

Factors Influencing Career Progression among Graduate Teachers in Public Secondary Schools in Makadara District-Nairobi, Kenya

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1.0 Abstract

The primary purpose of this study was to find out the factors that affect the career progression of graduate teachers in public secondary schools in Makadara District- Nairobi, Kenya. The study sought to establish why many teachers continue to stagnate in particular job grades despite the steady progression of other teachers who possess similar qualifications and experience yet the Teachers' Service Commission's (TSC) has made efforts to harmonize the promotion. The objectives of the study sought to establish the relationship between TSC career development policies, to also find out the relationship between teacher-centered factors and career progression and to examine the relationship between the public service employee development policies. The significance of the study was to provide knowledge to the government and TSC in order to come up with policies that ensure the prompt career progression of teachers. The scope of the study confined itself to all public secondary schools in Nairobi's Makadara district. The methodology included the descriptive research design. The target population of the study consisted of 324 teachers in all public secondary schools. The sampling procedure was the proportionate stratified sampling. The sample population included a representative of 60 teachers from the 10 public secondary schools in Nairobi's Makadara district. The data was collected using questionnaires that were issued to the 60 teachers in the 10 public schools in the district. Data analysis was done using descriptive statistics which includes mean and median and inferential statistics including factor analysis and Karl Pearson's coefficient of correlation.

Keywords: Career progression, Makadara, Nairobi, Teachers' Service Commission, graduate teachers

1.1 Introduction

Promotion of employees poses a challenge to both the employer and the employee: the employer faces the challenge of assessing the cumbersome and competitive process where many employees are involved while the employee faces the challenge of not been considered for promotion.

Dessler, (2008) on the same issue, comments that the entire process should be marked by transparency and integrity and that unfairness; arbitrariness or secrecy can diminish the effectiveness of the process. The Teachers Service Commission of Kenya (TSC) stands out as a unique organization whose mission is to maintain sufficient professional teaching service for all public educational institutions responsive to environmental changes.

Its policies on career progression include: performance, co-curricular activities, teachers conduct, academic qualifications and special merit on performance of the teacher. A teacher measuring up to these policies should qualify for the next job groups three years after serving in a particular job group. According to the Operational Manual on teacher management (2005b), TSC has the full mandate to ensure the career progression of teachers by way of promotion through job groups J, K, L, M, N, P to Q. According to the Teacher Registration policy, (2007), a teacher should serve in one grade for three years and is usually promoted to the subsequent grade after successfully going through an interview except for promotion from grade K to L which is automatic. Nyambala, (2009) says that some teachers have made innumerable applications for interviews and received no response or explanation for it, while others have failed in all interviews and that those who have been left out have a long agonizing wait for promotion.

In the recent past, TSC came up with a scheme of service in which teachers who had served in the same job group for a period of over five years would be promoted to the next job group. In 2010, the implementation of schemes of service resulted in promotion of only nine thousand three hundred and seven secondary school teachers out of over twenty thousand applications leaving many others stuck in the same job group for periods between five and twenty years. The Employee/Customer Satisfaction Survey, (2009) after a research study concluded that the most discouraging factors for teachers' morale were remuneration and stagnation and that a quarter of teachers in public school had stagnated in certain job grades. This has, over the years, led to psychological and professional frustrations that have seen many migrate from public schools to other jobs. Oyaro, (2008) observes that teachers leave classrooms to work in variety of fields including media, financial institutions, private academies, non-governmental organizations (NGOs) or insurance companies while Kobia, (2006) using the case study of Pakistan indicates that lack of promotion prospects and effective career management leads to teacher dissatisfaction. She further observes that where promotion is based on annual appraisals it largely lacks in integrity and transparency.

2.0 Study Area

The study area was Makadara District in Nairobi City County with a total of 10 public secondary schools. The District was chosen for been in the capital city as teachers in the area were in constant interaction with people in other professions and they were able to compare their terms of employment with them. There were also many higher institutions of learning whose convenience would enable the teachers advance their studies and increase their chances of being promoted or change of careers. The high cost of living in Nairobi as compared to other parts of the country makes the teachers aspire more for promotion so as they can earn a higher pay.

2.1 Target Population

The target population of the study consisted of 324 teachers in Makadara District. Teachers and principals were targeted in this study because they are the beneficiaries of promotion.

2.2 Sampling Techniques

Proportionate stratified random sampling was used to select respondents, preferably teachers who had been TSC employees for at least five years, from the 10 schools in the district. A representative sample of 60 teachers was selected because, a population of 30 and above is regarded large and therefore the sample size would represent 20 percent of the target population and give reliable results to the study.

2.3 Research Instruments

The tool that was used to collect data from the sampled respondents was the questionnaire which was administered to teachers who participated in the study. Validity was to be ensured through a pre-test in one School within Nairobi, but outside the district, to assess whether the content of the questionnaire measures the variables. To ensure reliability, the researcher used the cronbach alpha and coefficient alpha scores.

2.4 Data analysis

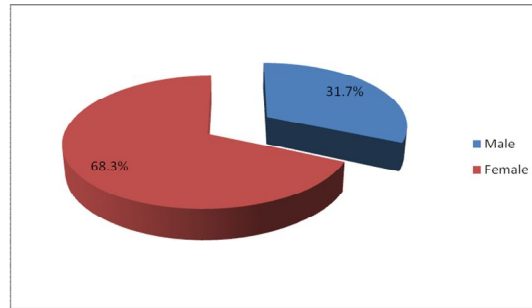
The study employed inferential statistics thus the factor analysis and the Pearson’s correlation and descriptive statistics which include mean and deviation. This is because the methods provide results that cut across the board and are reliable.

3.0 Results

3.1 Demographic Information

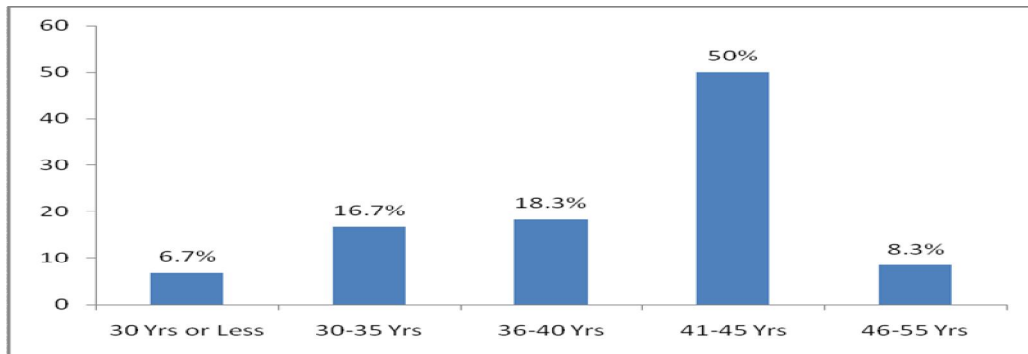
The demographic information of the respondents who were interviewed was as follows:

Figure 1: Gender



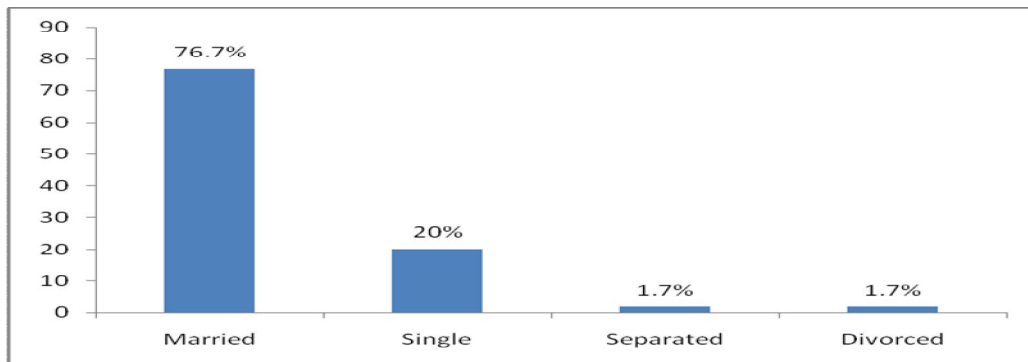
The results in Figure 1 show that 68.3% of the respondents who were interviewed were male while the rest (31.7%) were female.

Figure 2: Age



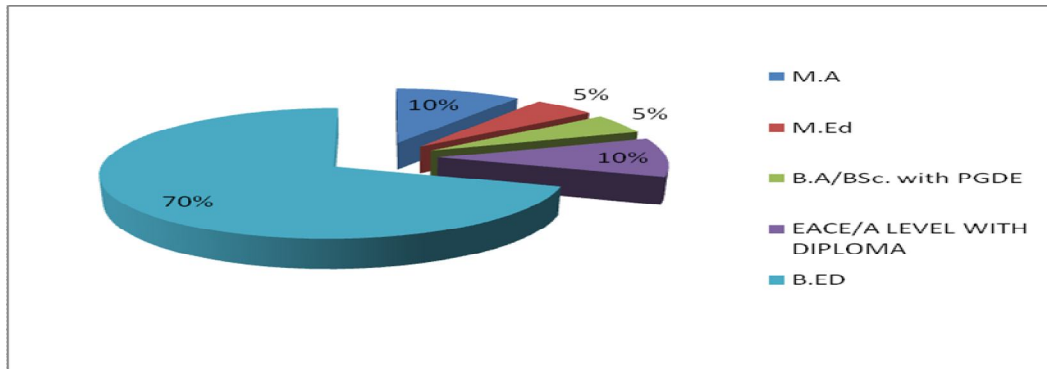
The results in Figure 2 show that 50% of the respondents interviewed were aged between 41 and 45 years, 18.3% were between 36 and 40 years, 16.7% were between 30 and 35 years, while 8.3% were between 46 and 55 years and 6.7% were less than 30 years.

Figure 3: Marital Status



According to Figure 3, 76.7% of the respondents interviewed were married, 20% were single while 1.7% were either separated or divorced.

Figure 4: Education Level



According to Figure 4, 70% of the respondents who were interviewed were Bachelor of Education holders, 10% were either Master of Arts holders or EACE/ A Level with Diploma holders and finally 5% were either Master of Education or Bachelors of Arts/Bachelor of Science holders with a Post Graduate Diploma in Education.

3.2 Job Grade

Figure 8: Job Group

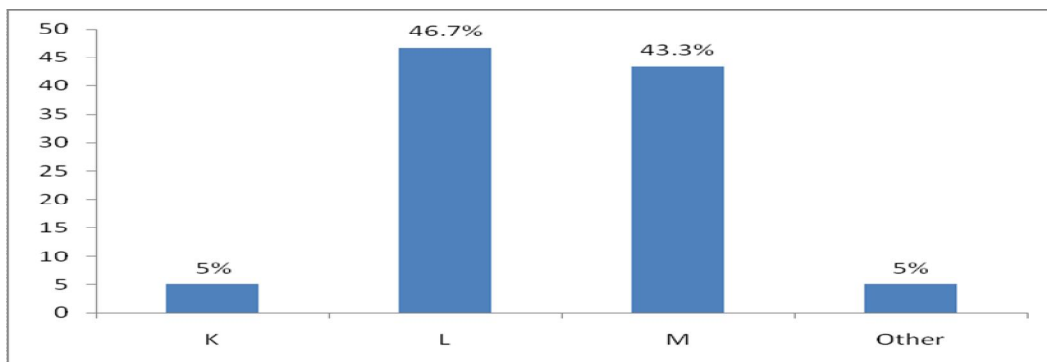
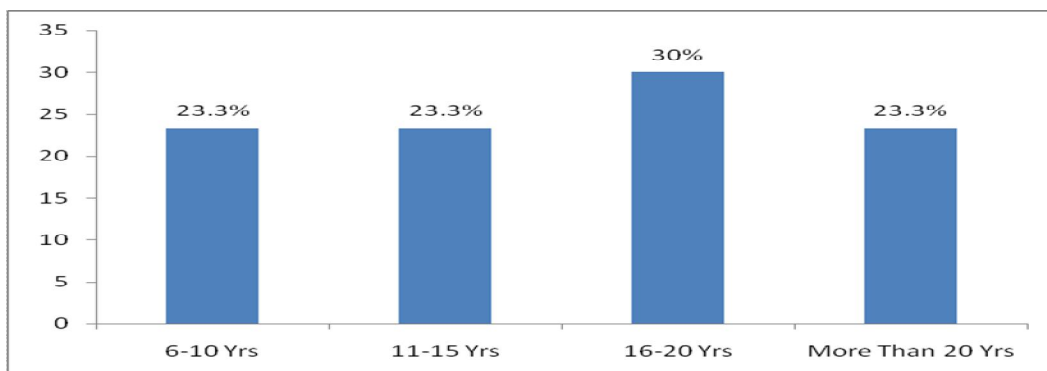


Figure 8 shows that 46.7% of the respondents who were interviewed were in the job group L, 43.3% were in job group M, and 5% were in job group K while the rest were in other job group.

3.3 Duration

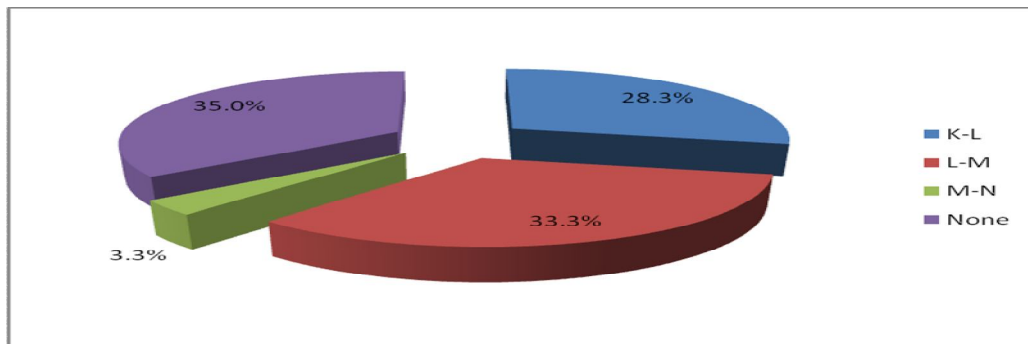
Figure 4: Duration of Service in TSC



According to Figure 4, 30% of the respondents interviewed had served in TSC between 16 and 20 years, while 23.3% had either served in the TSC between 6 and 10 years, 11 and 15 years or for more than 20 years.

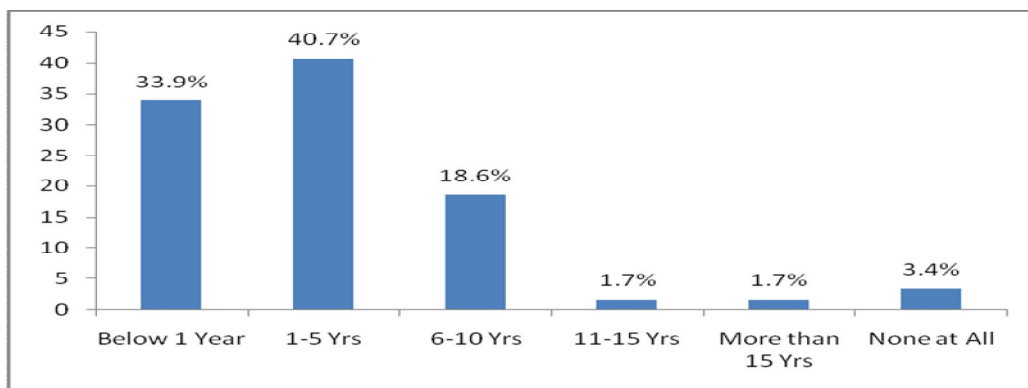
3.4 Career Progression

Figure 6: Job Grade Moved in Last 5 Years



According to Figure 6, 35.0% of the respondents interviewed had not moved from any job grade in the previous five years prior to the study, 33.3% had moved from job grade L to M, 28.3% had moved from job grade K to L while only 3.3% had moved from job grade M to N in the past 5 years prior to the study.

Figure 7: Last Time Promoted



The results in Figure 7 show that 40.7% of the respondents had been promoted between 1 and 5 years prior to the study, 33.9% had been promoted less than a year before, 18.6% between 6 and 10 years, 3.4% had not been promoted at all, while 1.7% had been promoted 11 to 15 or more than 15 years before the study.

3.5 Factor Analysis

The internal consistency of the survey items was sought by running a reliability test using SPSS. The overall reliability of Cronbach’s alpha was estimated at 0.86, with 60 cases and 27 survey statements. This exceeded the minimum threshold for the internal reliability test which is 0.7, (Nunnally, 1978).

According to Tabachnick and Fidell (2001), it is common to use principal component analysis as a preliminary extraction technique, followed by other technique(s) with varying number of factors, communality estimates, and rotational methods with each run. Analysis ends when the researcher decides on the preferred solutions (Tabachnick & Fidel, 2001, p. 611) Therefore, the exploratory factor analysis with principal component extraction and varimax rotation method was first conducted.

In order to determine the number of factors to be used, the variances and co-variances of the variables were computed, then, the eigen values and eigen vectors were evaluated for the covariance matrix and the data was transformed into factors. The Eigen values and percentages of the variance associated with each factor were summed to express a cumulative Eigen value and percentage. Kaiser (1958) proposed the use of only factors with Eigen values exceeding one (Liu et al., 2003). Therefore, for the purpose of describing the underlying factor structure, the Eigen value criterion of more than one was used to determine the number of components to be extracted for further analyses.

3.6 Regression Analysis

Regression analysis is a statistical technique that models the relationship between a criterion or dependent variable (Y) and a set of predictor or independent variables (Xi) (for i=1,2,3). Linear regression rests on the basic assumption that the variability of the variable can be modelled as a linear function of the variability of the independent variables (Xi). This statistical relationship is of the form:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

Where X1 is the TSC Policies

X2 is the Independent Factors

X3 is the Public Sector

ϵ is the error term

β_i are the parameters to be estimated

Y is the dependent variable, Progression of Graduate Teachers in Makadara.

The general framework for this study was application of the standard linear regression model to study the variability of progression of graduate teachers, which was the dependent variable (Y), by employing the factors scores as the independent or predictor variables.

Table 1.1: Coefficients

	Coefficients		P-Value
	B	Std. Error	
(Constant)	2.766	0.306	0.000
TSC POLICIES	0.317	0.064	0.000
IND.FACTORS	-0.03	0.069	0.666
PUBLIC SECTOR	-0.057	0.067	0.394

Note: $\alpha=0.05$

Based on the results on Table 1.1; the coefficient associated with the regression constant is 2.766 with a standard error of 0.306, the coefficient associated with the first independent variable (TSC Policies) is 0.317 with a standard error of 0.064, the coefficient associated with the second independent variable (Independent factors) is -0.03 with a standard error of 0.069 and finally the coefficient associated with the third independent variable (Public Sector) is -0.057 with a standard error of 0.067. Further, only the coefficients associated with the regression constant and the TSC Policy were statistically significant since their associated p-values were less than the level of significance. That is the associated p-values with the two constants were both 0.000 which is less than the level of significance (0.05).

However, the coefficients associated with the Independent Factors and Public Sector was found to be insignificant since their associated p-values were greater than the level of significance. That is, the p-value associated to independent factor was found to be 0.666 which is greater than the level of significance (0.052) and also the p-value associated with the Public Sectors was found to be 0.394 which is greater than the level of significance (0.05) and hence the two coefficients are both statistically insignificant. Consequently, the regression model becomes:

$$Y = 2.766(0.306) + 0.317(0.064) X_1 - 0.03(0.069) X_2 - 0.057(0.067) X_3$$

Furthermore, both independent factors and public sector variables in the model above had a negative slope implying that their relationship with the response variable (career progression of graduate teachers) was an inverse relationship. That is, as the scores of independent factors increases or as the scores of the public sector increases; the scores of career progression of graduate teachers decrease and vice versa. Moreover, TSC Policies was positively related to the career progression of graduate teachers in Makadara District, This means that, a unit increase in the score of TSC policy, the Score of career progression of graduate teachers' increases by 0.317 units. Further, a unit increase in the independent factor would lead to a decrease in the score of Career Progression by 0.03 units. Finally, a unit increase in the Public Sector would lead to decrease in the Career Progression by 0.057 units.

An ANOVA was used to determine regression model which was found to be significant ($F=8.291$, $p<0.05$) R – Square was used to determine the amount of variance where the independent variables (TSC Policies, Independent Factors and Public Sector) explains only 8.6% of the variation in the dependent (Career Progression of Graduate Teachers)

4.0 Discussion

This study sought to establish the factors that affect the career progression of graduate teachers in public secondary schools in Makadara District – Nairobi, Kenya. Specifically, the research was guided by the following three objectives: to establish the relationship between TSC career development and career progression of graduate teachers in public schools in Makadara District, to find out the relationship between individual teacher-related factors of career anchors and stages with career progression of graduate teachers, and to examine the relationship between public sector employee development policies and the career progression.

According to the study, majority thus 68.3% of the respondents interviewed were female and 31.7% were male. This disparity is attributed to the fact that most married female teachers from upcountry seek transfers to Nairobi to be with their husbands, most of whom were high ranking officials in Government and the private sector. For most male teachers, it is possible for their wives, who more often than not have lower paying jobs than they, to join them upcountry and so they rarely seek transfers to join their families in Nairobi. The study also found out that 50% of the respondents who were interviewed were aged between 41 and 50 years while 70% of them were holders of a Bachelor of Education degree and only 5% of the respondents interviewed were holders of a Master of Education degree. Most of the teachers fall in the 41 to 50 age bracket for the reason that most teachers of Nairobi transfer from upcountry after working there for a minimum of five years, the amount of time a newly employed teacher must serve in the station before they can be granted their requests to transfer to Nairobi or anywhere else in the country. Most of them serve much longer than five years before a transfer is granted. According to the study, more than 76% of the respondents who were interviewed had served in the Teachers Service Commission for more than eleven years. Furthermore, the study revealed that 56.7% of the teachers interviewed had been in their current station for less than 5 years, this is a pointer of how often teachers migrate in and out of Nairobi or are moved to others schools within Nairobi, during normal teacher balancing by TSC.

The study revealed that 46.7% of the teachers interviewed were in job group L and 43.3% were in job group M. This explained the main level at which most teachers stagnated, thus groups L and M. usually, graduate teachers begin at job group K and are moved to L automatically after serving at group L for 3 years. A few “lucky” teachers move to group M after successfully been short listed and eventually qualifying for promotion.. The “less fortunate” remain in group L for longer. Moreover, the study found that 35.0% of the teachers who were interviewed had not moved to the next grade for the five years prior to the study. Furthermore, 33.3% of the teachers had moved from job group L to M, 28.3% had moved from job group K to L while only 3.3% of the teachers interviewed had moved from job group M to N. Further, according to the study, majority (40.7%) of the teachers who had been promoted had been promoted between 1 to 5 years prior to the study while 33.9% had been promoted during the past year prior to the study. This was done during a period which TSC was attempting the harmonization of teachers, to balance a great number of teachers who had been employed at the same time, with similar qualifications and experience yet they had huge disparities; some had moved to grade P while others had unfortunately remained in L since their employment.

According to the study, TSC career development policies were found to affect the career progression of graduate teachers in public secondary schools in Makadara District positively. This means that there exists a positive relationship between career development of graduate public teachers and the TSC career development policies. Further, the study showed that a unit increase in the independent variable (TSC Policies) leads to an increase in the dependent variable (Career progression of graduate teachers) by 0.317 units. This means that an adherence to the TSC Policies which are in place will contribute to more graduate teachers progressing in their career. This relationship was found to be significant ($\beta=0.317$, $p=0.000$). However, according to the study the individual factors which were presumed by the researcher to have an impact on career progression were found to have negative relationship with the career progression of the graduate teachers in Makadara District.

A unit increase in the scores of the individual factors would lead to a decrease in the scores of the career progression by 0.03.

Therefore, this relationship which was found to exist between the independent variable (individual factors) and the dependent variable (Career progression of graduate teachers) was not significant ($\beta=-0.03$, $p=0.666$). Finally, the study revealed that there exists a negative relationship between the dependent variable (Career progression of graduate teachers) and the independent variable (public sector). However, this relationship was found to be insignificant ($\beta=-0.057$, $p=0.394$). According to the study, a unit increase in the scores of the independent variable (public sector) would lead to a decrease in the scores of the dependent variable (Career progression of graduate teachers) by 0.057 units. According to the study, the above three independent variables were found to influence career progression of a graduate teacher in Makadara District. These three independent variables were TSC Policies, individual factors and the public sector. The study established a linear relationship between the three variables, which when combined significantly affected the career progression of graduate teachers ($F=8.291$, $p=0.000$). Nevertheless, the relationship between the above independent variables and the dependent variable (Career progression of graduate teachers) was found to be a weak relationship ($r=0.098$).

5.0 Conclusion

In conclusion, the study established that there existed a positive relationship between the TSC career development policies and the career progression of graduate teachers in Public Secondary Schools in Makadara – Nairobi, Kenya. Furthermore, the established relationship was found to be significant. This means that when the TSC career development policies are strengthened, adhered to and put in place, then the graduate teachers would benefit from promotions and progression in their career. The TSC Career development policies included: rewarding career prospects, investing greatly in terms of training, TSC promotion policies having objectives which are clearly stated and well communicated.

However, the study established that there existed a negative relationship between the individual factors and the career progression of graduate teachers; but this relationship was not significant meaning that it was by chance that this relationship was found. The individual factors included: the teachers preferring jobs that challenge their expertise, teachers preferring jobs that make them appear as experts, teachers preferring jobs that would require their creativity, and teachers preferring jobs that give them independence in performing their work.

Finally, the study established that there existed a relationship between the Career progression of graduate teachers and the public sector although the established relationship was insignificant. The public sector factors included: the public service having a clear objective on the promotion of teachers, the content of vision 2030 on educational improvement opening doors for upward career movement of teachers, and free secondary education was seen to provide more promotion opportunities for teachers. The study also established that in the multiple regressions, the three independent variables (TSC Career Development Policies, Individual Factors and Public Sector Factors) were significantly related to the dependent variable (Career Progression of Graduate Teachers).

5.1 Recommendations

Based on the study findings and conclusion, the Teachers Service Commission needs to sensitize the teachers about the TSC Policies on Career Development. This is because from the study findings, it was shown that there was a positive relationship between the two and hence when this is implemented then the teachers will have higher chances of progression in their career.

Further, from the study, the Ministry of Education needs to sensitize the teachers about the Public Sector Policies on Career Progression. This will help the teachers know and compare the policies laid out by the TSC and those that are put in place by the Public Service Commission. This is because the study established that even though there was a relationship between the Public Sector and the Career Progression of Teachers, this relationship was not significant. Therefore, by increasing the awareness to the Teachers courtesy of the Ministry of Education, then the graduate teachers would be able to understand the policies and this would improve their chances of career progression.

Finally, the school administration needs to create means of helping the teachers know the part that they play in the career progression. This is because from the study, the individual factor was found to have a negative relationship with career progression of graduate teachers even though this relationship was insignificant. If this is implemented, then the teachers will play a big role in their progression.

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