teacher's career in their schools.

Key words: *Career development practices, teachers' retention, public secondary schools*

1. Introduction

Career development programs in any organization are important in increasing employees' new skills and knowledge. This in turn helps job efficiency and workers motivation. The capacity of a school to keep its instructors is referred to as teacher retention (Weem & Ajbar, 2014). According to Kageha (2014) and Orina (2015) teacher stability is the role of an institution which concentrates on inspiring, orientating, educating and giving direction for instructors who work in the institution in order to increase job satisfaction.

Klassen and Anderson (2017) researched on the levels of teachers' satisfaction in United Kingdom and found that most teachers were dissatisfied and attributed this to lack of support from the school administration. Teachers in secondary schools were found by researchers to have most concern on external sources of job dissatisfaction even though the relationship between the teachers and the BOM was significant on their willingness to undertake their duties. It is true to say that the well spring of satisfaction of teachers and subsequent retention in United Kingdom (UK) secondary schools falls within the purview of the intrinsic rewards of teaching and are centered on administration and teacher relations.

George and Liumandi (2017) investigated the impact of career development strategies on teacher retention among primary school teachers in Ghana. The study focused on 3000 teachers in the Asutifi district and was descriptive in



nature. Focus group discussion and interviews were applied to obtain only qualitative data. The study employed a sample of 300 instructors and 15 principals. The findings revealed that school administration's career development policies have a beneficial impact on teacher productivity. However, an interview with the principals revealed that as they progressed in their studies, they became more confident. However, this study shows a methodological gap since it only collected qualitative data. The current study collected both qualitative data and quantitative data.

Mark and Kdulwa (2018) study sought to investigate the impact of career development programs on teachers' satisfaction in Catholic Sponsored schools in Nakuru County, Kenya. The study employed a descriptive research design targeting 810 secondary school teachers. A sample of 210 teachers and 18 principals was used in the study. Regression results showed that career counseling and career advancement workshops had a positive and insignificant association with teachers' satisfaction. However, the study investigated on teachers' satisfaction while the present study dealt with teacher retention. The study also shows a methodological gap since a questionnaire and interview guide was used in collecting data while the current study used a questionnaire. Additionally, there is a scope gap since the study was done in another location and not Kathonzwani Sub County. This study sought to investigate the influence of career development programs on teacher retention.

Career development involves programs that enable employees to realize achievement of new skills. According to a study by Nyambura and Kamara (2017) if an organization has an efficient career development program that meets individual expectations of its employees, those people will automatically want to stay. Such constancy is evident in the performance of the staff. Career management better recognizes the company's future human resource requirements and forecasts better progression phases for various disciplines and professions. Staff retention was influenced by in-service training, seminars and workshops, and sponsorship. Bicajad and Treska (2014) undertook research to study the influence of teacher professional development on improving the quality of elementary teaching. An exploratory research design was employed in the study. A total of 3800 teachers were contacted, with 380 being chosen as a sample. Structured questions were utilized in collecting data, and the chi square test was employed to analyze data. The research found that in-service teacher qualification programs and career development seminars had a beneficial impact on instructors' teaching quality. Majority of teachers become more motivated and eager to work longer hours.

The rate of teachers' turnover among secondary schools in Kathonzwani Sub County has remained high. In 2016, the number of teachers who left teaching to join other businesses increased from 23% to 27% in 2015 (MoE, 2016). In 2017, 8 teachers from the same sub county were poached by private schools in other counties. Similar trend was observed in 2018 where 19 teachers from public secondary schools in Kathonzwani Sub County applied for early retirement most of them being less than 50 years old (MoE, 2018). County Director of Education (CDE, 2017) highlights that Kathonzwani Sub County has the highest applicants for teacher transfers and absenteeism in comparison to other sub counties in Makueni county. For example, 25 teachers transferred between April and December 2018 to schools within the same sub county to other sub counties and other counties while in Kasikeu, a neighboring sub county which is in the same region and environment, only 2 teachers transferred in the same period. Additionally, the County Directors official records available in the office indicate that more than 10 teachers have joined agricultural retail business in search of improving living standards (County Director of Education, 2017). The high turnover implied that there exists a problem in the teaching and learning process.

The study was to determine the influence of career development practices in Public Secondary Schools in Kathonzwani sub county, Makueni County, Kenya.

Hypothesis:

There is no statistically significance relationship between career development and teachers' retention in public secondary schools in Kathonzwani Sub County, Makueni County, Kenya.

2. Methods and Procedures

This study was based on Herzberg's Motivation-Hygiene. The theory provided the foundation for this research. Herzberg's (1959) Motivation-Hygiene theory is a theory in action, with the central idea being how to motivate personnel. It's insightful in determining what motivates and demotivates employees. The study adopted descriptive survey research design. Pearson correlation formula was used to analyze inferential data. The 791 teachers from all school categories in Kathonzwani Sub County were used as the study's target population. Proportionate sampling



technique and simple random sampling were used to select 117 teachers. Questionnaires were used as data collection tools. The research instruments were validated through piloting of the tools in schools which did not take part in the main study. The questionnaire’s measures were tested for reliability using cronbach’s alpha. Descriptive and inferential statistics were applied in analyzing the quantitative data. Percentages, means, and standard deviation was included in the descriptive statistics whereas correlation was included in inferential statistics. Pie charts and tables were used in presenting the quantitative data. Correlation analysis was used in analyzing the association between the dependent and independent variables whereby a weak association was recorded if the correlation coefficient was below 0.3, moderate 0.4 and 0.6 and above 0.7 showed a strong association at 95 percent confidence interval and 0.05 level of significance. The researcher safeguarded the research's quality and integrity by ensuring that the study's sampled participants are treated with dignity and respect, and that their privacy was maintained

3. Results

Table 1: Response of Teachers on Career Development Practices and Teachers Retention

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation
There exists an in-service teacher training policy in our school	8.00%	11.00%	16.00%	34.00%	31.00%	3.69	1.24
Academic sponsorships are given to teachers willing to advance their studies.	9.00%	11.00%	18.00%	32.00%	30.00%	3.63	1.27
There exists a short-term seminar support service	14.00%	12.00%	16.00%	32.00%	26.00%	3.44	1.37
Teachers career aspirations within the institution are supported	12.00%	20.00%	13.00%	31.00%	24.00%	3.35	1.36
Frequent seminars and workshops are organized to keep teachers abreast with new developments in the education sector	20.00%	10.00%	16.00%	26.00%	28.00%	3.32	1.48
Total						3.49	1.34

The results in table 1 indicate that 65% of the teachers responded by agreeing to the statement that, in servicing of teachers is a policy that existed in their school while 19.0% of them answered no to the statement. It was also noted that 62.0% responses agreed to the statement that academic sponsorships are given to teachers willing to advance their studies while 20% did not concur with the statement. Consequently, other findings indicated that 58% among the teachers dictated that there existed a short-term seminar support services while 26.0% of the teachers were in disagreement. In addition, the results indicated that 55% agreed to the statement that teacher’s career aspirations



within the institution are supported while 32.0% of them disagreed with such statement. Furthermore, 54% among the teachers agreed that frequent seminars and workshops are organized to keep teachers abreast with new developments in the education sector while 30.0% did not concur with that statement. An average mean of 3.4 for the responses was recorded on a five-point scale. This implied that most of the teachers were in agreement with majority of the statements. A standard deviation of 1.0 showed how the answers varied.

Correlation Analysis for Career Development and Teachers Retention

Correlation analysis was undertaken for the purpose of determining the relationship between career development practices and teachers’ retention. Below are the results as tabulated in table 2 below.

Table 2: Correlation Analysis for Career Development Practices and Teachers Retention

Variable		Teacher retention	Career Development practices
Teacher retention	Pearson Correlation Sig. (2-tailed)	1	
Career Development Practices	Pearson Correlation Sig. (2-tailed)	.605**	1
		0.000	

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

In conclusion, analysis outcomes found that career development practices and teachers’ retention are positively related (r=0.605, p=0.00).

Teachers Retention in Kathonzweni sub county in Makueni County

The teachers were required to state their opinion regarding teacher’s retention in Public Secondary Schools in Kathonzweni Sub County in Makueni County. Their responses were tabulated on a five point likert scale as shown in the table below.

Table 3: Teachers Retention in Kathonzweni Sub County in Makueni County

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation
I am extremely glad that I chose this school to work for	13.00%	14.00%	9.00%	34.00%	30.00%	3.54	1.39
I can recommend other teachers to join this school	13.00%	11.00%	15.00%	35.00%	26.00%	3.5	1.34
I can recommend parents to bring their children in this school	16.00%	14.00%	14.00%	30.00%	26.00%	3.36	1.42
I am willing to remain in this school till my retirement	9.00%	13.00%	16.00%	33.00%	29.00%	3.6	1.28
I am very satisfied	18.20%	12.10%	16.20%	21.20%	32.30%	3.37	1.5



with the working environment in this school							
I am ready to serve this school in any capacity	9.00%	12.00%	17.00%	30.00%	32.00%	3.64	1.29
Total						3.5	1.37

The results in table 3 indicated that 64% of the teachers concurred with the statement that, they were really happy to have chosen to work in that station while 27% of the teachers did not support this statement. The results also revealed that 61% of the teachers consented with the statement that they can recommend other teachers to join the school while 23.0% of them did not agree to the statement. Moreover, it was found that 56% of the teachers indicated that they could recommend parents to bring their children in the school while 30.0% of them did not support the statement. Other findings further reported that 62% of the teachers agreed that they were willing to remain in the school till their retirement while 22.0% of the teachers were not willing to conform. The study also established that 53.5% of the teachers were satisfied with the working environment in their school while 30.3% of the responses registered dissatisfaction. A number of teachers 62.0% agreed to the statement that they were ready to serve the school in any capacity while 21% were among those who disagreed with the statement. The resulting average mean of the responses on a five-point scale was 3.50. This implied that a good number of teachers were in support of most of the statements. A standard deviation of 1.37 showed how the answers varied.

4. Discussions

The findings showed that in servicing of teachers as a training policy is available in Public Secondary Schools in Kathonzweni Sub County in Makueni County, Kenya. This was shown by the mean of 3.6. The study also found that, academic sponsorships given to teachers willing to advance their studies had a mean of 3.63. The findings also revealed that there was availability of a short-term seminar support services for teachers shown by the mean of 3.44. In addition, the results showed that teacher’s career aspirations within the institution are supported which was effectively shown by the mean of 3.35. The study additionally uncovered that frequent seminars and workshops are organized to keep teachers abreast with new developments in the education sector which was shown by a mean of 3.32. More so, the study found that career development practices and teachers’ retention are significant ($r=0.605$, $p=0.000$). These finding are consisted with Nyambura and Kamara (2017), who asserted that if an organization has an efficient career development program that meets the personal expectations of its employees, those people will eventually want to stay

The findings showed that the teachers were extremely glad that they chose the schools in Kathonzweni Sub County in Makueni County, to work for the Mean was 3.54. The study also found that, teachers can recommend other teachers to join Kathonzweni Sub County schools and the mean was 3.50. The findings also revealed that teachers could recommend parents to bring their children to Kathonzweni Sub-County schools confirmed by a mean of 3.36. In addition, the outcomes revealed that teachers were willing to remain in their present school in Kathonzweni Sub-County schools till their retirement this was confirmed by a mean of 3.6. The findings further noted that teachers were comfortable with the working environment in Kathonzweni Sub-County schools with a mean of 3.37. The study further reported that most of the teachers were ready to serve their schools in any capacity in Kathonzweni Sub County schools showing a Mean of 3.64.

5. Conclusions

The study concluded that career development and teachers’ retention are positively and significantly correlated. The study concluded that career development involved programs that enabled employees to realize achievement of new skills. It also concluded that teachers stayed longer in schools that had efficient career development program that meets their personal expectations. Furthermore, it was also concluded that performance increased in schools that had opted to have career development trainings for their teachers. The study further concluded that career management better recognizes the company's future human resource requirements and forecasts better progression phases for various disciplines and professions



6. Recommendations

As per the results of the study, one of the researchers' recommendations is that teachers' employers consider training a key resource teacher in each school who would be utilized to manage and promote teachers' careers. The key resource teacher should have the ability of teaching, making observation and convening meeting with the staff to evaluate the ongoing work in teaching and learning, also to discuss the challenges and achievements faced in the implementation process every term, so the key resource teacher should be conversant with career development procedures and teaching standards.

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