STRATEGIES OF MANAGING CAREER PLATEAU AMONG SECONDARY SCHOOL TEACHERS IN IMENTI SOUTH DISTRICT

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D53/CE/11324/2007

This Research Project is Submitted to the Department of Business Administration, School of Business in Partial Fulfillment of the Requirement For The Award of Masters in Business Administration of Kenyatta University

APRIL, 2011
DECLARATION

Declaration by the Student

This research project is my original work and has not been presented for a degree in any other university for any other award.

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Declaration by the Supervisors

We confirm that the work presented in this research project was carried out by the candidate under our supervision.

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ACKNOWLEDGEMENT

My heartfelt appreciation goes to my heavenly father for giving me sound health throughout the period of my studies up to now.

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I am also grateful to my husband, Ezra Mwiti for all he did to me during the course, he really inspired me. I acknowledge in a special way the contribution of Joy and Victor. Young as they are, they really kept on encouraging me.
ABSTRACT

The purpose of the study is to examine the strategies of managing career plateau among secondary school teachers in Imenti South District. The general objective of the study was to investigate strategies of managing career plateau among secondary school teachers in Imenti south district.

The research design was descriptive survey because it required the respondents to describe the situation of the career plateau in their schools. Data collection was done mainly by use of questionnaire. The questionnaire was self administered. It had both open-ended questions to allow open thinking of the respondents and closed-ended questions to ensure that the respondents have answers relevant to the objectives. The data was analyzed by use of descriptive statistics and frequencies determined. Presentations were done in form of tables for easier understanding.

The findings were that Career guidance and mentoring affected the desires and intentions of the teachers to move upwards in their career. According to the data analyzed, 80% of the respondents said that mentoring and career guidance was conducted in the schools. The process of performance appraisal had a lot of impact and influence on the career of teachers. According to the analysis 39% of the respondent said that performance appraisal was conducted annually while 61% were not aware whether performance appraisal was actually conducted in schools. Job rotation was not well done as well as the enlargement as 83% of the respondents had worked in the same job group for up to five years. Many of the teachers were not satisfied as 85% of the respondents said that there was no scheme for motivation of the teachers.

The conclusion was that Involvement of other parties like consultants would be of crucial importance to the teachers as they would be enlightened on growth areas, Career plateau has been used as an antecedent to many undesirable work outcomes such as low satisfaction, high stress, poor performance and other withdrawal symptoms, thus career plateau leads to poor performance. Career plateau would lead to work stress, less job satisfaction, greater work alienation and greater intention to quit. These would affect the organizational performance and may lead to high degree of labor turnover stability of tenure in employment and upward movement enhances commitment and reduces labor turnover in organizations.

Recommendations were that the school management should encourage for self motivation and have prompt response to queries as well as have transparent systems, appreciating their efforts and encouraging teachers as well as comfort them when they are low. The school management and the TSC should be careful of what information they release to the media as researchers have indicated that the low status, poor remuneration, constant ridicule in public and the mass media. Challenges in teaching should be encouraged to avoid professional plateau; the point at which employees find their jobs unchallenging and they provide few opportunities for professional development and future employability. Finally Management should help employees cope up with plateau by providing opportunities for lateral growth when opportunities for upward advancement do not exist.
Further research should be done on how people who have moved out of teaching career have succeeded elsewhere, to show the effects of career changes, based on the findings of this research and the reviewed literature, further research should be conducted on the effects of job design on the career progress for teachers, and it was clear that the fate of many teachers was in the hands of the principals. This means that further research should be conducted to find out how the dependence on the principals’ recommendation has contributed to the career development for teachers.
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OPERATIONAL DEFINITION OF TERMS

Strategy: This refers to a firm's game plan for competition and survival in a turbulent environment.

Career: It is the evolving sequence of a person's work experiences over time; the individual's development in learning and work throughout life.

Career plateau: It is the point in one's career at which the likelihood of additional hierarchical promotion is very low or impossible.

Management: To manage is to forecast and plan, to organize, to command, to coordinate and to control.
# LIST OF ABBREVIATIONS AND ACRONYMS

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<th>Description</th>
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<tr>
<td>DEO</td>
<td>District Education Officer</td>
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<td>HRM</td>
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<td>Teachers Service Commission</td>
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CHAPTER ONE
INTRODUCTION

1.1: Background of the Study

Career can be defined as the evolving sequence of a person’s work experiences over time (Arthur et al; 1989); the individuals development in learning and work throughout life (Collins and Watts, 1996). A strategy on the other hand is a firm’s game plan for competition and survival in a turbulent environment (Kotler, 1988).

As organizational structures become more horizontal, recently career advancement in terms of vertical promotion has become competitive and difficult (Jung and Talk, 2008) Consequently most employees often reach a career plateau before attaining their career goals. Career plateau is not a new phenomenon; however, the issue of concern is the rate at which it is becoming widespread in many organizations (Ongeri and Agolla, 2009). Many scholars on organizational careers are of the view that career plateau is fast becoming a critical managerial and organizational issue that needs to be managed properly to avoid employees discontent (Burke and Mikkelsen, 2006).

Career plateau is defined as the point in one’s career at which the likelihood of additional hierarchical promotion is very low or impossible (Ongori and Agolla, 2009) Employees who have experienced career plateau would think that their employers have forsaken their careers (Lee, 2003).

Career plateau has been used as an antecedent to many undesirable work outcomes such as low satisfaction, high stress, poor performance and other withdrawal symptoms (Yamamoto, 2006). Career plateau has the potential to cause to cause discomfort among the employees because lack of continued upward progression is considered a yardstick to measure employee’s performance.

Thus career plateau leads to poor performance. In any organization upward movement in terms of promotion of employees is accompanied by increase in salary, power and status (Lee, 2003). Plateau employees are likely to have higher turnover because they want to advance their careers elsewhere in the environment.
Previous researchers state that employees who have attained plateau have a higher degree of intention to quit due to reduced opportunities in the present organization (Gunz, 1989). Career plateau to many employees is like a shock and it has a direct negative effect on job satisfaction, motivation and performance (Yamamoto, 2006).

One of the major questions facing the organizations of tomorrow is how to plan and manage careers in a way that can reconcile individual aspirations and needs with the challenges confronting the firms themselves. When industrial organizations experience less growth and an increasing number of well educated people with higher career expectations enter the organization tournament, a large number of managers and professionals experience longer assignments at the same position with lower prospects for future mobility within their firm (Elsass and Ralston, 1989). During the last decade, the number of managers forced to stay at the same level in the same job has been increasing (Drivers, 1985) and this plateau occurs earlier in their career. This situation can lead to frustration and loss of motivation on the part of these managers.

People join and leave organizations in order to satisfy their personal needs (Armstrong, 2000). Thus they are attracted to organizations that have means of satisfying their needs.

The teaching profession plays a critical role in the social economic development of Kenya. Teachers have the responsibility of implementing education policies and programmes which lead to manpower development. The need to focus on satisfaction of teachers force as a means of achieving effectiveness in service delivery was recognized as early as 1970s and reiterated in subsequent years. (Ndewga, 1971) noted, among other things, the need to improve efficiency and economy in the administration of the teaching force.

Researchers have indicated that the low status, poor remuneration, constant ridicule in public and the mass media; the lack of fringe benefits, overwork and deplorable working conditions has created a lot of despair amongst teachers.
According to (Ondara, 2004) many qualified teachers from developing countries such as Barbados and Jamaica were recruited to fill positions in USA and European schools. In 2001, teachers from countries such as Barbados and Jamaica were recruited in New York public schools to address a teacher shortage of 8000 persons. These teachers are lured by salaries that are up to four times higher than their home countries, Kenya included. These teachers are often some of the most educated and fluent English speakers in their fields.

In Imenti South District, according to the District Education Officer (DEO), one hundred and fifty secondary school teachers are enrolled for further studies with many of them taking courses that are not related to teaching. Two hundred and fifty teachers applied for jobs in the ministry of education as quality assurance Officers which would transfer them to the civil service. The same reports reveals that school heads reported having received many transfer application forms from teachers (Imenti South DEO Annual report, 2007).

Shiundu (1984) argues that one clear way to attract the best brains into the teaching is offering better terms of service especially remuneration, better working conditions and remove any element that would harm the status and lower the morale of teachers. [Okumbe, 1998] further recommends that there should be a clear scheme of Service and promotion procedures and that, measures should be taken to greater commitment to teaching through changes in the teaching environment.

1.2: Statement of the Problem

Career plateau refers to the feeling of frustration and psychological feebleness that employees tend to experience following a temporary or permanent halt in the advancement of careers (Rotondo and perrewe 2000). At this stage of an employee’s career, the likelihood of additional hierarchical promotion is very low (Duffy, 2000). Career plateaus lead to some previously effective employees becoming ineffective performers within the organization (Appelbaum, 1994), and may lead some effective employees to leave the company. Consequently, employee career plateaus are likely to be detrimental to the operating activities of an enterprise, and reversing employee career plateau tendencies is likely to be an important issue for companies.
To achieve effective work calls for job satisfaction among the workers. Effective teaching to realize educational objectives, demands satisfied teachers. Writers on education have observed that the country is losing teachers to the more developed countries; besides scholars on organizational careers, have suggested that plateau is fast becoming a critical managerial and organizational issue which needs to be managed properly to avoid discontent (Burke and Mikkelsen, 2006).

Other scholars have observed that teachers lack motivation at their workplace leading to poor performance especially in the national examinations. However, despite these observations, no substantive studies have been done on how career plateau can be reduced and especially in Imenti South District of Kenya. It is on this ground that the researcher proposes to investigate on strategies of managing career plateau among secondary school teachers in order to enhance performance and consequently minimize teacher’s intention to quit the teaching profession which will eventually raise academic standards in Imenti South District.

1.3: Objectives of the Study
1.3.1: General objective
To investigate strategies of managing career plateau among secondary school teachers in Imenti south district

1.3.2: Specific objectives
i. To determine the influence of career guidance and mentoring on career plateau among teachers.
ii. To investigate how motivation helps in managing career plateau.
iii. To assess how job rotation contributes in reducing career plateau.
iv. To determine how performance appraisal would contribute to management of career plateau.

1.4: Research Questions
i. How does career guidance and mentoring influence career plateau?
ii. How does performance appraisal contribute to management of career plateau among teachers?
iii. How does job rotation contribute to management of career plateau among teachers?

iv. To what extent does performance appraisal contribute to management of career plateau among teachers?

1.5: Significance of the Study

The findings of this study will be value to the Teachers Service Commission (TSC) as it will enlighten on the basis for strategies of managing career plateau among secondary school teachers. The study will contribute to the existing knowledge on strategies of managing career plateau. This may assist the TSC in retaining the teachers in the profession.

It will benefit the ministry of education in the formulation of future policies aimed at enhancing performance of teachers as well as implementation of strategy to achieve vision 2030. The study will also form a source of empirical literature for students and other researchers conducting studies in related areas.

1.6: The Scope of the Study

The study was mainly concerned with strategies of managing career plateauing among secondary school teachers in Imenti South District in Kenya. The respondents were the practicing secondary school teachers in 68 schools within the District. The study was conducted using a descriptive survey design to investigate, analyze and discover the strategies of managing career plateau.

Imenti south district is one of the districts in eastern province of Kenya. It was carved out of the larger Meru central district in the year 2007. The district lies to the east of Mt. Kenya, it shares borders with Laikipia district to the North West, Nyeri east to the west, Imenti north to the North, Tharaka to the east and Maara district to the south. There are 68 registered secondary schools in the district (Imenti south district development plan, 2009-2013).

1.7: Assumptions of the Study

The study had the assumptions that all respondents would cooperate and give reliable information and that the teachers are aware of career plateau. The researcher also
assumed that all the respondents understood the questionnaire and gave response from a point of perfect knowledge.

1.8: Limitation of the Study

Some of the questionnaires given were not returned and others were not fully filled. This limited the researcher as it was not possible to fill in the missing information without understanding the mind of the non-respondents.

The Ministry’s rigid policies and regulations posed a limitation as the respondents are not free enough to answer questions that are posed to them. Some respondents expressed fear of the repercussions if their response reached their bosses. Any matter that seemed sensitive to some respondents, they chose to be reserved, irrespective of the researcher clarifying that no victimization is possible from the data collected.
CHAPTER TWO
LITERATURE REVIEW

2.1: Introduction

This chapter provides information from publications on topics related to the research problem by accredited scholars and researchers. This section examines what various scholars and authors have said about career plateau in organizations. This chapter is divided into two main areas: theoretical review, and the conceptual framework.

2.2: Theoretical Review of Literature

2.2.1: The Concept of Career

The concept of career is complex with several levels of meaning, making it open to several definitions. Career can be defined as evolving sequence of a person’s work experiences over time (Arthur et al; 1989); the individuals development in learning and work throughout life (Collins and watts, 1996). Collins and young( 2000 ) points out that there are various stakeholders in it, including the individual, the employer, the career counselor, the government and the society itself, and draw attention to how power relationships are glossed over by its rhetorical use. Several theories have attempted to explain career.

According to (Arthur et al; 1989; Greenhaus and Callan, 2006; Watts et al; 1996) classified these theories into families as:

Theories concerned with external influences upon the individuals career: the economic systems and the labor markets; social class, social structure and mobility.

Theories concerned with factors internal to the individual: factors such as age, gender, psychoanalytical explanations; personality traits; lifespan development; implementation of self concept.

Theories concerned with interaction of internal and external factors such as decision making and social learning. These theories reflect our traditional understanding of career. However the flatter and more flexible forms of today’s organizations and the changing relationships between employees and employers (‘the new deal according to
Herriot and Pumberton, 1995) could well change the nature of career dramatically. There are also some slow, deep seated changes taking place in the context of career. Demographic changes and shifts in public and private values for example, may over time have significant impact upon individual’s opportunities, attitudes and aspirations. It is for this reason that questions are being asked not only about future careers (chartered institute of personnel development, 2002) but also about the future of the concept of career itself (Collin and young, 2000).

The potentials and implications of some of these changes for individuals, employers, educationists, career guidance practitioners and policy makers of various kinds are being discussed widely (Jackson et al; 1996). It has been suggested that it is the traditional ‘onward and upward’ form of career that is under threat. However, (Guest and McKenzie Davey, 1996), who have found little evidence of major organizational transformations in their own research; caution ‘do not write off the traditional career’. Theorists are attempting to understand what career is likely to become in the twenty first century. (Kanter, 1989) draws our attention to the ways in which, although only one of three forms of career, the ‘bureaucratic’ form, defined by a’ logic of advancement; has come to dominate our view of organizational careers generally. The ‘professional’ form of career (kanter, 1989) is wider than that pursued by members of professional bodies.

Career opportunities are non-dependent in the same way as in the’ bureaucratic’ career upon the development of the organization, nor is satisfaction as dependent upon to availability of extrinsic rewards. Some professional careers may be only weakly connected to employing organizations. The’ entrepreneurial’ develop through the creation of new value or new organizational capacity (kanter, 1989). Its key resource is the capacity to create valued outputs and it offers freedom, independence and control over tasks and surroundings. However, while those with a’ bureaucratic’ career have relative security; and professionals can command a price in the market place,’entrepreneurials’ have only what they grow ‘. It is the’ bureaucratic’ form of career that is now under threat’ but attributes of the’ professional ‘ and’ entrepreneurial’ forms are likely to be found far more extensively in the twenty first century( Collin and watt, 1996).(Weick and Berlinger, 1989) argue that in ‘self-designing organizations; the focus will be on to subjective career.
In the absence of typical attributes of career such as advancement and stable pathways, 'the objective career dissolves' and the subjective career 'became externalized and treated as a framework for career growth' Weick and Berlinger, (1989) and a resource for further organizational self design. They liken career development in such organization to what (Hall, 1976 describes as the protean career; in which people engage in interminable series of experiments and explorations. (Arthur and Rousseau; 1976) indicates that whereas career traditionally took place through orderly employment arrangements within organizations, many are boundary less; crossing traditional boundaries – between organizations, and home and work.

Two approaches especially stand out in the career development models; the biosocial life cycles' modes (Ericson, 1963; Gould, 1979; levinson et al 1968; super 1957; veiga, 1973, 1983). The later more suitable to an organizational context, identify major periods or 'stages' through which typical workers will normally pass during their professional life, from the time they enter the labor force until they retire. To summaries, the concept of career is a multidimensional and a more complex one, integrating aspects of work and space in both an individual and an organizational perspective (Gunz, 1989; Schein, 1978).

Their careers through a series of steps; trial and exploration (until about age 25), growth and establishment [until the 40's], then maintenance, and finally decline (after the 50's) career stages are generally closely linked to biological age. Each stage is characterized by a set of tasks and roles and is distinct in terms of its associated needs motivation, attitudes and behaviors (satisfaction, performance and involvement). According to classified models of career stages such as (hall’s, 1976), for example individuals evolve in some researchers have observed that few studies deal with the maintenance and mid career period. Moreover, with few exceptions recent studies have examined either the objective or subjective dimensions of career, in reality, these two facets seem to be in dissociable (Barley, 1989).objective career is generally associated with an observable sequence of positions held (Rosenbaum, 1984), often corresponding to orderly movements along specific work paths. Subjective career corresponds to the particular meaning that individuals attach to these movements.
Greenhauss, Parasuraman and Wormley, (1990) point out the difference between the two concepts and note that the number of years in a position or objective career is not a direct indicator of an individual’s perception of being in a dead end. Korman, (1980) shows that managers can feel alienated regarding their career; although it is objectively successful. On the other hand, managers may not feel plateau and be happy with their careers, although they have reached a plateau.

A plateau has been defined as the point in one’s career at which the likelihood of additional hierarchical promotion is very low (Ference et al; 1977). In practice, managers career mobility, including both upward and lateral moves, is in reasonable doubts because the length of time in the present position has been unduly prolonged (Viega, 1981).

Allen, Poteet; and Russell, (1998) differentiates between two types of plateau: hierarchical plateaus are a lack of opportunities to move vertically within the organization. Job content plateau describes a situation where a worker no longer feels challenged by his or her work or job responsibilities. An employee can be double plateau, frustrated by lack of both promotional opportunities and interesting work.

Morrison, Erickson and Dychtwald, (2006) warn that this plateau is being reached earlier than ever, leading to a phenomena that they call “middlescence”. They attribute this to the flattened organizational structure, which has further limited promotional opportunities, disillusionment due to continuous downsizing, repetitive and unexciting work and a greater awareness of desire to find meaning in work. They suggest that companies are “ill-prepared to manage middlescence because it is so pervasive, largely invisible and culturally unchartered”. They even cautioned that the problem of “burned out, turned off employees who stay is even more threatening to cooperate productivity than the problem of turnover.

2.2.2: Drivers and Types of Career Plateau in Organizations
The main cause of career plateau in the organizations is due to business re-engineering, downsizing and spin-off activities which make further advancement within organization become more unlikely and employees have to face the fact that they have to serve in the same position longer than expected (Burke and mikkelson,
Similarly, career plateau is also caused by many antecedent conditions including inappropriate abilities and skills, low need for career mobility and slow company growth (Appelbum and Firestone, 1994). Thus, if an employee does not have the necessary skills and abilities to perform the job, he might find that there are no career opportunities for promotion. Lack of appropriate skills can be due to wrong selection of the employee in the first place and lack of training. Lack of job stability, reduced organizational hierarchies and reduction of promotion opportunities are some sources which have lead to career plateau in organizations (Yamamoto, 2006) Career plateau has been caused by other factors like baby-boomers who are holding positions of responsibility longer, mergers and takeovers causing layoffs, resulting in fewer available positions but competitive (Yamamoto; 2006; Applebaum and Santiago, 1997).

Career plateau is also caused by competition, age and organizational needs. Competition in the sense that for a given position, the individuals may be seen as less qualified than other candidates, including some presently, outside the organization.

There are many types of career plateaus experienced by employees in organizations. For instance (Bardwick, 1988), states that there are two types of career plateau which are very common in many organizations and these includes organizational and personal plateau. Organizational plateau arises when there is ability to perform well in higher level jobs but unable to do so owing to lack of job openings and / or management beliefs that one lacks the required skills while personal plateau is experienced when employees are seen by organization as not desiring for higher level job. The employees may be lacking professional or technical skills and or are organizationally naïve and side tracked for too long in their present job. Other employees may simply not want to be promoted to handle added responsibility although they have ability to do so.

This type of plateau is caused by the individual employee. Professional plateau is the point at which employees find their jobs unchallenging and they provide few opportunities for professional development and future employability. Burke and Mikkelson, (2006) distinguished three types of career plateauing: structural, content and life plateaus. The structural plateauing results from the end of promotions due to
pyramidal structure while content plateauing results when individuals know their jobs well and become bored and life plateauing results, when committed individuals begin to feel unsuccessful in their work and this spreads feeling of plateau and trapped in life. (Yamamoto, 2006) posits that there two major types of career plateau that is unsuccessful and successful plateau.

Unsuccessful career plateaus are not performing their jobs satisfactory level whereas successful career plateaus are performing their jobs at a successful level (Patterson et al; 1987). Position plateauing is when employees continue to be promoted until they reach their level of incompetence and contribution plateauing is when employees are not learning or developing competencies and the ability to add value is limited. Career plateau whether its life, structural, successful or unsuccessful still it affects employees performance because chances of upward movement are limited or doomed. These in the long run would affect the organization in terms of high rate of turnover because employees may feel that their career advancement in the organization is at stake.

2.2.3: Effects of Career Plateau on Turnover

When people decide to voluntarily leave an organization; the overall effectiveness of the organization may decrease for several reasons (Hom and Griffith, 1995). First the organization loses the knowledge that the departing employees posses, second the organization must expend time, money and resources to recruit and select replacement. Third, these same investments in time, money and resources must be made to train those replacements. In the ideal situation, the effort and resources to recruit and train new employees are well spent when the replacements performance exceed the performance of those who have gone. Nonetheless, it is feasible that the replacements are not as effective as those who voluntarily left.

In an effort to overcome the challenges and ameliorate the risks associated with those departures, studies have been conducted for decades to determine why employees voluntarily leave organizations (Bluedorn, 1992; March and Simon, 1958; Price, 1977). Although each employee, undoubtedly, has unique reasons for leaving an organization that includes pay concern, social support concerns, job stress, and limited promotion opportunities, (Price, 2001) findings indicate that the chain of events leading to turn over are triggered by unfavorable effective perceptions one has toward
the job (for example, job satisfaction) and the organization (for example organizational commitment). These unfavorable perceptions influence turnover intentions, job search activities and, ultimately, turnover. This basic framework has guided several studies and several attempts have been made to make sense of these studies using meta-analytic techniques (Griffeth, Hom, and Gaertner, 2000). Despite this abundant body of knowledge, the success of these studies might be questioned because only a small percentage of variance is shared among the predictor variables studied, turnover intentions and turnover (Griffeth et al, 2000; Griffeth et al, 2005).

Steel, (2000) argued that persistent failure of studies to predict significant portions of turnover intentions and turnover has arisen from the methods used and the effective antecedents analyzed. Several recent efforts have addressed these issues. Methodologically, Griffeth et al (2005] have worked to improve the measurement of an individuals market cognitions by testing the validity and reliability of multidimensional employment opportunity index, arguing that an individual's understanding of employment opportunities is intricately linked to the job search behaviors that are commonly seen in studies of turnover.

In an effort to expand the variables included in turnover, (Mitchell, Holtom, Lee, 2001) introduced the idea of job embeddedness, a variable representing the organization and the community forces that tend to prevent voluntary turnover. Their initial empirical findings indicated that the concept of embedness did explain significant incremental variance in turnover after controlling for traditional predictors.

2.2.4: Effects of Career Plateau
The effects of career plateau are felt across organization and across employees. In the short run, career plateau may help individual employees to concentrate on individual growth, catch up with professional and skills developmental plans. In addition, the affected employees will have time to reflect on their future pursuit, master work skills and gather psychic energy in preparation for another transition period. Some plateau employees maintain the same level of productivity, do not appear bored and have high satisfaction with jobs (Rita and Lawson, 1998).
Researchers (Jang and Tak, 2008; Burke and Mikkelsen, 2006), for instance state that employee will inevitably react to career plateau with bad performance and loss of motivation and commitment. Employees who take career plateau as a shock to their performance will be directly affected because these employees believe that upward or lateral movement is used as a yardstick to measure their performance, but in the absence of this, they would be demotivated. Furthermore (Lee, 2003) states that an employee who is at career plateau (same job) but acquiring new skills will be highly satisfied. This indicates that even if an employee is in plateau, still he would be satisfied because this is the time employee would be developing new skills to position himself for other career opportunities elsewhere.

Career plateau would lead to work stress, less job satisfaction, greater work alienation and greater intention to quit (Burke and Mikkelsen, 2006). These would affect the organizational performance and may lead to high degree of labor turnover stability of tenure in employment and upward movement enhances commitment and reduces labor turnover in organizations.

2.2.5: Strategies of Managing Career Plateau

(i) Mentoring and career guidance

Lee, (2003) states that career plateau in organizations can be managed by seeking career guidance from supervisors or experienced person within or outside the organization. It will create career opportunities by acquiring the skills and knowledge that are required to change careers. In addition it enhances networking which involves building networks inside and outside the organization and obtaining useful information on career paths. Lastly, an employee who develops career strategies appropriate to his occupation and organization is likely to increase his probability for obtaining positive evaluations from supervisors and a large share of organization salary.

There is need for paradigm shift in managing career plateau in organization effectively. Thus management can help employees cope up with plateau by providing opportunities for lateral growth when opportunities for upward advancement do not exist. For example, company with international divisions can encourage employees to take assignment abroad to expand their horizons (Sneel and Bohander, 2007). A
model of managerial careers postulated by (Ferrence et al; 1977) highlight principal careers of employees that are common in organization there are ‘leaners’ or ‘comers’- these individuals have high potential advancement, but presently perform below standard. ‘Stars’ are those employees presently do outstanding work and are viewed as having high potential for self continued. Solid citizens are those employees whose present performance are rated as satisfactory to outstanding, but are seen as having little chance for future advancement and deadwood- these individuals have little advancement and their performance have fallen to an unsatisfactory level. Therefore, it is the prerogative for the management to understand and assess employees critically at each stage of career and develop appropriate interventions to avoid career plateau.

Mentoring improves the pool of talent for management and technical jobs and helps to shape future leaders (Shea, 1998). Through mentoring, the people who have the most experience can also effectively pass along knowledge through the organization. For example, mentors may use many practices such as assisting their protégés with individual career problem solving, and redefinition of career success to significantly facilitate their protégés career adaptation process (Lamire, Saba and Gragnon, 1999). Also, mentoring involves interpersonal relationship in which an experienced person counsels or helps a junior or inexperienced person. Mentoring may be classified into two types: primary and secondary (Whitely, et al; 1991).

Primary or classical mentoring is an intense developmental relationship of relatively long duration in which employees receive a range of career and psychological help exclusively from senior managers (Kram, 1985). Secondary mentoring offers specialized developmental function (Zey, 1984). Kram argues that secondary mentoring tends to focus on external career progress -oriented functions such as, sponsorship, visibility and exposure rather than on inner psychological developmental functions.

As coaches or teachers, mentors provide socioeconomic support and seed to bolster the self-confidence and self-esteem of protégés (Whitely, et al; 1991). As sponsors, mentors actively intervene, contriving to get their protégés exposure and visibility through assignment that involve working with other managers and endorsing their protégés for promotions and special projects. To sum up, mentoring is a powerful
intervention that assists employees in the establishment, advancement and maintenance stages of their careers (Geiger-Dumond and Boyle, 1995).

2.2.6: Motivation

A motive is a reason for doing something. Motivation is concerned with the factors that influence people to behave in certain ways. The three components of motivation as listed by Anord et al; (1991) are: direction- what a person is trying to do; effort- how hard a person is trying; persistence- how long a person keeps on trying. According to Armstrong, (2006) motivation can be described as a goal directed behavior.

People are motivated when they expect that a course of action is likely to lead to the attainment of a goal and a valued reward- one that satisfies their needs. There are two types of motivation as originally identified by Herzberg et al; (1957):

**Intrinsic motivation**- the self- generated factors that influence people to behave in a particular way or to move in a particular direction. These factors include responsibility, (feeling that the work is important and having control over one’s own resources), autonomy (freedom to act) scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement.

**Extrinsic motivation**-what is done to or for people to motivate them? This includes rewards, such as increased pay, praise or promotion, and punishments, such as disciplinary actions, withholding pay or criticism.

**Motivational theories**

**Herzberg’s two factor theory**

This theory will be based on Herzberg’s motivation- hygiene theory of job satisfaction. Herzberg (1959), from a study carried out in a group of employees, developed a two dimension theory to job satisfaction, that is, ‘motivation’ and ‘hygiene’ factors of job satisfaction. In Herzberg’s theory, job satisfaction and dissatisfaction are the products of two separate sets of factors. These sets are comprised of motivating factors or satisfiers verses hygiene (environmental) factors or dissatisfies.
According to Herzberg (1959), hygiene issues cannot motivate employees but they can minimize dissatisfaction if handled properly. In other words, people can only be dissatisfied if hygiene issues are absent or mishandled. Hygiene issues include: company policies, supervision, salary, interpersonal relations, and working conditions.

On the other hand, motivators are defined as those factors that create satisfaction by fulfilling individual's needs for meaningful personal growth. These are issues such as achievement, recognition, the work itself, responsibility and advancement. Herzberg, (1959) says that once the hygiene factors are addressed, motivators will promote job satisfaction and encourage productivity. Table one summarizes the satisfiers and dissatisfies in Herzberg's theory.

**Table 2.2.1: Satisfiers and dissatisfiers in Herzberg's theory**

<table>
<thead>
<tr>
<th>Herzberg's satisfiers / dissatisfiers</th>
<th>SATISFIERS</th>
<th>DISSATISFIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td></td>
<td>Supervision</td>
</tr>
<tr>
<td>Recognition</td>
<td></td>
<td>Working condition</td>
</tr>
<tr>
<td>Work itself</td>
<td></td>
<td>Interpersonal relationship</td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
<td>Salary</td>
</tr>
<tr>
<td>Advancements</td>
<td></td>
<td>Status</td>
</tr>
<tr>
<td>Growth</td>
<td></td>
<td>Job security</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personal life</td>
</tr>
</tbody>
</table>

**Source: Herzberg, F. (1959)**

According to Herzberg, (1959), motivators are defined as those factors that create satisfaction by fulfilling individuals' needs for meaningful personal growth. There are issues such as achievement, recognition, the work itself, responsibility and advancement. Herzberg says that once the hygiene areas are addressed; motivators promote job satisfaction and encourage productivity. Organization policies can be a great source of frustration for employees if they are unclear or unnecessary or if not everyone is required to follow them. Hence if leadership requires ensuring that the policies are fair and that they apply equally to all, they should also be accessible to all members of staff.
When appointing supervisors, it is important to note that good employees do not make good supervisors. The role of a supervisor requires leadership skills and ability to treat employees fairly. Therefore, a supervisor needs to be taught on how to use positive feedback whenever possible and the same should set a means of evaluating employees and feedback so that none feels singled out. Impersonal relations contribute to job satisfaction. This applies where employees are allowed reasonable time for socialization. This will enable them develop a sense of comrade and teamwork resulting to job satisfaction.

The environment in which people work has tremendous effect on their level of pride for themselves and the work they are doing. Where possible avoid overcrowding and allow each employee his or her own personal space, whether it is a desk, locker or drawer. Otherwise they will be tensed and they will be unable to work. On work it, there is need to help individual employees to believe that the work they are doing is important and that the tasks are meaningful.

The studies conducted by researchers reveal the following about the motivators: According to Herzberg’s (1959) theory, most individuals sincerely want to do a good job. To ensure that they are placed on a position where they will use their talents, clear achievable goals and standards for each position need to be set. Furthermore, the employees have the knowledge of those standards. Continued feedback on employee is required on how they are doing. Employees need to be recognized for their job achievement. A leader needs to acknowledge the work of their subordinates immediately. Publically thank them for work well done. Establish a formal recognition program such as the employee of the month. This will bring about job satisfaction on the employee affected.

On responsibility, employees will be more motivated to do their job well if they have ownership of the work. Hence to satisfy employees they need to be given enough freedom and power to carry out their own tasks so that they can feel that they too own results. Give the employee more challenging and meaningful work. Advancement is considered as a motivator- especially where reward and performance are granted as one advances in job performance. Where there is no vacancy, there is need to consider an employee for new title that reflects the level of work that the employee does.
Application of Herzberg’s (1959) theory to the job satisfaction of teachers suggest that both hygiene and motivation factors have to be considered. Environmental or extrinsic factors have to be acceptable, but teachers are not motivated without the motivators, or aspects of their position which cause them to experience feelings of self-actualization and well-being.

**Maslow’s Hierarchy of Needs Theory**

In 1954, Abraham Maslow introduced his theory about how people satisfy various personal needs in the context of their work. He postulated, based on his observations as a humanistic psychologist, that there is a general pattern of needs recognition and satisfaction that people follow in generally the same sequence. He also theorized that a person could not recognize or pursue the next higher need in the hierarchy until her or his currently recognized need was substantially or completely satisfied, a concept called prepotency. According to Maslow (1954) human needs are classified into five categories starting from the lower to the higher in a pyramidal ascending way, with the following categories:

**Physiological needs**: These are the basic at the base of the hierarchy that includes the needs for food, drinks, air, sex, sleep, clothing, shelter and relief from pain.

**Safety and security needs**: The need for freedom from threat or danger consists of physical safety or protection against murder, fire, accident and economic safety against unemployment, theft, old age, sickness and disability.

**Social needs**: Since man is a social being, this need therefore requires him to belong and be accepted by others. Social needs include need for friendship, affection, affiliation interaction and love.

**Ego needs**: These needs are for self-esteem and esteem for others due to status, recognition and responsibility one has.

**Self-actualization**: This is the need in realizing one’s full potential; the need to fulfill one’s self by maximizing the use of abilities, skills and potential (also called the need for self-fulfillment or self-realization).
This theory is relevant to the study since it is important to find out the level of need where most teachers operate. The theory will also be in determining how meeting or not meeting teacher’s needs at various levels contributes to career plateau.

**Equity theory:** This theory is based on the fact that employees make comparisons of their efforts and rewards with those of others in similar work situations. According to Adams (1965), people perceive an inequity and experience discomfort if they perceive that their own ratio of outcomes to inputs is not equal to the ratio of companion or co-worker (Altman, et al; 1985). Equity theory states in effect that people will be better motivated if they are treated equitably and demotivated if they are treated inequitably. It explains only one aspect of the process of motivation and job satisfaction although it may be significant in terms of morale (Armstrong, 2000). Adams (1965) identified two forms of equity, distributive equity and procedural equity. According to Adams, distributive equity is concerned with the fairness with which people feel they are rewarded in accordance with their contribution and in comparison with others while procedural equity or procedural contribution justice is concerned with perceptions employee have about the fairness with which company procedures in such areas are being operated.

According to theorists like (Armstrong, 2000), interpersonal factors are closely linked to feelings about procedural fairness, there are five factors that contribute to perceptions of procedural fairness. These are adequate considerations of an employee’s view point; suppression of personal bias towards the employees; applying criteria consistently across employees; providing early feedback to employees concerning the outcome of decisions; and providing employees with an adequate explanation of the decisions made. In this study the theory is relevant because it allows the researchers to analyze the fairness in which teachers are rewarded (remuneration scheme) and the way in which the teaching work is distributed at the school level and how this contributes to career plateauing.

2.2.7: Job rotation

Edwards, (2005), describes job rotation as “the process of switching a person from job to job” which increases an employee’s capability and value to an organization.
Job rotation can be defined as the performance by an employee of a new assignment on a temporary basis for an agreed period of time.

Job rotation is a position-oriented, with management determining the need for a specific job to be done. An employee selected for job rotation will normally possess the requisite skills and be paid for work-out-of-class if the assignment is in a higher salary range than that corresponding to the employee’s usual classification (International Labor Organization, 1998). The Human Resource Development Council (2004) describes job rotation as “a career development strategy where an individual temporarily moves laterally into an established or ‘shadow position’ which usually require employee to suspend his or her current job duties” to accept permanent or temporary appointment to new positions. An employee may complete a series of job rotations, which are “planned to stretch and challenge employees, and to broaden their understanding across different business process of the organization”. Two different forms of job rotation are defined by Oregon Department of Fish and Wildlife (2004):

**Developmental job rotation:** The opportunity for an employee to develop new skills. The employee shall not be expected to initially perform the full range of duties of the position or class, but shall be expected to develop the skills necessary to perform them during rotation.

**Career enrichment job rotation:** The opportunity for an employee to develop new skills in a different setting. The employee shall be expected to satisfactorily perform essentially the full range of duties of the assignment from the beginning of the career achievement (Oregon Department of Fish and Wildlife, 2004). Informal and formal training and development (2005) refers to job rotation as a more “sophisticated form of cross training which usually involves extended periods. With job rotation, the employee’s role is of a different nature. He is not considered as a trainee, but is responsible over certain job functions, for which he has to perform himself”. Job rotation is an alternative to job specialization. It is a way to reduce employee boredom and it also facilitates more of an understanding about the organization. Job rotation is moving from one job to another. Jobs can be rotated that are very similar or drastically different.
According to Champion, Cheraskin and Stevens (1994) job rotation produces two beneficial effects. First, an employee who rotates accumulates more experience more quickly than an employee who does not rotate. Hence job rotation is mentioned an effective tool for career development.

Second, an employee who rotates accumulates more experiences more quickly than an employee who does not rotate. Hence if an employee rotates more frequently, it is easier to train him to become a generalist. Jan’s and Franzier, (2001), reports the benefits to the Australian Defense Force, are for officers to gain generalists skills early in their careers in order to provide a pool from which future commanders and policy leaders can be drawn. This makes officers competent in skills that are not necessarily performed in their normal duties making them more responsible when change is necessary.

Rotation also contributes to career satisfaction by sharing the “good” and “bad” assignments, and provides the organization the ability to rapidly fill vacancies. Cosgel and Miceli (1998), report that job rotation produces innovation by improving a firm’s ability to generate and respond to change. Rohr, (2000) reported that job rotation “provides an organization overview; encourages interdepartmental cooperation, brings fresh viewpoints to otherwise stagnant sections of the organization, and it promotes flexibility”. Malinski (2002) sums the benefit as “reduction in boredom, work stress, absenteeism, and turnover and an increase in innovation, production and loyalty”.

2.2.8: Performance appraisal
In organizational setting performance appraisal is defined as “structured formal interaction between a subordinate and a superior, that usually takes the form of a periodic interview (annual and semi annual), in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development”.

Moorhead and Griffin, (1992) describes it as the process of evaluating work behaviors by measurement and comparison to previously established standards, recording results, and communicating them back to the employee. It is an activity between a
manager and an employee. Oberg, (1972) lists goals of performance appraisal programs which are- help for supervisors to do a better coaching job; motivate employees by providing feedback on how they are doing; provide data for management decisions such as salary increases or decreases, transfers or dismissals; improve organizational development by identifying people with promotion potential; and establish a research and reference base for personnel decisions.

It should also be noted that performance appraisal is a part of performance management which "includes activities to ensure that goals are consistently being met in an effective and efficient manner (McNamara c; 1999). Performance management includes many other practices besides performance appraisal, like employee performance improvement development, training, cross-training, challenging assignments, career development or coaching (Beatty, 1986). A properly designed performance appraisal system can(Rao,1985): help each employee understand more about their role and become clear about their functions; be instrumental in helping employees to better understand their strengths and weaknesses with respect to their role and functions in the organizations; help in identifying developmental needs of employee, given their role and function; increase mutuality between employees and their supervisors so that every employee feels happy to work with their supervisor and contributes their maximum to the organization; act as a mechanism for increasing communication between employees and supervisors. In this way, each employee gets to know the expectations of their superiors and each superior also gets to know the difficulties of their subordinates and can try to solve them. Together they can thus better accomplish their tasks; help prepare employees for higher responsibilities in the future by continuously reinforcing the development of the behavior and qualities required for higher level positions in organizations.

Researchers and surveys have shown that today organizations are not just concerned about qualitative aspects of employee effectiveness and job performance, a lot of importance is being attached to qualitative aspects also. Result based approaches of appraisal like management by objectives is becoming popular. Research findings of Moravac(1981) indicate that the effectiveness of performance appraisal as a mechanism for evaluating performance of an individual and using it as a means for
employee growth and development with a view to improving productivity depends upon the effective employee assessment method.

Bolar, (1968) reported qualitative traits and actual qualitative and quantitative performance as two criteria of appraisal. Bernardin and Klatt, (1985) noted that small firms tended to rely heavily on trait-based approaches while larger firms relied on a combination of trait, behavioral and result-based techniques. In another survey, appraisal was found to be based on managerial qualities required to perform managerial work in 73 percent organizations (T.V, Rao, 2004).

A Performance management practices survey report showed that 38 percent of the sample organization frequently uses competencies in their management systems. They establish job competencies and core competencies to clarify what is expected of employees and to link different systems.

2.3: Empirical Review

Organizational commitment reveals that the levels of effective and normative commitment improved when organizations provided continuous learning to managers. This was the case for career management both by the individual and the organization. In particular normative commitment was strongest for those who valueMontreal (1998).

The goal of the research was to study five career paths available to engineers and to understand what leads them to prefer the management path to other career paths possibilities. Results show that half of the engineers wish to change career paths and contrary to a number of studies engineer s examined in this research examined place a high value on options other than the management path. Moreover the study suggests that the individual determinants are more powerful predictors of career path aspirations than are factors related to the work context. The results show that the career anchors are especially relevant variables in distinguishing engineers who wish to work in managerial path from those who desire to work in each of the other paths. According to Ongori (2009), Career plateau affects employees both positively and negatively. However career plateau is a major contributor in employee intention to quit in many organizations and will affect the organization adversely especially in
being competitive. Organizations stand to benefit greatly if management put in place appropriate interventions to manage career plateau. For instance identifying the causes of career plateau and developing appropriate interventions manage it at the infancy stage.

According to Samuel (1997), the purpose of the study was to examine effects of career plateauing on job satisfaction, organization commitment and turnover intentions. The results show that career plateau is negatively related to job satisfaction and organization commitment and positively related to turnover intentions and that mentoring others is a significant moderator of the relationship between career plateau and work attitudes. Since career plateau is negatively related to work attitude such job satisfaction and organizational commitment and positively related to turnover intention, organizations should reduce the level of career plateau by transforming or enriching jobs, facilitating lateral or cross-functional moves and providing honest feedback to employees. This will enable employees to have necessary knowledge and skills so that they would position themselves for opportunities elsewhere if promotion is blocked in their present organization. Organizations should develop appropriate interventions to manage career plateau at infancy stage.

Steven H. Appelbaum (1997) in his research on Career development in the plateau organizations with sizeable chunks of promotional opportunities disappearing with the flattening of the organizational pyramid said it is inevitable that employees will plateau earlier in their careers unless they take control of their career development strategy. Findings concluded that critical factors such as career opportunities, intrinsic job rewards and recognition were necessary to mitigate the effects of a plateau.

According to Karanja (2005) in a study on assessment of factors that affect career guidance in secondary schools suggested that study could be carried out among upper primary school pupils to find out if they are aware of career and if they are working towards the career of their choice.

According to Malusi (2009) in the study on the assessment of teacher’s career commitment for their retention in public secondary schools he suggested that studies
be carried out across the nation so as to aid in policy formulation in the garment and help understand the extents to which teachers are are committed to their profession. It also recommends that further studies be carried out to establish effects of career commitment among the performance of their schools. This will establish the degree to which career commitment among teachers affect commitment. Studies can be conducted to establish the factors that affect career commitment among teachers in the nation and how teacher’s career commitment can be enhanced for better performance in the schools.

In the research by Saleema (2011) on Career success of Arab women managers the findings suggest that despite the glass ceiling that the Lebanese managers face, they perceived themselves as successful. However their success was mainly attributed to their satisfaction with the subjective rather than objective aspects of their careers.

According to Mary (2010), Organizational handling of career influences the continuous learning they perceived while managing their own careers for the group of managers who experienced organizational career development the opposite was the case. Continuous learning provided by the organization improved their levels of effective commitment.

According to Arnoud (2011) in the research on organizational factors and teachers professional development in Dutch secondary schools revealed that of the organizational factors, in particular the availability of organizational facilities contributes positively to the amount of TPD, that is training programmes, and social networks appeared to have a positive influence on the occupational expertise.

Izher (2006) in the research on women in educational administration within developing countries reviewed the points to particular barriers to women’s career advancement in educational systems within developing countries (for instance strong family obligations, low levels of girl education, majority of men in teaching positions), unique career experiences (for instance the importance role of the father) and the adoption of “androgynous” leadership style by a few women administrators in these countries.
2.4: The Conceptual Framework.

Figure 2.1 Conceptual Framework

Strategies for managing career plateau

Performance appraisal

Career guidance and mentoring

Job rotation

Motivation

Career Plateau

- Where likelihood of additional hierarchical promotion is very low or impossible
- Where many stagnate on one grade

Dependent Variables

Environmental factors:
Political, legal, socio-cultural, technological, economic and geographical factors

Intervening variables

Independent Variables

Source: Research (2011)

This is whereby career plateau among employees is affected and influenced by mentoring and career guidance, motivation, job rotation and performance appraisal. However there are factors that are beyond the control of the researcher and in a way affect career plateau for teachers. These factors are basically environmental and they include the political and legal issues, technological issues, economic issues as well as socio-cultural factors.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1: Introduction
In this chapter the researcher presents methodologies through which data was collected and analyzed so as to answer research questions and attain the set objectives. These methodologies were guided by the study objectives. The sub-sections are geared towards describing the research design, Target population, sampling, research instruments, data collection, data analysis techniques and research questionnaire.

3.2: Research Design
This research adopted the descriptive survey for research design. It is in agreement with the views of Kothari (2004) and Mugenda and Mugenda, (2003) who contend that descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible to draw valid conclusions from the facts discovered.

3.3: Target Population
Brinker (1988) defined target population as a large population from which the sample population is selected. The target population of this study was the practicing secondary schools of Imenti south district. In the study the target population of 784 teachers was considered from 68 registered secondary schools in Imenti South District.

3.4: Sample and Sampling Procedure.
Imenti south district has 68 registered secondary schools and this study will take place in 21 of them which is virtually 21% of the population. Kombo et al (2006) specifies that 30% of the target population is representative, diverse and accessive. The district will be divided into three divisions; Igoji, Abogeta and Nkuene. Stratified sampling helps to achieve desired representation of various subjects' populations as supported by Mugenda & Mugenda (2003).
Seven schools from each will be chosen for the study and from each school in the division, three teachers will be given questionnaires to fill. This means 63 teachers (which was the sample for the study) were issued with questionnaires to fill.

3.5: Data Collection Instrument and Procedures

The study proposed to use both primary and secondary data. The data collection of primary data was collected through structured questionnaire as Best and Khan (1991) noted that questionnaire enable the person administering them to explain the purpose of the study and give meaning of the items that may not be clear. The questionnaire was hand-dropped to the respondents in various schools and collected after five days. The questionnaire had both open-ended questions and closed-ended questions. The open-ended questions ensured that the respondents were able to put across their views while the closed-ended questions ensured that the respondents focused their answers to the objective of the study.

3.6: Data Analysis Techniques

The data was analyzed using descriptive statistics where frequencies are determined. The researcher undertook content analysis by cross checking patterns and themes through analysis of archival materials. This enabled to build up data, extract common ideas and reflect upon them as the research progresses, which was useful when making interpretations of findings.

3.7 Data Presentation Method

The analyzed data was presented in terms of frequency table and percentages. This enabled easier interpretation and understanding.
CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION

4.1: Introduction
This chapter details the analysis of all the data collected and the presentation of the same in terms of tables and figures all in the sequence of research questions. The chapter also contains the summary of the data findings.

4.2: Data Analysis and Presentation According to Research Questions
This research study was conducted to investigate strategies of managing career plateau among secondary school teachers in Imenti south district. The specific objectives were: To determine the influence of career guidance and mentoring on career plateau among teachers, to investigate how motivation helps in managing career plateau, to assess how job rotation contributes in reducing career plateau, and to determine how motivation would contribute to management of career plateau.

The study aimed to answer to the questions; how does career guidance and mentoring influence career plateau? How does performance appraisal contribute to management of career plateau among teachers? How does job rotation contribute to management of career plateau among teachers? And to what extent does motivation contribute to management of career plateau among teachers?

4.2.1: Quantitative Data Analysis
Table 4.2.1: Response Rate

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>46</td>
<td>73%</td>
</tr>
<tr>
<td>Non-Response</td>
<td>17</td>
<td>27%</td>
</tr>
<tr>
<td>Sample</td>
<td>63</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

The table 4.2.1 above indicates that the response rate was at 73% because 27% did not respond or did not fill in the questionnaire in a manner worth consideration for analysis.
Table 4.2.2: Marital Status

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td>Married</td>
<td>39</td>
<td>85%</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

According to the table 4.2.2 above, 85% of the respondents were married teachers while 15% were single.

Table 4.2.3: Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>30</td>
<td>65%</td>
</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>35%</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

The table 4.2.3 indicates that 65% of the respondents were male and the remaining 35% were female.

Table 4.2.4: Level of academic qualification

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>43</td>
<td>93%</td>
</tr>
<tr>
<td>Non-graduate</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

According to the table 4.2.4, 93% of the respondents were graduates while the remaining 7% were non-graduates.
Table 4.2.5: Years of teaching

<table>
<thead>
<tr>
<th>Years</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 Years</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td>6-10 Years</td>
<td>8</td>
<td>17%</td>
</tr>
<tr>
<td>11 and above Years</td>
<td>29</td>
<td>63%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

According to the table 4.2.5 above, 20% of the respondents had been teaching for five years, 17% had been teaching for a period between six and ten years, while the majority with 63% had been teaching for a period above eleven years.

Table 4.2.6: Designation of the respondents

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>Head of department</td>
<td>23</td>
<td>50%</td>
</tr>
<tr>
<td>Senior Head of department</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Teacher</td>
<td>17</td>
<td>37%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

In the table 4.2.6 above, 50% of the respondents were head of department, 37% were ordinary teachers, 9% worked as deputy principals and 4% worked as senior heads of department. None of the respondents was among the principals.

Table 4.2.7: Whether there is Mentoring and Career Guidance in the School

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>37</td>
<td>80%</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2011)
The table 4.2.7 indicated that 80% of the respondents said that mentoring and career guidance was conducted in the schools. However 20% of the respondents said that it was not done in their schools.

**Table 4.2.8: The impact of mentoring and career guidance on career**

<table>
<thead>
<tr>
<th>Impact</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td>Significant</td>
<td>22</td>
<td>48%</td>
</tr>
<tr>
<td>Good</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>Very Good</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Non-response</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

According to the table 4.2.8 above, 48% of the respondents said that mentoring and career guidance conducted in the schools was significant, 20% said that it was slight or little, other 20% said it was good, while 20% did not respond to this question.

**Table 4.2.9: ways of learning about the existence of mentoring and career guidance**

<table>
<thead>
<tr>
<th>Method</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal gave a brief</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td>Staff Meetings</td>
<td>13</td>
<td>28%</td>
</tr>
<tr>
<td>Career Master</td>
<td>16</td>
<td>35%</td>
</tr>
<tr>
<td>Other Staff Member</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Non-response</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

The table 4.2.9 indicates that 35% of the respondents learnt about career mentoring and guidance through the career masters in school, 28% learnt about it in the staff meetings, 15% were briefed by the principals and the remaining 15% did not respond to this question.
Table 4.2.10: Rating of Mentoring and career guidance in school

<table>
<thead>
<tr>
<th>Rating</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>21/46</td>
<td>46%</td>
</tr>
<tr>
<td>Very Strong</td>
<td>5/46</td>
<td>11%</td>
</tr>
<tr>
<td>Weak</td>
<td>10/46</td>
<td>22%</td>
</tr>
<tr>
<td>Very Weak</td>
<td>5/46</td>
<td>11%</td>
</tr>
<tr>
<td>Non-response</td>
<td>5/46</td>
<td>10%</td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

In the table 4.2.10, mentoring and career guidance in schools was rated to be strong by 46% of the respondents, 11% rated it very strong, 22% rated it weak, 11% rated it very weak and the remaining 10% did not perform any rating.

Table 4.2.11: Existence of Motivation scheme in School

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td>No</td>
<td>39</td>
<td>85%</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

According to the table 4.2.11, 85% of the respondents said that there was no scheme for motivation of the teachers. However 15% of the respondent could confidently say that there was a scheme for motivation in the school.

Table 4.2.12: Frequency of Motivation

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td>Quite Often</td>
<td>11</td>
<td>24%</td>
</tr>
<tr>
<td>Once in a while</td>
<td>24</td>
<td>52%</td>
</tr>
<tr>
<td>Not at All</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher (2011)
According to the table 4.2.12, 52% said that motivation is done once in a while, 24% said that it was done quite often, 22% said it was often done, while 2% said that motivation was never done.

### Table 4.2.13: Rating of level of Motivation

<table>
<thead>
<tr>
<th>Rating</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>11/46</td>
<td>24%</td>
</tr>
<tr>
<td>Very Good</td>
<td>3/46</td>
<td>7%</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>22/46</td>
<td>48%</td>
</tr>
<tr>
<td>Weak</td>
<td>8/46</td>
<td>17%</td>
</tr>
<tr>
<td>Non-response</td>
<td>2/46</td>
<td>4%</td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

The level of motivation in to the table 4.2.13 was good according to 24%, the rating was very good for 7%, and it was satisfactory according to 48% of the respondents, weak according to 17% while 4% did not respond to this question.

### Table 4.2.14: Job group

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>16</td>
<td>35%</td>
</tr>
<tr>
<td>L</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>M</td>
<td>18</td>
<td>38%</td>
</tr>
<tr>
<td>N</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>P</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

Among the job groups indicated in the table 4.2.14 above 38% were in job group M, 35% were in job group K, 9% were in job group L, 9% in job group N and 9% in other job groups while none was in job group P.
Table 4.2.15: Years in the same job group

<table>
<thead>
<tr>
<th>Years</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 5 years</td>
<td>38</td>
<td>83%</td>
</tr>
<tr>
<td>6 to 10 years</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>Non-response</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

The table 4.2.15 indicated that 83% of the respondents had worked in the same job group for up to five years, 11% had been on the same job group for more than ten years. However 2% of the respondents did not fill in this question.

Table 4.2.16: Existence of duties held by other teachers in school

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29</td>
<td>63%</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>35%</td>
</tr>
<tr>
<td>Non-response</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

On the existence of other duties held by other teachers in school, 63% indicated that there were such duties while 35% said that there were no other duties. 2% however did not respond.

Table 4.2.17: Frequency of Appraisal

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually</td>
<td>18</td>
<td>39%</td>
</tr>
<tr>
<td>Not Aware</td>
<td>23</td>
<td>61%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

According to the table 4.2.17 above 39% of the respondent said that performance appraisal was conducted annually. However 61% were not aware whether performance appraisal was actually conducted in schools.
### Table 4.2.18: Involvement in the process of performance appraisal

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>24%</td>
</tr>
<tr>
<td>No</td>
<td>31</td>
<td>67%</td>
</tr>
<tr>
<td>Non-response</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

According to the table 4.2.18, 67% said that they were not involved in the process of performance appraisal, 24% said that they were involved while the remaining 4% did not answer this question.

### Table 4.2.19: Whether feedback on strengths and weaknesses was given

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>41%</td>
</tr>
<tr>
<td>Non-response</td>
<td>21</td>
<td>46%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

The feedback on the strengths and weaknesses were not given after the performance appraisal according to 41% of the respondents in table 4.2.19, 13% said that they were given feedback while 46% did not respond to this question.

### Table 4.2.20: Effect of performance appraisal on promotions or upward mobility

<table>
<thead>
<tr>
<th>Extent</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great extent</td>
<td>12</td>
<td>26%</td>
</tr>
<tr>
<td>Low extent</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>Not at all</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td>I don’t know</td>
<td>12</td>
<td>26%</td>
</tr>
<tr>
<td>Non-response</td>
<td>8</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2011)
According to the table 4.2.20, the effects of performance appraisal were great as rated by 26%, 11% rated the effect was low, 20% rated it to have no effect, 26% said that they did not know any effect while 17% failed to respond to this question.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>Good</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td>Fair</td>
<td>17</td>
<td>37%</td>
</tr>
<tr>
<td>Poor</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td>Non-response</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2011)

According to the rating of performance appraisal in schools in table 4.2.21, 9% rated it excellent, 20% rated it good, 37% rated it fair, 22% rated it poor while 12% failed to respond to this question.

### 4.2.2: Qualitative data Analysis

The kind of guidance or mentoring programmes would recommend in schools to help those that may be uncomfortable with stagnating in the same job group for long include to further their studies or change their career for greener pastures where possible to give study leave to further their studies and opportunities to attend of workshops.

It is also good to recommend them for promotion as well as appraise them where necessary. This should be done along with inviting different professionals to talk about different careers. Induction programmes for new teachers should be conducted, have departmental teachers’ forum for reflection, enlighten teachers on promotion procedures along with a self evaluation programme.

There should be enough supply materials to enhance teachers’ work. Teachers should be encouraged to apply for promotion and attend the interviews as well as attend career fairs and invite professionals. Teachers should seek opportunities elsewhere, where possible and be shown models of those who have moved to other careers from...
teaching and have succeeded. They should have more on co-curricular and extra-curricular activities and increased involvement.

The kind of motivation that would help one to overcome the feeling of discomfort upon holding the same job group or position for a long duration includes: appraising teachers to rise in job group and change of position, encourage self motivation have prompt response to queries and have transparent systems, appreciating their efforts and encouraging them as well as comfort them when they are low. Other methods of motivation include internal motivations like cash prizes, promotion and better pay with increments above Kshs.1,000/= per year.

To motivate the teachers, it is also good to move those who have stagnated to the next level, provide job security, motivation through talks as well as upgrading without subjecting the teachers to interviews. During the performance appraisals it is good to have consultations and involvement by the principals, because lack of this causes demotivation.

It is good to conduct trainings for capacity building and have proper recommendations by principals as they are the ones who ground the juniors. It is good to have proper delegation to ensure that the teachers feel involved and useful. To be fair in motivation, motivation should be commensurate to the performance and efforts of the teacher. Finally there should be job enlargement to ensure more challenges so that the teachers can develop better.

Other areas of assignment in school include Dorm teachers and class teachers, Club patrons and trainers in drama, coordinator of departmental issues, Staff welfare, Head of Department (HOD), Games master, Scouting patron, Curriculum coordinator, Library assistant and Christian union patron. When more assignments were given to the teachers, some were comfortable, others Challenged to maintain performance, felt involved and useful, some were discouraged others indifferent, others felt honoured, others were shaken at first but became comfortable later.

The recommendations to the school in order to curve career plateuing especially in utilizing job rotation approach include: Ensure that teachers take in-service courses such as co-curricular activities, the principal should sign transfer letters without
conditions, ensure recommendations for the performers and appraisals and ensure participation of all, ensure information availability. Other recommendation are: trying better motivational schemes, believing in each other and share the activities equally, ensuring responsibilities are shared and accountability of the parties involved, ensuring the teachers attend workshops and seminars and trying to develop job benefit schemes such as scholarships.

Performance appraisal would be effectively used by the administration to address career plateau in your school by being honest and motivating everybody, moving those who have stagnated in one place to the next level. It would also be effective if the administrative consult the staff for effective learning and recommend teacher to pursue greener pastures.

SWOT analysis should be conducted on teachers and place them appropriately, promotion should be immediately on reaching the set goals, and there should be recognition of the efforts of teachers and reward them accordingly. This would be of assistance as some principals feel threatened when the other teachers perform well in their subjects and responsibilities.

A record of the performances and recommendations in the teachers' files should be done, feedback should be given and teachers should be involved in the appraisal process. Fairness should be there when appraising the teachers; Merit should be the basis for promotion and not favouritism the objectives should be measurable and achievable at a particular deadline. Finally regular appraisals and letters of recommendation should be launched with the TSC.

4.3: Summary of the Data Analysis

From the data analysis the response rate was at 73% because 27% did not respond or did not fill in the questionnaire in a manner worth consideration for analysis. 85% of the respondents were married teachers while 15% were single. Among those who responded 65% of the respondents were male and the remaining 35% were female, 93% of the respondents were graduates while the remaining 7% were non-graduates. Focusing on their experiences, 20% of the respondents had been teaching for five years, 17% had been teaching for a period between six and ten years, while the
majority with 63% had been teaching for a period above eleven years. It was found that 50% of the respondents were head teachers, 37% were ordinary teachers, 9% worked as deputy principals and 4% worked as senior heads of department. None of the respondents was among the principals.

The analysis also indicated that 80% of the respondents said that mentoring and career guidance was conducted in the schools. However 20% of the respondents said that it was not done in their schools. 48% of the respondents said that mentoring and career guidance conducted in the schools was significant, 20% said that it was slight or little, other 20% said it was good, while 20% did not respond to this question.

The data analysis indicated that 35% of the respondents learnt about career mentoring and guidance through the career masters in school, 28% learnt about it in the staff meetings, 15% were briefed by the principals and the remaining 15% did not respond to this question. On rating, mentoring and career guidance in schools was rated to be strong by 46% of the respondents, 11% rated it very strong, 22% rated it weak, 11% rated it very weak and the remaining 10% did not perform any rating.

Based on the analysis, 85% of the respondents said that there was no scheme for motivation of the teachers. However 15% of the respondent could confidently say that there was a scheme for motivation in the school. 52% said that motivation is done once in a while, 24% said that it was done quite often, 22% said it was often done, while 2% said that motivation was never done. The level of motivation was good according to 24%, the rating was very good for 7%, and it was satisfactory according to 48% of the respondents, weak according to 17% while 4% did not respond to this question.

It was evidenced that 38% were in job group M, 35% were in job group K, 9% were in job group L, 9% in job group N and 9% in other job groups while none was in job group P. 83% of the respondents had worked in the same job group for up to five years, 11% had been on the same job group for more than ten years. However 2% of the respondents did not fill in this question. On the existence of other duties held by other teachers in school, 63% indicated that there were such duties while 35% said that there were no other duties. 2% however did not respond.
39% of the respondent said that performance appraisal was conducted annually. However 61% were not aware whether performance appraisal was actually conducted in schools.

Looking at the performance appraisal, 67% said that they were not involved in the process of performance appraisal, 24% said that they were involved while the remaining 4% did not answer this question. Feedback on the strengths and weaknesses were not given after the performance appraisal according to 41% of the respondents, 13% said that they were given feedback while 46% did not respond to this question. The effects of performance appraisal were great as rated by 26%, 11% rated the effect was low, 20% rated it to have no effect, 26% said that they did not know any effect while 17% failed to respond to this question. According to the rating of performance appraisal in schools, 9% rated it excellent, 20% rated it good, 37% rated it fair, and 22% rated it poor while 12% failed to respond to this question.

The respondents recommended that it was good to help those that may be uncomfortable with stagnating in the same job group for long include to further their studies or change their career for greener pastures where possible or even further their studies. It would be a good thing to recommend them for promotion as well as appraise them where necessary. This should be done along with inviting different professionals to talk about different careers. Induction programmes for new teachers should be conducted, have departmental teachers’ forum for reflection, enlighten teachers on promotion procedures along with a self evaluation programme.

Resources should be mobilized enough to support the teachers’ work and teachers should be encouraged to apply for promotion and attend the interviews as well as attend career fairs and invite professionals. Teachers be outgoing and make use of the opportunities of promotion that are available including the co-curricular and extra-curricular activities. They should also be actively involved in school management matters.

To help teachers overcome discomforts of stagnation, it would be good to appraise teachers to rise in job group and change of position, encourage self motivation have prompt response to queries and have transparent systems, appreciating their efforts
and encouraging them as well as comfort them when they are low. Other methods of motivation include internal motivations like cash prizes, promotion and better pay with increments above Kshs.1,000/= per year. It would be more motivating if there is increase of job security, motivation through talks as well as upgrading without subjecting the teachers to interviews. During the performance appraisals it is good to have consultations and involvement along with the principals, instead of principals doing it all alone.

Training for capacity building should be conducted and have fair recommendations by principals as they are the ones who determine the fate of their juniors in the matters of promotions. It is good to have proper delegation of work and job enlargement to ensure more challenges so that the teachers can develop better capacity and feel involved and useful. Fairness should be exercised by ensuring that motivation is commensurate to the performance of each teacher.

Teachers have other assignments in school which include Dormitory teachers and class teachers, Club patrons and trainers in drama, coordinator of departmental issues, Staff welfare, Head of Department (HOD), Games master, Scouting patron, Curriculum coordinator, Library assistant and Christian union patron. When more assignments were given to the teachers, some were comfortable, others Challenged to maintain performance, felt involved and useful, some were discouraged others indifferent, others felt honoured, others were shaken at first but became comfortable later.

To solve the problem of career plateauing, the teachers should have job rotation approach include: Ensure that teachers take in-service courses such as co-curricular activities, the principal should sign transfer letters without conditions, ensure recommendations for the performers and appraisals and ensure participation of all, ensure information availability. It is also good to keep trying better motivational schemes, believing in each other and share the activities equally, ensuring responsibilities are shared and accountability of the parties involved, ensuring the teachers attend workshops and seminars and trying to develop job benefit schemes such as scholarships.
In order to have effective performance appraisal the administration to address career plateau in school must be honest and motivate everybody, moving those who have stagnated in one place to the next level. The administrative should also consult the staff for effective learning and recommend teacher to pursue greener pastures. The administration should conduct a SWOT analysis for the teachers and place them appropriately. Promotion should be immediate on reaching the set goals, and any achievement should be rewarded accordingly.

A Proper record of the performances and recommendations for all the teachers should be filed and feedback given on the appraisal process. Fairness should be exercised when appraising the teachers. Promotion should be on merit and not favouritism but on objectives that are measurable and achievable and reachable within a stipulated deadline. All the teachers’ details and information should be filed with the TSC.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1: Introduction
This chapter details the summary of the major findings, answers to the research questions, conclusion, recommendations and suggestions for further research.

5.2: Summary of the Major Findings
According to the data analyzed, 80% of the respondents said that mentoring and career guidance was conducted in the schools. Among these 48% of the respondents said that mentoring and career guidance conducted in the schools was significant, 20% said that it was slight or little, and the other 20% said it was good. 35% of the respondents learnt about career mentoring and guidance through the career masters in school, 28% learnt about it in the staff meetings, 15% were briefed by the principals and the remaining 15% did not respond to this question. On rating, mentoring and career guidance in schools was rated to be strong by 46% of the respondents, 11% rated it very strong, 22% rated it weak, 11% rated it very weak. This means that career mentoring and guidance had a great impact and influences the promotions as many teachers were informed as well as helped to develop interest for promotion.

85% of the respondents said that there was no scheme for motivation of the teachers. 52% said that motivation is done once in a while, 24% said that it was done quite often and 22% said it was often done. Motivation was rated good according to 24%, very good for 7%, satisfactory according to 48% of the respondents and weak according to 17%. This means that motivation was conducted in the schools according to the majority of the respondents and many were comfortable with how it was done.

Looking at stagnation it was clear that 83% of the respondents had worked in the same job group for up to five years, 11% had been on the same job group for more than ten years. This indicates that stagnation is rife and common to all teachers. Irrespective of motivations and assignments, the promotions were not forthcoming as the teachers would expect. Job enlargement was done as teachers were assigned other duties. When more assignments were given to the teachers, some were comfortable, others challenged to maintain performance, felt involved and useful, some were
discouraged others indifferent, others felt honoured, others were shaken at first but became comfortable later. Training for capacity building should be conducted and have fair recommendations by principals as they are the ones who determine the fate of their juniors in the matters of promotions. It is good to have proper delegation of work and job enlargement to ensure more challenges so that the teachers can develop better capacity and feel involved and useful. Fairness should be exercised by ensuring that motivation is commensurate to the performance of each teacher.

Looking at performance appraisal, 39% of the respondent said that performance appraisal was conducted annually while 61% were not aware whether performance appraisal was actually conducted in schools, 67% said that they were not involved in the process of performance appraisal. Feedback on the strengths and weaknesses were not given after the performance appraisal according to 41%, only 13% ever received feedback. The rating indicated that the effects of performance appraisal were great as rated by 26%, 11% rated the effect was low, 20% rated it to have no effect, 26% said that they did not know any effect. It is therefore clear that performance appraisal conducted in schools should be done better as many are not satisfied with the process.

It was recommended that no teacher should stagnate and each should be given a chance and support to further studies. Principals should recommend other teachers for promotion but with involvement of other professionals in order to be fair. Induction programmes for new teachers should be conducted, have departmental teachers' forum for reflection to enlighten teachers on promotion. A self evaluation programme should be established so that teachers can also evaluate themselves.

There should mobilization of resources to make the teachers work easier. Teachers also be outgoing and make use of the opportunities of promotion that are available including being active in co-curricular and extra-curricular activities.

To overcome discomforts of stagnation, teachers should be appraised to rise in job group and change of position, encouraged for self motivation and have prompt response to queries as well as have transparent systems, appreciating their efforts and encouraging them as well as comfort them when they are low. Other methods of motivation include internal motivations like cash prizes, promotion and better pay.
Along with this should be increase of job security, motivation through talks as well as upgrading without subjecting the teachers to interviews. During the performance appraisals it is good to have consultations and involvement along with the principals, instead of principals doing it all alone.

To solve the problem of career plateauing, the teachers should have job rotation approach include: Ensure that teachers take in-service courses such as co-curricular activities, the principal should sign transfer letters without conditions, ensure recommendations for the performers and appraisals and ensure participation of all, ensure information availability. It is also good to keep trying better motivational schemes, believing in each other and share the activities equally, ensuring responsibilities are shared and accountability of the parties involved, ensuring the teachers attend workshops and seminars and trying to develop job benefit schemes such as scholarships.

In order to have effective performance appraisal the administration to address career plateau in school must be honest and motivate everybody, moving those who have stagnated in one place to the next level. The administrative should also consult the staff for effective learning and recommend teacher to pursue greener pastures. The administration should conduct a SWOT analysis for the teachers and place them appropriately. Promotion should be immediate on reaching the set goals, and any achievement should be rewarded accordingly.

A Proper record of the performances and recommendations for all the teachers should be filed and feedback given on the appraisal process. Promotion should be on merit and not favouritism but on objectives that are measurable and achievable and reachable within a stipulated deadline and all the teachers’ details and information should be filed with the TSC.
5.3: Answers to the Research Questions

5.3.1: How does career guidance and mentoring influence career plateau?
Career guidance and mentoring affected the desires and intentions of the teachers to move upwards in their career. According to the data analyzed, 80% of the respondents said that mentoring and career guidance was conducted in the schools. Among these 48% of the respondents said that mentoring and career guidance conducted in the schools was significant. This means that it had a great impact and influences the promotions as many teachers were informed as well as helped to develop interest for promotion.

5.3.2: How does performance appraisal contribute to management of career plateau among teachers?
The process of performance appraisal had a lot of impact and influence on the career of teachers. According to the analysis 39% of the respondent said that performance appraisal was conducted annually while 61% were not aware whether performance appraisal was actually conducted in schools, 67% said that they were not involved in the process of performance appraisal. Feedback on the strengths and weaknesses were not given after the performance appraisal according to 41%, only 13% ever received feedback. It was therefore clear that the process of performance appraisal was poorly conducted and led to dissatisfaction. It seems that it was one of the issues that contributed to stagnation of the teachers. Performance appraisal conducted in schools should be done better as many are not satisfied with the process.

5.3.3: How does job rotation contribute to management of career plateau among teachers?
Job rotation was not well done as well as the enlargement as 83% of the respondents had worked in the same job group for up to five years, 11% had been on the same job group for more than ten years. This indicates that stagnation is rife and common to all teachers.

Job enlargement was done as teachers were assigned other duties. When more assignments were given to the teachers, some were comfortable, others challenged to maintain performance, felt involved and useful, some were discouraged others
indifferent, others felt honoured, others were shaken at first but became comfortable later. Many teachers felt that they did not like the situation where they were in the same job group for long.

5.3.4: To what extent does motivation contribute to management of career plateau among teachers?

Many of the teachers were not satisfied as 85% of the respondents said that there was no scheme for motivation of the teachers. 52% said that motivation is done once in a while, 24% said that it was done quite often and 22% said it was often done. Motivation was rated to be good according to 24%, very good for 7%, satisfactory according to 48% of the respondents and weak according to 17%. It was clear that most of the teachers were discouraged with how motivation was done in the schools. To teachers cash prizes, promotion and better pay were a great part of their expectation and therefore should be well managed.

5.4: Conclusions

Based on the findings of this study it was clear that the motivation of teachers and the processes of promotion and appraisal were vital to the teachers. They greatly contributed to the upward move or stagnation of the teachers. All the teachers detested being on the same job group for a long time and so the management must constantly ensure changes within the career of teachers. Involvement of other parties like consultants would be of crucial importance to the teachers as they would be enlightened on growth areas. It is also crucial that the management should think of how the job rotation and growth should be done so that the teachers are comfortable.

As organizational structures become more horizontal, recently career advancement in terms of vertical promotion has become competitive and difficult. Career plateau has been used as an antecedent to many undesirable work outcomes such as low satisfaction, high stress, poor performance and other withdrawal symptoms, thus career plateau leads to poor performance.

Career plateau would lead to work stress, less job satisfaction, greater work alienation and greater intention to quit. These would affect the organizational performance and
may lead to high degree of labor turnover stability of tenure in employment and upward movement enhances commitment and reduces labor turnover in organizations.

5.5: Recommendations

The school management should encourage for self motivation and have prompt response to queries as well as have transparent systems, appreciating their efforts and encouraging teachers as well as comfort them when they are low. Promotion should be on merit and not favouritism but on objectives that are measurable and achievable and reachable within a stipulated deadline.

The school management and the TSC should be careful of what information they release to the media as researchers have indicated that the low status, poor remuneration, constant ridicule in public and the mass media; the lack of fringe benefits, overwork and deplorable working conditions has created a lot of despair amongst teachers.

Challenges in teaching should be encouraged to avoid professional plateau; the point at which employees find their jobs unchallenging and they provide few opportunities for professional development and future employability. When professional plateau occurs people decide to voluntarily leave an organization; the overall effectiveness of the organization may decrease for several reasons, first the organization loses the knowledge that the departing employees posses, second the organization must expend time, money and resources to recruit and select replacement.

Management should help employees cope up with plateau by providing opportunities for lateral growth when opportunities for upward advancement do not exist. Mentoring improves the pool of talent for management and technical jobs and helps to shape future leaders through mentoring; the people who have the most experience can also effectively pass along knowledge through the organization.

5.6: Suggestions for Further Research

i. Further research should be done on how people who have moved out of teaching career have succeeded elsewhere, to show the effects of career changes.
ii. Based on the findings of this research and the reviewed literature, further research should be conducted on the effects of job design on the career progress for teachers.

iii. It was clear that the fate of many teachers was in the hands of the principals. This means that further research should be conducted to find out how the dependence on the principals' recommendation has contributed to the career development for teachers.
REFERENCES


Ericksson, T; and ertga, J .(2004) .The adoption of job rotation .Testing the theories Arhus, Denmark: Department of Economics ,A arhus school of Business.


Guest, D and McKenzi Davey, k.m (1996). 'Don’t write off the traditional career; people management.


Hall, D.T (1996). The career is dead; long live the career. San Francisco.


Dear Respondents,

**REF: STRATEGIES OF MANAGING CAREER PLATEAU IN IMENTI SOUTH DISTRICT.**

I am a post graduate student at Kenyatta University pursuing a Masters of Business Administration Degree. I am conducting a research on the above title. This questionnaire is aimed at eliciting information, which will be useful in the above mentioned research. The information supplied will be strictly for academic purpose only. Therefore, the responses given shall be absolutely confidential.

Your assistance and co-operation will be highly recognized.

Yours Faithfully,

KABETI JANE
APPENDIX II

QUESTIONNAIRE

This questionnaire is given to obtain information for my research project in partial fulfillment of Master of Business Administration degree of Kenyatta University. Read it carefully and give answers by ticking in the blank spaces provided on it. The information obtained in this questionnaire will be treated with utmost confidentiality and will be utilized solely for academic purpose.

QUESTIONNAIRE

SECTION A: School biodata

1. Marital Status
   a) Single □
   b) Married □

2. Gender
   a) Male □
   b) Female □

3. Level of academic qualification
   a. Graduate □
   b. Non-graduate □

4. How long have you been teaching?
   i. 0-5 years □
   ii. 6-10 years □
   iii. 10 and above years □

5. What is your designation in your school?
   a) Principal □
   b) Deputy Principal □
   c) Head of department □
   d) Senior Head of department □
   e) Teacher □

SECTION B. Strategies of Managing Career Plateau.

6. i) Is there Mentioning and Career Guidance in your School?
Yes { } No { }

ii) If yes, what impact has it had on your career?
   (a) Little { } (b) Significant { } (c) Good { } (d) Very Good { }

iii) How did you know about the existence of mentoring and career guidance in your school?
   a) Principal gave a brief { } b) Staff Meetings { } c) Career Master { } d) Other Staff Member { }

7. How do you rate Mentoring and career guidance in your school?
   a) Strong { } (b) Very Strong { }
   (c) Weak { } (d) Very Weak { }

8. What kind of guidance or mentoring programmes would you recommend in your school to help those that may be uncomfortable with stagnating in the same job group for long?
   .................................................................................................................................
   .................................................................................................................................

Section c: motivation and career plateau

9. i) Is there Motivation scheme in your School?
   a) No { } b) Yes { }
   ii) If yes, how often does your School Motivate you?
   a) Often { } b) Quite Often { }
   c) Once in a while { } d) Not at All { }
   c. How do you rate the level of Motivation?
   a) Good { } b) Very Good { }
   c) Satisfactory { } d) Weak { }

10. In your opinion what kind of motivation would help one to overcome the feeling of discomfort upon holding the same job group or position for a long duration?
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

58
Section D: Effect of job rotation on career plateau

11. a) In which job group are you?
   
   k) {}  
   l) {} 
   
   m) {}  
   n) {}  
   
   p) {}  
   others) {} 

b) For how long have you been in the job group mentioned above?
   
   0 to 5 years {}  
   
   6 to 10 years {}  
   
   More than 10 years {} 

12. a) Other than your ordinary duties as per your job group, are you assigned any other duties that are already held by others in your school?
   
   i) Yes ( ) 
   
   ii) No ( ) 

b) If Yes, Which other areas were you assigned? ......................................................... 

   .................................................................................................................................
   How did you feel when doing the new duties that were assigned? ............................... 

   .................................................................................................................................
   What would you recommend your school to do in order to curve career plateauing in your school especially in utilizing job rotation approach?

   .................................................................................................................................

Section E: Effect of performance appraisal on the management of career plateau.

13. How often are you appraised?

   a) Annually {} 
   
   b) Not Aware {} 

14. Have you been involved in the process of performance appraisal?
a) Yes { }  
b) No { }

15. If yes, have you been given a feedback of your strength and weaknesses?
  a) Yes { }  
  b) No { }

16. To what extent has the use of performance appraisal helped you in your promotions/ upward mobility?
  a) Great extent { }
  b) Low extent { }
  c) Not at all { }
  d) I don’t know { }

17. How would you rate performance appraisal in your school?
  a) Excellent { }
  b) Good { }
  c) Fair { }

18. In your opinion, how would performance appraisal be effectively used by the administration to address career plateau in your school?

Thank you for your co-operation


## APPENDIX III

### TIME SCHEDULE

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aug-Oct 2010</td>
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<tr>
<td>Proposal Writing</td>
<td></td>
</tr>
<tr>
<td>Proposal Defense</td>
<td></td>
</tr>
<tr>
<td>Developing of questionnaire</td>
<td></td>
</tr>
<tr>
<td>Data Collection</td>
<td></td>
</tr>
<tr>
<td>Data Analysis and Report Writing</td>
<td></td>
</tr>
<tr>
<td>Project Defense</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher (2011)
## APPENDIX IV

### BUDGET

<table>
<thead>
<tr>
<th>ITEM</th>
<th>AMOUNT (Kshs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stationery and Printing</td>
<td>5,000/=</td>
</tr>
<tr>
<td>Transport</td>
<td>6,000/=</td>
</tr>
<tr>
<td>Telephone and Postage (Email Services)</td>
<td>2,000/=</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>2,500/=</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>15,500/=</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2011)