CAREER PLATEAUING AND ITS RELATIONSHIP WITH TURNOVER INTENTIONS AND PURSUIT OF POSTGRADUATE STUDIES AMONG TEACHERS IN NYANDARUA AND MURANG'A COUNTIES, KENYA

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DECLARATION

I declare that this research thesis is my original work and has not been presented in any other University/Institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

I dedicate my Thesis work to my children Brian and Angela for their moral support and encouragement and most of all, for giving me a conducive environment throughout the process. Special gratitude to my parents, Nelson and Jane, for being pillars and cheering me on.

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ABBREVIATIONS AND ACRONYMS

AIDS	-	Acquired Immune Deficiency Syndrome
HIV	-	Human Immunodeficiency Virus
KNUT	-	Kenya National Union of Teachers
MoEST	-	Ministry of Education Science and Technology
NACOSTI	-	National Council of Science, Technology and Innovation
SPSS	-	Statistical Package for Social Sciences
TSC	-	Teachers Service Commission
USA	-	United State of America

ABSTRACT

Teachers in Kenya exhibit signs of career plateauing, and are registering for post-graduate courses in large numbers. This study investigated whether teachers' pursuit of post-graduate studies is a result of career plateauing, and whether this is associated with intentions to quit the teaching profession. The purpose of the study was to determine whether career plateauing relates with turnover intentions and teachers' decisions to pursue post-graduate studies. The objectives of the study were to: determine types and levels of career plateauing experienced by secondary school teachers of public schools in Nyandarua and Murang'a Counties; establish the relationship between career plateauing and turnover intentions among secondary schools teachers; determine the influence of career plateauing on teachers' decisions to pursue various Post-Graduate courses; find out whether the structural or job content type of career plateau predicts turnover intentions and teachers' decisions to pursue various Post-Graduate courses; determine whether there are significant differences in career plateauing, intentions of turnover and teachers' decisions to pursue various Post-Graduate courses across: gender, age and academic qualifications. The study was based on the Managerial Careers Model by Ference, Stoner and Warren (1977), which sought to provide an understanding for the plateaued employee problem. The study employed the correlational research design. The target population of the study comprised of all the 5,022 teachers in all the public schools in Nyandarua and Murang'a Counties (3,581 in Murang'a County and 1,441 in Nyandarua County) except those which were used in the pilot. From this population, the sample size for each county was computed using the sample size computation formula by Krejcie & Morgan (cited in Cohen, Manion & and Morrison, 2007), which gave 304 teachers from Nyandarua County and 348 teachers in Murang'a County. Stratified random sampling was used to select 304 teachers from Nyandarua County and 348 teachers from Murang'a County giving a total of 652 teachers. In Nyandarua County, the sample size was 152 male and 152 female teachers, while in Murang'a County there was 174 male and 174 female teachers. A questionnaire designed for teachers was used as the main tool for data collection. Prior to the actual data collection procedure a pilot study was carried out among 15 teachers in Nyandarua county and 15 teachers in Murang'a county to assess reliability and validity of the questionnaires. The study generated quantitative data, which was analyzed using descriptive and inferential statistics. Qualitative data was reported according to themes and involved the use of frequencies and percentages. Pearson Product Moment correlation coefficient, linear regression, Analysis of Variance and chi-square tests were used at the 0.05 level of significance. The study revealed and concluded that structural and job content plateauing was found among the teachers though it was in the minority. There was a significant positive relationship between turnover intentions in both types of career plateauing. Further the study revealed that old teachers experienced more structural plateau and had lower turnover intentions and that the teaching experience the higher the level of structural plateauing. Gender had no significant influence of career plateau or turn over intention. Job content plateau did not differ significantly across the demographic variables. The study recommends that ministry of education improves working conditions of teacher through providing optimum number of teachers and providing adequate working tools and ensure regular teacher promotions while the school management seeks ways to improve job satisfaction for teachers.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

This chapter presents an introduction to the study, whose aim was to determine the relationships between career plateauing, turnover intentions, and teachers' decision to pursue post-graduate studies. The chapter has the following sub-sections: background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, assumptions of the study, theoretical framework, conceptual framework, and operational definition of terms.

1.1 Background to the Study

Career plateauing is a term that refers to a feeling of frustration experienced by workers in an organization when opportunities for career advancement are no longer available (Choudhary, Ramzan & Riaz, 2013; Rotondo & Perrewe, 2000). It has been identified as one of the characteristics of the teaching profession (Atteberry, Loeb & Wyckoff, 2013). When teachers experience career plateau, they may register intentions to quit the teaching profession for other professions, or what is referred to as turnover intentions. Turnover intention can be termed as an employee's perceived likelihood of staying or quitting an organization (Cotton & Tuttle, 1986). These two variables – career plateauing and turnover intentions – may negatively affect the quality of teaching in our schools.

All over the world, the quality of teachers is considered a critical determinant of the quality of education in terms of students' academic achievements, the labour force, output and outcomes of schooling (Sargent & Hannum, 2003; Darling-Hammond, 1997). As such, researchers have sought to establish factors that threaten quality of

teachers. A considerable body of research has shown teacher turnover as one of the factors influencing quality of education (Ingersoll, 2001; Loeb, Darling-Hammond & Luczak, 2005; Education International, 2007). Other researchers such as Sargent and Hannum (2003), Darling-Hammond and Green (1990), and Farrel and Oliveira (1993) have shown that retention of teachers in regions of high poverty is low, especially the rural areas of developing countries. The high levels of teacher turnover in such regions mean that children from poor backgrounds, who are the most needy, are often unconsciously paired with teachers who are least qualified (Sargent & Hannum, 2003), thus lowering the quality of education for the poor.

Existing research evidence shows that teacher turnover is a problem both in developed and developing countries. In the United States of America (USA), researchers such as Harris and Adams (2007) have conducted studies to determine the magnitude of teacher turnover. The results of such studies show that about 2.6 per cent of teachers quit teaching every year to pursue a new profession. Similarly, a study conducted by the Alliance for Excellent Education (2005) in USA estimated the number of teachers who left the teaching profession in 2003, excluding those who had retired. The results showed that the average rate of teacher leaving the teaching profession was 5.8%. Writing about teacher attrition in the US, Boivie (2011) pointed out that the productivity of teachers sharply increases in the first five years of teaching and then reaches a plateau as teachers gain more experience. Boivie (2011) therefore advised that public policies should be implemented in which teachers are encouraged to stay in the teaching profession for longer period.

Research conducted by Smithers and Robinson (2005) in Britain shows that English schools suffer teacher loss similar to those in the US. This study by Smithers and Robinson (2005) revealed turnover rates of 14.7% and 12.5% for primary and secondary schools respectively, for the year 2004. Recent evidence by Hutchings (2011) shows that only about a quarter of teachers in England continue in teaching until retirement, with the majority leaving teaching at an earlier stage in their careers. Hutchings cites data from Department for Education and Skills (2010) which shows that in 2008-9, less than a quarter of those leaving teaching did so for retirement. Researchers (such as Cooper and Alvarado, 2006; Boe et al., 2008; Howson, 2009) show that in England, the number of teachers that leave the profession before they reach age of retirement is higher than it is in countries such as Germany, France, and Portugal while USA has teacher attrition similar to that in England.

While numerous studies have been conducted on the factors associated with teacher turnover, little research has considered whether there exists a relationship between career plateauing and turnover of teachers, and whether these two variables are linked to teacher decisions to pursue post-graduate courses. At the stage of career plateauing, an employee senses that there is very low likelihood of hierarchical promotion in the workplace (Duffy, 2000). According to Bailey and Hansson (1995), employees normally experience career plateauing due to unavailability of job growth opportunities. The employees can sense no chance of job growth opportunities when they stay for long without promotions, lack of engagement in highly visible assignments, or lack of pay increase. According to Bardwick (1986), employees can experience two types of career plateauing: job content plateauing

and structural or hierarchical plateauing. Job content plateauing is experienced when employees no longer feel that their job responsibilities are challenging. On the other hand, structural (hierarchical) plateauing is experienced when employees sense that there are no opportunities for further vertical movement in the organization.

This study hypothesizes that the teaching profession is characterized by the two types of career plateauing. Opportunities for promotion are limited in the teaching profession, and the 'routine' nature of the teaching job means teachers may reach a point where they feel that their job responsibilities are no longer challenging. When teachers reach career plateauing, just like employees in other sectors, they seek ways to exit the profession for more challenging and satisfying jobs. There exist theories and research evidence which show that there could be a direct link between career plateauing and employee turnover (Heilmann, Holt & Rilovick, 2008).

A number of determinants of career plateauing have been identified. For instance, research by Tremblay and Roger (1993) showed that the best predictors of career plateauing among Canadian managers were factors such as past success, age, level of education, desire for advancement and personality (locus of control). The researchers reported that individual factors serve as better predictors of career plateauing than familial and organizational factors. Similarly, according to Mayasari (2010), there are individual and organizational factors that determine career plateauing. From an individual perspective, these factors include lack of individual skill and abilities, lack of intrinsic motivation, the perception of individual, familial factor, locus of control, and work perseverance. From the organization perspective, factors such as absence of work content dimension, and organizational career

orientation, low organization innovative climate, business strategy, and organization characteristics are key determinants (Mayasari, 2010).

Several theories on employee turnover identify career plateauing as a significant factor. For instance, Bluedorn (1982) proposed a direct link between career plateauing and turnover by suggesting that turnover intentions are a function of job satisfaction. Bluedorn (1982) further noted that job satisfaction has a relationship to opportunities for promotion– which is equivalent to hierarchical plateauing. The relationship between employee turnover and job content plateauing can be explained through job enrichment theories in the likes of Hackman, Oldman Janson, & Purdy, of 1975 which posit that when designed properly, jobs can be inherently motivational. In order to accomplish this, Hackman, Oldham, Janson, Purdy et al (1975) are of the view that human resource managers must ensure that workers are involved in decision-making and given increasing levels of responsibility.

Research conducted by Meister and Ahrens (2011) in the US State of Pennsylvania showed that career plateau is a serious problem among teachers. The study found that teachers use various strategies to overcome plateauing, such as enhancing their leadership skills and seeking external support systems. Meister and Ahrens (2011) reported that, enhancing teacher leadership skills promoted teachers' professional growth, increased their enthusiasm in teaching, had positive effects on students, and created opportunities for professional interaction with colleagues. These positive outcomes of building leadership helped teachers overcome their career frustrations.

In Taiwan, Lin and Li (2013) conducted a study to determine how self-efficacy moderates on the relationships between what is referred as job content plateau and

career commitment. The study findings indicated that the higher self-efficacy, the stronger effect of job content plateau on career commitment. Hence self – efficacy is a negative moderating factor. The results further confirmed the negative significant effects of job content plateau on career commitment. This shows that career plateau can contribute to teacher turnover due to low levels of career commitment. And writing about teachers in Britain, Darn (2006) reported that those teachers who have reached a career plateau are susceptible to a loss of creativity and drive.

In developing countries, teacher turnover is more widespread than in developed countries (Kayuni & Tambulasi, 2007). Research findings in countries such as South Africa, Zambia, Papau New Guinea and Malawi indicated that teacher turnover in these countries had almost reached a catastrophic stage (Xaba. 2003). In Zimbabwe, Mukumbira (2001) carried out a study which showed that in the year 2000 the country lost up to 2000 novice teachers, who sought employment in other sectors. Previous research work in Africa by Coombe (2002) showed that the major cause of teacher turnover is HIV/AIDS epidemic. In addition, Kamara (2002) identified factors such as inadequate pay, poor housing for teachers, lack of allowances, and lack of opportunities for promotion as major causes of teacher turnover in Africa.

In Kenya, research by Koech, Tikoko and Chemwei (2014) identified a number of institutional factors that influence teacher turnover in public secondary schools. These included poor remuneration, inadequate career advancement opportunities and poor working conditions. Similarly, Katula and Orodho (2014) found that the main explanatory variables for teacher turnover in Kenya were job dissatisfaction among teachers as results of poor motivation and remuneration, limited avenues for

promotions and professional growth due to unsupportive school and government policies. These two Kenyan studies identify lack of career advancement opportunities as a probable reason for teacher turnover.

According to Mungai (2015) most teachers in Kenya feel that the teaching job is no longer enjoyable; and the teaching profession no longer commands the high status it enjoyed 30 years ago, with the teaching today being regarded as 'employment of last resort' by most school leavers and university graduates. Research by Ondara (2004) also shows that most teachers in Kenya view the teaching job as not having challenging job tasks. It has also been reported by Waga and Simatwa (2014) that there are limited opportunities for promotion within the schools and the teaching profession. These three factors – the feeling that the teaching job is no longer enjoyable, lack of challenging job tasks, and lack of promotion opportunities – have been linked to career plateau.

Upon this background, it was important to determine the relationships between career plateau and turnover intentions of teachers in Kenya. It was also important to examine the type of career plateauing (structural or job content) experienced by teachers in Kenya. Further, the study sought to establish whether the two variables, career plateauing and turnover intentions, serve to explain the current demand for post-graduate education among secondary school teachers in Kenya. Teachers experiencing structural/hierarchical plateauing may pursue post-graduate studies either to increase chances of promotion or as a bridge to employment in other sectors that seemingly have more promotion opportunities. Similarly, teachers who have experienced job content plateauing may pursue post-graduate courses as a way

of seeking more challenging responsibilities, or may be seeking employment in other sectors with seemingly more challenging job tasks. However, these arguments have not been empirically tested in Kenya, particularly in Murang'a and Nyandarua Counties. Consequently, the study examined whether career plateauing relates with turnover intentions and teachers' decision to pursue post-graduate studies.

1.2 Statement of the Problem

Career plateauing is a major challenge to any organisation as it leads to low employee morale, reduced productivity and employee turnover. Within the education sector in Kenya, teachers view the teaching work as being no longer enjoyable, lacking challenging job tasks, and lacking promotion opportunities. These three factors are indicators of career plateauing. As revealed in the background of the study, teachers in Kenyan secondary schools are in short supply, perpetuated, among other factors, by teachers leaving the profession to take up non-teaching employment. Teachers leaving the teaching profession affect the quality of education and students' academic achievement, and this in turn affects Kenya's economic development, particularly in the scientific, technological, and professional sectors. It was not clear however, whether there is a relationship between career plateauing and turnover of teachers in Kenya.

It is also observed that many teachers have been enrolling for post-graduate studies in the various universities in the country. When teachers enroll for further education, some pursue education-related courses (such as Education Administration, Guidance and Counselling or masters degrees in their teaching subjects) while others pursue courses unrelated to education (such as Business Administration, Gender and

Development studies). What was not clear however, are the factors that influence teachers' decisions about which courses to pursue. Do they pursue courses that will increase their chances of promotion in the profession and thus overcoming structural plateauing, or courses that will increase chances of getting employed in other sectors with more challenging job tasks thus overcoming job content plateauing? The study therefore examined whether career plateauing relates with turnover intention and teachers' decisions to pursue post-graduate studies.

1.3 Purpose of the Study

The purpose of this study was to determine whether career plateauing relates with turnover intentions and teachers' decisions to pursue post-graduate studies. The study sought to find out whether teachers enrol for post-graduate studies with an aim of improving their chances of promotion, or in order to quit the teaching profession.

1.4 Research Objectives

1. To determine types and levels of career plateauing experienced by secondary school teachers in public schools in Murang'a and Nyandarua Counties.
2. To establish the proportion of teachers with turnover intentions in public schools in Murang'a and Nyandarua Counties.
3. To establish the relationship between career plateauing and turnover intentions among secondary schools teachers in public schools in Murang'a and Nyandarua Counties.
4. To determine the influence of career plateauing on teachers' decisions to pursue various Post-Graduate courses.

5. To find out whether career plateauing predicts turnover intentions and teachers' decisions to pursue various Post-Graduate courses.
6. To determine whether there are significant differences in career plateauing, intentions of turnover and teachers' decisions to pursue various Post-Graduate courses across: gender, age and teaching experience.

1.5 Research Questions

1. What are the types and levels of career plateauing experienced by public secondary school teachers in Murang'a and Nyandarua Counties?
2. What is the proportion of teachers with turnover intentions in public secondary schools in Murang'a and Nyandarua Counties?
3. What is the relationship between career plateauing and turnover intentions among teachers in public secondary schools in Murang'a and Nyandarua Counties?
4. What is the influence of career plateauing on teachers' decisions to pursue various Post-Graduate courses?
5. How far does career plateauing predict turnover intentions and teachers' decisions to pursue various post-graduate courses?
6. How do teachers' career plateauing, turnover intentions and decisions to pursue various Post-Graduate courses differ across gender, age and teaching experience?

1.6 Significance of the Study

Retaining employees in any organization is important considering the costs that would be incurred in hiring and training new employees. This study may provide research evidence that could be utilized by TSC to develop strategies for promoting retention of teachers in the country. The study reveals the types of career plateauing experienced by teachers in Kenya. Based on the findings, Ministry of Education (MOEST) and TSC could devise ways of improving job content and promotion policy in order to improve career commitment and job satisfaction of teachers, thus reducing teacher turnover. School administrators could use such findings to devise ways of enriching the job-content of their teachers for example through increased responsibility for teachers identified to have reached job-content plateauing.

The study established the factors that influence teachers' decisions to pursue post-graduate courses, and how such decisions are related to turnover intentions and career plateauing. Such findings could be used by the TSC revise their policies guiding issuance of study leave for teachers. Findings of the study would also inform teachers of strategies they can use to overcome career plateauing without necessarily quitting the teaching profession. The research enriches the related existing body of knowledge on career plateauing, job content enrichment, promotion policies, teacher turnover, and post-graduate education for teachers.

1.7 Limitations and Delimitations

1.7.1 Limitations

The following are the limitations of the study:

1. The study was conducted among teachers in public secondary schools in Murang'a and Nyandarua Counties. This means that, the findings of the study can only be generalized to teachers outside these two Counties with caution.
2. The study was carried out using a questionnaire for data collection from teachers. A major limitation associated with questionnaires is that the researcher has no control over respondents who may exhibit illusory superiority – whereby some respondents overrate themselves on positive traits (Webster, Iannucci & Romney, 2002). To overcome this, the researcher looked for any contradictory data among responses.
3. The study was carried out using the correlation design for data analysis. As such, the study only went to the extent of exploring for relationships between the variables of interest, without establishing causal relationships.
4. The study investigated on turnover intentions of teachers, which is a teacher's perceived probability of staying or leaving the teaching profession. Teachers exhibiting turnover intentions may not eventually leave the teaching profession, and therefore caution should be taken when drawing conclusions from the study regarding actual teacher turnover.

1.7.2 Delimitations

The study was conducted in public secondary school teachers in Murang'a and Nyandarua Counties. The study variables were career plateauing, turnover intentions and teachers' decision to pursue post-graduate studies. While there are many other

factors which may be associated with turnover intentions (such as poor pay and work-life imbalance), this study only focused on career plateauing as a predictor of turnover intentions. The study participants were drawn from those teachers who had enrolled for post-graduate studies in various universities as well as those who had not enrolled.

1.8 Assumptions of the Study

The study assumed that:

1. Turnover intentions can predict actual turnover in the future.
2. The respondents were cooperative and their responses were truthful.

1.9 Theoretical Framework

The study was based on the Managerial Careers Model by Ference, Stoner and Warren (1977). The model seeks to provide an understanding for the plateaued employee problem. The model delineates principal career stages of the plateauing process. The model's two basic components are perceived likelihood of promotion and performance. As illustrated in Table 1, there are four categories of employees: stars, solid citizens, deadwood and comers/learners – based on their current potential and likelihood of future promotion (Ference *et al.*, 1977). Their classification is given in Table 1.1.

Table 1.1: A Model of Managerial Careers

Current Performance		Low	High
	High	Solid Citizens (Organizationally or Personally Plateaued) HL	Stars (Not Plateaued) HH
	Low	Deadwood (Ineffectively Plateaued) LL	Comers/learners (Non-Plateaued) LH

Likelihood of future promotions

Source: Ference, Stoner and Warren (1977).

Solid citizens are individuals whose performance is satisfactory, but whom the organization feels have little chance for promotion due to organizational or personal reasons. These employees have in one sense plateaued, but they have still not reached a disengagement phase. These employees are likely to improve their skills for effective service delivery and hence attract promotion or go down in duty performance and join in the group of dead woods. In relation to the study those are teacher who are likely to pursue courses related to teaching profession for the purpose of improving or attracting promotion while still in the profession. Stars not only have above current job performance, but they are on a growth stage and also have potential for future advancement. These are committed, hardworking, successful employees on a fast career track. Their success has not made them complacent and they are still on the growth path. In relation to the study stars are those teachers who have not experienced either structural or the job content

plateauing. They are the lot that is contented with profession and may not have any intentions to quit. They may pursue post graduate studies to improve on their skills and efficiency in the profession.

Deadwoods are individuals whose performance is below expectations and who also have limited possibilities for advancement in the organization fearing career stagnation (Ference *et al.*, 1977). They feel that their positions gave them limited opportunity to engage in projects visible to top management and their services were least marketable to other organizations. In relation to the study deadwoods are the teachers who are opposite of stars. They are plateaued both structurally and in job content. This lot has high intentions of turnover. They may pursue post graduate studies in courses not related to teaching with intention to quit.

Comers are individuals who have been identified by the organization as having a high potential for advancement, but their present performance is below their potential and set standards. Research has shown that individuals who are undecided about what they want have lower performance than employees who are committed to their jobs (Ference *et al.*, 1977). In relation to this study, comers can be described as teachers who joined the profession without having identified teaching as their calling. They are still in the process of self-exploration. They are still trying to find which career is best suited to them. These are the new recruited teachers who are the young and inexperienced teachers. They are not yet plateaued since they are in the process of learning the expectations of the profession.

In this study, the Managerial Careers Model (Ference *et al.* 1977) was employed to find out whether career plateaus predict teacher turnover intentions. A study by

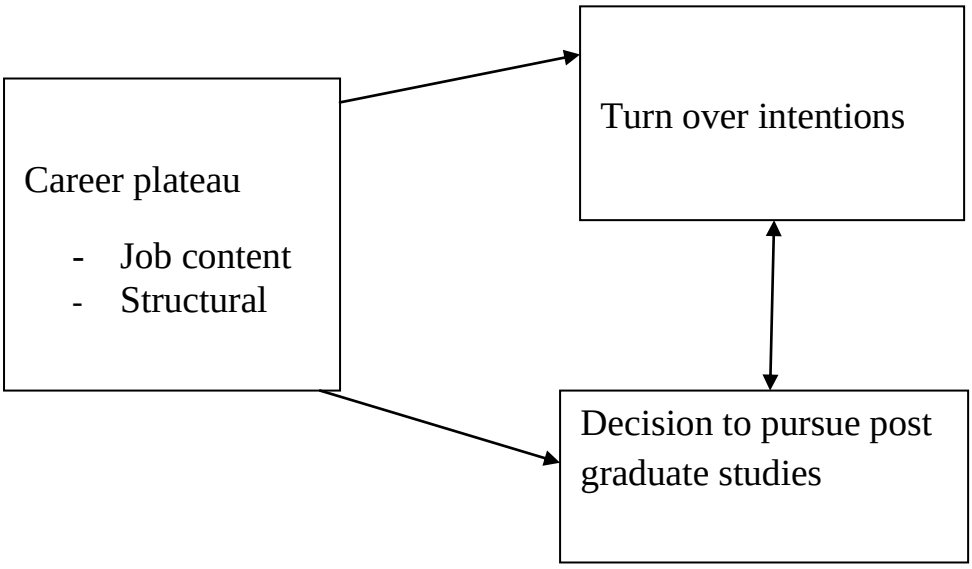
Heilmann, Holt and Rilovick (2008) conducted among 326 military members of three different organizations revealed that career plateaus were positively associated with intentions to leave the organization. The study sought to find out whether this was the case with secondary school teachers in Kenya.

1.10 Conceptual Framework

The study sought to show how career plateauing influences teacher turnover and their decisions to pursue post-graduate studies. Career plateau reflects the teachers' feelings towards growth and development. This growth is may be both extrinsic and intrinsic through promotion and challenging work. It is therefore reasonable to think that there is overlap among career plateaus, turnover intentions, and decisions to enrol for postgraduate studies. When teachers reach career plateaus, they enhance their store of human capital through formal schooling (post-graduate courses) and on-the-job training.

According to Kirby & Grissmer (1993), investment in training in human capital can either be general or specific. The kind of training which can easily be transferred to other jobs for the purposes of earning more, or for other benefits, is general training. In the contrary, specific training will build an organisation-specific human capital and it is a training which is specific to the school in which a teacher works or another school. The aim of the study was to determine the relationships among career plateauing, turnover intentions and teacher decisions to pursue post-graduate studies in Kenya. As shown in Figure 1.1, career plateauing can either be in form of job content or structural plateauing.

Figure 1.1: Relationships among career plateauing, turnover intentions and secondary school teachers' pursuit of post-graduate studies



Source: Researcher (2018)

Job content plateauing occurs when teachers find their work and responsibilities not challenging. On the other hand, teachers reach structural (or hierarchical) plateauing when they feel that they have minimal further vertical movement i.e. promotion within the organization. The study argues that, like employees in any other sector, teachers compare their progression in the teaching profession relative to an aspiration level that they construe as a reference point that is psychologically neutral and that serves as a marker between career success and failure. Consequently, teachers experience career plateauing when they feel that the teaching profession does not provide the necessary conditions (either job content or structural) to meet their career aspirations. The study further argues that upon experiencing career plateauing, teachers undertake increased search and are more likely to undertake

risk-enhancing actions in an effort to alter the conditions that cause plateauing. One of such risk-enhancing actions is enrolling for postgraduate studies, which is well captured in the risk-return trade-off in human capital investment (Christiansen, Joensen & Nielsen, 2006).

Depending on the type of plateauing experienced, teachers may decide to enrol for education-related postgraduate courses (for instance Education Administration, Guidance and Counselling or masters degrees in their teaching subjects) or courses unrelated to education (such as Business Administration, Gender and Development studies, human resource management and so on). The study hypothesises that teachers experiencing structural plateau, upon sensing diminishing opportunities for hierarchical growth, opt to enrol for education-related courses that will increase their chances for promotion. On the other hand, teachers experiencing job content plateau will feel frustrated by the routine nature of the teaching profession and lack of challenging job tasks. Such teachers may enrol for postgraduate courses unrelated to education with a view to quitting the teaching profession. It is therefore expected that turnover intention is higher for teachers experiencing job content plateauing.

1.11 Operational Definition of Terms

Career Plateau: Refers to that level in a teacher's career at which the likelihood of any further hierarchical promotion is very low or impossible, and the job or job responsibilities are no longer challenging.

Job Content: Refers to teachers' job activities or what teachers actually do on the teaching job.

Job Content Plateauing: Refers to the plateauing which occurs when teachers feel no longer challenged by their teaching work and responsibilities, and there is staleness of the teaching job itself.

Structural Plateauing: Refers to the type of plateauing which is experienced by teachers when there is minimal chance of further promotion within the teaching profession.

Turnover: Refers to the ratio of the number of teachers who have left teaching in a specific period divided by the average number of teachers in the profession.

Turnover Intention: A teacher's perceived probability of staying or leaving the teaching profession.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Literature that is related to the study is reviewed in this chapter. It will cover types of career plateau experienced by teachers, relationship between career plateauing and turnover intentions, relationship between turnover intentions and teacher training, and background characteristics associated with career plateauing and turnover. Finally a summary of the literature review is provided.

2.2 Types of Career Plateauing Experienced by Teachers

Career plateau refers to the situation in one's career when there is very low possibility of any additional hierarchical promotion (Ongori & Angolla, 2009). In other words, career plateauing occurs when an individual has attained the highest position that he or she can possibly obtain within an organization and has no future prospect of being promoted. From Bardwick (1986), two types of career plateau are observed: job content plateau and hierarchical (or structural) plateau. Job content plateau takes place as a result of overall staleness of the job itself. The employees feel not challenged by the work and responsibilities that they carry out on daily basis. On the other hand, hierarchical (or structural) plateau occurs as a result of employees having little or no chance of further promotion the organization (Bardwick, 1986). Another categorization of career plateauing is provided by Burke and Mikkelsen (2006), who argue that in addition to structural and content plateaus, there is a third category which they refer to as life plateauing. They define life plateauing as an employee's feeling of being trapped or stuck in his or her roles outside of work.

While career plateauing has been linked with both positive and negative organizational outcomes, researchers such as Lee (2003) and Tremblay and Roger (1993) have shown that plateauing have more negative outcomes. For example, hierarchical plateauing is associated with employee absenteeism, low levels of satisfaction with supervisors, more health problems, high levels of work-related stress and burnout, and high turnover intentions (Tremblay et al., 1995). Hierarchical plateauing has also resulted to low job satisfaction levels, lack of organizational commitment, and poor job performance (Chao, 1990; Milliman, 1992; Allen et al., 1999).

In a study conducted in Pune city of India by Penkar and Agrawal (2012) to investigate on career plateauing in education sector, it was established that career plateauing among teachers arose when their jobs were tasks which are routines and boring or if desired promotions were not forthcoming. Such teachers were likely to experience a sense of loss and became skeptical about finding fulfillment in their careers**.** In Kenya, Kabeti (2011) investigated on career plateauing of secondary school teachers in Imenti South district. The study established that about 87% of the teachers had served in the same job group for up to 10 years. This led to career plateauing of the teachers which had undesirable consequences such as work stress, less job satisfaction, and poor job performance. This study by Kabeti (2011) used promotion as the only indicator of teachers' career plateauing. Therefore, the study only addressed structural plateauing, without focusing on job content plateauing. One of the objectives of this study was to determine the types of career plateauing (structural or job content) experienced by teachers in public secondary schools in Kenya.

2.3 Relationship between Career Plateauing and Turnover Intentions

An organisation whose workers are frustrated due to career plateauing is likely to experience significant adverse effects, with the employees having a high tendency to leave the organisation. Foster, Shastri and Withane (2004) conducted a study on the effects that employee mentoring programme has on career plateauing and intentions to turnover among employees. The study, which used Canadian Certified Management Accountants as subjects, revealed that career plateau is correlated with turnover intentions. The study further revealed that the workers who had participated in mentoring programmes had significantly lower plateau tendencies and turnover intentions as compared to their colleagues who had not attended such programmes.

Salami (2010) carried out a study among Nigerian employees to find out whether there exist relationships among career plateau, employee commitment, turnover intentions and job satisfaction. The study also sought to find out the moderating role of mentoring on these relationships. The study by Salami utilized data obtained from 280 Nigerian civil servants. The study findings revealed that employee career plateau had a negative correlation with organizational commitment and job satisfaction. Further, it showed that career plateauing had a positive correlation with turnover intentions.

In another study, Heilmann, Holt and Rilovick (2008) examined the effects of career plateauing on turnover. In this study, Heilmann et al. (2008) analysed data from 223 employees, with the aim of testing the hypothesis that career plateauing has a positive relationship with turnover intentions. Their findings revealed that career plateauing correlate positively with turnover intentions. The study also showed that

career plateauing influences turnover intentions differently than career commitment and job satisfaction because career plateauing directly influences intentions rather than being mediated through job search behaviours.

Lee (2003) conducted a study to determine how professional plateau can enhance the explanation for employees' work outcomes. Professional plateau is the point where the job is not challenging and where there few opportunities for employees to develop professionally development and future employment may not be available. The targeted group for the study was to 300 contacts in 20 engineering companies in Singapore specializing in electrical, civil, computer, or mechanical engineering. Data was collected by use of questionnaires. One of the hypothesis of this research was that professional plateau will account for a significant variance in three work outcomes – namely, career satisfaction, job satisfaction, and turnover intentions**.** The results showed that professional plateau had very significant variance in the three work outcomes. This study sought to find out whether, in the Kenyan context, there exists a relationship between career plateauing and turnover intentions among public secondary school teachers.

2.4 Relationship between Turnover Intentions and Decisions to Pursue Further Studies

Studies conducted on teacher careers (Thomas, 2007; Ingersoll, 2003; Luekens, Lyter, Fox, & Chandler, 2004) have shown that turnover is a multifaceted concept. Teacher turnover has been categorized into different types, each affected in a different way by human capital and by social capital (Thomas, 2007). Several teachers quit teaching and join organisations in other sectors. Others migrate to other

schools but still remain working as teachers, (Ingersoll, 2003; Luekens, Lyter, Fox, & Chandler, 2004). There are also other teachers who leave teaching for a time, and then join the profession later (Murnane, Singer, Willett, Kemple *et al.*, 1991). Other teachers leave teaching for different jobs but within field of education (Anderson & Olsen, 2005), for instance to work as quality assurance and standards officers and education officers.

Increase in human capital is related to the first type of turnover – whereby teachers opt for more lucrative jobs in other fields outside the education sector (Thomas, 2007). On the other hand, social capital is mostly related to the second type of turnover – whereby teachers change career within the field of education in an effort to gain upward mobility. The individuals who have credentials, skills and knowledge that can be attractive to fields outside education usually exit to such sector for financial rewards. Those individuals are said to have high level of human capital. Other individuals may have contacts and influence which makes them advance in their career. These teachers have high level of social capital.

Non-monetary benefits such as support from colleague teachers and school administrators are also considered by teachers as an important factor to be considered in making career decisions**.** Other factors include and not limited to challenging work responsibilities, opportunities for promotion, standards of school facilities, resources available, involvement in decision-making process, attitudes of the learners, and assigned teaching hours. These working conditions will depend on type of school, where school is located, and the demographics of learners, parents and students**.**

Human capital can be increased through in-service training, advancing in education through formal schooling, induction courses or any other program that is meant for professional growth and development. According to Kirby & Grissmer, 1993) trainings where one acquires skills that can be transferred to other professionals for the purpose of wage improvement and other benefits is referred as general training. On the other hand specific training is specifically for building a firm's human capital such as a teacher training for the purpose of his work in a specific school. It is a training which is specific to a school in which a teacher works or any other school (Kirby & Grissmer, 1993). In this study, it will be interesting to find out the motivational factors behind teachers' choice to pursue postgraduate courses.

A number of studies have been conducted on the link between education level attained and turnover intentions. In Bloland and Selby's (1980) review of literature on teacher attrition, educational attainment related little with teacher mobility. Their conclusions agreed partially with a research by Marso and Pigge (1995), which revealed that in respect to the relationship between level of education and attrition, whether a teacher attended a two-year teachers college or received a bachelor's degree was unrelated to continuing teaching. However, teachers who completed graduate work or obtained a master's degree continued teaching longer than other teachers. This finding suggests that professional level of training in education produces a greater commitment to teaching resulting in a larger proportion continuing to work.

Thomas (2007) observed that in the diversifying field of education, some teachers leave their fulltime classroom teaching positions for other jobs within the field. He

theorized that these teachers, who are part of the "teacher attrition crisis", have an "investment goods" orientation toward their careers (Thomas, 2007, p.19). He further noted that such an orientation theoretically entails mobilizing heterogeneous social capital to attain "higher status" positions. In his analysis of the social networks of 99 urban educators, Thomas found that *position changers* (those who had moved from full-time teaching to other positions within the field of education) had more heterogeneous ego networks than retained teachers in terms of age, occupation, social role and relative contact status. Logistic regression showed that heterogeneous social capital and teaching longevity – both manifestations of an investment goods career orientation – exerted significant positive effects on position changing. These results imply that predictable status attainment behaviour may account for a substantial portion of attrition by highly qualified teachers. The study determined whether turnover intentions are associated with teachers' decisions to pursue post-graduate studies.

Dixon and Ward (2015) investigated the reasons for teachers undertaking a master's degree and the type of workplace support offered during their enrolment. The study, which involved 18 practicing teachers, established that the reasons for undertaking academic study were very much tied to their perceptions of what it means to be a teacher and how teaching and learning can be improved. Dixon and Ward (2015) reported that teachers' professional identity seemed to reflect the discourse of teaching as a complex and professional activity. Such an identity seemed contradictory to those of many of their workplace colleagues and senior managers who provided the teachers with subtle messages regarding the importance and value of study and research to teachers' professional practice.

Williams (2005) carried out a qualitative analysis of six experienced teachers in New Zealand, with the aim of identifying the role of academic study in teachers' professional development. The study established that the main factors contributing to teachers' learning included: the opening of their minds to different perspectives; the necessity to analyze and synthesize ideas, knowledge and concepts as part of in-class discussion and assessment tasks; the importance of theory; and the role of reflection and collaboration with others. Williams (2005) concluded that postgraduate studies have the potential to make real changes to teachers' thinking and practice, and therefore, to make a vital contribution to their professional learning.

Harvey (2005) conducted a survey of the motivating factors influencing teachers' engagement in postgraduate study. Study participants (N=178) included primary and secondary teachers in five Christian schools located in the south eastern region of Queensland, Australia. The study identified the strongest motivators for teachers engaging in postgraduate study as the desire to acquire knowledge and skills in specific subject areas (pedagogical content); the desire to serve their students more meaningfully and help their students learn better (serving and enabling students); and the opportunity to the explore beliefs and values underlying educational issues and trends (educational philosophy). The studies reviewed above seem to suggest that all teachers who pursue post-graduate studies do so with a view of becoming better teachers. The studies do not show whether there are teachers whose objective of pursuing further studies is to seek employment in other sectors outside the teaching profession. This study, as one of the objectives, sought to find out whether

there are teachers who, as a result of experiencing career plateauing, enrol for further studies with a view of leaving the teaching profession.

2.5 Background Characteristics Associated with Career Plateauing and Turnover

Studies that have looked into some causes of career plateau based on a three-factor causal model (Tremblay & Roger, 1993). The model proposes that what determines hierarchical plateau can be attributed to three factors namely family, individual, and the organization. The individual factors include age, tenure, area of control, the level of education, skills or lack of skills and individual ambitions. The family factors include whether one is satisfied with the family, family scale, family load and the occupation of the spouse. The organisational factors involve the career path and the structural characteristics (staff or line position). Tremblay and Roger empirically validated the three-factor causal model (Tremblay & Roger, 1993).

In a study designed to determine the causes and effects of career plateau in China, Baoguo and Mian (2008) established that career plateau is not determined or affected by gender, age, educational level or seniority in the organisation but career plateau has a significant effect by the job tenure and career path . This is in concordance with Tremblay & Roger's (1993) three-factor causal model.

Palmero, Roger and Tremblay (2001) carried out a study on work satisfaction and career plateau of part-time workers. The study was conducted among 155 employees of 12 companies in southern France. Multiple regression analysis showed that background variables (gender, education level, and having a young child) contributed for 5.9 % of the variance in career plateau. In their review of literature,

Ongori and Agolla (2009) quote researchers (Yamamoto, 2006; Applebaum and Santiago, 1997) whose work showed that some factors that could be causing career plateau are those hold positions of responsibility longer, the mergers and takeovers in organisation that cause layoffs, which results in fewer available positions but which are competitive. Ongori and Agolla (2009) further note that career plateau is observed where there is competition and the age factor and organizational needs. Competition can be brought about by the fact that in a given position, some people may be seen as less qualified than others and the people qualified includes some presently, outside the organisation. The organisation may consider elderly people undesirable in the organisation, preferring instead to give opportunities to younger candidates (Ongori & Agolla, 2009).

In a study comparing male and female managers in their career progression, Stroh, Brett and Reilly (1992) did not find the rate at which male and female managers were being promoted having any significant difference. They established that their difference was in salary progression and mobility geographically where female managers lagged behind. This study sought to establish whether there are significant differences in career plateauing, turnover intentions and teachers' decisions to pursue various Post-Graduate courses across gender, age and academic qualifications. The study also sought to establish whether the situation is the same or different in Murang'a and Nyandarua, and also assess the effect of rural – urban divide.

Mulei, Waita, Mueni, Mutune and Kalai (2016) examined the factors influencing teacher attrition in public secondary schools In Mbooni-East Sub-County, Kenya.

The study was a survey that used a questionnaire to gather data from 202 respondents including, one Sub-County Director of Education, one sub-county human resources officer, 29 principals and 171 teachers. Among the study findings were that there were more male (62%) than female (38%) teachers who had left the teaching service in the Sub-County. This, according to Mulei *et al.* (2016), could be attributed to male teachers being the majority working in Mbooni-East, male teachers were looking for exit at a higher rate; and male teachers had issues of professional misconduct at a rate that was alarming since all the teachers affected by interdictions and dismissals were all male. Another finding of the study was that 10 percent of teacher attrition was teachers who had pursued postgraduate studies (Masters and Phd), suggesting that that teachers level of education was a factor that influenced teacher attrition in Mbooni East District (Mulei *et al.*, 2016).

Locklear (2010) conducted an investigation of the factors contributing to teacher retention in Georgia. The study used a mixed method research design with a sample size of 545 teachers from both the northern and southern counties of the state of Georgia, USA. The study revealed that most teachers in the state of Georgia had obtained their master's degrees, were within the first 5 years of their educational career, and viewed administrative support and working conditions as positive aspects of their teaching experience. In this study by Locklear (2010), gender and year of study were not found to be predictors of teacher turnover. Similarly, a study conducted by Salahudin, Abdullah and Hitam (2007) assessed the relationships among personal characteristics, occupational stress and turnover intentions among school teachers in Negeri Sembilan, Malaysia. This study revealed that statistically

no significant differences existed in the overall turnover intention of respondents when grouped by gender.

Guarino, Santibañez and Daley (2006) conducted a critical review of empirical literature on teacher recruitment and retention published in the United States. The aim of the review was to examine the characteristics of teachers who enter and remain in the teaching profession, the characteristics of schools and districts that successfully recruit and retain teachers, and the types of policies that show evidence of efficacy in recruiting and retaining teachers. A consistent theme that emerged from the reviewed empirical works is that turnover was high for young or new teachers and lower for older or more experienced teachers until they reach ages at which retirement is feasible (Guarino, et al., 2006). Similar findings were obtained by Ingersoll and Merrill (2010), whose study involved an analysis of 20 years of demographic data from the Schools and Staffing Survey in the US.

These findings could be attributed to the fact that teachers' job satisfaction increases with years of teaching experience (Liu & Ramsey, 2008; Menon & Athanasoula-Reppa, 2011). Liu and Ramsey (2008), in a study of teachers' satisfaction with various aspects of their job through multilevel analyses of national surveys conducted in the United States, established that teachers' job satisfaction varied with years of teaching. Job satisfaction of teachers was found to increase as years of teaching experience increased. Similar results were obtained by Menon and Athanasoula-Reppa (2011), whose study was conducted in Cyprus to investigate the association between gender and teaching experience and teacher job satisfaction in secondary education. This could explain why teachers with less teaching experience

are more likely to leave the teaching experience. The studies reviewed in this section give inconclusive findings on the role of gender and age in career plateauing, turnover intentions and pursuit of postgraduate studies among teachers. The current study sought to find out if there are significant differences in career plateauing, intentions of turnover and teachers' decisions to pursue various Post-Graduate courses across: gender, age and teaching experience.

2.6 Summary of Literature Review

The chapter has reviewed literature related to the study on the relationships among career plateauing, turnover intentions and teacher decisions to pursue post-graduate studies. The reviewed literature focused on the types of career plateauing experienced by teachers, relationship between career plateauing and turnover intentions, relationship between turnover intentions and teacher training, background characteristics associated with career plateauing and turnover and strategies for enriching job-content of teachers to counter career Plateau. In the literature review two types of career plateau were identified: structural (hierarchical) plateauing and content (job content) plateauing. The study sought to find out the type of plateauing mostly experienced by Kenyan teachers. While researchers have indicated that career plateauing is becoming increasingly widespread in various organizations, not much research has been conducted in Kenya, especially among secondary school teachers.

The reviewed literature showed that previous researchers have studied the effects of career plateauing on organisational factors such as turnover intentions, job satisfaction and organizational commitment. Previous studies showed that career

plateauing was negatively correlated with job satisfaction and organizational commitment and positively correlated with turnover intentions. However, none of these studies were conducted among teachers. The current study therefore sought to bridge this gap by assessing the relationship among career plateauing, turnover intentions and teacher decision to pursue post graduate studies in Kenya. The reviewed literature also showed that there are a number of strategies that can be used to enrich job-content of teachers to counter career plateau. These include coping responses and changing the employees' environment using positive work opportunities, and defence, re-evaluation and transition. The study aimed at proposing strategies that could be employed to counter career plateauing among Kenyan teachers.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter explains the procedures to be used in carrying out the study. The parts included are research design, population of study, the sample and sampling method, research instruments, pilot study, data collection and data analysis procedures.

3.2 Research Design

The study utilized the correlational research design, which is a quantitative method of research in which a researcher has two or more quantitative variables from the same group of respondents, aimed at determining if there is a relationship (or covariation) between the two or more variables. Correlational studies are quantitative, multi-subject designs in which participants have not been randomly assigned to treatment conditions (Thompson, Diamond, McWilliam, Snyder & Snyder, 2005). The correlational research design was used to establish whether career plateauing relates with turnover intentions and teachers' decisions to enrol for post-graduate studies. The rationale behind use of correlational design for this study was that the researcher did not manipulate any variables. The design was chosen on the basis of the fact that the independent variables in the study cannot be actively manipulated and that the participants cannot be randomly assigned to treatment conditions. The independent variable of the study was career plateauing, while the dependent variables were teachers' decisions to enrol for post-graduate studies and turnover intentions.

3.3 Study Localé

The study was carried out in public secondary schools in Nyandarua and Murang'a Counties. The choice of these two counties was based on the fact that one of them – Murang'a – can be considered as largely peri-urban due to her proximity to Nairobi where most of the Universities are situated, while Nyandarua County is largely rural and there is no any university in the county. A study by Wokabi (2015) in Nyandarua County revealed that promotion of secondary school teachers in the County was skewed with respect to school type and gender, whereby most of those promoted were male teachers from extra-county schools. Nyandarua and Murang'a Counties have been ranked the lowest in Central region in relation to performance in the Kenya Certificate of Secondary Education (Ngina, 2017). It was therefore important to study the teachers in the two Counties in order to have a more representative sample and for comparison purposes.

3.4 Target Population

The study targeted all the 5,022 teachers teaching in the public secondary schools in Nyandarua and Murang'a Counties. The teachers targeted were both those pursuing post-graduate studies and those not pursuing the studies in order to compare the two groups in terms of career plateauing and turnover intentions. According to 2016 data from the County Director of Education Offices (Murang'a and Nyandarua), there are 3,581 public secondary school teachers in Murang'a County and 1,441 teachers in Nyandarua County, giving a total of 5,022 teachers as the target population.

3.5 Sample and Sampling Technique

A Sample is a given number selected to represent the entire population of study. Statements made out of the findings of study of the sampled group should be true of the entire population of study (Orodho, 2002). From the population of 5,022 teachers, a representative sample was determined using the formula by Krejcie & Morgan (cited in Cohen, Manion & Morrison, 2007), which is used to calculate a sample size (s), from a given finite population (P) such that the sample will be within plus or minus 0.05 of the population proportion with a 95 percent level of confidence.

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

Where:

X^2 = table value of Chi-Square for 1 degree of freedom at the desired confidence level of 3.84 (1.96 *1.96 = 3.841)

N = the population size, in this case 1,441 teachers for Nyandarua County and 3,581 for Murang'a County.

P = the population proportion (assumed to be 0.5 since this would provide the maximum sample size)

d – the degree of accuracy expressed as a proportion (0.05)"

The confidence level shall be 3.84

Replacing the values in the formula above for Nyandarua gives:

$$s = \frac{1.96^2 \text{ x } 1{,}441 \text{ x } 0.5(1-0.5)}{0.05^2(1{,}441-1) + 1.96^2 \text{ x } 0.5(1-0.5)}$$

$$s = 303.5 = 304$$

For Murang'a the sample size becomes:

$$s = \frac{1.96^2 \text{ x } 3{,}581 \text{ x } 0.5(1 - 0.5)}{0.05^2(3{,}581 - 1) + 1.96^2 \text{ x } 0.5(1 - 0.5)}$$

$$s = 347.45 = 348$$

Computing the desired sample size as shown above gave 304 as the minimum number of respondents that was selected from a population of 1,441 teachers in Nyandarua County; and 348 as the minimum number that was selected from a population of 3,581 teachers in Murang'a County. This gave a total sample size of 652 teachers. Stratified random sampling with proportionate allocation was used to select the teachers. In proportional allocation, the number of sampled units in each stratum is proportional to the size of the stratum (in this case Murang'a and Nyandarua counties) such that each unit in the sample represents the same number of units in the population (Lohr, 2010).

There are 265 public secondary schools in Murang'a County while 135 are in Nyandarua County. These schools were used as sampling units, whereby stratified random sampling was used to select 40 schools from Murang'a County and 40 schools from Nyandarua County. Stratified random sampling was used to ensure National schools, County schools and District schools were selected. Table 3.1 shows the number of schools selected per county.

Table 3.1: Sampling matrix for schools

Category of school	Murang'a County		Nyandarua County	
	Population	**Sample size**	**Population**	**Sample size**
National schools	2	2	2	2
County schools	25	10	17	10
Sub-County schools	238	28	116	28
Total	**265**	**40**	**135**	**40**

Source: KNEC (2014)

The targeted sample size of teachers from the 80 schools was 304 in Nyandarua County and 348 in Murang'a County. In Nyandarua County, the sample size was 152 male and 152 female teachers, while in Murang'a County there was 174 male and 174 female teachers. Stratified random sampling was used to select the teachers in each county, whereby teachers from the selected schools were stratified according to their gender to make sure that all genders are represented in the sample. Then, simple random sampling technique was used to select the desired number of teachers from each stratum. This gave all teachers equal chance of being selected to be part of the sample for the study. It was in the researcher's interest to have equal number of male and female teachers per county. The researcher used stratified random sampling to select 304 teachers from Nyandarua County and 348 teachers from Murang'a County. This gave a total sample of 652 teachers.

3.6 Research Instruments

The study employed a questionnaire for teachers to collect data. The questionnaire had four main sections. Section one collected demographic characteristics of the study participants such as; gender, age, academic qualifications, location of school in terms of county and whether in rural or urban area. Section two collected data on

career plateauing, whereby, a scale was designed to measure the extent to which teachers have reached structural and job content plateaus. Section three was on turnover intentions of teachers. Section four gathered data on whether teachers have pursued, are pursuing, or intend to pursue post-graduate studies. This section also probed on the reasons for enrolling or not enrolling in post-graduate studies, the courses they are pursuing (whether education related or not) and what the teachers hope to achieve with their post-graduate qualifications. The choice of questionnaires as the tools for data collection was based on the fact that questionnaires have the ability to elicit specific responses, which are easy to analyse, they allow comparison among groups, and they are economical in terms of time (Amin, 2005).

3.7 Pilot Study

Before the study was conducted, a pilot study was carried out among 15 teachers in Nyandarua county and 15 teachers in Murang'a County. The teachers were randomly selected from six schools (three from each county) which were not included in the actual research. The objective of the pilot study was to assess and improve reliability and validity of the questionnaires. The pilot study also helped the researcher to familiarize with data collection process.

3.7.1 Validity

Mugenda & Mugenda (2003) defined validity as the accuracy and meaning of inferences, based on the results produced by the research results**.** It is the extent and degree to which the analysed data from the study gives results which actually is representative of the phenomena under study. Gall, Gall and Borg (2007) define it as the degree to which a test measures what it is purported to measure. Validity of an

instrument was improved through expert judgement and the researcher sought assistance from the supervisors and other university lecturers, who are experts in research, to ensure the validity of instruments.

3.7.2 Reliability

Mugenda and Mugenda (2003) defined reliability as a measure of the degree of similarity in the results produced by a research instrument and the consistency of the results or data from repeat trials. The test-retest technique of reliability testing was used to assess the reliability of the research instruments. The questionnaires were administered to the pilot sample respondents two times, within a two week interval, after which the researcher compared the two sets for each respondent to find out whether the responses are consistent. A correlation coefficient for the two tests was calculated using the Pearson Product-Moment Correlation formula. The pilot study data gave a correlation coefficient of 0.86, which shows that the instrument was reliable, as Orodho (2009) recommends that the instruments are reliable if the calculated correlation coefficient is 0.7 or above.

3.8 Data Collection Procedures

The researcher got an introduction from Kenyatta University in form of a letter and a research permit from the National Council of Science, Technology and Innovation (NACOSTI). The researcher then sought authority to visit schools from County Directors of Education of both Nyandarua and Murang'a and the respective District Education officers. After this, the researcher booked an appointment with the sampled schools through the principals. The researcher then visited each of the sampled schools, collected data of teachers pursuing post graduate study, sampled

the targeted teachers, and administered the questionnaires herself. The respondents were given instructions and assured of confidentiality after which they were given enough time to fill in the questionnaires, after which the researcher collected the filled-in questionnaires.

3.9 Data Analysis Procedures

Data collected was cleaned to ensure it was complete and had no errors and omissions. The cleaned data was then coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 18. This study generated quantitative data, and therefore quantitative data analysis techniques was used to analyze the data obtained. The data was analyzed using descriptive and inferential statistics. Descriptive statistics involved the use of frequencies, percentages, mean and standard deviations. The process of data analysis required the use of a computer spreadsheet, and for this reason the Statistical Package for Social Sciences (SPSS) was used. In order to determine the relationship between independent and dependent variables of the study in research question 3 and 4, Pearson Product-Moment correlation analysis was computed at the 0.05 level of significance. Analysis of Variance was used to find out if there were significant differences statistically among teachers of different ages while chi-square was used to find out if there was significant difference statistically among the teachers of different gender and academic qualifications. In order to find out whether the career plateau (structural or job content) predicts each independent variable in research question 4, a linear regression model was specified as depicted by the formula below:

$$Y_j = a_1X_1 + a_2X_2 + c \; ; \quad Y_k = a_1X_1 + a_2X_2 + c$$

Where:

Y_j = Turnover intentions

Y_k = Teacher's decision to pursue post-graduate courses

X_1 = Structural plateauing

X_2 = Job content plateauing

c = Constant; and

$a_{1...}a_2$ = Regression coefficients

Open ended questions in the questionnaire were analysed qualitatively using content analysis based on analysis of meanings and implications emanating from respondent information and comparing responses to documented data on career plateauing, turnover intentions and teachers' decisions to pursue post-graduate studies.

3.10 Ethical Considerations

The following ethical considerations were made: All the respondents were informed that they were free to participate or reject participation in the study and only consenting respondents were involved in the study. The information given by the respondents was treated confidentially and was used only for academic purposes. Identity of the participants and their schools were not revealed to anyone. The respondents were informed that no penalties meted for refusal to participate in the study.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and discussion of the study findings and interpretation. The purpose of this study was to determine the relationships among career plateauing, turnover intentions and teachers' decisions to pursue post-graduate studies. The chapter is categorized into seven sections. The first section of this chapter presents questionnaire return rate. The second section consists of demographic information of the study respondents while sections three to seven presents research findings based on the six objectives of the study, which were:

i. To determine types and levels of career plateauing experienced by secondary school teachers of public schools in Kenya.
ii. To establish the proportion of teachers with turnover intentions in public schools in Kenya.
iii. To establish the relationship between career plateauing and turnover intentions among secondary schools teachers in public schools in Kenya.
iv. To determine the relationship between career plateauing and teachers' decisions to pursue various Post-Graduate courses.
v. To find out whether career plateauing predicts turnover intentions and teachers' decisions to pursue various Post-Graduate courses.
vi. To determine whether there are significant differences in career plateauing, turnover intentions and teachers' decisions to pursue various Post-Graduate courses across: gender, age and academic qualifications.

4.2 Questionnaire Return Rate

The study sample comprised of 652 teachers among them 304 from Nyandarua County and 348 from Murang'a County. Of the 652 teachers, 596 completely filled and returned their questionnaires, which was a questionnaire return rate of 91.4%. The information on rate of return is important because a low rate of return could indicate sampling bias and could limit the usefulness and credibility of the study results (Curtin, Presser & Singer, 2000) but in this study the return rate was high in each case because Curtin, Presser & Singer informed that a return rate of 55% and above of the sampled respondents is acceptable and in this study the questionnaire return rate was 91.4% which was sufficient for data analysis, interpretation and conclusion.

4.3 Demographic Characteristics of the Study Respondents

The information captured in this section includes teachers' gender, age, duration served in teaching and their highest academic qualifications. Their current school setting is also captured in this section. Figure 4.1 illustrates teachers' gender.

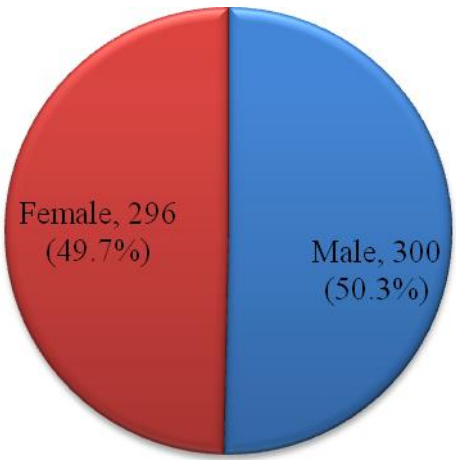


Figure 4.1: Teachers' Gender

As shown in Figure 4.1, out of the 596 teachers who participated in the study, 296 (49.7%) were females while 300 (50.3%) were males. The results imply that there was gender parity in sampling for the study which enabled gender comparisons across the various variables of interest. The gender parity of respondents may not be the true reflection of the situation in Nyandarua and Murang'a counties since the research did not obtain data from all secondary schools in the counties.

The split response rate between the male and female gender is a milestone in the present study as it guides the study in recognizing the significance of sexual divisions in response to pertinent areas of the study including the types and levels of career plateauing experienced across gender; turnover intentions, relationship between career plateauing and turnover intentions, as well as relationship between career plateauing and teachers' decisions to pursue various Post-Graduate courses. As Acker (2011) remarks, if we consider the modal location of men and women teachers, we observe that men and women typically teach different subjects to different groups of children, hold responsibilities for different functions within schools, and generally have different chances of rewards within the system. Accordingly, Biklen (2015) and Troman and Woods (2011) contend that the comparison of focusing on the career development between men and women teachers could demonstrate the profound micro-political tensions which exist sexual labor differentiation in the school. Table 4.1 shows the age distribution of the teachers.

Table 4.1: Teachers' Age Distribution

Age distribution	Male		Female		Total	
	f	%	f	%	f	%
Below 35 years	99	44.6	123	55.4	222	37.2
Between 35-39 years	80	59.3	55	40.7	135	22.7
Between 50-55 years	93	56.0	73	44.0	166	27.9
Above 55 years	28	38.4	42	61.6	73	12.2
Total	**300**	**50.3**	**296**	**49.7**	**596**	**100.0**

Results presented in Table 4.1 illustrate that 222 (37.2%) teachers were aged below 35 years (male = 44.6%; female = 55.4%), 135 (22.7%) were aged between 35 and 39 years (male = 59.3%; female = 40.7%), 166 (27.9%) were aged 50-55 years (male = 56.0%; female = 44.0%) while 73 (12.2%) were above 55 (male = 38.4%; female = 61.6%).

It therefore emerges that most of the teachers in the study were below 40 years, a majority of whom were female. However there was a fair spread of teachers across both age groups and gender. The age spread across gender is a true indicator of teachers in secondary schools in Nyandarua and Murang'a counties since every year the Teachers Service Commission recruits teachers and replaces those that have left service through normal attrition. The age spread of respondents enabled age comparisons across the various variables of interest. The finding is also of considerable implications to gender. Evetts (2010) points out that most young teachers do not consider a lifetime of classroom teaching 'enough'. A majority of the young men would like to move through teaching to administrative positions whereas women across the ages regard the teaching job as supplementary to marriage and

motherhood. Mariti (2013), further comments that the career line differentiation between middle aged male and female teachers see teaching, in a sense, to be 'passed over' for higher positions or marriage/ motherhood respectively.

Table 4.2: Teachers' Length of service in teaching by gender

Length of service	Gender				Total	
	Male		Female			
	f	%	f	%	f	%
Not more than 10 years	133	22.3	148	24.8	281	47.1
From 10-19 years	68	11.4	57	9.6	125	21.0
From 20-29 years	85	14.3	73	12.2	158	26.5
Over 30 years	14	2.3	18	3.0	32	5.4
Total	**300**	**50.3**	**296**	**49.7**	**596**	**100.0**

Table 4.2 shows that 281 (47.1%) respondents (male = 22.3%; female = 24.8%) had served as teachers for not more than 10 years, 283 (47.5%) (Male = 25.7%; female = 21.8%) had served between 10 and 29 years while 32 (5.4%) had served for over 30 years (male = 2.3%; female = 3.0%). The findings show that most of the teachers had below 20 years of teaching experience. The range of teaching experience enabled comparisons across the independent and dependent variables in the study.

Expectedly, the gender differentials in this finding across the respective wealth of experience in length of service is reflective of gender differentials in respondents' age categories, with the female gender dominating the lower age categories and experience accordingly. This is of the implication that compared to yester years, the female gender have been taking dominance in the teaching profession in recent years

pointing to the strides made in the country in regards to women empowerment. Cortina and Roman (2012) observe that historical analysis indicates that an influx of women into the teaching profession has been central to the observed successes in the concluded Millennium Development Goals (MDGs) and the Education for All (EFA) initiative. Herz and Sperling (2014) agree that from a purely human resourcing perspective, female labor has been instrumental at fulfilling capacity needs, while from the perspective of educating women and girls the presence of women teachers has been a major contributory factor. Girl child education in particular lies at the heart of today's core global education mandates. Choy and Savery (2012) found that overall job mobility decreased for both male and female teachers as the number of years of teaching experience increased. Table 4.3 shows the academic qualifications of the teachers.

Table 4.3: Teachers' Academic Qualifications

Academic qualifications	**Male**		**Female**		**Total**	
	f	**%**	**f**	**%**	**f**	**%**
Phd	2	50.0	2	50.0	4	0.7
M.Ed	36	47.4	40	52.6	76	12.8
M.A	18	48.6	19	51.4	37	6.2
B.Ed	180	46.8	205	53.2	385	64.6
BA/BSc with PGDE	36	87.8	5	12.2	41	6.9
Dip. Education	15	62.5	9	37.5	24	4.0
Diploma	11	40.7	16	59.3	27	4.5
P1	2	100.0	0	0.0	2	0.3
Total	**300**	**50.3**	**296**	**49.7**	**596**	**100.0**

Data presented in Table 4.3 illustrates that majority of the teachers (64.6%) had attained bachelor of Education qualifications. It is also found as presented in the table that except for PhD (50.0%), the female gender dominated the higher education levels compared to their male counterparts that is 52.6% in Masters of Education and 51.4% in Master of Arts. This may be the true reflection of qualification of secondary schools teachers in the two counties in the study considering that the market has more graduate teachers due to the high number of institutions producing them compared to institutions producing diploma teachers and below.

It can be concluded that all of the teachers in the study were qualified to teach. It is also notable from the findings that albeit marginally, there are remarkably high enrollment rates among women into high education, as shown by a higher number of women teachers with M.Ed and M.A qualifications than males. Ngome (2013) observes that while there are some improvements in the enrolment of female students in some private higher education institutions, the female representation in public institutions is still low, with only 'about 30 per cent of total enrolments in the public universities'. Yet, the public institutions have the largest proportion of all the available higher education facilities and places. The findings could also be a reflection of various interventions put in place to increase the enrollment of women in higher education not only in Kenya, but also across African countries. As Chivaura (2010), the Joint Admissions Board (2012) and Musisi (2011) report, to increase the number of women who enroll in tertiary institutions, some countries such as Ghana, Kenya, Uganda, Tanzania and Zimbabwe, among others, have articulated and implemented affirmative action policies. Such policies allow female

candidates who have attained the minimum required marks to enter public universities at between 1 and 1.5 points (and 2 points in the case of Zimbabwe) below males.

4.4 Types and Levels of Career Plateauing Experienced by Teachers

The first objective of the study was to determine types and levels of career plateauing experienced by secondary school teachers of public schools in Kenya. To find out the types and levels of career plateauing experienced by the teachers, teachers were presented with 20 items based on two types of career plateauing, that is, structural / hierarchical (9 items) and job content (11 items). They were asked to indicate the extent to which they experience feelings regarding these two types of career plateauing. Their ratings were scored on a four-point Likert scale ranging from 1 (no extent) to 4 (very great extent). The results of this analysis are presented and discussed in the next two sub-sections.

4.4.1 Structural Career Plateauing

To determine the extent to which teachers experienced feelings related to structural career plateauing, a Four-point Likert scale comprising 9 items was used. The scale ranged from 1 to 4 with 1 denoting no extent, 2 representing small extent, 3 great extent, and 4 very great extent. The midpoint of the scale was a score of 2.5. Therefore, any score above 2.5 denoted that teachers experienced that particular feeling to a great extent implying high level of agreement, while scores below 2.5 denoted that teachers experienced the feeling to a less extent. Table 4.4 shows the ratings per item as well as the means and standard deviations obtained by the respondents on the statements regarding their feelings on the structural career plateauing.

Table 4.4: Teachers' Feelings on Structural Career Plateauing (N=596)

Structural (Hierarchical)		VGE(4)		GE(3)		SE(2)		NE(1)		M	SD
		F	%	f	%	f	%	f	%		
My job responsibilities	Male	93	15.6	165	27.7	34	5.7	8	1.3		
have increased	Female	92	15.4	142	23.8	58	9.7	4	0.7	3.12	.730
significantly	**Total**	185	31.0	307	51.5	92	15.4	12	2.0		
I have an expectation of	Male	136	22.8	87	14.6	57	9.6	20	3.4		
advancing to a higher level	Female	120	20.1	114	19.1	38	6.4	24	4.0	3.12	.933
in teaching career in the	**Total**	256	43.0	201	33.7	95	15.9	44	7.4		
near future											
I have had a chance to	Male	73	12.2	169	28.4	51	8.6	7	1.2		
learn and grow in my	Female	60	10.1	157	26.3	74	12.4	5	0.8	2.97	.717
current job as a teacher	**Total**	133	22.3	326	54.7	125	21.0	12	2.0		
My duties in school give	Male	116	19.5	114	19.1	46	7.7	24	4.0		
me an opportunity to come	Female	83	13.9	101	16.9	73	12.2	39	6.5		
into contact with my	**Total**	199	33.4	215	36.1	119	20.0	63	10.6	2.92	.976
supervisors who can											
recommend for my future											
advancement.											
I expect frequent	Male	82	13.8	80	13.4	93	15.6	45	7.6		
promotions in the future	Female	96	16.1	96	16.1	68	11.4	36	6.0	2.76	1.03
	Total	178	29.9	176	29.5	161	27.0	81	13.6		
Chances for upward	Male	61	10.2	95	15.9	97	16.3	47	7.9		
mobility are limited in my	Female	68	11.4	66	11.1	112	18.8	50	8.4	2.54	1.00
teaching career	**Total**	129	21.6	161	27.0	209	35.1	97	16.3		
I am not likely to be	Male	28	4.7	45	7.6	72	12.1	155	26.0		
assigned responsibilities	Female	28	4.7	40	6.7	93	15.6	135	22.7	1.84	.991
that give me a higher title	**Total**	56	9.4	85	14.3	165	27.7	290	48.7		
in my school.											
I am not likely to get ahead	Male	19	3.1	38	6.4	85	14.3	157	26.3		
in my career.	Female	16	2.7	46	7.7	57	9.6	174	29.2	1.70	.920
	Total	35	5.9	84	14.1	143	24.0	334	56.0		
I am at a point in my	Male	15	2.5	43	7.2	87	14.6	155	26.0		
career where I don't expect	Female	20	3.4	19	3.2	80	13.4	177	29.7	1.66	.886
to further promotions	**Total**	35	5.9	62	10.4	167	28.0	332	55.7		

As shown in Table 4.4, the highest rated items were: my job responsibilities have increased significantly (male = 43.3%; female = 39.2%), I have an expectation of

advancing to a higher level in teaching career in the near future (male = 37.4%; female = 39.2%), and I have had a chance to learn and grow in my current job as a teacher (male = 40.6%; female = 39.2%). On the other hand the lowest rated items were: Am at a point in my career where I don't expect further promotions (male = 40.6%; female = 43.1%), followed by I am not likely to get ahead in my career (male = 40.6%; female = 39.2%), and then I am not likely to be assigned responsibilities that give me a higher title in my school" (male = 43.3%; female = 38.8%). The last two columns of Table 4.3 show the means and standard deviations of each item. The mean scores obtained by teachers on the scale measuring their feelings on structural career plateauing ranged from 1.66 to 3.12. Out of 9 items, 6 had mean of above 2.5 which means that majority of the respondents expressed high levels of agreement with items that suggest absence of structural plateauing, and low levels of agreement with those statements that suggest presence of structural plateauing, suggesting that most of the teachers were not experiencing structural career plateau implying that teachers had programs that occupied them in day to day job activities. This shows that a good number of teachers were not experiencing structural plateauing. The gender differential results however show that male teachers are more optimistic about advancing through promotions in their careers compared to their male counterparts.

The findings are in tandem with Grant (2014) and Acker (2011) who offer that the career structure in British-influenced secondary school teaching professionals basically presents options for the pursuit of the usual career opportunities in several categories: the head, directors, class teachers and subject teachers. In contrast however, Lortie (2009) argues that contrasted with most other kinds of middle-class

work, teaching is a relatively 'unstaged career' or 'career-less' due to less opportunity for movement upward to the higher positions since secondary schools generally have a relatively 'flat' career structure (Pollard, 2010). The gender differentials in the foregoing findings are in agreement with Grant (2014) and Acker (2011) who found that compared with men teachers, women are more likely to be the class teacher and significantly their roles more focus on class teaching than the management of schools. Similarly, Riddell (2013) found in his study that few female teachers expressed their dissatisfaction with the career structure offered to them due to their zealousness and interest in teaching instead of in administrative work. Accordingly, Biklen (2015) observes that women teachers have a strong sense of career commitment in classroom teaching rather than in the pursuit of administrative positions. In this respect, this alternative interpretation of career development from women perspective may introduce new vision of 'traditional' view of career structure.

Figure 4.3 shows the overall mean and standard deviation of teachers' level of structural plateauing.

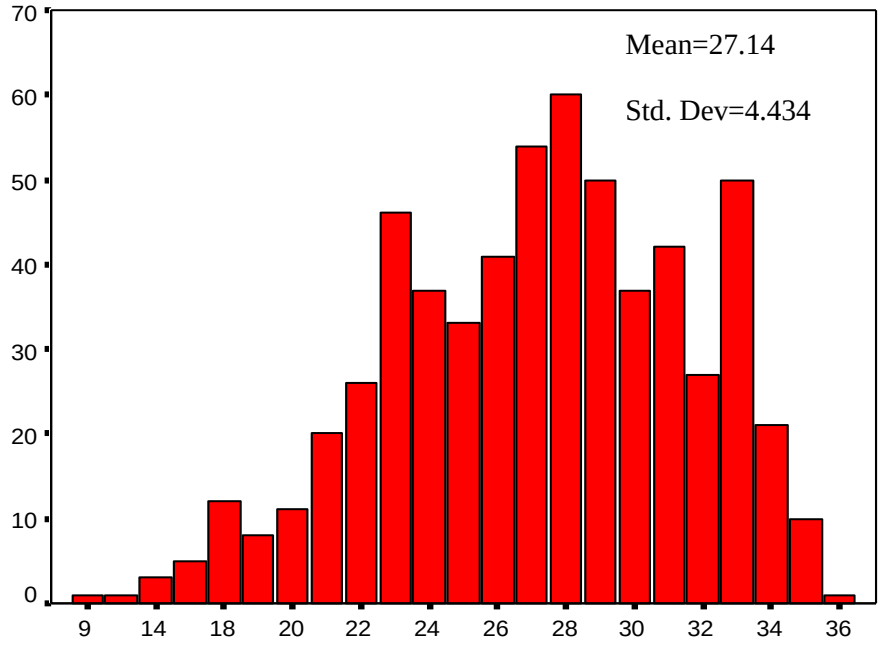


Figure 4.2: Teachers' levels of structural plateauing

As shown in Figure 4.2, the teachers had a mean score of 27.14 on the structural plateauing scale, with a standard deviation of 4.434. The scores ranged from 9 to 36. The mid-point of the scale was 22.5, with scores below this denoting presence of structural career plateauing while scores above 22.5 denoted absence of structural plateauing. The finding that the mean score (27.14) was above the mid-point of 22.5 shows that majority of the teachers (85.4%) were not experiencing career plateauing. This finding indicates that structural plateauing was experienced by 14.6% of secondary school teachers, which is contrary to what was portrayed in a study by Kabeti (2011). Kabeti's (2011) study on career plateauing of secondary school teachers in Imenti South district showed that about 87% of the teachers had experienced structural plateauing due to lack of promotion opportunities. As established in the present study, this has evidently changed over time.

The difference in the levels of career plateauing being Kabeti's (2011) study and the present study could be attributed to the different causes of the same, which may not be exclusively school related factors. Stoner et al. (2010) mentioned the causes of career plateau as; individual and familial factors on one hand and organizational factors on the other hand. Individual factors according to them are linked to the specific situation of an individual. These according to them, include; lack of skills, will or ambition or because of certain external constraints. The organizational factors on the other hand have little to do with the individual per se: These are contextual or structural factors that effectively block the chances for advancement and are reflected by a lack of job openings at higher levels.

4.4.2 Job Content Plateauing

A four-point Likert scale comprising 11 items was used to determine the extent to which teachers experienced feelings related to job content plateauing. The scale ranged from 1 to 4 with 1 denoting no extent, 2 representing small extent, 3 great extent, and 4 very great extent. The midpoint of the scale was a score of 2.5. Therefore, any score above 2.5 denoted that teachers experienced that particular feeling to a great extent, while scores below 2.5 denoted that teachers experienced the feeling to a less extent. Table 4.5 shows the ratings per item, the means, and standard deviations obtained by the respondents on the statements regarding their feelings on the job content plateauing.

Table 4.5: Teachers' feelings of job content plateauing (N=596)

Statement	Gender	VGE		GE		SE		NE		Mean	Std. Dev.
		f	%	f	%	f	%	f	%		
I expect constant challenges in my job	Male	119	20.0	117	19.6	51	8.6	13	2.2	3.06	0.860
	Female	87	14.6	133	22.3	57	9.6	19	3.2		
	Total	206	34.6	250	41.6	108	18.1	32	5.4		
Tasks and activities in my job are routine for me	Male	78	13.1	136	22.8	49	8.2	37	6.1	2.92	0.938
	Female	101	16.9	115	19.3	55	9.2	25	4.1		
	Total	179	30.0	251	42.1	104	17.4	62	10.2		
In my job am required to continually use my abilities and knowledge	Male	184	30.9	95	15.9	19	3.2	2	0.3	3.50	0.680
	Female	166	27.8	106	17.8	17	2.9	7	1.2		
	Total	350	58.7	201	33.7	36	6.0	9	1.5		
I persist with enthusiasm in completing my work	Male	146	24.5	125	21.0	25	4.2	4	0.7	3.43	0.684
	Female	169	28.3	106	17.8	17	2.9	4	0.6		
	Total	315	52.9	231	38.8	42	7.0	8	1.3		
I often voluntarily assist in tasks which are not in my job description	Male	138	23.2	126	21.1	30	5.0	6	1.0	3.26	0.738
	Female	115	19.3	125	21.0	53	8.9	1	0.1		
	Total	253	42.4	251	42.1	83	13.9	7	1.2		
I am satisfied with my job as a teacher	Male	85	14.3	95	15.9	79	13.3	41	6.9	2.73	0.985
	Female	74	12.4	93	15.6	99	16.6	30	5.0		
	Total	159	26.7	188	31.5	178	29.9	71	11.9		
I display dedication on the job	Male	183	30.7	98	16.4	13	2.2	6	1.0	3.43	0.706
	Female	133	22.3	139	23.3	14	2.3	10	1.7		
	Total	316	53.0	237	39.8	27	4.5	16	2.7		
I get job satisfaction and accomplishment in my job	Male	78	13.1	124	20.8	69	11.6	29	4.9	2.79	0.913
	Female	62	10.4	127	21.3	77	12.9	30	5.0		
	Total	140	23.5	251	42.1	146	24.5	59	9.9		
There is nothing exciting anymore about this job	Male	21	3.5	30	5.0	120	20.1	129	21.6	1.86	0.903
	Female	23	3.9	44	7.4	110	18.5	119	20.0		
	Total	44	7.4	74	12.4	230	38.6	248	41.6		
This job is too hard for me	Male	9	1.5	13	2.2	49	8.2	229	38.4	1.40	0.742
	Female	11	1.8	19	3.2	68	11.4	198	33.2		
	Total	20	3.4	32	5.4	117	19.6	427	71.6		
My qualifications surpass my input at work, which makes me feel that I am underutilized in the teaching profession	Male	67	11.2	71	11.9	92	15.4	70	11.7	2.29	1.09
	Female	45	7.6	53	8.9	88	14.8	108	18.1		
	Total	112	18.8	124	20.8	180	30.2	178	29.9		

Key: VGE-Very Great Extent, GE-Great Extent, SE-Small Extent, NE-No Extent

Results in Table 4.5 show that the highest rated items in the scale were: In my job am required to continually use my abilities and knowledge (male = 46.8%; female = 45.6%), I persist with enthusiasm in completing my work (male = 45.5%; female = 46.1%), and I display dedication on the job (male = 47.1%; female = 45.6%). On the other hand, the lowest rated items were: This job is too hard for me (male = 46.6%; female = 44.6%), There is nothing exciting anymore about this job (male = 43.3%; female = 41.7%), and my qualifications surpass my input at work, which makes me feel that I am underutilized in the teaching profession (male = 27.1%; female = 32.9%). The mean scores for the items ranged from 1.40 to 3.5. It emerges from these results that most of the teachers agreed with those items denoting absence of job content plateauing while disagreeing with items denoting presence of job content plateauing. Figure 4.4 shows the overall mean and standard deviation of teachers' level of job content plateauing.

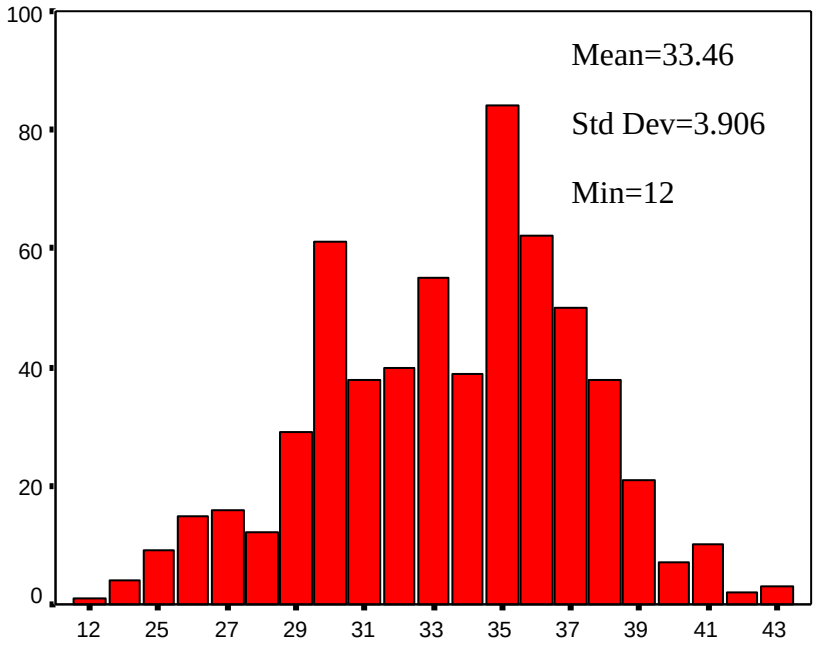


Figure 4.3: Teachers' levels of job content plateauing

The results displayed in Figure 4.4 show that mean score obtained by the teachers on the job content plateauing scale was 33.46 with a standard deviation of 3.906. The scores ranged from 12 to 43. The mid-point of the scale was 27.5, with scores below this denoting presence of job content plateauing while scores above 27.5 denoted absence of job content plateauing. Since the mean score obtained by teachers (33.46) was above the mid-point of 27.5, it can be concluded that majority of the teachers (92.4%) were not experiencing job content plateauing. Again here the results show that only a small number of teachers (7.6%) had experienced job content plateauing. This is in contrast to a previous study in Kenyan conducted by Azinga (2012) in Kikuyu district, which indicated that 63% of the teachers were experiencing career plateauing. This contrast could be attributed to integration of ICT in curriculum delivery and education program by MOEST that are geared towards improving pedagogical skills of teachers and which also encourage creativity and innovations.

The levels of agreement and disagreement was distributed evenly between the male (mean = 33.45) and female (mean = 33.46) teachers, implying that both gender overall agree with the absence of career plateauing across their respective stations. The low career plateauing levels observed are also desirable for superior profession and learning outcomes in the surveyed schools. Yamamoto (2006), Lee (2003) and Choy and Savery (2012) have established career plateau as an antecedent to many undesirable work outcomes such as low satisfaction, high stress, poor performance and other withdrawal symptoms. Yamamoto (2006) and Choy and Savery (2012) further offer that career plateau has the potential to cause discomfort among the employees because lack of continued upward progression is considered as a

yardstick to measure employee's performance. Thus career plateau leads to poor performance.

As such, if secondary school management and educators can put in place appropriate interventions and manage career plateau effectively, organizations will benefit in terms of reducing employee turnover, increase job satisfaction, good employee relationship, reduced stress and burnout, increase in employee morale and motivation and above all achievement of the goals and objective of the secondary education. Career plateau among secondary school teachers have great implication on the individual teachers since it leads to high job turnover, burnout and stress and these have effect on the secondary school students in external & internal examination. No wonder Sharon et al. (2015) put it that individuals that pass through this phase in their career usually have negativity in the work place in form of being absent from work and have lower satisfaction than their non-plateaued peers. However, Malinski (2012) asserts that careers plateau will not always be detrimental to individual effectiveness however, the period of career plateau can be regarded as a period of stability which allows individuals to master work skills, pursue a predictable family / personal life and gather psychic energy. Thus, career plateau may be functional for individuals both personally and professionally.

The teachers were further asked to indicate the number of years served since their last promotion. This was considered important as an indicator of structural plateauing. Results of this analysis are presented in Table 4.6.

Table 4.6: Length of service since promotion

Duration	Male		Female		Total	
	f	%	f	%	f	%
Less than 1 year	10	1.7	25	4.2	35	5.9
1-3 Years	138	23.2	138	23.2	276	46.3
4-6 Years	68	11.4	53	8.9	121	20.3
7-9 Years	59	9.9	41	6.9	100	16.8
10 Years and above	25	4.2	39	6.5	64	10.7
Total	**300**	**50.3**	**296**	**49.7**	**596**	**100.0**

As reflected in Table 4.6, since promotion, majority of the teachers (46.3%) had served in teaching between 1 and 3 years (male = 23.2%; female = 23.2%), 20.3% had served for 4-6 years (male = 11.4%; female = 8.9%), 16.8% had served for 7-9 years (male = 9.9%; female = 6.9%) while 10.7% of them (male = 4.2%; female = 6.5%) had served for 10 years and above. When asked whether they have changed career, job or position in the last 3 years, a majority of the teachers (81.0%) indicated that they had not changed, except 19.0% of them who indicated that they had changed.

From the finding, it is notable that whereas a majority (52.2%), have served for utmost 3 years in their current positions after promotion, a considerable 47.8% have since promotion stayed in the present respective positions for 4 to 10 years. The finding is an indication that a majority of teachers were willing to continue in the career hence less exit intention. However 19% indicated they had changed career due to lack of promotion. This is supported by the study by Forster, Shastri and Warren (2004) conducted on Canadian accountants which revealed that career

plateau is correlated with turnover intention. The foregoing findings also imply that female teachers exhibit less career mobility in the long term compared to the male teachers. Accordingly, Burke and Mikkelsen (2006) intimate that women's concerns about lack of promotion opportunities and their experiences of institutional bias on career development are frequently related to an ideology of the male domination of decision-making as a whole. In schools it is commonly argued that the relative small numbers of women in senior positions seems to reproduce masculine hierarchy. Connell *et al.* (2012) attribute the observed male domineering in the school administration system to the association that the society makes between authority and masculinity, more specifically adult heterosexual masculinity. This, they argue, is a significant underpinning of the power structure of school system where most administrators, principals and subject heads are men.

4.5 Proportion of Teachers with Turnover Intentions

The second objective of the study was to establish the proportion of teachers with turnover intentions in public schools in Kenya. To meet this objective, respondents were presented with a 4-point Likert-type scale comprising 10 items, with responses ranging from Strongly Agree to Strongly Disagree. The midpoint of the scale was a score of 2.5. Therefore, any score above 2.5 denoted that teachers expressed agreement with that particular item while scores below 2.5 denoted that teachers did not agree with the item. Table 4.7 shows how the teachers responded to each item, as well as the mean and standard deviation of each item.

Table 4.7: Turnover intentions among teachers

		SA		A		D		SD		Mean	Std Dev
		f	%	f	%	f	%	f	%		
I often think of leaving teaching job	Male	83	13.9	105	17.6	52	8.7	57	9.6	2.72	1.053
	Female	80	13.4	103	17.3	62	10.4	50	8.4		
	Total	163	27.3	208	34.9	114	19.1	107	18.0		
Given an opportunity to choose again, I would not work for this organization	Male	85	14.2	87	14.6	77	12.9	50	8.4	2.67	1.091
	Female	92	15.4	71	11.9	70	11.7	62	10.4		
	Total	177	29.7	158	26.5	147	24.7	112	18.8		
I have very strong attachment with teaching job which would be very difficult to break	Male	30	5.0	96	16.1	106	17.8	66	11.1	2.33	0.954
	Female	39	6.5	97	16.3	90	15.1	70	11.7		
	Total	69	11.6	193	32.4	196	32.4	136	22.8		
Most of my interests are centered around my job so I would not want to change careers	Male	38	6.4	94	15.8	103	17.3	65	10.9	2.38	0.991
	Female	56	9.4	71	11.9	102	17.1	63	10.6		
	Total	94	15.8	165	27.7	205	34.4	128	21.5		
I plan work in classroom teaching school for as long as possible	Male	62	10.4	112	18.8	64	10.7	61	10.2	2.61	0.994
	Female	50	8.4	138	23.2	57	9.6	50	8.4		
	Total	112	18.8	250	41.9	121	20.3	111	18.6		
Under no circumstances will volunteer to leave teaching job	Male	29	4.9	44	7.4	120	20.1	106	17.8	2.12	0.968
	Female	36	6.0	78	13.1	104	17.4	77	12.9		
	Total	65	10.9	122	20.5	224	37.6	183	30.7		
I have already talked to my friends and relatives about leaving this job	Male	43	7.2	68	11.4	61	10.2	124	20.8	2.04	1.065
	Female	30	5.0	60	10.1	78	13.1	128	21.5		
	Total	73	12.2	128	21.5	139	23.3	252	42.3		
I have already began my search for a new job since I do not like this job anymore	Male	40	6.7	53	8.9	92	15.4	114	19.1	1.99	0.982
	Female	19	3.2	50	8.4	107	17.9	118	19.8		
	Total	49	9.9	103	17.3	198	33.2	232	38.8		
I feel a sense of loyalty to my job and I do not like it when others speak ill of it	Male	79	13.3	97	16.3	64	10.7	60	10.1	2.70	1.020
	Female	70	11.7	117	19.6	70	11.7	37	6.2		
	Total	149	25.0	214	35.9	134	22.5	97	16.3		
I would accept any kind of assignment as long as I keep being a teacher	Male	64	10.7	99	16.6	67	11.2	69	11.6	2.58	1.046
	Female	66	11.1	105	17.6	71	11.9	53	8.9		
	Total	130	21.8	204	34.2	138	23.2	122	20.5		

Key: SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree

As shown in Table 4.7, the three highest-ranked items in the scale were: I often think of leaving teaching job (male = 31.8%; female = 30.7%), I feel a sense of loyalty to my job and I do not like it when others speak ill of it (male = 29.6%; female = 31.3%), and Given an opportunity to choose again, I would not work for this organization (male = 28.8%; female = 27.3%). On the other hand, the lowest-ranked items were: I have already began my search for a new job since I do not like this job anymore (male = 34.5%; female = 37.7%), I have already talked to my friends and relatives about leaving this job" (male = 31.0%; female = 34.6%), and Under no circumstances will I volunteer to leave teaching job (male = 37.9%; female = 30.3

Figure 4.4 shows the overall mean and standard deviation of teachers' level turnover intentions.

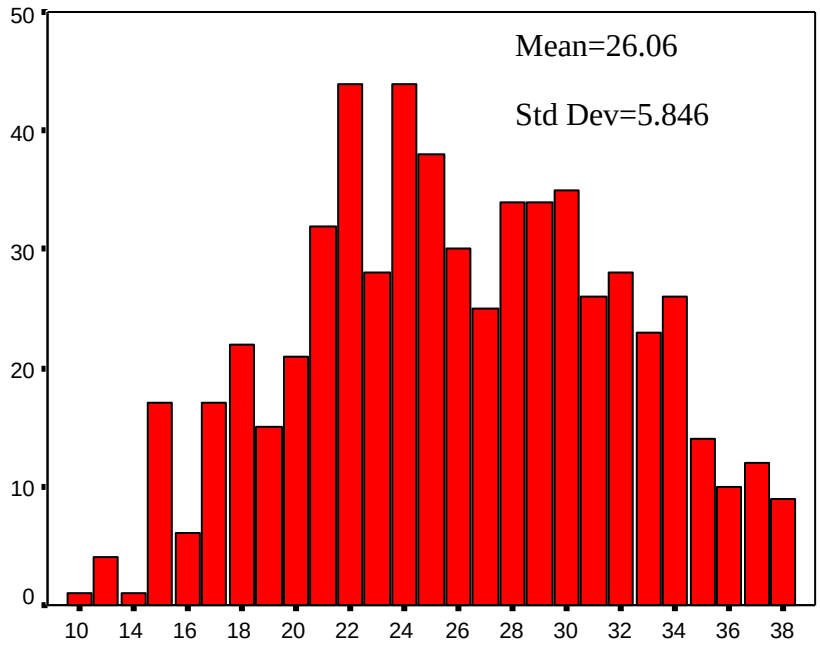


Figure 4.4: Teachers' levels of turnover intentions

As shown in Figure 4.4, the turnover intentions scores obtained by teachers ranged from 10 to 38, with a mean score of 26.06 and a standard deviation of 5.8. The mid-point of the turnover intentions scale was 25. Scores below 25 denoted that teachers had high turnover intentions, while scores above 25 indicated that teachers had low turnover intentions. Therefore, the mean score of 26.06 indicates that majority of the teachers had low turnover intentions. The study found out that 252 (42.3%) of the teachers had mean scores below the mid-point of 25, indicating that they had high turnover intentions, while 306 (51.3%) of the teachers had scores above the mid-point, meaning that they had low turnover intentions. Another 38 (6.4%) of the teachers obtained a score of 25, which is the mid-point meaning they were neutral.

Teachers were almost equally divided between turnover intention (42.3%) and no turnover intentions (51.3%). Bluedorn (1982) argued that when individuals entered an organization they had certain expectations which would interact with the experience in the organization to produce satisfaction. Those who chose teaching as their first career choice certainly had expectations different from those who did not make such a choice. It is possible that the former were more ready to sustain hardship in teaching and make their job work. Even if they did not have satisfaction all the time, the chance of their staying in the professions was higher. The finding can also be attributed to the fact that most of the teachers (52.9%) in the study had over 10 years of teaching experience. Previous research by Guarino, *et al.* (2006) has shown that turnover is high for teachers with few years of teaching experience. The finding is also in line with Mengistu (2012) who reported that teachers with 21 years and above of experience were more satisfied with their jobs than the less

experienced teachers. He noted that more teaching experience may lead to greater knowledge of working conditions, procedures, responsibilities and expectations.

Mengistu (2012) further revealed that teachers aged 50 years and above were more satisfied with their jobs than younger teachers because older teachers attached more value to intrinsic aspects of the job and they may have adapted to the working conditions in schools. The finding is further in agreement with Appiah-Agyekum et al (2013) who reported that younger teachers were not satisfied with their job because they still had options of changing their career. The teachers that are 40 years old and above experienced lowest level of stress due to they are already comfortable with their job as teachers. The finding is however in contrast to Guarino *et al.* (2006) who found that a majority of teachers aged 40 to 49 years and 50 to 59 years had low level of job satisfaction suggesting that older teachers (40 years and above) had low level of job satisfaction.

The teachers were further asked to indicate the length of time they planned to remain in the teaching profession. The results of this analysis are presented in Table 4.8.

Table 4.8: Duration teachers intend to stay in teaching profession

Duration in teaching profession	**Gender**				**Total**	
	Male		**Female**			
	f	**%**	**f**	**%**	**f**	**%**
Less than 6 months	8	1.3	1	0.2	9	1.5
6-12 months	6	1.0	5	0.8	11	1.8
1-2 years	18	3.0	14	2.3	32	5.4
3-5 years	57	9.6	67	11.2	124	20.8
More than 5 years	90	15.1	87	14.6	177	29.7
Until retirement	121	20.3	122	20.5	243	40.8
Total	**300**	**50.3**	**296**	**49.7**	**596**	**100.0**

As shown in Table 4.8, 9 (1.5%) teachers would like to stay in teaching for less than 6 months (male = 1.3%; female = 0.2%), 11 (1.8%) would like to teach for a duration of between 6 and 12 months (male = 1.0%; female = 0.8%), 124 (20.8%) would like to teach for 3 to 5 years (male = 9.6%; female = 11.2%) while 243 (40.8%) would like to teach until retirement (male = 20.3%; female = 20.5%). It can be deduced from the finding that a majority of teachers in the study area (70.5%) would like to continue with teaching either for at least 5 more years or until retirement reflecting fairly high levels of satisfaction with the current teaching profession. The findings are in agreement with Nyakundi (2012) who reported that 75% of the teachers in Thika West District were satisfied with their job and had less intent to leave because they liked the teaching profession since it gave them time to do other things. Dissatisfied teachers indicated that they were not getting the results they expected from their input. Similarly, Appiah-Agyekum et al. (2013) reported that 51% of the teachers were satisfied with their job and did not intend to leave. The satisfaction was attributed to recognition and respect accorded to them by the community, opportunities for further development, more time to pursue other activities due to their flexible work schedules and the relatively low cost of living in their community.

Albeit marginal differences in the intents to stay in the profession across the gender divide (for example 20.3% male teachers and 20.5% female teachers intended to remain in the teaching profession until retirement), the response is generally distributed across gender implying that a majority of both male and female teachers are fairly satisfied with their current teaching professions. This is in agreement with Crossman and Harris (2012) who reported that males were slightly more satisfied

than females and conversely, Bedeian at al. (2012) and Klecker (2012) found females to be more satisfied with a range of job dimensions. Hill (1994) found male head teachers to be more dissatisfied with aspects of work than their female counterparts. While some studies have, come to conclude that male workers have higher job satisfaction (Crossman & Harris, 2006; Hill, 2014), others have findings in favor of female workers therefore establishing the gender paradox (Bedeian et al, 2012; Klecker, 2012). Table 4.9 illustrates the number of teachers who will continue with their teaching profession if they are given a choice.

Table 4.9: Teachers' who will continue teaching by gender

	Gender				**Total**	
	Male		**Female**			
	f	**%**	**f**	**%**	**f**	**%**
Not likely	106	17.8	101	16.9	207	34.7
Somewhat likely	100	16.8	86	14.4	186	31.2
Very likely	94	15.8	109	18.3	203	34.1
Total	**300**	**50.3**	**296**	**49.7**	**596**	**100.0**

The findings presented in Table 4.9, shows that given a choice, 34.7% of the teachers would not be likely to continue with the teaching profession (male = 17.8%; female = 16.9%), 31.2% would somewhat be likely to continue (male = 16.8%; female = 14.4%) while 34.1% would very likely continue with teaching (male = 15.8%; female = 18.3%).

The finding points to the implication that a majority of teachers would more likely continue teaching given a choice. Marginal differences are observed in the foregoing finding in terms of gender differentials in intent to continue teaching (for example

17.8% of male and 16.9% of female teachers were not likely to continue teaching if given a choice). This is in tandem with a study by Mabekoje (2009) which revealed that teachers' gender had no significant effect on his/her perception of job satisfaction. Evans and Olumide-Aluko (2010) conclude that teachers' motivation to stay on or to quit is often impacted by their supervisors' competence and support, and the support they receive from their organizations. The finding further agrees with Winter-Collins and McDaniel (2010) that teachers are not likely to quit if they feel committed to their work situation: their community of practice, students and parents, colleagues, school and superiors. When teachers' sense of commitment is affected, they could feel their organizations do not deserve their loyalty, and are likely to consider leaving. Baldwin (2010) and Egan et al. (2014) also found that teachers who are likely to consider quitting are those who are not motivated to achieve their ultimate personal potentials nor desire to be the best at their jobs or are unable to see opportunities for career advancement in their roles. Table 4.10 shows the number of teachers who would return to teaching if they are given a chance after leaving teaching profession.

Table 4.10: Teachers' who would return to teaching by gender

	Gender				**Total**	
	Male		**Female**			
	f	**%**	**f**	**%**	**f**	**%**
Not likely	155	26.0	168	28.2	323	54.2
Somewhat likely	61	10.2	47	7.9	108	18.1
Very likely	84	14.1	81	13.6	165	27.7
Total	**300**	**50.3**	**296**	**49.7**	**596**	**100.0**

Data presented in Table 4.10 shows that if given another chance after leaving teaching profession, 54.2% of the teachers would not likely return to teaching profession (male = 26.0%; female = 28.2), 18.1% would somewhat likely return (male = 10.2%; female = 7.9) while the remaining 27.7% of them (male = 14.1%; female = 13.6) would very likely return to their teaching profession. The findings were consistent with Njiru (2014) who reported that most of the teachers in Kiharu District were dissatisfied with their job and given an opportunity, they would not consider teaching. The dissatisfaction was brought about by inadequate remuneration, too much workload, poor academic performance, lack of promotion opportunities, poor interpersonal relations and inadequate teaching equipment and resources. A study by Orina (2014) observed that the number of teachers retiring early in Kajiado County was increasing. The study showed that the decision to leave teaching before attaining the required retirement age was influenced by increased opportunities for further studies, salary issues, teacher management issues by school principals and availability of alternative jobs. However, the findings contradicted Nyakundi (2012) and Appiah-Agyekum et al (2013) who reported a high level of job satisfaction among teachers. Presented in Table 4.11 are reasons to be considered while changing teaching profession.

Table 4.11: Reasons to consider while changing job by gender

Reasons to consider	Gender				Total	
	Male		Female			
	f	%	f	%	f	%
Do a challenging job	37	6.2	11	1.8	48	8.1
Achieve career objectives	56	9.4	57	9.6	113	19.0
Change of career direction	43	7.2	54	9.1	97	16.3
Improve living standards	164	27.5	174	29.2	338	56.7
Total	**300**	**50.3**	**296**	**49.7**	**596**	**100.0**

Results presented in Table 4.11 illustrates that majority of the teachers (56.7%) will change their teaching profession in order to improve their living standards (male = 27.5%; female = 29.2). In agreement with this, previous research by Ingersoll (2003) showed that between 40% and 50% of the respondents would leave the school or teaching job if a higher pay or high-rank post was offered. Helm (2013) adds that there are more reasons: teachers are often tempted to quit voluntarily if they find opportunities for higher remunerations, career advancement, new challenges and job security elsewhere. They can also choose to quit if they are impressed by the location of a new job, improved workplace culture, life-work balance, autonomy, reputation, personal safety and organisational values and management. A study by Ngimbudzi (2009) reported that majority of the teachers were intending to quit teaching and change their profession or move to well-paying schools. Table 4.12 shows the proportion of teachers who leave the teaching profession if offered a career in another organisation.

Table 4.12: Teachers who would quit teaching if offered career in another organization

Likeliness to quit teaching	Gender				Total	
	Male		Female			
	f	%	f	%	f	%
Not likely	28	4.7	34	5.7	62	10.4
Somewhat likely	102	17.1	113	19.0	215	36.1
Extremely likely	170	28.5	149	25.0	319	53.5
Total	**300**	**50.3**	**296**	**49.7**	**596**	**100.0**

The data in Figure 4.12 shows that most of the teachers (53.5%) were extremely likely to leave the teaching profession if offered careers in other organisations. This finding is in agreement with Wachira (2013) whose research findings revealed that majority of the science teachers (82%) in Murang'a East District would leave the teaching profession if given an opportunity to serve other departments within the formal sector. The teachers attributed this to poor pay and dissatisfaction with the profession.

4.6 Relationship between Career Plateauing and Turnover Intentions

The third objective of the study was to establish the relationship between career plateauing and turnover intentions among secondary schools teachers in public schools in Kenya. In order to establish the relationship between career plateauing and turnover intentions among secondary schools teachers, Pearson Product-Moment correlation coefficient was used, and the results presented in Table 4.13 obtained.

Table 4.13: Relationship between career plateauing and turnover intentions

Variable	Pearson Product moment Correlation	Turnover intentions
Structural career plateauing	Pearson Correlation	.250**
	Sig. (2-tailed)	.000
	N	596
Job content plateauing	Pearson Correlation	.507**
	Sig. (2-tailed)	.000
	N	596
Structural and job content	Pearson Correlation	.442**
	Sig. (2-tailed)	.000
	N	596

** Correlation is significant at the 0.05 level (2-tailed).

The study established that there were significant positive correlations between turnover intentions and structural career plateauing (r = 0.250), job content plateauing (r = 0.507) and overall career plateauing (r = 0.442). That the correlation coefficient, r, was positive is an indication that a rise in one variable predicted a corresponding rise in the other variable. This means that high levels of career plateauing predicted high turnover intentions. Professional development of teachers is the most important force in the cycle of education and service organization. Employees expect from their organization to provide opportunities for learning which for professional development and employability in the future is very useful and effective. In current conditions career advancement is very competitive and difficult. As a result many teachers will achieve the goals of their ideal career plateau frustrating experience. So due to the Career Plateau, its dimensions and its impact on the willingness of staff to undergo professional development, understanding of their effects can assist school heads and supervisors in achieving

lower turnover intentions. Because employees often promote the career paths as an index to measure the success of learning outcomes, attention to the issue of career plateau is inevitable by all schools.

The finding that turnover intentions correlated with structural career plateauing (r = 0.250), content plateauing (r = 0.507) and overall career plateauing (r = 0.442) is in agreement with previous research findings by Foster *et al.* (2004), whose study on the effects that employee mentoring programme has on career plateauing and intentions to turnover among employees showed that career plateau is correlated with turnover intentions. The finding is also consistent with Salami (2010), Heilmann *et al.* (2008) and Lee (2003), all who established a significant positive correlation between career plateauing and turnover intentions. The high percentage of teachers indicating intentions of turnover may be indicator of underlying issues in the profession that the TSC and government should address to prevent exit because the effects of teachers exit is on the quality of education.

Other previous studies have indicated that plateauing is associated with the negative outcomes among teachers including the intention to leave feelings. Burke (2006) claimed that plateaued employees reported greater work alienation, less job satisfaction and greater intention to leave. Choy and Savery (2012) indicated that plateaued employees are more likely to believe that they are not skilled enough for higher positions and that they would have to leave the organization if they wanted to obtain a higher position. To some extent, plateauing could also contribute to the employee's decision to leave the current job (Chan & Morrison, 2010; Veiga, 2011) even for lower pay. A myriad of other studies in addition, have found plateauing to

contribute to an employee's decision to leave their current job (Foster, Lonial & Shastri, 2011; Heilmann, Holt, & Rilovick, 2008; Burke, 2006; Veiga, 2011).

4.7 Career Plateauing and Teachers' Decisions to Pursue Post-Graduate Courses

The fourth objective of the study was to determine the influence of career plateauing on teachers' decisions to pursue various Post-Graduate courses. Out of the 596 teachers who took part in the study, it was established that 378 (63.4%) had attended additional courses after being employed as teachers, while 218 (36.6%) had not. Table 4.14 shows the courses attended by the teachers.

Table 4.14: Additional courses attended by teachers

Courses attended	Gender	Yes		No	
		f	%	f	%
Master in educational management	Male	30	5.0	270	45.3
	Female	27	4.5	269	45.1
	Total	57	9.6	539	90.4
Masters in planning policy	Male	4	0.7	296	49.7
	Female	2	0.3	294	49.3
	Total	6	1.0	590	99.0
Masters in guidance and counselling	Male	15	2.5	285	47.8
	Female	18	3.0	278	46.6
	Total	33	5.5	563	94.5
Masters related to my teaching	Male	43	7.2	257	43.1
subject	Female	40	6.7	256	43.0
	Total	83	13.9	513	86.1
Masters in a course unrelated to	Male	54	9.1	246	41.3
education	Female	43	7.2	253	42.4
	Total	97	16.3	499	83.7
PhD	Male	12	2.0	288	48.3
	Female	12	2.0	284	47.7
	Total	24	4.0	572	96.0
Diploma in Education Management	Male	18	3.0	282	47.3
	Female	9	1.5	287	48.1
	Total	27	4.5	569	95.5
Certificate in guidance and	Male	20	3.4	280	47.0
counselling	Female	9	1.5	287	48.1
	Total	29	4.9	567	95.1
Higher diploma in human resource	Male	2	0.3	298	50.0
management	Female	1	0.2	295	49.5
	Total	3	0.5	593	99.5

As shown in table 4.14, a total of 179 (30%) teachers had attended Masters Degree courses related to education, including Educational Management (male = 5.0%; female = 4.5%), Education Planning and Policy (male = 0.7%; female = 0.3%), Guidance and Counselling (male = 2.5%; female = 3.0%), and Master's degrees in the teaching subjects (male = 7.2%; female = 6.7%). A further 97 (16.3%) of the teachers had attended Master's degree courses in areas unrelated to education (male = 9.1%; female = 7.2%), while 24 (4%) had pursued Doctor of Philosophy (PhD) courses (male = 7.2%; female = 6.7%). Other courses pursued included certificate in guidance and counseling (4.9%) (Male = 2.0%; female = 2.0%), Diploma in Education Management (4.5%) (Male = 3.0%; female = 1.5%), and higher diploma in human resource management (0.2%) (Male = 7.2%; female = 0.5%). Figure 4.6 shows the nature of the courses attended by teachers (whether related to teaching profession or not).

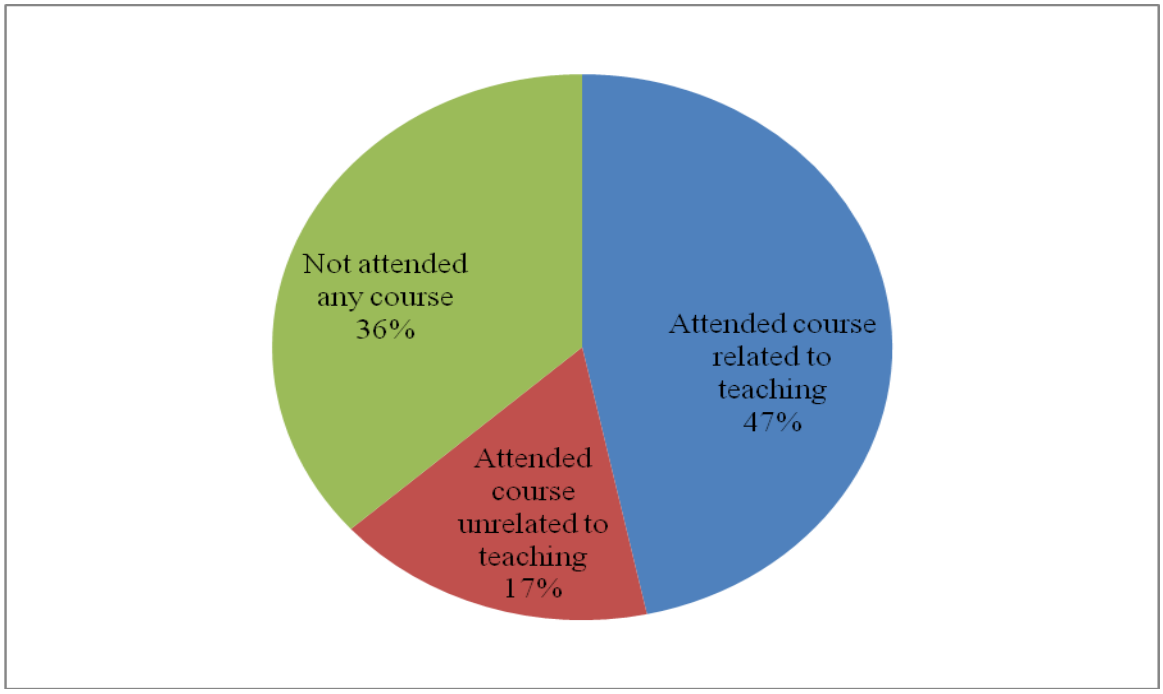


Figure 4.5: Nature of courses attended by teachers

Figure 4.5 shows that 47% of the teachers had attended courses related to the teaching profession, 17% had attended courses not related to the teaching profession, while 36% of the teachers had not attended any additional course. The findings imply that majority of the teachers had attended post-graduate courses.

The finding that 47% of the teachers surveyed opted to advance their levels of education in courses related to education (compared to 17% who attended courses unrelated to education) is of the implication that most of the teachers are motivated to experience vertical growth in their career path within the teaching profession while the converse reflects an intent to turnover to fields outside the teaching profession. According to McClelland (2011) professionals' motives often would find quite different behavioural outlets in different people because of the individual personality differences present in all individuals. Davies *et al.* (2011) and Fuller and Paton (2012) both describe the range of personal, social, political and cultural factors that combine to impact on adults' decisions on whether to seek higher education.

Existing research according to McGivney (2013) shows that motivation for higher education seeking behaviour also vary according to age and gender. An example relating to participation in education indicates that younger adults and men learn mostly for employment related reasons, while older adults and women learn more for personal satisfaction, self-development, leisure purposes and family or role transitions (Edwards et al., 1993). Smith (2010) also traces the complexity of adult higher education decision-making and cautions against making easy. However, other studies have highlighted the importance of career and personal development to adult

learners' engagement with higher education (Davies *et al.*, 2011; Pollard, 2010). Arthur *et al.* (2012) explored the motivation around post-graduate professional development for teachers. Motivations included both personal factors around career development and interest as well as more organisational factors such as need to qualify to play a particular role within an organisation. The study sought to find out the reasons why teachers pursued various additional courses, which are listed in Table 4.15.

Table 4.15: Reasons for teachers pursuing additional courses

Reasons	**Gender**	**Yes**		**No**		**Never attended any additional course**	
		f	**%**	**f**	**%**	**f**	**%**
Get a promotion	Male	30	5.0	183	30.7	87	14.6
	Female	20	3.3	145	24.3	131	22.0
	Total	**50**	**8.4**	**328**	**55.0**	**218**	**36.6**
Improve career	Male	75	12.6	138	23.2	87	14.6
effectiveness in teaching	Female	56	9.4	109	18.3	131	22.0
	Total	**131**	**22.0**	**247**	**41.4**	**218**	**36.6**
Change career from the	Male	51	8.6	162	27.2	87	14.6
teaching profession	Female	39	6.5	126	21.1	131	22.0
	Total	**90**	**15.1**	**288**	**48.3**	**218**	**36.6**
Increase my self-worth	Male	54	9.1	159	26.7	87	14.6
	Female	59	9.9	106	17.8	131	22.0
	Total	**113**	**19.0**	**265**	**44.5**	**218**	**36.6**
Increase my skills	Male	30	5.0	183	30.7	87	14.6
	Female	40	6.7	125	21.0	131	22.0
	Total	**70**	**11.7**	**308**	**51.7**	**218**	**36.6**

Table 4.15 shows that teachers pursued additional courses in order to get a promotion (8.4%) (Male = 35.7%; female = 32.6%), improve their effectiveness in teaching (22.0%) (Male = 35.8%; female = 27.7%), change career from the teaching profession (15.1%) (Male = 35.8%; female = 27.6%), increase their self-worth (19.0%) (Male = 26.8%; female = 27.7%), and increase their skills (11.7%) (Male = 35.7%; female = 27.7%).

The findings above show that male teachers were observed to affirm to a majority the options provided more than female teachers implying that male teachers are more passionate about getting promotion, improving their effectiveness in teaching, changing career from the teaching profession and increase their skills. This is supported by the study by Mellors-Bourne et al. (2013) which revealed that teachers who completed graduate work or obtained master's degree continued teaching longer than other teachers. This implies that the teachers were confident that opportunities for promotion were still available in the profession at higher levels of education.

The finding that teachers enrolled for post-graduate studies to improve their effectiveness in teaching (22%) so that they increase chances of promotion is in agreement with Coolahan (2013) who suggests that people, who have reached a professional plateau, may seek opportunities to renew their intellectual commitments through further study. Older teachers in the study engaged in professional development to validate their professional experience and they were conscious of the need to be familiar with newer trends and concepts in education as their younger colleagues evidently were. This concurs with a trend identified by Brookfield (2012)

who observes that external validation of learning by a certified professional educator is needed for it to be perceived as educationally valid in a changing workplace.

The finding is in tandem with Drudy (2014) who offers that postgraduate study is now becoming the norm, a trend which teachers in the profession for less than ten years displayed a keen awareness of. He observed that masters qualifications will become the norm within the teaching profession. Woods (2012) states that a career map is formed through observation of colleagues while Loberman and Tziner (2011) concur that this map is constructed from the peoples' own perceptions of the career performance of significant peers which is underpinned by values.

Masters degree is clearly valued in society and this concept along with the masters degree becoming the norm explains the emergent culture whereby teachers are pursuing masters in order to be on the same level as their colleagues, both in terms of qualifications and in terms of the perceived status in their working context. Kellaghan (2012) highlights this shift towards intellectual authority and points out that individuals are now realizing what research confirms that one's personal development, life chance, earnings, status and lifestyle are likely to be considerably enhanced by having a higher education qualification. Edwards et al. (2013) concur with these observations arguing that participation in education generally contributes to social mobility, providing a ladder of opportunities for some.

In order to determine the influence of career plateauing on teachers' decisions to pursue various Post-Graduate courses, Analysis of Variance (ANOVA) test was carried out with the nature of courses attended as the grouping variable. The results are as presented in Tables 4.16 and 4.17.

Table 4.16: Career plateauing across nature of courses attended

Career plateauing	Nature of course	N	Mean	Std. Deviation
Structural plateauing	Teaching-related course	278	26.63	4.463
	Course unrelated to teaching	100	27.45	4.425
	Not attended any course	218	27.66	4.348
	Total	**596**	**27.14**	**4.434**
Job content plateauing	Teaching-related course	278	33.69	3.774
	Course unrelated to teaching	100	33.30	3.805
	Not attended any course	218	33.23	4.112
	Total	**596**	**33.46**	**3.906**
Overall career plateauing	Teaching-related course	278	60.33	6.930
	Course unrelated to teaching	100	60.75	6.670
	Not attended any course	218	60.89	7.202
	Total	**596**	**60.60**	**6.982**

Table 4.17: ANOVA results for Career plateauing across nature of courses attended

		Sum of Squares	df	Mean Square	F	Sig.
Structural plateauing	Between Groups	139.068	2	69.534		
	Within Groups	11560.523	593	19.495	3.567	.029*
	Total	11699.591	595			
Job content plateauing	Between Groups	29.408	2	14.704		
	Within Groups	9046.543	593	15.256	.964	.382
	Total	9075.951	595			
Overall career plateauing	Between Groups	40.661	2	20.331		
	Within Groups	28964.095	593	48.843	.416	.660
	Total	29004.757	595			

*Significant at the 0.05 level

Table 4.16 shows that for structural plateauing, teachers who had attended courses related to the teaching profession had lower mean scores than those who had attended courses not related to the teaching profession and those who had not attended any courses. For job content plateauing and overall career plateauing, the mean scores were found to be equal for all teachers, regardless of attendance of additional courses or not. As shown in Table 4.17 there was a significant difference (at $p>0.05$) in teachers' structural plateauing mean scores across nature of courses attended. Teachers who had attended courses related to the teaching profession had significantly lower mean scores than those who had attended courses not related to the teaching profession and those who had not attended any courses. This shows that teachers who attended courses related to the teaching profession were experiencing higher levels of structural plateauing than their counterparts who attended courses unrelated to the teaching profession and those who had not attended any courses.

The finding that there was a significant difference in teachers' structural plateauing mean scores across nature of courses attended implies that the teachers' aim of pursuing further studies was to improve their effectiveness and improve skill in order to qualify for promotions. This is supported by the study by the findings by Mellors-Bourne et al. (2013) which revealed that teachers who completed graduate work or obtained master's degree continued teaching longer than other undergraduate teachers. For job content plateauing and overall career plateauing, the study did not find any significant mean differences across the nature of courses attended. The lack of a significant difference between the job content plateaued teachers and nature of course attended can be interpreted to mean that those teachers' aim is to improve skills in order to qualify for other challenging

responsibilities within the profession or in other fields. These are the teachers who may join the Ministry of Education, as quality assurance officers or education Officers. To such teachers any additional courses shall meet their objective.

As an alternative to the courses attended with a view to address career plateauing, Rotondo and Perrewe (2000) offer that 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, professionally. Sharti and Withane (2004) point out that other areas of assignment in school 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. In this study, this is reflected in the finding that 82.5% of the teachers were of the view that their job responsibilities had increased significantly in the course of their teaching career.

4.8 Career Plateauing as a Predictor of Turnover Intentions and Decisions to Pursue Post-Graduate Courses

The fifth research objective was to find out whether the structural or job content type of career plateau predicts turnover intentions and teachers' decisions to pursue

various Post-Graduate courses. In order to address this research objective, the following linear regression model was used.

$$Y_j = a_1X_1 + a_2X_2 + c \; ; \; Y_k = a_1X_1 + a_2X_2 + c$$

Where:

Y_j = Turnover intentions

Y_k = Teacher's decision to pursue post-graduate courses

X_1 = Structural plateauing

X_2 = Job content plateauing

c = Constant; and

$a_{1...}a_2$ = Regression coefficients

Table 4.18 shows the regression model summary.

Table 4.18: Regression model summary

Model (dependent variables)	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
Turnover intentions	.509	.260	.257	5.039
Attendance of further training	.123	.015	.012	.479

Independent variables: Structural plateauing, job content plateauing

Table 4.18 shows that for turnover intentions, an R-Square value of 0.26 was obtained, meaning the independent variables (structural and job content plateauing) explained 26% of the variance in turnover intentions. Further decisions to pursue post-graduate studies, an R-Square value of 0.015 was obtained, which shows that structural and job content plateauing explained 1.5% of the variation in decisions to pursue further studies. Table 4.19 shows the regression coefficients for the two models.

Table 4.19: Regression coefficients

Model (dependent variables)	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	**Std. Error**	Beta		
Turnover intentions	(Constant)	-0.223	1.883		-.118	.906
	Structural plateauing	0.07521	.051	.057	1.480	.139
	Job content plateauing	0.724	.058	.484	12.558	.000
		B	**Std. Error**	**Beta**	**t**	**Sig.**
Attendance of further training	(Constant)	1.386	.179			
	Structural plateauing	0.01364	.005	.125	2.823	.005
	Job content plateauing	-0.01168	.005	-.095	-2.129	.034

Independent variables: Structural plateauing, job content plateauing

Table 4.19 shows that the prediction equation for turnover intentions (Y_j) becomes:

$Y_j =$ 0.075 [structural plateauing] + 0.724 [job content plateauing] – 0.223

This means that turnover intentions is predicted to increase 0.075 when structural plateauing goes up by one and increase 0.724 when job content plateauing goes up by one. The table further shows that only job content plateauing was predicting turnover intentions significantly at $p<0.05$. This implies that job content plateauing predicts turnover of teachers. Table 4.19 also shows that the prediction equation for attendance of further training (Y_k) becomes:

$Y_k =$ 0.014 [structural plateauing] - 0.012 [job content plateauing] + 1.386

Decisions to pursue post-graduate studies is expected to increase 0.014 when structural plateauing rises by one and decrease by 0.012 when job content plateauing

goes up by one. Both structural and job content plateauing were found to predict decisions to pursue post-graduate studies significantly at $p<0.05$, meaning that when teachers experience any or both types of career plateauing, it is envisaged that teachers will respond by enrolling for post graduate studies as one of the ways of addressing plateauing.

The finding that career plateauing predicted turnover intentions is in agreement with Burke and Mikkelsen (2006) who regressed 3 types of career plateauing; structural, content and life plateaus against and turnover intentions and found a positive and significant relationship between the three types of career plateauing and turnover intentions. Similarly, in a study on career plateauing and work attitudes and the moderating effects of mentoring with Nigerian teachers, Salami (2010) established a positive relationship between career plateauing and turnover intentions. Job content plateauing was positively related to turnover intentions ($r=.32$, $p<.05$). Similarly Hierarchical Plateauing was positively related to turnover intentions ($r=.27$, $p<.05$). Further, that career plateauing was positively related to turnover intentions, was consistent with the work of previous researchers who reported similar findings within the teaching profession context (Heilman, Holt & Rilovick, 2008).

That career plateauing predicted turnover intentions is also in agreement with Halbesleben and Buckley (2014) and Cordes, Dougherty and Blum (2016) who found that a common consequence of plateauing in the teaching profession is burnout, which involves emotional exhaustion, depersonalization (a negative, callous or excessively detached response to learners and fellow staff), diminished personal accomplishment and consequently a need to upgrade one's skill in order to

move to either a more rewarding position or a better organization. Atteberry et al. (2013)'s work also suggests that a key area of concern for potential postgraduates is how postgraduate study will fit with, and enhance, their working lives.

Other work by Stuart *et al*. (2013) and Donaldson and McNicholas (2014) also finds that career plays a central motivating factor for students to seek out postgraduate programmes. Similarly, other previous studies including Allen et al. (1999), Burke and Mikkelsen (2006), Lee (2003) and McCleese and Eby (2006) found that there is considerable evidence to indicate that plateauing leads to unfavorable outcomes, such as lower levels of job satisfaction, organizational commitment, and job performance and a significant remedy is cross-training employees and offering professional courses with a view to either redesign their jobs for more enrichment or practice job rotation among staff.

4.9 Differences in Career Plateauing, Turnover Intentions and Decisions to Pursue Post-Graduate Courses across Demographic Variables

The sixth research objective was to find out how teachers' career plateauing, turnover intentions and decisions to pursue various Post-Graduate courses differ across gender, age and teaching experience. The results for this objective are presented below for each demographic variable.

4.9.1 Differences in Career Plateauing across Demographic Variables

The Analysis of Variance was used to find out whether levels of career plateauing differed significantly across gender, age and teaching experience. Table 4.20 shows the results of the analysis.

Table 4.20: ANOVA results for career plateauing across demographic variables

Career					**Anova statistics**	
plateauing	**Gender**	**N**	**Mean**	**Std. Dev.**	**F**	**Sig.**
Structural	Male	300	27.19	4.314		
plateauing	Female	296	27.09	4.560	0.074	0.786
	Total	**596**	**27.14**	**4.434**		
Job Content	Male	300	33.45	3.954		
plateauing	Female	296	33.46	3.863	0.001	0.976
	Total	**596**	**33.46**	**3.906**		
	Age	**N**	**Mean**	**Std. Dev.**	**F**	**Sig.**
Structural	Below 35 yrs	222	28.18	4.370		
plateauing	35-39 yrs	135	26.59	4.901		
	50-55 yrs	166	26.55	3.980	6.603	.000*
	Above 55 yrs	73	26.37	4.198		
	Total	**596**	**27.14**	**4.434**		
Job content	Below 35 yrs	222	33.53	4.003		
plateauing	35-39 yrs	135	33.07	4.194		
	50-55 yrs	166	33.69	3.584	0.663	0.575
	Above 55 yrs	73	33.41	3.778		
	Total	**596**	**33.46**	**3.906**		
	Teaching experience	**N**	**Mean**	**Std. Dev.**	**F**	**Sig.**
Structural	Under 10 yrs	281	27.85	4.722		
plateauing	10-19 yrs	125	26.92	4.382		
	20-29 yrs	158	26.16	3.569	5.253	0.001*
	Over 30 yrs	32	26.69	4.993		
	Total	**596**	**27.14**	**4.434**		
Job content	Under 10 yrs	281	33.41	4.129		
plateauing	10-19 yrs	125	33.38	4.045		
	20-29 yrs	158	33.51	3.391	0.199	.0897
	Over 30 yrs	32	33.94	3.843		
	Total	**596**	**33.46**	**3.906**		

*Significant at $p>0.05$ level

The results presented in Table 4.20 show that there was a significant difference in structural plateauing (F=6.603, *p*>0.05) across age. As shown in the table, the lower the age of the teachers the higher the structural plateauing mean scores. This implies older teachers expressed higher levels of structural plateauing than their younger counterparts. Table 4.20 also shows that there was a significant difference in structural plateauing (F=5.253, p>0.05) across teaching experience. Just like with age, the results showed that the lower the number of years spent in teaching, the higher the levels of structural plateauing expressed by teachers.

Gender was found to have no significant influence on career plateauing, while job content plateauing did not differ significantly across any of the demographic variables. The study by Baoguo and Mian (2015) established that career plateau is not determined or affected by gender, age, education levels or seniority but there is significant effect on job tenure and career path. This supports the findings on variable on gender but contrasts in age variable. The teachers who are newly recruited and are young in the profession focus more on being integrated in teaching and developing themselves to meet the basic requirements for promotion unlike their counterparts who may be advanced in age and have long experience. It is imperative that the aged and experienced teachers hold administrative positions with less teaching obligations and provide leadership and mentorship to the newly recruited and the young teachers.

The finding that job content plateauing did not differ across demographic variables (gender, age, teaching experience) is in agreement with Riddell (2013) who found that the positions that employees at a technical college occupy are the best predictors

of whether or not plateauing will be present and that age, gender, and years in job were irrelevant for these respondents. Similarly, the study findings also agree with McCleese and Eby (2006) who found that the higher levels of both structural and content plateauing found among support staff are related to the nature of the positions such individuals occupy and not their gender, age or work experience. Further, Lee (2003)'s multivariate analysis demonstrated no significant relationships between age, gender, and marital status and the degree of plateauing experienced by the respondents. Similarly, the number of years served in the job did not impact the degree of plateauing in this sample. The teacher employer has an obligation of designing a succession managed program that ensures the aged and most experienced take up responsibilities and higher positions when vacancies are available while the young teachers are mentored towards taking leadership positions at the appropriate time in their career.

4.9.2 Differences in Turnover Intentions across Demographic Variables

Analysis of Variance was used to find out whether teachers' levels of turnover intentions differed significantly across gender, age and teaching experience. Table 4.21 presents the results of the analysis.

Table 4.21: ANOVA results for turnover intentions across demographic variables

Gender	**N**	**Mean**	**Std. Dev.**	**Anova Statistics**	
				F	**Sig.**
Male	300	25.84	5.840		
Female	296	26.28	5.854	0.871	0.351
Total	596	26.06	5.846		
Age	**N**	**Mean**	**Std. Dev.**	**F**	**Sig.**
Below 35 years	222	25.09	5.250		
35-39 years	135	25.59	6.261		
50-55 years	166	27.26	5.734	5.605	0.001*
Above 55 years	73	27.14	6.458		
Total	596	26.06	5.846		
Teaching experience	**N**	**Mean**	**Std. Dev.**	**F**	**Sig.**
Below 10 years	281	25.31	5.692		
10-19 years	125	24.94	5.586		
20-29 years	158	27.49	5.962	11.369	0.000*
Over 30 years	32	29.91	4.775		
Total	**596**	**26.06**	**5.846**		

*Significant at $p>0.05$ level

The results in Table 4.21 show that gender is not a significant predictor of turnover intentions (F=5.605, $p>0.05$). There was however a significant difference (F=5.605, $p<0.05$) in turnover intentions across age of the teachers. The results show that the lower the age of the teachers the higher the turnover intentions mean scores. This finding implies that the older the teachers the lower their turnover intentions and vice versa. A similar finding was established for teaching experience, where significant differences (F=11.369, p>0.05) were found in turnover intentions across years of teaching experience.

The finding that gender was not a significant predictor of turnover intentions is in concordance with Locklear (2010), whose study showed that gender and year of study were not found to be predictors of teacher turnover. The finding is also in agreement with a study conducted by Salahudin, Abdullah and Hitam (2007) assessed the relationships among personal characteristics, occupational stress and turnover intentions among school teachers in Negeri Sembilan, Malaysia. This study revealed that statistically no significant differences existed in the overall turnover intention of respondents when grouped by gender. Teachers who had taught for fewer years expressed higher turnover intentions than their counterparts who had stayed longer in the teaching profession. This is consistent with previous research findings showing that teachers are more likely to exit the profession in the early or late stages of their career (Ingersoll & Merrill, 2010; Guarino et al., 2006). This could be explained by the fact that work experience has been shown to be a significant predictor of job satisfaction, increasing with teaching experience (Liu & Ramsey, 2008; Menon & Athanasoula-Reppa, 2011). Gender was found to have no significant influence on turnover intentions of teachers. This is consistent with the finding by Locklear (2010) and Salahudin, Abdullah and Hitam (2007) that gender is not a significant predictor of teacher turnover.

The above findings further agree with Ajayi and Olatunji (2017) who found that teachers in this 36–45 age group are not likely to quit easily: other commitments they have outside their jobs will be disrupted if they quit, and quitting is probably not a good option for them at this stage because the consequences are significant. Results show respondents in this age group think they are unlikely to find new jobs if they quit. If they find new jobs, the benefits are unlikely to be the same as they

earn currently. Even if that is not the case, they still feel it is inappropriate for them to quit because the organisation deserves their loyalty in the long run; they are committed to the people they work with and those who have helped them improve their experiences in that organisation.

In contrast, those aged 46–55 years are attached emotionally to the organisations they work for. They also do not think the organisations they work for deserve their loyalty (in the short run), and are not proud to tell others they work in the organisations. They are willing to quit now, and are positive about finding other opportunities if they quit now. However, those aged less than 35 years think otherwise: that the organisations they work for deserve their loyalty (in the short run) – the pattern of their commitment to their organisations is the same as those who are aged more than 55 years. It is incumbent on teacher manager to develop a well defined career progression that motivates the young teachers and less experienced teachers to remain in the teaching profession while motivating the old and experienced across gender to remain in the profession through added responsibilities and promotions.

4.9.3 Decisions to Pursue Further Studies and Demographic Variables

Chi-square test was employed to find out whether there are relationships between teachers' decisions to pursue post-graduate studies and gender, age and teaching experience. The results of this analysis are as shown in Table 4.22.

Table 4.22: Decisions to pursue further studies across demographic variables

Demographic variables		Attendance of post-graduate courses				Chi-square statistics
		Education related course	**Course unrelated education**	**Not toattended any course**	**Total**	
Gender	Male	157	56	87	300	$\chi^2 = 14.956$
	Female	121	44	131	296	df = 2
	Total	**278**	**100**	**218**	**596**	Sig. = 0.001*
Age	Below 35 yrs	66	47	109	222	
	35-39 years	71	19	45	135	$\chi^2 = 46.551$
	50-55 years	92	23	51	166	df = 6
	Above 55 yrs	49	11	13	73	Sig. = 0.000*
	Total	**278**	**100**	**218**	**596**	
Teaching experience	Under 10 years	90	58	133	281	
	10-19 years	63	17	45	125	$\chi^2 = 58.593$
	20-29 years	105	24	29	158	df = 6
	Over 30 years	20	1	11	32	Sig. = 0.000*
	Total	**278**	**100**	**218**	**596**	

*Significant at $p>0.05$ level

The chi-square test results presented in Table 4.22 show that there was a difference between gender and teachers' attendance of post-graduate courses. The study shows that there were significantly more males than females who had pursued post-graduate courses, both those related and those unrelated to education. The table also shows that there was a significant difference between age and attendance of post-graduate studies. The findings show that the older the teachers the more likely that they had pursued post-graduate courses. The table further shows that there was a significant difference between teaching experience and attendance of post-graduate

courses. It was established that the more the teaching experience of teachers, the more likely were they to have pursued post-graduate studies.

The findings that age, gender and teaching experience significantly influenced teachers' decisions to pursue further education agree with Evans and Olumide-Aluko (2010) who report that age, gender, experience and socio-economic circumstances among individual teachers positively and significantly determine whether they will consider and apply for postgraduate learning. Further, the findings above concur with findings by Helm (2013) who found that age of teachers significantly determined whether or not they would return for post-graduate education. It was found that very few prospective returners were aged 25 or under, whereas this age group accounts for almost half of all postgraduate students. The age profile was particularly distinct in the upper age ranges, with 20% of prospective returners in their forties and a further 20% in their fifties.

The finding that demographic variables influenced teachers' decisions to pursue further studies is also consistent with Amah (2009) who found consistent evidence to suggest that a majority of those teachers who have worked for over 10 years have improved themselves continually by acquiring new qualifications perhaps for the purposes of self-improvement or for promotion or for self-fulfilment or to obtain advantages for better career opportunities. Consistent with the finding of Amah (2009), Adewoyin (2012) and Robinson (2011) also revealed significant correlation between age and work experience and teachers' pursuance of postgraduate training, particularly those age above 30 years and no significant association between gender and pursuance of postgraduate training.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions and recommendations based on the study findings. The chapter also presents areas for further research.

5.2 Summary of the Study

The main goal of the study was to determine the relationships among career plateauing, turnover intentions and teachers' decisions to pursue post-graduate studies. The specific objectives of the study were to; (i) determine types and levels of career plateauing experienced by secondary school teachers of public schools in Kenya,(ii) establish the proportion of teachers with turnover intentions in public schools in Kenya (iii) establish the relationship between career plateauing and turnover intentions among secondary schools teachers, (iv) determine the relationship between career plateauing and teachers' decisions to pursue various Post-Graduate courses, (v) find out whether the structural and job content type of career plateau predicts turnover intentions and teachers' decisions to pursue various Post-Graduate courses and (vi) to determine whether there are significant differences in career plateauing, intentions of turnover and teachers' decisions to pursue various Post-Graduate courses across: gender, age and academic qualifications. The study was based on Managerial Careers Model by Ference, Stoner and Warren (1977). The study employed descriptive survey research design targeting all the teachers teaching in the public secondary schools in Nyandarua and Murang'a Counties. The following is the summary of the study findings.

5.2.1 Types and Levels of Career Plateauing Experienced by Teachers

Majority of the respondents expressed high levels of agreement with items that suggest absence of structural plateauing, and low levels of agreement with those statements that suggest presence of structural plateauing .The study established secondary school teachers experienced structural plateau but it was experienced by the minority. This clearly indicates that most of the teachers had expectations of upward mobility in form of promotion to higher grades in the career. The gender differential results however show that male teachers are more optimistic about advancing through promotions in their careers as compared to their male counterparts hence the males had low levels of structural plateau compared to female counterparts.

With regard to teachers' feelings on the job content plateauing, the study found out that most of the teachers agreed with those items denoting absence of job content plateauing while disagreeing with items denoting presence of job content plateauing. The study established that teachers experienced job content plateauing but experienced by the minority. This is an indication that most of the teachers in the study felt they had responsibilities in the career that were challenging and which occupied them hence they were not experiencing job content plateauing. The levels of agreement and disagreement was distributed evenly between the male and female teachers, implying that both gender overall agree with the low levels of job content plateauing across their respective stations.

5.2.2 Proportion of teachers with turnover intentions

The study revealed that teachers across the gender divide were almost equally divided between turnover intentions and no turn over intentions. With regards to age and experience, the older teachers and those who had stayed in the teaching profession longer had low turnover intentions compared to the younger and less experienced teachers.

5.2.3 Relationship between Career Plateauing and Turnover Intentions

The study found out that there were significant positive correlations between turnover intentions and structural career plateauing, job content plateauing and overall career plateauing. This means that high levels of career plateauing produced high turnover intentions. The teachers who experienced career plateau to a high extent contemplated leaving the profession may be for a change of routine work or for promotion.

5.2.4 Relationship between Career Plateauing and Teachers' Decisions to Pursue Post-Graduate Courses

There was a significant relationship between structural plateauing and nature of courses attended by the teachers with marginal differences in responses by gender. Teachers who had attended courses related to the teaching profession like masters degree in their teaching subjects had significantly lower structural plateauing mean scores than those who had attended courses not related to the teaching profession like masters in business administration. Similarly teachers who attended courses related to teaching had lower structural mean score those who had not attended any courses. This shows that teachers who attended courses related to the teaching

profession may have stagnated at same levels without promotions therefore were experiencing higher levels of structural plateauing than their counterparts who attended courses unrelated to the teaching profession and those who had not attended any courses. For job content plateauing and overall career plateauing, the study did not find any significant relationship across the nature of courses attended.

5.2.5 Career Plateauing as a Predictor of Turnover Intentions and Decisions to Pursue Post-Graduate Courses

In relation to this objective, regression analysis revealed that for turnover intentions, both structural and job content plateauing explained 26.0% of the variation in turnover intentions. It further emerged that only job content plateauing was predicting turnover intentions significantly. On the other hand, for teachers' decisions to pursue post-graduate studies, structural and job content plateauing were significant determinants of teachers' decisions to pursue further studies. It also emerged that the two types of career plateauing were found to predict decisions to pursue post-graduate studies significantly (p>0.05). This means that a change in career plateauing would predict a corresponding change in teachers' decision to pursue further studies.

5.2.6 Differences in Career Plateauing, Turnover Intentions and Decisions to Pursue Post-Graduate Courses across Demographic Variables

5.2.6.1 Differences in Career Plateauing across Demographic Variables

There was a significant difference in structural plateauing across age (F=6.603, p>0.05) and teaching experience (F=5.253, p>0.05) of the teachers. In particular, the study established that older teachers expressed higher levels of structural plateauing

than their younger counterparts. In addition, the results showed that the more the number of years spent in teaching, the higher the levels of structural plateauing expressed by teachers. Gender was found to have no significant influence on career plateauing, while job content plateauing did not differ significantly across any of the demographic variables.

5.2.6.2 Differences in Turnover Intentions across Demographic Variables

There was a significant difference in turnover intentions across age ($F=5.605$, $p>0.05$) and teaching experience ($F=11.369$, $p>0.05$) of the teachers. The results show that the lower the age of the teachers the higher the turnover intentions. This finding implies that the older the teachers the lower their turnover intentions and vice versa. More so, teachers who had taught for fewer years expressed higher turnover intentions than their counterparts who had stayed longer in the teaching profession. Gender was found to have no significant influence on turnover intentions of teachers. The job should be made interesting to the young teachers in order to deal with turnover intentions.

5.2.6.3 Decisions to Pursue Further Studies across Demographic Variables

In relation to gender, chi-square test results revealed that there were significantly more males than females who had pursued post-graduate courses, both those related and those unrelated to education. In terms of age, it was also established that there was a significant relationship between age and attendance of post-graduate studies. This implies that the older the teachers were more likely to have pursued post-graduate courses. With regard to work experience, results of the analysis showed that there was a significant association between teaching experience and attendance

of post-graduate courses. It was established that the more the teaching experience of teachers, the more likely were they to have pursued or were pursuing post-graduate studies.

5.3 Conclusions

Based on the above findings, the study concludes that majority of the teachers of either gender were not experiencing both structural and job content career plateauing. Teacher across the gender divide were equally divided between turn over and no turnover. There were significant positive correlation between turnover intentions and career plateauing. High levels of career plateauing produced high turnover intentions. Teachers who experienced high levels of career plateau contemplated leaving the profession. There was a significant relationship between structural plateauing and the nature of courses attended with marginal differences in responses by gender. Teachers who attended courses related to teaching profession were experiencing high level of structural plateau than the counterpart who attended courses unrelated to the profession. There was no significant relationship between job content plateauing and nature of courses attended.

Job content plateauing was a predictor of teachers' turnover intentions. Turnover intentions were increased when teachers experienced job content plateau. Both structural plateauing and job content career plateauing were significant predictors of teachers' decisions to pursue post-graduate studies. When teachers' experienced structural, job content or both types of plateau, they are likely to respond by enrolling for post graduate studies as one way of addressing plateauing.

There was a positive relationship in structural plateauing across age and teaching experience of the teachers in that old teachers and those with long experience in teaching were found to have high levels of structural plateauing. Gender has no significant influence on career plateauing. Implying career plateau is not determined or affected by gender. Gender was also found to have no significant influence on turnover intentions. Both female teachers and male teachers did indicate differences in responses on intentions to exit the profession. Job content plateauing did not differ significantly across any of the demographic variables. There was a significant difference in turnover intentions across age and teaching experience of the teachers. The older teachers and those with high teaching experience had lower turnover intentions than the young and less experienced. Gender and teaching experience of the teachers had a significant influence on teachers' attendance of post-graduate courses. More males pursued post graduate studies than females, and teachers of higher experience were found have pursued or were pursuing post graduate studies.

5.4 Recommendations of the Study

Arising from the study findings, the following recommendations were made,

i. The Teachers Service Commission should develop a clear road map for career advancement of the teachers to reduce career plateauing.

ii. The Ministry of Education should improve working conditions of teachers by providing all the necessary tools for their job and employ job enrichment to make the teaching profession more interesting. This would make teachers feel highly interested in their work hence improving their effectiveness in work performance and reduce turnover.

iii. The Teachers Service Commission should develop a mentorship program where the old and more experienced teachers act as models and mentors to the young and new teachers in the profession to empower and motivate them to remain in the profession.

iv. The Teachers Service Commission in collaboration with the ministry of education should design a skills upgrade for teachers through capacity development programmes which should be a requirement for those joining the profession and which should form a basis for promotion.

v. The Teachers Service Commission in collaboration with the ministry of education should introduce scholarship programs that should give due consideration to female teachers who the study revealed that they were significantly less than the male teachers who pursued post graduate studies.

5.5 Areas for Further Research

i. The study could be replicated in other counties in Kenya to find out whether the same findings would be obtained, in order to establish whether career plateauing, turnover intentions and decisions to pursue further studies manifest the same among secondary school teachers across the country.

ii. Similar studies could be conducted among primary schools teachers to establish whether similar characteristics manifest.

iii. Related studies could be conducted to find out the impact of career plateauing on other variables like teacher productivity, job satisfaction among others.

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APPENDICES

APPENDIX A

TEACHERS' QUESTIONNAIRE

Introduction

This questionnaire is designed to gather information on the relationships among career plateauing, turnover intentions and teacher decisions to pursue post-graduate studies. The information is only for academic purposes, so be rest assured that your answers will be taken in confidence. Your name should not appear anywhere in the paper. Please indicate the correct options by putting a tick (√) on only one option in each item in the questionnaire. You are kindly requested to respond to all the items.

Section I: Demographic Information

1. Indicate your gender.

   Male [ ]

   Female [ ]

2. How old are you?

   Below 35 years [ ]

   Between 35 – 49 [ ]

   Between 50 – 55 [ ]

   Above 55 [ ]

3. How many years have you been a teacher?

   No more than 10 years [ ]

   From 10 – 19 years [ ]

   From 20 – 29 years [ ]

   Over 30 years [ ]

4. What are your highest academic qualifications?

   PhD [ ]

   M. Ed [ ]

   M.A [ ]

   B. Ed [ ]

BA/BSC with PGDE [ ]

Any other (Specify).....

Section II: Career Plateauing

1. How many years have you have been in your current grade level?..... Years

2. Indicate how long has it been since you had a promotion?..... Years

3. Have you changed a career, job or position of responsibility in the past 3 years?

   Yes [ ]

   No [ ]

4. The table below contains statements regarding feelings on the types of career plateauing. Kindly state the extent to which you experience these feelings by inserting tick (√) in the appropriate column. Use the key below in your responses:

VGE – Very Great Extent GE – Great Extent SE – Small Extent NE – No Extent

Structural (Hierarchical)	**VGE**	**GE**	**SE**	**NE**
1. I have had a chance to learn and grow in my current job as a teacher				
2. My job responsibilities have increased significantly				
3. I have an expectations of advancing to a higher levels in teaching career in the near future				
4. Chances for upward mobility are limited in my teaching career				
5. I expect frequent promotions in the future				
6. Am at a point in my career where I don't expect to further promotions				
7. Am not likely to get ahead in my career.				
8. My duties in school gives me an opportunity to come into contact with my supervisors who can recommend for my future advancement.				

9. Am not likely to be assigned responsibilities that gives me a higher title in my school.				
Job Content	**VGE**	**GE**	**SE**	**NE**
10. I expect constant challenges in my job				
11. Tasks and activities in my job are routine for me				
12. In my job am required to continually use my abilities and knowledge				
13. I persist with enthusiasm in completing my work				
14. I often voluntarily assist in tasks which are not in my job description				
15. I am satisfied with my job as a teacher				
16. I display dedication on the job				
17. I get job satisfaction and accomplishment in my job				
18. There is nothing exciting anymore about this job				
19. This job is too hard for me				
20. My qualifications surpass my input at work, which makes me feel that I am underutilized in the teaching profession				

Section III: Turnover Intentions

1. How long would you like to stay in the teaching profession?

   Less than 6 months [ ]

   6 – 12 months [ ]

   1 – 2 years [ ]

   3 – 5 years [ ]

   More than 5 years [ ]

   Until retirement [ ]

2. Given a choice, would you continue working as a teacher?

   Not likely [ ]

Somewhat likely [ ]

Very likely [ ]

3. Would you return to teaching work if you had a chance to leave it for a while?

   Not likely [ ]

   Somewhat likely [ ]

   Very likely [ ]

4. The reasons for which you would consider change of job is/are to:

   Do a challenging job [ ]

   Achieve career objectives [ ]

   Change of career direction [ ]

   Improve living standards [ ]

   Others (Please specify) .....

5. If you were offered a career in another organization, how likely is it that you would accept it?

   Not likely [ ]

   Somewhat likely [ ]

   Extremely likely [ ]

6. The table below contains statements regarding turnover intentions. Kindly state whether you agree or disagree with these statements by inserting a tick (√) in the appropriate column. Use the key below in your responses:

SA – Strongly Agree A – Agree D – Disagree SD – Strongly Disagree

Statement	**SA**	**A**	**D**	**SD**
1. I often think of leaving teaching job				
2. Given an opportunity to choose again, I would not work for this organization				
3. I have very strong attachment with teaching job which would be very difficult to break				
4. Most of my interests are centered around my job so I would not want to change careers				
5. I plan work in classroom teaching school for as long as possible				
6. Under no circumstances will I volunteer to leave teaching job				
7. I have already talked to my friends and relatives about leaving this job				
8. I have already began my search for a new job since I do not like this job anymore				
9. I feel a sense of loyalty to my job and I do not like it when others speak ill of it				
10. I would accept any kind of assignment as long as I keep being a teacher				

Section IV: Decisions to Pursue Post-graduate Studies

1. Have you ever attended any additional course apart from your initial education/ training you took to become a teacher?

   Yes [ ]

   No [ ]

2. If yes, which courses have you pursued?

   Masters in education management [ ]

   Masters in planning policy [ ]

   Masters in guidance and counselling [ ]

   Masters related to my teaching subject [ ]

   Masters in a course unrelated to education [ ]

   PhD [ ]

   Others (**Specify**) .....

3. Please indicate the status of the course.

   Completed [ ]

   In progress [ ]

4. Why did you decide to pursue the course? In order to:

   Get a promotion [ ]

   Improve my effectiveness in teaching [ ]

   Change career from the teaching profession [ ]

   Increase my self-worth [ ]

   Increase my skills [ ]

   Others (**Specify**) .....

5. If you have NEVER pursued any course since you became a teacher, do you have any intention to pursue any other course?

   Yes [ ] No [ ]

6. If your answer to the above question is YES, which course would you pursue?

   Masters in education management [ ]
   Masters in planning policy [ ]
   Masters in guidance and counselling [ ]
   Masters related to my teaching subject [ ]
   Masters in a course unrelated to education [ ]
   PhD [ ]
   Others (**Specify**) .....

7. Please indicate when you intend to pursue the course

   Within the next 1 – 2 years [ ]
   Within the next 3 – 5 years [ ]
   Not within the next 5 years [ ]

8. How do you intend to pursue the study?

   School based/Institutional-Based Program (IBP) [ ]
   Full time basis [ ]

9. Indicate for what purpose you intend to undertake the study (whether for personal interest, as a job requirement, to advance your career, or any other purpose) .....

   .....

   .....

10. In your opinion, which strategies can be utilized by teachers and education officials to enrich job-content of teachers? .....

    .....

    .....

THANK YOU FOR PARTICIPATING

APPENDIX B

RESEARCH APPROVAL LETTER FROM KENYATTA UNIVERSITY

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

Internal Memo

FROM: Dean, Graduate School

DATE: 11th April, 2016

TO: Gaturu Mary Wangechi
C/o Educational Management Policy and
Curriculum Studies Dept.
Kenyatta University

REF: P97/28711/2013

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that Graduate School Board at its meeting of 30th March, 2016 approved your Research Proposal for the Ph.D. Degree Entitled, **"Relationship among Career Plateauing, Turnover Intentions and Secondary School Teachers' Pursuit of Post-Graduate Studies in Nyandarua and Murang'a Counties, Kenya".**

You may now proceed with your Data Collection, subject to clearance with Office of Ethical Clearance, Kenyatta University and Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

By copy of this letter, the registrar (Academic) is hereby requested to grant you Substantive registration for your Ph.D studies.

Thank you

EDWIN OBUNGU
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Educational Management Policy and Curriculum Studies Department.

Registrar Academic – Att: J. Likam

Supervisors:

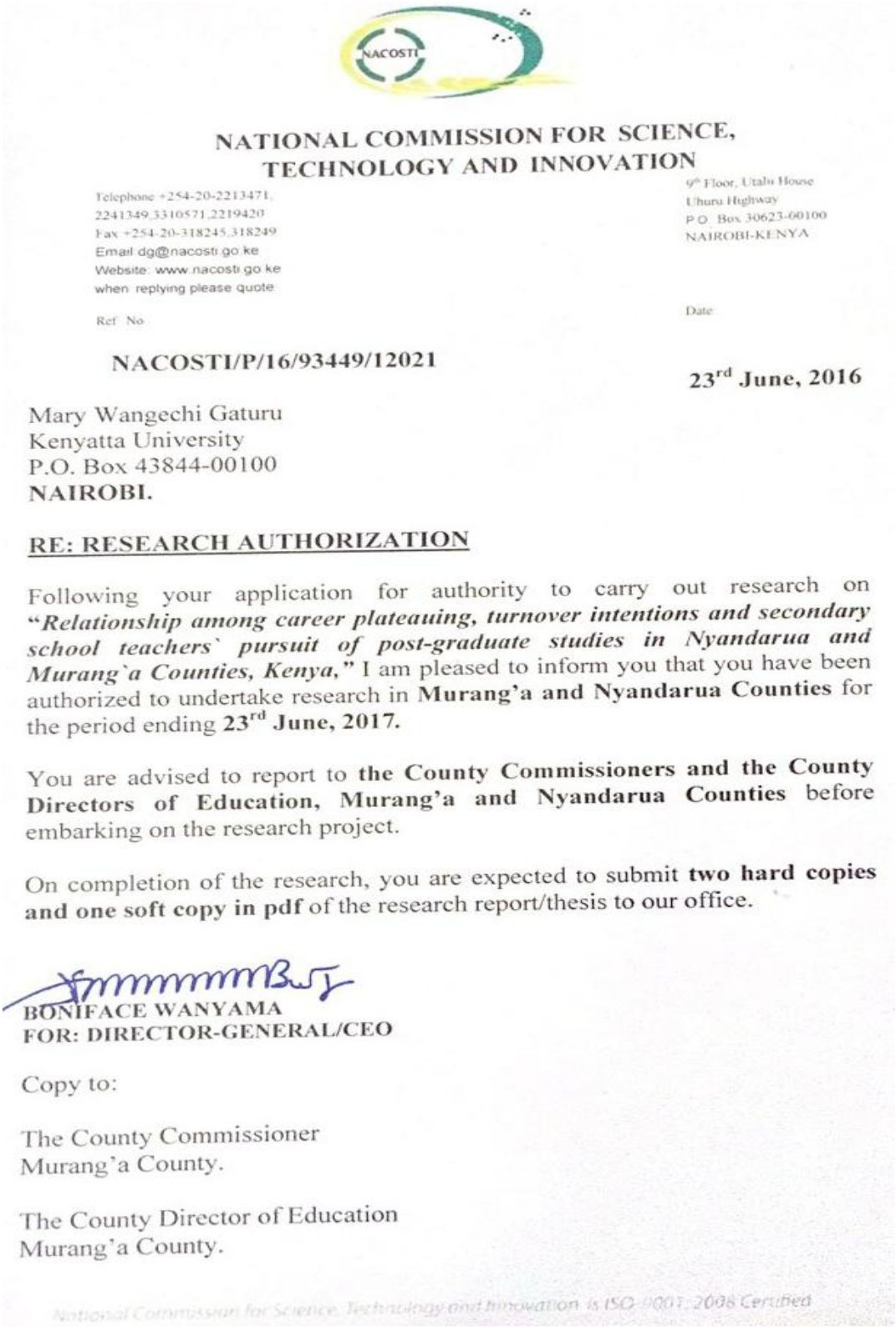
1. Dr. Felista Njuguna
   Department of Educational Management Policy and Curriculum Studies
   Kenyatta University

2. Dr. Norbert Ogeta
   Department of Educational Management Policy and Curriculum Studies
   Kenyatta University

EO/rwm

APPENDIX C

RESEARCH AUTHORIZATION LETTER FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No

NACOSTI/P/16/93449/12021

Date

23rd June, 2016

Mary Wangechi Gaturu
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Relationship among career plateauing, turnover intentions and secondary school teachers` pursuit of post-graduate studies in Nyandarua and Murang`a Counties, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Murang'a and Nyandarua Counties** for the period ending **23rd June, 2017.**

You are advised to report to **the County Commissioners and the County Directors of Education, Murang'a and Nyandarua Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Murang'a County.

The County Director of Education
Murang'a County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX D

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. MARY WANGECHI GATURU
of KENYATTA UNIVERSITY, 2338-10100
NYERI,has been permitted to conduct
research in *Muranga , Nyandarua*
Counties

on the topic: *RELATIONSHIP AMONG CAREER PLATEAUING, TURNOVER INTENTIONS AND SECONDARY SCHOOL TEACHERS` PURSUIT OF POST-GRADUATE STUDIES IN NYANDARUA AND MURANG`A COUNTIES, KENYA*

for the period ending:
23rd June,2017

Permit No : NACOSTI/P/16/93449/12021
Date Of Issue : 23rd June,2016
Fee Recieved :Ksh 2000

.....
Applicant's
Signature

.....
Director General
National Commission for Science,
Technology & Innovation