

Human Resource and Leadership Journal

(HRLJ)

**The Relationship between Career Advancement and Job
Satisfaction among Teachers in Selected Public Secondary
Schools in Igembe North, Kenya**

Josphat Mwiti, Mr. Abel Moguche and Dr. Nancy Rintari



**CARI
Journals**

The Relationship between Career Advancement and Job Satisfaction among Teachers in Selected Public Secondary Schools in Igembe North, Kenya

Josphat Mwiti

Post-graduate student: Kenya Methodist University, Nairobi, Kenya

Corresponding Author's E-Mail: mwitijosphat3@gmail.com

Mr. Abel Moguche

Lecturer, Kenya Methodist University (KEMU), Nairobi, Kenya

Dr. Nancy Rintari

Lecturer, Kenya Methodist University (KEMU), Nairobi, Kenya

ABSTRACT

Purpose: Job satisfaction is viewed as a catalyst of improving performance and commitment in a workplace. The rationale of the study was to establish the relationship between career advancement and job satisfaction relating to secondary school teachers confined in Igembe North sub-county. The independent variable career advancement was used in coming up with the specific objective of the study as well as formulating hypothesis. The relationship of this predictor variable with the dependent variable job satisfaction among teachers was statistically established. The study would be useful to the following interested parties; TSC, BOM and heads of public secondary schools and to scholars.

Methodology: The three theories which were relevant to the study were analysed to determine their relevance, strengths and weaknesses. They included equity, dual factor and hierarchy of needs theories of motivation. A descriptive survey design was applied as it was appropriate in obtaining quantitative data from the sampled respondents which was analysed quantitatively to describe the variables of the study. The study targeted 427 teachers who formed the total population of the study. Secondary schools were classified as boarding schools and day secondary schools in the sub-county through the application of a stratified technique of random sampling. A sample size equivalent to 129 teachers was selected representing thirty per cent of the target population. A five Likert scale closed-ended questionnaire was utilised to gather quantitative data from the selected teachers. To assess how the questionnaire was reliable and valid in accomplishing its intended task, seven teachers from Igembe South sub-county were selected for piloting purposes. This was achieved by applying a test and re-test technique. Cronbach's alpha coefficient of 0.794 was obtained which was above the recommended value of at least 0.7. Descriptive and inferential statistical tools were applied in analysing the data. Regression analysis was utilised to establish the extent to which the predictor variable influenced the response variable. For easier interpretation of the data, pie charts and tables of distributions were deemed appropriate.

Results: The study findings revealed that career advancement had a mean of 3.52 which moderately showed that the respondents agreed that it impacted positively on job satisfaction. Further, career advancement had $r = 0.8902$ indicating a strong positive correlation with job satisfaction. It had a beta coefficient of 0.4082 and a p-value of 0.0017. These statistical

results of the findings manifested clearly that the relationship between career advancement and job satisfaction was positive and significant.

Unique contribution to theory, policy and practice: Therefore, the study recommends that schools Board of Management and principals should continue organising and facilitating workshops and seminars in their schools to equip teachers with relevant skills in the areas of ICT integration, communication and management among others. The secondary school principals should increase monitoring their teachers' training gaps to expand their skill set. The Teachers' Service Commission (TSC) should liaise with the Ministry of Education on the way forward to offering free or subsidised training to teachers to widen their career paths. The study also recommends that non-monetary rewards such as workshops and seminars should be considered and incorporated in the rewarding systems adopted by public secondary schools.

Keywords: *Career advancement, Job satisfaction, Public secondary schools*

1.0 INTRODUCTION

Organizational rewards are in form of monetary and non-monetary rewards that employees receive from their employment (Malhotra, Budhwar & Prowse, 2007). Therefore, reward management is an essential component in organisation management in helping the organisation to accomplish vital objectives within the stipulated time frame (Hansen, Smith & Hansen 2002). Job satisfaction has been studied globally by many scholars due to its influence it has on workers' morale and productivity. Research done on job characteristics has disclosed that the nature of a job or the organizational characteristics determine job satisfaction (Jex, 2002). However, lack of job satisfaction makes employees have low morale and lack a sense of belonging to the organization as a result of poor pay, lack of promotions, strict supervision, unfavourable working conditions, and lack of job security (Sang, Brenda & Kiragu, 2018). Simatwa, (2011) defined job satisfaction as a function of all the individual needs that should be met in the workplace. According to Barasa and Kariuki (2020), job satisfaction is viewed as a catalyst of improving performance and commitment in a workplace.

Heywood, (2008) argues that workers' expectations in some countries like the United States, Korea, Germany, United Kingdom and Australia in their workplaces are almost similar; they desire to have good pay, favourable working environment, recognition and respect for their human rights although they have different individual needs. If job satisfaction is not given a sufficient weight it deserves, it can result in poor performance, (Fisher, McPail & Menghetti, 2010).

According to the research done in Malawi by Chimwenje (2003), it cited low job satisfaction to both primary school and secondary school teachers over working conditions and remuneration. There are also problems of job satisfaction in Nigeria where secondary school teachers are dissatisfied with how the Ministry of Education compensates them and their deplorable working conditions in their schools (Nwachukwa, 2006). Akiri and Ugborugbo, (2009) suggest that teachers' commitment in teaching determines the success and quality of education.

The education sector in Kenya according to Odhiambo (2010) should be re-aligned to the vision 2030 and the constitution 2010. Teachers in primary schools, secondary schools and

teachers training colleges are managed and remunerated by the T.S.C. The commission was initially established by an Act of parliament Cap 212 but it was made a constitutional commission in 2010 under article 243. Public secondary schools are owned and financed by the government and to some extent by local communities. The government capitation for each student in day secondary schools stands at ksh.10265 (Oyaro, 2008).

There are eleven sub-counties in Meru County: Tigania Central, Igembe North, Igembe Central, Tigania East, Igembe South, Imenti South, Imenti North, Tigania West, Buuri West, Buuri East and Imenti Central. Meru County has 395 secondary schools. There are thirty four public secondary schools in Igembe North, (MOEST, 2019).

Njoroge and Kwasira, (2015) contend that rewarding teachers fairly and equitably according to their academic qualifications and contributions is a motivational tool aimed at supporting the achievement of organisational set objectives through high performance.

1.2 Statement of the problem

Globally, many organisations have been competing to attract and retain competent human resources using various rewards available to them. Motivated employees are more productive and committed towards organisational goals than the ones who are less motivated, (Lotta, 2012).

There have been complaints over the behaviour of public secondary schools teachers during weekdays when they are supposed to be busy imparting knowledge to the students. Their negative attitude towards work is evidenced through lateness, absenteeism, sneaking out of school and trading during school days within the school compound (Gatere, 2015). The education sector in Kenya has experienced teachers strikes agitating for better salaries, promotion and generally improved working environment especially between the years 2012 to 2015 (Chumari et al. 2018). Teachers' dissatisfaction with their work caused by unsatisfactory rewards is evidenced through reviewing their CBA after every four years which commenced in 2017 (Sunday Nation newspaper, February 28, 2021).

Several empirical studies have been done on rewards in Kenya. Musambi and Juma (2020) in their study researched on how promotion impacts job satisfaction of workers in Kakamega county government. Kathika (2015) researched on the role of work-life balance on job satisfaction among workers in Makueni County.

Biswakarma, (2016) investigated the relationship between organisational career development and job satisfaction in Nepalese private banks. These studies were all done concentrating on county government employees and the banking sector with less or no emphasis on teachers' job satisfaction. Therefore, there exist several gaps that the study sought to bridge.

1.3 Research Objective

The specific objective of the study was to establish the effect of career advancement on job satisfaction among teachers in public secondary schools in Igembe North

1.4 Research Hypotheses

H₀: There is no significant relationship between career advancement and job satisfaction among teachers in selected public secondary schools in Igembe North Sub-county; Meru County.

1.5 Study Justification

Due to dynamics nature of teaching occupation, this study will be useful to many educational stakeholders such as TSC, BOM and heads of institutions in designing rewarding tools and mixing them in the right proportion to have positive impacts on teacher's performance.

1.6 Scope of the Study

The study targeted teachers in Igembe North. Only 129 secondary school teachers who were employed by TSC were considered for the purpose of the study. It was carried out between May to August 2021.

2.0 LITERATURE REVIEW

2.1 Theoretical Review

This study is guided by dual-factor theory which was formulated by Fredrick Herzberg in 1956. The theory proposes that people's job satisfaction depends on motivational and hygiene factors, (Riggo, 2014). According to Cole and Kelly (2011), the determinants of job satisfaction are classified into two factors: hygiene and motivators.

The intrinsic factors are motivators that make employees satisfied when present and are inherent in the work they do which includes achievement, responsibility, advancement and personal growth (Levy, 2013; Stanley, 2012). The presence of motivators is associated with the increases in job satisfaction (Hansen, Smith & Hansen, 2002). In contrast, job dissatisfaction is associated with extrinsic rewards like poor pay, unfavourable policies, job insecurity and poor working conditions (Dieleman, Cuong & Anh, 2004). The absence of motivators according to levy (2013) leads to neutrality.

The hygiene factors which are extrinsic in nature are also referred to as dissatisfies. According to Anvari, Amin and Seliman (2010), salary, company policy, working conditions, promotion, co-worker relations and supervision constitute hygiene factors. Their absence cause dissatisfaction due to employees' expectations but their presence does not increase job satisfaction (Chung, 2013; Hansen et al., 2002). This means that the hygiene factors such as salary should be satisfied before motivational factors to enable individuals to satisfy their physiological needs. The opposite of job satisfaction is not job dissatisfaction according to this theory; meaning that they exist on a separate continuum, (Giancola, 2011). This theory is relevant to the study as it mentions career advancement as a motivational factor. However, Herzberg's theory does not take into consideration situational factors in the working environment that can have impacts on job satisfaction. Career prospects enable individuals to acquire values that foster employees' development (Gupta, 2009).

2.2 Empirical Review

Empirical studies have attempted to link opportunities for career advancement with job satisfaction in different fields. Kamau and Kamara (2017) researched on public universities in Kenya. The findings disclosed a positive correlation existing between training and retention.

Irene and Hazel (2016) undertook a research with a view of investigating the effect of career development on the productivity of employees. This was done in the National Cereal and Produce Board (NCPB) in Nairobi where they focused essentially on the reward of career development with its effect on productivity of the employees in the board. The study

manifested a crystal clear relationship between career development and employees performance which was positively significant.

Lydia and Joyce (2018) in their study established that career development programs are significant and correlated positively with employees' working rate. Koech, (2005) researched the relationship between job satisfaction and career development among Kenya Airways workers. It was disclosed that most of the employees are inclined to pursue career development when they are not satisfied with their current occupation with intention of quitting their jobs. Miringu, Ngugi, Were and Odhiambo (2017), carried out a study in Kenya investigating the impacts of career progression on labour mobility. The study disclosed a negative correlation between the two variables of their study.

According to a research carried out by Ikechukwu, Paschal and Jane (2017), the study revealed a positive correlation of career growth with the employees of Michael Okpara University of Agriculture. This correlation was also significant. Asfaw, Bayisa and Argaw (2015), researched on employees performance through training and development in enhancing employees delivery of services in the Administrative Office in Ethiopia. The study established that training had a positive and significant relationship with employees' effectiveness.

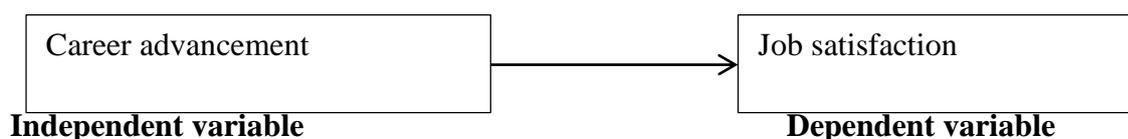
Mohammed (2016) researched training practices on job satisfaction concerning the employees of the UNESC for Africa. The study showed that methods of training influences the level of employee contentment in the organisation resulting in improved performance of the United Nations Economic Commission for Africa in discharging its mandate of encouraging member states to cooperate in various sectors of economies to alleviate poverty levels.

In another review, Biswakarma (2016) investigated organisational career development and job satisfaction in Nepalese private banks. Using data from the 290 employees from the banking sector, it was established that employees seek career development to accelerate their promotion goal, gain high remuneration and increase their professionalism in the career lines.

Imran and Tanveer (2015) in Pakistan carried out their research investigating employees' performance in relation to training of employees in the commercial banks. The information that was utilised in the study was gathered conveniently using questionnaires. The convenient sample size selected was 150 respondents. The majority of the respondents were of the view that training acts as a vessel for channelling new skills and relevant knowledge to them which increases job satisfaction and consequently increasing performance.

Conceptual Framework

The figure 1 depicts job satisfaction as a function of career advancement which was selected for the purpose of the study.



3.0 RESEARCH METHODOLOGY

3.1 Research Design

A descriptive survey research design was adopted. Saunders, Lewis and Thornhill, (2007) maintain a descriptive survey depicts a profile of persons, situations or events. A descriptive research design generates an original report of the prevailing conditions without distorting its real meaning and its appropriateness in studying a large population (Mugenda & Mugenda, 1999).

3.2 Target Population

This study targeted four hundred and twenty seven teachers; 318 teachers targeted were from day secondary schools while 109 teachers were drawn from boarding secondary schools.

3.3 Sample Design

Stratified and simple random techniques were applied in obtaining a representative sample of 129 teachers. The idea of taking a sample size equivalent to thirty per cent of the target population is supported by Kombo and Tromp (2006) for social sciences.

3.4 Data Collection Instruments

The researcher used a closed-ended questionnaire to gather quantitative data from the sampled teachers in the selected public secondary schools. Questionnaires are affordable and easier to administer than interviewing many respondents, (Creswell, 2014). The study used a drop and pick method in collecting the quantitative data from the selected respondents using the closed-ended questionnaire.

3.5 Validity and Reliability of Questionnaires

A pilot study was done among the 7 respondents in Igembe South equivalent to 5% of the sample size of the respondents with a view of checking their effectiveness. The study used a test and re-test technique which was conducted among 7 teachers from Igembe South. The questionnaires were filled twice by the same teachers in the pilot study within an interval of two weeks without altering the initial conditions. The Cronbach's alpha test for reliability was used where the coefficient of + 0.794 was obtained which was above the recommended value of + 0.7 for the research instruments in producing consistent outcomes (Creswell & Poth, 2017).

3.6 Data Analysis and Presentation

The data was analysed using descriptive statistics such as means and standard deviations. Tables and pie charts were used to present the respondents' characteristics. For the generalisation of the population outcomes, results were obtained from the inferential statistics results using the SPSS. The regression model was as shown below.

$$Y = \beta_0 + \beta_1 X + \varepsilon \text{ where}$$

Y = dependent variable (Job satisfaction)

β_0 : regression constant (scalar)

β_1 : regression coefficient.

X = Career advancement

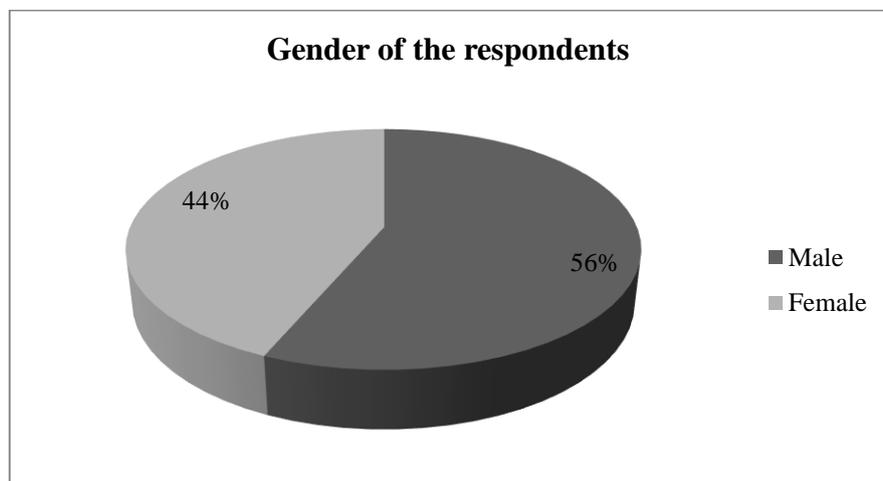
ε = error term (residual)

4.0 RESULTS AND DISCUSSION

The researcher prepared and distributed 129 questionnaires to various targeted secondary schools. Only 117 questionnaires were returned constituting a large percentage of 90.7% of the questionnaires correctly filled and returned. Mugenda and Mugenda (2003) proposed that 50%, 60% and atleast 70% of the return rate are adequate, good and very good respectively. Their assertions implied that the return rate was very good. The reliability of the questionnaires was determined through the application of the Cronbach's alpha. The overall reliability of the research instrument was found to be 0.794. This value was appropriate for the study as it was in agreement with the Cronbach's alpha value recommended by Creswell and Poth (2017).

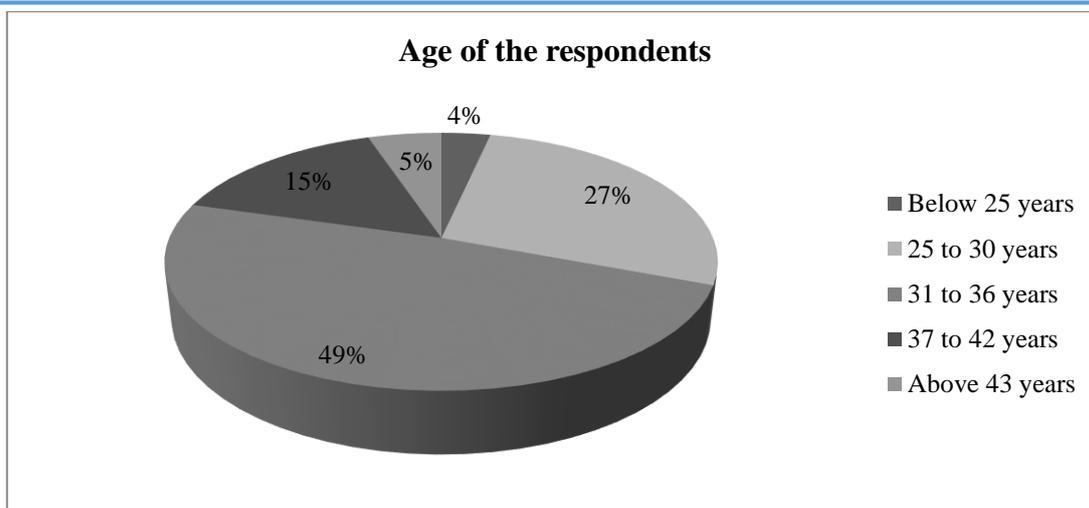
4.1 Gender of the Respondents

The collected questionnaires which were correctly filled indicated that male and female were 56 % and 44 % respectively. This is depicted on the pie chart shown below in figure 2



The majority of the teachers in public secondary schools in Igembe North are male teachers. Although the findings revealed that male teachers are many, recruitment exercises for employing new teachers to fill vacancies seem to be fair as both genders are represented in schools to promote gender inclusivity and parity in the teaching profession.

4.2 Age of Respondents



Another demographic characteristic that the study sought to establish was age distribution which was clustered in age brackets as shown in figure 3. Many teachers were in the age of 31-36 years. This number of teachers was equivalent to 49%.

Further, the research findings also established that those respondents of the age bracket between 25-30 years followed at 27%. Those respondents who were in the age categories of 37- 42 were 15%. Those who were below 25 and above 43 years according to the findings represented 4% and 5% of the respondents who duly filled questionnaires respectively. The majority (49%) of the teachers were youth. This implies that they are energetic who can help their respective schools to excel in various endeavours such as in core-curricular and extra-curricular activities. Age as an individual factor has a direct relationship with performance of duties, (Pillai & Al-Malkawi, 2018).

The study sought to establish academic qualification of the respondents and the results are shown below in both tabular form and in a pie chart.

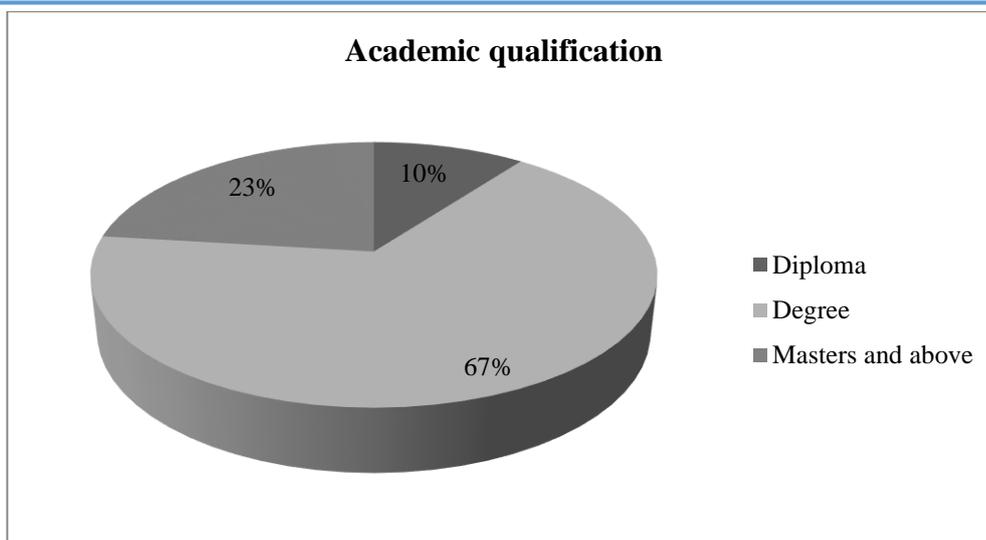
4.3 Academic Qualification

Table 1: Academic Qualification

Educational Level	Frequency	Percentage (%)
Diploma	12	10
Degree	78	67
Masters and above	27	23
Total	117	100

Source: Research data (2021)

Figure 4: Academic Qualification



The study findings established that the majority (67%) of those who filled questionnaires correctly had attained bachelor’s degrees. The respondents who had attained masters were 23% and diploma holders were 10%. The study findings established that diploma holders were the least (10%); this phenomenon may be contributed by the fact that some diploma teachers once they secure permanent jobs, they enrol for degree programmes. The number of teachers who had acquired masters and above comes second with 23% showing that teachers are also upgrading their bachelor’s degrees to masters and PhD.

The results of the study implied that the teachers had attained the minimum requirements to teach in public secondary schools. The respondents were also in a pole position to interpret items of the questionnaires correctly because the items relate directly to their work.

4.4 Length of Service

The respondents indicated their teaching experience in their current stations and the results of the findings are depicted below.

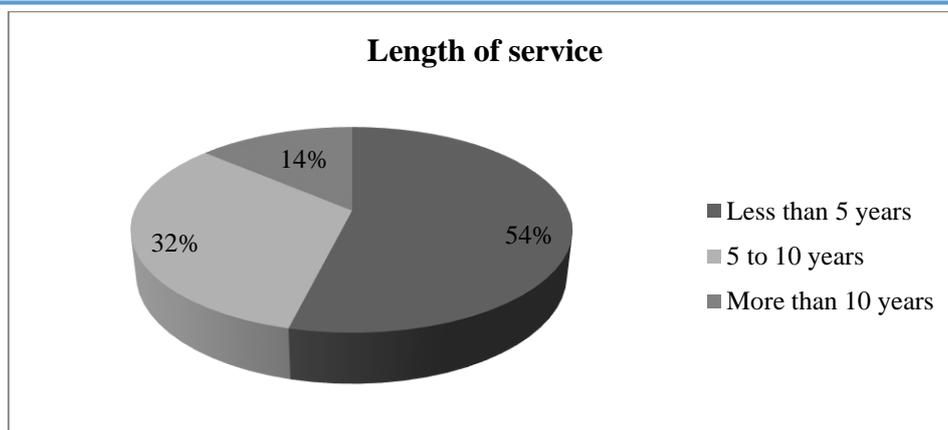
Table 2: Length of Service

Work length	Frequency	Percentage (%)
< 5 years	63	54
5 – 10 years	38	32
> 10 years	16	14
Total	117	100

Source: Research data (2021)

The presentation of the above data can also be shown in a pie chart.

Figure 5: Length of Service



The study sought to ascertain the length of service of the respondents in their current stations. The results of the findings revealed that more than half (54%) of the respondents had served for less than five years in their respective schools. The respondents who had served for 5-10 years represented 32% of those who participated in the final study. The findings established that the respondents (14%) with more than ten years in their current stations were minority. Majority had teaching experience of less than five years. The newly established day secondary schools could be attracting fresh graduates from colleges and universities during recruitment of new teachers to fill teaching vacancies.

The least respondents were the ones who had served for more than ten years. The teachers who had served for more than ten years in their current stations were probably the ones who are working in hardship areas and fear losing their hardship allowances by transferring to other schools or simply because of their convenience.

4.5 Descriptive Statistics

The variables of the study were analysed through descriptive statistics. The means and standard deviations are good measures for central tendency and the spread of the data respectively, (Mugenda & Mugenda, 2003).

4.6 Career advancement and Job satisfaction

The teachers were requested to rate the items of the questionnaires and the descriptive results are depicted in the following table 3.

Table 3: Career advancement and Job satisfaction

Statement on career advancement	Mean	Std. Dev.
Teachers are sponsored by schools to attend workshops	3.51	1.03
Teachers are sponsored by schools to attend seminar	3.74	0.63
Career advancement enhances my proficiency in teaching	3.44	1.07
Our principal assists us in identify our training needs	3.38	1.16
Overall Mean	3.52	

Source: Research data (2021)

The teachers concurred that they are sponsored by their schools to attend seminars which is clearly depicted by the descriptive statistics results ($M=3.74$, $SD=0.63$). This is followed by the statement that the teachers are sponsored to attend workshops ($M=3.51$, $SD=1.03$). This manifested that some public secondary schools in Igembe North are serious about helping the teachers to update and upgrade their competencies and skills for effective service delivery.

On the statement whether career advancement enhanced their proficiency in teaching, it came third in rating scoring a mean of 3.44. However, the teachers were not sure whether their principals assist them in identifying training gaps which is manifested by a mean of 3.38.

The aggregate mean of 3.52 indicated that the teachers slightly agreed that career advancement increased job satisfaction. The findings are consistent with the study done by Biswakarma (2016) which established that the organisations that implement career development are likely to double their employees' job satisfaction levels.

4.7 Job satisfaction

Several issues relating to the dependent variable were addressed in the questionnaires to determine satisfaction of the teachers targeted. The rating of the issues was done using a five Likert scale.

Table 4: Job Satisfaction

Statement on job satisfaction	Mean	Std. Dev.
I am happy with how our school performs in KCSE Examinations	2.61	0.94
I am highly committed to my work	4.74	0.44
I don't get bothered when absent from school	1.46	0.40
I feel satisfied with the extra duties assigned to me	3.72	0.92
I am punctual with reporting for duty and lesson attendance	4.67	0.50
Timely coverage of syllabus	4.47	0.66
Overall	3.61	

Source: Research data (2021)

The descriptive statistics results depicted varied results pertaining to how satisfied the respondents were with those issues raised in the questionnaire. The teachers strongly agreed that they were highly committed to their work ($M=4.74$, $SD=0.44$). On punctuality of the teachers in reporting for duty and lesson attendance, they agreed that they observe time when discharging their duties ($M=4.67$, $SD=0.50$).

The teachers strongly disagreed that they do not get bothered when absent from school which is supported by ($M=1.46$, $SD=0.40$). Lack of job satisfaction for teachers can be characterised by absenteeism, lateness for duty and laxity in the performance of their duties, (Kaliski, 2007). The teachers expressed their feelings on how their schools perform in KCSE where its rating had a mean of 2.61. This result indicated that they were neutral on their school performance. The study also established that the teachers were committed to their work as

witnessed by the timely coverage of syllabus manifested by the (M=4.47, SD=0.66) and taking extra duties assigned to them as manifested by (M=3.72, SD=0.92).

4.8 Inferential Statistics

Table 5: Pearson correlation matrix

	Job satisfaction	Career advancement.
Pearson correlation(r)	1	0.8902
Significance level		0.0000
N		117

Correlation is significant at 0.05

Source: Research data (2021)

The variables of the study which were being investigated depicted a clear picture of the varied strength and directions pertaining to the linear relationship of the dependent variable (job satisfaction) and the independent variables. Career advancement manifested positive relationships with its strength 0.8902. Statistically, career advancement had a significant positive correlation to job satisfaction of the teachers in the sub-county. Therefore, the study findings regarding career advancement of the teachers is in agreement with the study done by Asfaw, Bayisa and Argaw (2015).

4.9 Regression coefficients

Table 4.6: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		
	Beta	Std. Error	Beta	t	p-value
(Constant)	-0.5468	0.2291		-2.3867	0.0186
Career advancement	0.4082	0.1272	0.2926	3.2091	0.0017

a. Predictor :(constant), career advancement

Source: Research data (2021)

The multiple linear regression equation derived from the inferential statistical analysis of the quantitative data as shown in the above table becomes $Y = -0.5468 + 0.4082X_1$ where Y=Job satisfaction and X_1 is career advancement.

The above regression results in table 4.6 revealed that career advancement had the beta coefficient of 0.4082. When the predictor variable remains invariant, then the change in the criterion variable (job satisfaction) would be -0.5468. A unit increase in career advancement will lead to the corresponding increase of 0.4082 in job satisfaction of the teachers'.

The formulated research hypothesis was tested using the regression results. The results showed that career advancement had a p-value of 0.0017. Since the P-value of the

independent variable was less than 0.05, then the null hypothesis was rejected implying that there is a significant relationship between career advancement and job satisfaction among teachers in public secondary schools in Igembe North. The relationship between the variables was also positive.

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

Both theoretical and empirical reviews were done. The part of the theoretical review in the study highlighted dual factor theory of motivation. Empirical review was done on the related past studies on the research problem and gaps were identified. This study adopted a descriptive design and the total population targeted was 427 teachers drawn from 34 public secondary schools. A sample size of 129 teachers was selected by adopting simple random sampling and stratified random sampling although 117 teachers filled the questionnaires and returned them. Primary data was collected using five Likert scale questionnaires after consent from the NACOSTI. The research instrument validity was enhanced through supervisors' expertise input. The seven questionnaires piloted in Igembe South were analysed using SPSS to check their level of reliability which was found to be 0.794. Data was analysed using both descriptive statistics techniques and inferential statistics techniques. The study observed the highest ethical considerations pertaining the conduct and identity of the respondents. The null hypothesis was rejected as career advancement had a p-value less than 0.05. The outcome showed that the sampled data could be utilised for generalisation purposes at 95% confidence level to the target population. Therefore, career advancement was statistically positive and significant to job satisfaction among the targeted teachers.

5.2 Conclusion

The results obtained from the multiple linear regression function revealed that career advancement was positive and significant to job satisfaction. Career advancement had a beta coefficient of 0.4082 and a p-value of 0.0017. The regression function shows that a unit increase in career advancement will lead to a shift of 0.4082 in job satisfaction. Further, career advancement had $r = 0.8902$ indicating a strong positive correlation with job satisfaction.

5.3 Recommendations

The study recommends that schools Board of Management and principals should continue organising and facilitating workshops and seminars in their schools to equip teachers with the relevant skills in the areas of ICT integration, communication and management among others. The secondary school principals should increase monitoring their teachers' training gaps to expand their skill set.

The Teachers' Service Commission (TSC) should liaise with the Ministry of Education on the way forward to offer free or subsidised training to teachers to widen their career paths. The study also recommends that non-monetary rewards such as workshops and seminars should be considered and incorporated in the rewarding systems adopted by public secondary schools.

The study was done targeting public secondary schools in Igembe North. The researcher recommends for another similar study be done in the same sub-county focusing on private

schools in order to compare the two research findings. Since it was done in Igembe North, a similar study should be replicated in Meru County covering all the eleven sub-counties.

6.0 REFERENCES

- Anvari, R., Amin, M. & Seliman, S. (2010). Personal needs assessment approach in strategic training and affective commitment. *International Journal of Business and Management*, 23(2), 144 – 157
- Asfaw, A. M., Argaw, M. D. & Bayissa, L. (2015). The impact of training and development on employee performance and effectiveness: A case study of District Five Administration Office, Bole Sub-City, Addis Ababa, Ethiopia. *Journal of Human Resource and Sustainability Studies*, 3(04), 188
- Akiri, A.A. & Ugborugbo, N.M. (2009). Teachers' effectiveness and students' academic performance in public secondary schools in Delta State, Nigeria. *Study Home Comm Sci*, 3 (2): 107-113
- Barasa, L.B. & Kariuki, A. (2020). Transformation leadership style and employee Job satisfaction in Kakamega County, Kenya. *International Journal of Research in Business and Social Sciences* (2147-4478), 9(5).
- Biswakarma, G. (2016). Organisational career growth and employee's turnover intentions: empirical evidence from Nepalese private commercial banks. *International Academic Journal of Organisational Behaviour and Human Resource Management*, 3(2), 10-26.
- Chimwenje, D. (2003). *Secondary Teacher Education in Malawi*: a paper presented at an International seminar on Teacher Education held on 27-28 March 2003 at Chancellor College, Zomba.
- Chumari, J.M., Were, E. & Rintari, A. (2018). Relationship between employee rewards and employee performance in Machakos County, Kenya. *Strategic Journal of Management* vol.5, Iss.3, pp 850-867
- Chung, K. (2013). Toward a general theory of motivation and performance. *California Management Review*, Vol 11, Issue 3, pg. 81-88.
- Cole, G. A. & Kelly, P. (2011). *Management theory and practice*. London, UK: Cengage
- Cooper, D. R. & Schindler, P. S. (2011). *Qualitative research: business research methods*, Boston, MA: McGraw-Hill.
- Creswell, R. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*. USA: Sage Publications.
- Dieleman, M. Cuong, P.V. & Anh, L.V. (2004). Identifying factors for job satisfaction for rural health workers in Vietnam. *Human resources for health* 2004; 1:10.
- Fisher, McPail, & Menghetti. (2010). Linking employee attitudes and behaviours with business performance: A comparative analysis of Hotels in Mexico and China. *International Journal of Hospitality Management*, 2(1,) 387-404
- Gatere, S. (2015). *Teachers' perception of the performance based rewards and commitment in public secondary schools*. (Unpublished dissertation, University of Nairobi, Kenya).

- Giancola, F. (2011). Examining the job itself as a source of employee motivation. *Compensation and Benefits Review*, Vol. 43, Issue 1, pg. 23-29.
- Gupta, C.B. (2009). *Human resource management*, (10th Ed.). New Delhi; Sultan Chand & Sons Educational Publishers.
- Hansen, F., Smith, M. & Hansen, R.B. (2002). Rewards and recognition in employee motivation. *Compensation and Benefits Review* Vol. 34(5), 64-72.
- Heywood, J.S. (2008). *Identifying global elements of job satisfaction*: University of Wisconsin Milwaukee
- Ikechukwu, D., Paschal, A. & Jane, N. (2017). Effects of career growth on employees' performance: a study of non-academic staff of Michael Okpara University of Agriculture Umudike Abia State, Nigeria: *World Journal of Entrepreneurial Development Studies* Vol. 1 No.1, 2017 ISSN 2579-0544 www.iiardpub.org.
- Imran, M. & Tanveer, A. (2015). Impact of training and development on employees' performance in banks of Pakistan. *European Journal of Training and Development Studies*, 3(1), 22-44.
- Irene. M.K & Hazel, G. (2016): Effects of career development on employee performance in the public sector: a case of national cereals and produce board *the strategic journal of business and change management* Vol. 3, Iss. 3 (19), pp 307-324
- Jex, S. M. (2002). *Organizational psychology: a scientist-practitioner approach*. New York, NY: John Wiley & Sons, Inc.
- Kamau, N.N. & Kamara, M. (2017). Influence of career development practices on employee retention in public universities in Kenya: a case of technical university of Kenya. *The Strategic Journal of Business & Change Management*, 4(2), Article 3
- Kathika .(2015). Work-related commitment and job performance: it's also the nature of the performance that counts. *Journal of Organizational Behaviour*, 19 (6), 621-634.
- Koeh, I.K. (2005). *The influence of job design perception on job satisfaction in Kenya Airways: A comparison between pre and post privatization periods*, (Unpublished MBA Project, University of Nairobi, Kenya).
- Kombo, D. K., & Tromp, D. L. (2006). *Proposal and thesis writing: An introduction*. Nairobi: Pauline's Publications Africa, 5, 814-30.
- Levy, P. (2013) *Industrial/Organizational psychology: understanding the workplace*. Boston, MA: Houghton Mifflin.
- Lydia, M. & Joyce, N. (2018).Effect of career development programs on employee performance in Kenya. A case of National Hospital Insurance Fund: *International Journal of Social Sciences and Information Technology* ISSN 2412-0294 Vol IV Issue V, May 2018.
- Malhotra, N., Budhwar, P. & Prowse, P. (2007). Linking rewards to commitment: an empirical investigation of four UK call centres. *International Journal of Human Resource Management*, Vol. 18 No. 12, pp. 2095-128
- MOEST, (2019).*Basic education statistical booklet 2019*.Nairobi, Kenya

- Mugenda , O. & Mugenda, A. (1999). *Research methods: a quantitative and qualitative approach*. Nairobi: ACTS press.
- Mugenda, O, & Mugenda, A. (2003).*Research methods: qualitative & quantitative approaches*. Nairobi: Africa Centre for Technology Studies Press.
- Musambi, C.W. & Juma, D. (2020). Relationship between promotion and employee job satisfaction in county governments in Kenya; a case of county government of Kakamega. *The Strategic Journal of Business & Change Management*, 7(1), 458 – 468.
- Njoroge,S.W & Kwasira, J.(2015). Influence of compensation and reward on performance of employees at Nakuru county government. *Journal of Business Managemen*,1(1).
- Nwachukwu, C.C. (2006). *Teacher job satisfaction and motivation for school effectiveness*: University of Helsinki Finland- Nigeria
- Odhiambo, D. (2010).Taskforce on re-alignment of education to the constitution (2010) and vision 2030 and Beyond. *The Government of Kenya*.
- Oyaro, K. (2008). *Free secondary schooling policy faces testing times*: Interpress News Agency. Dated 26th March, 2008.
- Riggio, R. E. (2014). *Introduction to industrial/ organizational psychology*. Upper Saddle River, NJ: Prentice Hall.
- Sang, A., Brenda, W. & Kiragu, D. (2018). Role of reward systems on job satisfaction of employees in the county government of Nyeri, Kenya .*International Journal of Academic Research in Accounting ,Finance and Management Sciences*, Vol. 8
- Saunders, M., Lewis, P. & Thornhill, A. (2007). *Research methods for business students*. (4th Ed.). Financial Times Prentice Hall, Edinburgh Gate, Harlow.
- Simatwa, E. T. (2011). *Handbook of motivation and cognition*. New York: The Guilford Press.
- Stanley, T. L. (2012). Motivation in today’s workplace: *Human Resource Journal*, Vol. 55, Issue 7, pg. 1-9.
- Sunday Nation newspaper, (February 28, 2021).Nation newspaper page 10: Nairobi, Nation Centre.