

DETERMINANTS OF CAREER PROGRESSION OF TUTORS IN  
PUBLIC PRIMARY TEACHERS' TRAINING COLLEGES IN  
KENYA

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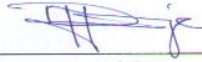
A thesis submitted in fulfillment of the requirements for the degree of Doctor of  
Philosophy in Educational Administration

University of Nairobi

2015

## DECLARATION

This thesis is my original work and has not been submitted for a degree in any other University.



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This thesis has been submitted for examination with our approval as University supervisors.



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## **DEDICATION**

This thesis is dedicated to the memory of my late parents Mr. and Mrs. Muchanje for having instilled values in me. I will forever be indebted to them for their sacrifice and selflessness in taking me through the education system. May the Lord Almighty rest your souls in eternal peace.

## **ACKNOWLEDGEMENTS**

A special debt of gratitude goes to my supervisors Dr. Boniface Ngaruyia and Dr. Jeremiah M. Kalai who went an extra mile to even remind me when I took long time to submit my work. They went through the task of deciphering my work and meticulously revised it. They played a great role in guiding me through the process of writing this thesis. I will forever be grateful for their invaluable advice, guidance and support that made the course seem easier as I saw my dreams for the thesis become a reality. Thank you my mentors.

I want to thank my family, my wife Annet Nyaga, my daughter Nellycate Wawira and son Leaky Mutugi for their support and continued encouragement and prayers throughout my research. I thank them for understanding when I was not available for them and sometimes when we went through financial difficulties. Their support and unfailing confidence in me is immeasurable.

I want to sincerely thank Dr. Kenneth Ngure for wonderful and brotherly encouragement throughout the course. Mrs. Purity Kimani, thank you so much for offering to read and advising on grammatical corrections on the thesis. To my PhD fellow students and my colleagues at work who continued to encourage me throughout the study, thanks a lot.

Above all, I thank the Almighty God for the enormous strength I get through my faith and relationship with Him. To God be glory, honour and worship for giving me the strength to complete this thesis.

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## **ABBREVIATION AND ACRONYMS**

ASEI	Activity Student Experiment Improvement
CIPD	Chartered Institute of Personnel and Development
DFID	Department for International Development
FPE	Free Primary Education
GOK	Government of Kenya
HOD	Head of Department
HOS	Head of Subject
ICT	Information Communication Technology
INSET	In service Training
IPAR	Institute of Policy Analysis and Research
KEMI	Kenya Education Management Institute
KESSP	Kenya Education Sector Support Programme
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examination Council
MDG	Millennium Development Goals
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NGO	Non Governmental Organization
OECD	Organization for Economic Cooperation and Development
PhD	Doctor of Philosophy
PTE	Primary Teachers Examination

PTTCs	Primary Teacher Training Colleges
SAGAs	Semi Autonomous Government Agencies
SMASE	Strengthening Mathematics and Science Education
SEAMEO	South East Asia Ministers of Education Organisation
TEPD	Teacher Education and Professional Development
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organisation
SECMEQ	Southern and Eastern Consortium for Monitoring Educational Quality.

## ABSTRACT

The study investigated the determinants of tutors' career progression in Public Teacher Training Colleges (PTTCs) in Kenya. Tetra Link Taylor and Associates while conducting a Customer Satisfaction survey for Teachers' Service Commission in Kenya in 2009 found that tutors were discouraged by low remuneration and stagnation in one job group while Siringi the following year confirmed that tutors wanted accelerated career progression. Previous studies have addressed stagnation of tutors in post primary institutions they have evaded the concept of career progression of tutors as a possible determinant of quality training Primary Teacher Training Colleges (PTTCs) which was addressed in this study. This study was purely a descriptive survey with 264 tutors randomly sampled from sixteen Public Primary Teacher Training Colleges. Sixteen principals, one staffing officer and one Human resource officer were purposively sampled due to their expertise in teacher management. Data was collected using a questionnaire for tutors and interview schedule for principals and TSC officers. A total of 207 respondents returned the questionnaire out of 264 representing 78.4 % return rate which was acceptable. Chi-square, One way ANOVA and linear regression analysis (at  $\alpha = 0.05$  significant level) were used to test the relationship between each variable and tutors' career progression. The study found that tutors' age, gender and college teaching experience were not significantly related to tutors' career progression. Tutors' qualifications, Tutors' career aspiration, adherence to set career progression policy guidelines and exposure to professional development were positively related to tutors' career progression. This implied that TSC need to weigh both individual characteristics and institution characteristics in order to effectively implement tutors career progression policies. The study concluded that there is need to systematically address factors found to be influencing career progression of tutors in Kenya to stem tutor dissatisfaction and possible attrition. As such, there is need for Teachers Service Commission (TSC) to disseminate more effectively career progression related policies to PTTCs for tutors to appreciate the inter linkages between sector policies for effective career progression. The study recommended that there is need to revise the existing tutors' code of conduct and possibly policy document on identification, selection, appointment and deployment of post primary institutions to have a separate one for Primary Teacher Training Colleges (PTTCs) as a step to harmonize tutors policies across the country. There is also need to increase the number of appointive positions in PTTCs to provide tutors with more chances of career progression.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Career progression is concerned with the provision of opportunities for people to develop their abilities and their career in order to ensure that the organization has the flow of talents it needs to satisfy its own aspirations. It is not easy to define career progression. Lacey (2001) defined career progression as the level and type of position which workers (teachers) ultimately hope to attain. This means that when a teacher gets a teaching job, one has aspirations he/she would want to attain before retirement. Hall (1996) defined career progression as what people are required to carry out work to progress up the 'career ladder'. Other researchers have however defined career progression as a measure of salary or level of responsibility or promotions (Seibert, Maria & Michael, 2001), career satisfaction (Wayney, Robert & Isabel, 1999) and professional development (Greenhaus, Saroj & Wayne, 1990). For purposes of this research, the researcher will define career progression as the process of developing gradually towards a more advanced state of career in the teaching profession. Drawing from the above definitions of career progression, it is obvious that there are various factors that need to be considered in the quest for appropriate career progression of tutors in Primary Teacher Training Colleges (PTTCs) in Kenya.

Career progression defines workers behavior in an organization. Workers in an organization therefore aspire to increase their competence levels required in

order to achieve progress in teaching careers. Byrne (1991) who studied leadership succession in Catholic schools found out that the main purpose of career progression is to help employed individual to grow in the organization and stay on until retirement. In order to retain employees in the teaching fraternity, educational institutions should satisfy personal and professional needs which vary from status, recognition, professional growth and personal development. According to Getzel and Guba (1957) cited in Lunenburg and Ornstein (2008), a tutor gets into the education system with set goals and expectations which need to be fulfilled. This means that the institution should not only be interested in the output but also welfare of people involved in the processing of the output.

Successful organizations are recognizing that enhanced career progression can sustain and advance their competitiveness. As noted by Jensen (1997), organizations require inventive leaders who can combine, mix and expand on past experiences to generate new concepts, variations or improvement of knowledge in terms of career progression. Allen, Simon and Mayo (2011), noted that there was high turnover among teachers in the United Kingdom which was attributed to lack of designed career progression path. They recommended that a systematic approach to developing teachers career through coaching, mentoring, talent spotting and promotion from within would provide teacher job satisfaction. This assertion was supported by Susan, Berg and Morgan (2005), who found out that 7 % of teachers in America leave teaching profession due to lack of individual career growth. Although these researchers agree that little natural attrition is



necessary for natural balance, much of it would lower teacher experience and hence compromise quality in the classrooms.

Zinn (1997) when studying support and barriers to teacher leadership, found out that while literature provides information about some of the conditions within the educational context that support or impede teacher career progression, it offers limited facts about internal and external factors. Zinn further found out from the study that career progression of teachers is influenced by among others interpersonal relationship, institutional policies and personal commitments. Zinn then concluded that in the interpersonal factors, interrelated with institutional policies determined who gets leadership positions. The researcher interrogated some of these factors to find out if they had the same influence on career progression in PTTCs. Goodland (1984) added to Zinn's findings by arguing that tutors not only derive satisfaction from seeing students learn more but also valued salary, bonus for performance improvement targets and recognition.

The fact that tutors enter their profession for the intrinsic satisfaction of working with students does not rule out the possibility that they would be motivated by extrinsic factors as well. This view was shared by Chartered Institute of Personnel and Development (CIPD, 2006) who felt that unlike the old version of career progression which emphasized high pay and job security, the modern version takes into account the growing recognition that people increasingly need to make their own career decisions and to balance career and family responsibility. The emphasis is about balancing the aspirations of individual with those of their employing organizations as far as possible

customizing moves to meet the need of employees, their families and the changing skill requirement of the organization.

Research has shown that there is a strong relationship between effective career progression plan and good performance of schools. Nyonje (2008), found that failure to have a clear objective and transparent criteria for appointment of administrators for example in Teacher Training Colleges and to provide adequate and relevant training has led to underperformance and declining commitment of tutors. Mugo (2011) who examined the factors that led to high turnover of teachers in Kirinyaga District asserted that the declining commitment of teachers and sometimes leaving the profession is as a result of low salary, lack of training opportunities, workload and above all undefined career path which ranked highly. Mugo (2011) concluded that the aspirations of a teacher hit a deadlock when teachers cannot be promoted after doing well in class. As a result, the tutor may decide to pursue further studies at their own cost, go for business opportunities or opt for greener pastures. A report by South East Asia Ministers of Education Organisation on achieving EFA goals by 2015, (SEAMEO), indicated that although career progression is a complex issue that depend on many factors, motivation to achieve individual aspirations is key (OECD, 2005). The report recommended regular strategies on ensuring that tutors fulfill their desired career goal as a teacher among other strategies. Bennel & Akyengpong (2007) agreed that tutor aspirations need not to be frustrated by the administrators if productivity is to be improved. They found that teachers were facing motivational crisis and as

a result learners were not taught properly which slowed individual career fulfillment.

Successful organizations promote continuous professional development throughout employees' career to achieve intended organizational and individual goals (CIPD, 2007). People take jobs where they are entrusted with important tasks and professional development chances that lead to career progression. OECD (2009) found that in many countries, the role and functioning of schools are changing and so is what is expected of teachers. Education systems therefore should provide tutors with opportunities for in-service professional development to prepare teachers adequately.

According to Glickman (2009), motivation for career progression for tutors shifts with age. Young teachers thrive on challenging tasks, training and new opportunities. Older teachers are motivated by freedom, balance in their lives and transferable retirement package. These tutors especially between the ages of 40 – 59 years are probably at the height of personal commitments and therefore highly depend on job security, less movement and steady pay check. A number of literatures including Burden (1982) and Haberman (1993) among others indicate that teachers go through stages in their career which influence their motivation to move up on their career. Young teachers who the writers said are at the launching stage try to motivate and discipline students. This stage is characterized by teachers whose effort is to assert their presence in the school.

Unlike a report by Smollin (2011) which found that 14 % of young tutors in USA leave teaching service due to undefined career path, OECD (2005),

reported that many young tutors in many African countries stay on compared to the middle age tutors. Once the tutors advance in age and start stabilizing and associating with the school researchers (Hubberman, 1993, OECD, 2009 and Arriaza & Martin, 2006) agree that tutors start having more commitments to their work and hence seek more opportunities for promotions. Tutors here participate more on school and try to bond more. If upward movement of such tutors is frustrated, Arriaza & Martin (2006) argue that tutors stop striving for promotion and concentrate on teaching while looking for green pastures or establishing a business. This may bring stagnation in the career which causes bitterness in the said tutors and in the long run become disinterested in school activities including professional development. This dissatisfaction sometimes causes tutors to leave the teaching career or continue teaching without required enthusiasm hence compromising quality of output (Davies, Mathew & Wong, 1991; Choi & Tang, 2011; Glickman, 2009 and OECD, 2009).

Every policy that any government entrenches today incorporates the aspect of gender representation and education sector worldwide is not left out. UNESCO (2004) on education and gender recommended entrenching gender in education policies and plans to ensure parity. A similar report by International Labour Organisation (ILO, 2004) advocated for equal opportunities to redress gender inequality if career progression is to be achieved equitably. However regardless of all the effort to address gender equality, literature reveals that there is still under representation of women in education management. Riley (2004) observed that there is under representation of women in Scotland which requires

exploration. She observed that Scottish women gained promotion later than their male counterparts due to career management and their role at home. World Bank report (2006) adding to knowledge of career progression of women found that there are few female teachers in leadership positions despite their being critical in expansion and improvement of education.

Research done by Mwamwenda (2004) in South Africa on job satisfaction and promotion for secondary school teachers found that women avoided progression in their career for fear of transfer. Women also according to Mwamwenda feared unfair process of promotion which 67 % of South African women teachers felt it was unfair. A survey conducted by Teachers Service Commission (TSC) in Kenya (Siringi, 2009) on employee/customer satisfaction found that tutors wanted accelerated career progression. The survey cited female teachers as being affected by TSC method and procedures of promotion which tend to favour men teachers who are more mobile. The researcher sought to find out if this situation is the same in PTTCs in Kenya.

Researchers like Linda (2003); Crowther & Cartel, (2000); Clark, (1991); and others who have dealt with career progression argue that an educational administrator who uses leadership that allows career progression give room for good performance and allows tutors room for feeling of belonging. According to Olembo, Wanga and Karagu (1992), the Government of Kenya established Kenya Education Staff Institute (KESI) in 1981 which has since transformed to Kenya Education Management Institute (KEMI), through the help of the World Bank, whose main purpose is to institute capacity building so that educational

supervisors and managers handling added responsibilities have adequate capacity in terms of managerial skills and teaching /learning facilitation tools.

As found by Lacey (2004), such training can provide good opportunities for teachers interested in becoming leaders to develop their knowledge and skills to ensure that schools are run well and by the right people. Unfortunately this effect is clearly seen in secondary schools and primary schools with minimum capacity building in primary teacher training colleges which are directly affected by the recent education system recommendation to revamp education sector (MOEST, 2005). These massive changes in Kenya have not been accompanied by clear career path in public primary teacher training colleges as the manufacturers of primary school teachers.

The introduction of Free Primary Education (FPE) in Kenya in 2003 brought massive changes in the education system that required preparation of tutors in PTTCs. However, no literature available that shows PTTCs tutor preparation for FPE in 2003 which increased the teacher - student ratio in both primary schools and PTTCs. According to Nyonje (2008), this rapid education reforms recommendation in Kenya which is in line with vision 2030, support decentralized decision making, broadening power authority and accountability bases in schools and altering customary roles of teachers and administrators. The need for proper plan to retain and motivate tutors in their career is paramount through preparation of a pool of qualified, prepared and capable personnel in Kenyan primary teacher training colleges if this objective is to be achieved. According to Thurania (2010), the number of principals who have grown (risen)

through the ranks in colleges is too small. Majority of these Principals come from a group of former secondary school Principals who were deployed to PTTCs to teach. This is an indication that the number of inbuilt college tutor managers or chief executive officers is deplorable, which might bring dissatisfaction among junior tutors who have been in college for long. This is despite the fact that college tutors form a broad back bone of education system without which the teaching force especially in primary schools would be wanting.

The Teachers service commission lack clear guidelines and systems of career progression for college tutors (TSC, 2007) leading to many senior administrators being drawn from Ministry of Education headquarters, secondary schools, Kenya Institute of Curriculum Development (KICD), Teachers' Service Commission (TSC) and other educational SAGAs who come with little or no experience in college operations. According to some survey done by Tetra Link Taylor and Associates in June 2009 on behalf of Teachers Service Commission, teachers in Kenya especially tutors in colleges were discouraged by low remuneration and stagnation in the same job grades (TSC, 2009).

Primary Teacher Training Colleges (PTTCs) tutors in Kenya constitute the core of the education system and their importance in student performance has been widely confirmed by many studies (Rivkin, Hanushek & Kain, 2001, Uwezo initiative, 2011). Tutor is an important resource in teaching/learning process and their career progression therefore requires critical consideration. Due to this importance, the Government of Kenya (GOK) desires to have a properly skilled and professional human resource in order to achieve the Millennium Development

Goals (MGDs) and Vision 2030 (Republic of Kenya, 2007). If Kenya is to turn into a middle class economy majority of citizens must attain certain levels of education, hence the billions of Kenya shillings being spent on free primary education (MOEST, 2008). This cannot be achieved unless a good climate is provided where teachers offering the FPE are well trained by PTTCs tutors. Riddell (2003) commenting on FPE found that the introduction was not accompanied by training of primary school teachers to handle large classes. Riddell (2003) pointed out that these big classes can cause slowed career progression due to work load and lack of time for professional development. This is a challenge to tutors too as increase in enrolment in PTTCs was not accompanied by training to handle bloated classes.

Kenya is among the developing countries that put education in the forefront in order to achieve its development goals. Government policy documents show that TSC promotes tutors on the basis of availability of funds (Republic of Kenya, 2012). This has led to a lot of stagnation for tutors at lower job groups L, M and N. During the 2009 to 2012 period, 31,139 tutors representing about 10.8% of tutors were promoted country wide (Republic of Kenya, 2012). Despite the fact that PTTCs tutors form the platform in which Kenya will achieve highly skilled human resource by 2030, only 927 tutors were from PTTCs. Based on this background researcher therefore seeks to find out what determines tutors' career progression as they train teacher trainees to teach in all primary schools in the republic.



## **1.2 Statement of the problem**

Career progression is an essential process for all employees. Each employee in any organization hopes to have an accelerated career progression because this gives them a chance to develop them and to provide a source of motivation in their work (Okurame, 2001). It provides enabling opportunities to continue contributing to the success of the organization. Tutors who are given these opportunities by their employer have greater job satisfaction and a serious commitment to the organization. The mere expectation of moving up an organization hierarchy through promotion increases tutors effort and motivates a strong involvement. The increased commitment and involvement reduces among other things absenteeism, turnover and above all unrest which have been a common phenomenon in the teaching profession in Kenya (Mugo, 2011 and Thurania, 2010). This importance of career progression cannot be ignored in Kenya education system especially in Public Primary Teacher Training Colleges where low career progression has been reported (Republic of Kenya, 2012; Siringi 2010 & TSC 2009).

According to the operational manual on teacher Management (Republic of Kenya, 2002), TSC has the full mandate to ensure that teachers in Kenya have the required career progression. However, this mandate has been slowed due to little funding for career progression by the Government (Republic of Kenya, 2012). Nyambala (2009) while commenting on teacher issues in Kenya pointed out that many tutors have done applications for promotion without positive feedback, those interviewed don't get responses and worse when many are not invited for

interviews. This may increase lack of teacher commitment, job dissatisfaction and turnover. The situation could be attributed to stagnation of tutors in PTTCs especially those in job groups L to N (Republic of Kenya, 2012). This happens when only 927 college tutors out of 31,139 teachers are promoted (Including the common cadre) country wide, in spell of four years. This is a dangerous trend for a developing country like Kenya to achieve her development goals.

Extensive research (Zinn, 1997; Goodland, 1984; Powell & Butterfield, 1994; Okurame, 2012 ) among others have identified various factors that hinder career advancement of employees, yet scarce literature exists about the factors that affect such advancement in Public Teacher Training Colleges in Kenya. This study aims to fill this gap.

### **1.3 Purpose of Study**

The purpose of this study is to investigate the determinants of tutors' career progression in Primary Teachers' Training colleges in Kenya. To be more specific, the purpose of this study was to explore the lived experiences and perceptions of all 756 tutors in PTTCs in Kenya, to better understand the factors they perceived to be contributors or barriers to their career progression.

### **1.4 Objectives of the Study**

The study used two broad objectives aimed at determining the relationship between personal and institutional characteristics influencing tutors' career progression in Primary Teacher Training Colleges in Kenya. The following were objectives of the study:

- i) to determine the relationship between tutors' gender and their career progression;

- ii) to determine the relationship between tutors' age category and their career progression;
- iii) to determine the relationship between tutors' academic/professional qualification and their career progression;
- iv) to determine the relationship between tutors' career aspirations and their career progression;
- v) to determine the relationship between tutors' college teaching experience and their career progression;
- vi) to determine the relationship between the extent to which Teachers Service Commission (TSC) adherence to stipulated policy guidelines and tutors' career progression patterns; and
- vii) to determine the relationship between tutors' exposure to professional development programmes and their career progression.

### **1.5 Hypotheses of the Study**

In order to establish the link between the determinants of tutors' career progression in public primary teacher training college, the research used the following null hypotheses:

**H<sub>01</sub>:** There is no significant relationship between tutors' gender and their career progression;

**H<sub>02</sub>:** There is no significant relationship between tutors' age category and their career progression;

**H<sub>03</sub>:** There is no relationship between tutors academic/professional qualification and their career progression;

**H<sub>04</sub>:** There is no relationship between tutors' career aspirations and their career progression;

**H<sub>05</sub>:** There is no significant relationship between tutors' college teaching experience and their career progression;

**H<sub>06</sub>:** There is no significant relationship between adherence to policy guidelines by TSC and tutors' career progression patterns; and

**H<sub>07</sub>:** There is no significant relationship between tutor' exposure to professional development programmes and their career progression.

### **1.6 Significance of the Study**

The study findings could be useful in the following ways:-

First the study may provide policy makers with an opportunity to identify and lay emphasis on the key drivers to career progression. The findings provided data to policy makers like Ministry of Education (MOE) that may contribute to the existing knowledge of Primary Teacher Training Colleges (PTTCs) tutors' career progression in Kenya. The findings may form a basis for formulation of succession management plan that can be used by TSC as the main employer of tutors in PTTCs.

Secondly the study provided information to stakeholders on career progression in PPTCs that would facilitate development and sustainability of education system in Kenya. The findings may bring into the attention of PTTCs analyzed data that would show gaps and inconsistencies in tutor's career progression.

The third significance is that the findings may shape views about career progression of tutors in Kenya. This would attract and retain qualified tutors in Primary Teacher Training Colleges (PTTCs). When fully developed, the findings would establish tutor career progression that would allow an individual tutor to remain in the classroom, be rewarded for performance and advance professionally.

Last but not least, the study will contribute to the body of literature. Other researchers may use the findings of this study compare, support or disagree with their findings.

### **1.7 Limitations of the Study**

Although the research was carefully prepared and administered, it had a number of limitations:-

First of all, the study covered only public Primary Teacher Training Colleges. Private Primary Teacher Training Colleges also train teachers to teach in primary schools country wide. Given that career progression cuts across the board, data from these colleges would have enriched the findings of this study.

Secondly, the study collected data from tutors by us of questionnaire only. Tutors career progression being the main focus of the study, a greater depth of information could have been obtained if interview was administered on tutors.

Thirdly, the interview schedule was only restricted to policy implementers (TSC officials and Principals). A more comprehensive data would have been availed if the interview was extended to policy makers for example in the

Ministry of Education. This would have provided a good base of understanding educational sector career progression policies in Kenya

Finally, the subject of career progression is regularly confused with career growth and career development. Due the short time available to administer the questionnaires due to the busy schedule of college tutors, the researcher could not exhaustively define the concept of career progression. Tutors therefore could have withheld vital information regarding their career progression.

### **1.8 Delimitations of the Study**

The research covered only public Primary Teacher Training Colleges in the whole republic of Kenya. This may not be generalized to other colleges in Kenya especially private Primary Teacher Training Colleges (PTTCs). The study involved all 756 tutors, Deans, Principals or their Deputies in 18 public PTTCs, TSC Human Resource Officers and Staffing Officers in charge of PTTCs at Teachers Service Commission (TSC).

### **1.9 Basic assumptions**

It was assumed that respondents understood the concept of career progression and that their responses were accurate and honest to give valid and reliable results. Personal identity was concealed and the respondents volunteered information willingly without coercion.

### **1.10 Justification of the study**

Primary Teacher Training Colleges (PTTCs) tutors train teachers who teach in all primary schools in the Republic of Kenya. These primary school teachers represent more than half of all teachers employed by TSC (UNESCO,

2009). Career progression of tutors who train these teachers is important as it affects tutor motivation to perform their duties. This in turn affects level of productivity and quality of teachers released to teach in primary schools. If educational interventions in Kenya and in particular those related to the quality of education will be successful, then tutors' career progression must be addressed.

One of the major challenges facing Kenya in attainment of vision 2030 and Millennium Development Goals (MDG) is to improve students' outcomes which require improved tutor commitment. Poor performance in Primary schools undermines pupil's opportunities for placement in secondary schools and reduces individual participation in the growth of the economy.

Other researchers have sought to identify causes of poor performance in primary schools in relation to resources used in training teachers (DFID, 1998, Likoko, Mutsotso and Nasongo, 2010), the Teaching Practice done before PTE examination (Tabot and Motttanya, 2012) and quality of training in terms of individual subject performance (Uwezo Initiative, 2011) among others. However, little or no previous research exists that addresses this critical issue of career progression of tutors in PTTCs in order to improve efficiency in the investment of education.

### **1.11 Definition of significant terms**

Assistant Dean – refers to a tutor internally deployed to either Dean of

Curriculum officer or Dean of students' office to assist in administrative duties.

Career – refers to the teaching job that tutors hold in colleges.

Career development – refers to changes in workers experience throughout their career in job skills, Knowledge, behaviour, attitudes and job events. The researcher will take career development to consist of the experiences and personal improvements that tutors undertake to achieve a career plan.

Career progression – refers to the upward mobility, enrichment or advancement made by tutors in terms of their career in colleges. The researcher will define career progression as process of making positive progress or forward movement from one level of career to another.

College teaching experience – refers to the number of years a tutor has been continuously implementing college curriculum.

Dean – refer to a tutor substantially appointed by TSC or internally appointed by college principal in acting capacity to be in charge of curriculum implementation or students welfare. In college hierarchy, the Dean is next in command to the deputy principal.

Experience – refers to the number of years that a tutor has served in a PTTC.

Free Primary Education – refers to education which offloads financial burden from the parents in terms of tuition but leaves only the burden of food and uniform to the parent.

Ministry of Education – refers to the central organizing unit controlling all matters of education in Kenya.

Performance appraisal – refers to the evaluation of individual tutors to judge their performance and to provide feedback to help improve their practice and



or to assist in the process of promotion.

Individual (Personal) characteristics – refers to attributes that the tutor brings into the college which are needed for quality training. These characteristics include age, gender, academic/professional qualification and career aspirations.

Institutional characteristics – refers to attributes in the organization (PTTCs and TSC) that are beyond tutors control and which may cause variation in tutors' career progression.

Professional development – refers to activities that develop an individual's skills, knowledge, expertise and other attribute required by a PTTC tutor.

Professional responsibilities – refers to responsibilities a Tutor is given in a college. The researcher will categorize professional responsibilities into administrative and teaching.

Promotion – refers to movement of a tutor from one job group to another that is more rewarding in terms of pay and responsibilities.

Quality training – refers to a description of how well the training opportunities available to PTTCs students to help them to become better teachers.

Senior Management Team – Tutors with responsibilities of deanship, deputy principal and principal of a college.

Teachers Service Commission – refers to a statutory body entrusted with the responsibility of recruiting, staffing and firing of teachers in Kenya as per the provision of Education Act Laws of Kenya, 2012.

Tutor career aspirations – refers to level and type of position which tutors ultimately hope to attain.

Training – refers to systematic procedure through which students teachers acquire teaching methods, skills and knowledge in a college.

Tutor – refers to a teacher employed by TSC and posted in a PTTC to train primary school teachers.

### **1.12 Organization of the study**

The study is divided into five chapters. Chapter One consist of the introduction which includes background to the study, statement of the problem, purpose of the study, objectives of the study, hypotheses of the study, significance of the study, limitations of the study, delimitations of the study, definition of significant terms and organization of the study. Chapter Two reviews related literature on determinants of career progression of tutors such as gender, personal characteristics, teaching experience of a tutor, career policies, tutor professional development, Summary of Literature review, theoretical framework and conceptual framework. Chapter Three focuses on research methodology under the following sub headings, research design, target population, research instrument, and data collection procedures and data analysis techniques. Chapter Four will be presentation and interpretation of data. Chapter Five focuses on summary of the research findings, conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter looks at relevant literature by other researchers on the subject of career progression. The section also contains a summary of literature review, theoretical frame work and conceptual framework.

#### **2.2 The concept of career progression**

Career dates back to prehistoric times when there was no distinction between work and life (Grint, 2000). Work was meant for survival where each gender had divided roles. Baruch (2004) noted that the concept of work started changing when purpose of work moved from survival to organize in formal system. The advent of the industrial revolution in the late 18<sup>th</sup> and early 19<sup>th</sup> century brought about a second transformation of working lives (Eden & Ackermen, 1998). This meant a decline in numbers employed in agriculture and a rapid increase in the 20<sup>th</sup> century as observed by Baruch (2004), work transformed from manufacturing to a service based which made workers to move from manufacturing employment to office employment (white colour jobs). Towards the 21<sup>st</sup> century, there was a shift from service based to a knowledge based economy due to technological advances which made work easy and more competitive. The historic career was viewed as linked to hierarchical progression with career success being conceptualized as achieved a senior management

positions (Barley, 1989). Success of career from this point depended on the experience the work has to increase productivity.

Over time, the concept of career and career progression has changed. While traditionally people moved from school into job life, progressing steadily through the hierarchy of an organization, the current trend involves external impacts such as work reforms, labour movement and need for specific skills (Baruch, 2004). This has changed the thinking of 21<sup>st</sup> century workers who now seek career progression that will make their life better. Organizations that are not up to date with current career progression trends may end up losing workers due unfulfilled expectations.

Linda (2003) who studied teachers' leadership capacity found that teachers derived satisfaction from seeing students learn more and also movement up the ladder in order to improve performance targets. According to many career development theorists (Lynn, 2002; Hughes, 1991; Armstrong, 2009; among others), the factors affecting career progression of teachers mainly correlate to professional and vocational choice. Lynn (2002), for example, found that career progression of teachers is influenced by six factors namely individual, societal, family, social economical, and situation and psychosocial – emotional. These affect both genders in career decision making. This assertion was also shared by Hukt, Olofsson and Ronneman (2003), who found that teacher career progression may be affected by teachers themselves, students and colleagues, working environment and family ties. Teachers could influence their career path in terms of their knowledge, their awareness of their education and their commitment to

their teaching and development. Hukt, Olofsson and Ronneman (2003) further argue that students on the other hand are also important players in that teachers are motivated when students understand what they are teaching.

Excessive workload and responsibilities have led to the decline in the number of teachers wanting to have leadership positions (Houson, 2003). He summarized that many teachers shun desirable leadership positions due to fear of being over worked. On the other hand, MacBeath (1998) and Fenwick (1998) both found that career leadership is primarily concerned with relationship and the connections among individuals with a school. Linda (2003) noted that teacher leadership within a school is heavily influenced by interpersonal factors and relationships with other teachers and management. The ability of teachers to influence colleagues and to develop productive relations with school management who may be in some cases feel threatened by teachers taking on their positions is therefore important.

Armstrong (2009) found that another strong influence of career progression is job satisfaction. He defined job satisfaction as the attitude and feeling people have about the work. Positive feeling and favorable attitude towards the job lead to engagement and thus job satisfaction. Negative and unfavorable attitude towards the job indicates dissatisfactions. Okumbe, (2001) noted that job satisfaction is mainly influenced by emotional response to job situation, outcomes on expectations for example recognition after hard work and attitudes towards job characteristics like pay, promotion opportunities, gender, supervision, family ties and coworkers. Mulinge & Muller (1998) posits that job

satisfaction brings motivation for career progression to employees and a sense of belonging. They agree that motivated and satisfied employees will have the energy and drive to learn, work effectively and even achieve career dreams.

Gordon, Kane & Staiger (2006) who studied teacher motivation by job performance in USA found that there is need to attract and retain highly qualified individuals in the teaching profession. They found that an estimated 35,000 teachers get into the field of teaching yearly but quickly grow dissatisfied and eventually exit. This assertion was supported by Bennell (2004) who found that individual job satisfaction in low income countries including Kenya was influenced by work place goals and individual goals. He concluded that in these low income countries, pay alone does not increase job satisfaction, but pecuniary motives among them being material benefit. Contrary, Moleni and Ndalama (2004) found that in Malawi remuneration was a key cause of dissatisfaction among teachers. They argued that though graduate teacher salaries are generally higher than teachers in other grades, their levels of remuneration compared unfavourably with other graduate employed in other professions. Kadzamira (2003) concurred that education graduates fared worst in terms of pay and teachers have the lowest mean income of all employment categories.

In Kenya, Bennell and Akyeampong (2006) agree that many teachers leave teaching to join civil service, NGOs and even private sector where pay is favourable. Bennell and Akyeampong (2006) further asserted that a majority of teachers in sub Sahara Africa are not satisfied due to poor incentives, low morale

and inadequate controls and other behavioral sanctions leading to low standards of professional conduct and performance.

From the above discussion, it is evident that career progression is gaining more attention from various organizations. Both employees and employers see career progression in different ways. While employees often view career progression as a chance to find motivation in the work place and an increase in financial security (Okurame, 2012), employers see it as a chance to induce competitiveness and hence increase job satisfaction and commitment (Hall, 1996). While employees are developing themselves, they continue to contribute to the success of the organization which creates a win - win situation.

### **2.3 Individual characteristics and career progression**

Individual characteristics of tutors are attributes that a tutor brings to the institution and which may affect his/her career progression. According to Ornstein & Levine (2002), becoming a teacher starts with the persuasion to choose teaching as a career with varied individual motivation. When defining individual characteristics, Rausch and Witheridge (2003) said that these influence how a worker behaves in the work place. The individual characteristic of any worker is what he or she brings into the system that combined with institution characteristics work together to increase productivity. Rausch and Witheridge added that individual characteristics of individuals help to have different preferences in their careers, which are influenced by the attitudes, personality and abilities. The individual characteristic identified in this research is gender, age

category, tutors' qualification (academic/professional qualification), tutors' career aspiration and college teaching experience of tutors.

### **2.3.1 Gender and career progression**

Achieving gender equality is a growing concern among both developing and developed countries. At the University of Bristol, the stagnation of women academics has become an increasingly important and concerning issue (Tudor, 2013). According to Ismael and Arokiasamy (2007), some of the factors that lead to women's career advancement include mentoring, training and development, career planning, individual characteristics and hard work. Cox and Cooper (1998) found that women who had succeeded in their careers had been given challenging jobs to prove their abilities. Linge, Willie and Damary (2010) concluded that women who had been given challenging assignments improved their chances of career advancement. Lee (2002) posits that apart from assuming long and flexible working hours by extending the work environment to working outside of normal hours, heavy work load also entails having a preoccupation with work related issues like undertaking geographical assignments. This is an indication of commitment to job and organization. Linge et.al (2010) says that service in different geographical locations presents employees with opportunities to polish their skills. These challenging assignments give both gender responsibility and a sense of recognition.

In a hypothetical school system that has perfect levels of gender equity, it would be expected that 50 % of the school heads are both sexes. Zhang (2008), contend that one would expect more female teachers at all levels to be heads.



Research conducted by Southern and Eastern Consortium for Monitoring Educational Quality (SECMEQ, 2010), indicated that about two thirds of teachers involved were female teachers but less than a third of them were heads. In Kenya and Malawi, 15 % of the teachers out of forty 80 % female populations were female head teachers while in Seychelles and Lesotho 80 % of teachers were female heads (Bennel & Akyeampong, 2007). Head teachers are drawn from the teaching population. Zhang (2008) observed that it would be expected that the balance in the headship per gender is maintained. However, when it comes to headship, educational authorities prefer male heads especially in rural and remote areas. According to SECMEQ (2010), only 21% of these women teachers are heads in developing countries.

These figures may have two implications on this research. First female teachers may consider that there are barriers to their career advancement which may imply gender discrimination. Secondly, the gender inequalities could send wrong signals to pupils that female teachers are incapable of being heads. This may negatively for young girls' career aspirations.

### **2.3.2 Age category and career progression**

Burden (1982), reported that a tutor has three stages in his/her career. The first stage he called it survival stage which occurs during the first year of teaching. Fessler (1995) called this stage pre- teaching concern. Here tutors lack knowledge of teaching and environment. They have not also build confidence and are unwilling to try different methods of teaching. Stage two was called adjustment stage which occurs between two years and four years of teaching.

Here tutors adapt to great deal of planning and organization. They gain confidence and begin to discover that students are people. The last stage according to Burden (1982) is the mature stage which is between five and above years of teaching experience. At this stage, tutors have a good command of teaching activities and the environment. The tutors now become child centred, confident and secure.

(Huberman, 1993; Huberman, 2001; Moen, 2005; Hall, 1992) while enriching Burdens theory, all came up with five stages of career professional development. The early career stage refers to the first one to three years in the profession. This is the period when an individual (tutor) begins the process of self directed career planning. At this stage teachers try to discover their job. It is a period of consolidation, reefing and mastering of teaching (Huberman, 1993). Stabilization stage applies to the first four to six years. Here progress is seen within particular areas of work where skills and potentials are developed through experience as a tutor, training, coaching, mentoring and performance management. Here teachers start to show their commitment. Divergent period was termed by Huberman (1993) and Moen (2005) mid-career stage this is between seven to fifteen years of teaching of teaching. Tutors at this stage have good career prospects while others may have got as far as they are going to get or at least feel they have. It is necessary to ensure at this stage that tutors do not lose interest. This can be done by providing them with cross functional moves, job protection, special assignments, recognition and rewards for effective performance.

According to Lynn (2002) teachers at this stage explore themselves and develop new methods of teaching. Later career stage is arrived when tutors may have settled down at whatever level they have reached but are beginning to be concerned about the future. Huberman (1993) found that these tutors need to be treated with respect as people who are still making a contribution and given opportunities to take to new challenges wherever this is possible. They also need assurance about their future with the institution and what may happen to them when they leave. Tutors at these stages are between 35-48 years who have worked for about 19-30 years. They appear to fear stagnation and many relax and assess themselves, others criticize the system, administration, colleagues and others (Huberman, 1993). Promotion is surely expected at this stage and some tutors may feel a failure if this does not happen. The last stage is end career which Huberman (2001) called disengagement. This is above thirty years of experience. Here tutors look at the possibility of phasing disengagement by being given a chance to work before finally considering quitting. Tutors gradually separate from their profession and some find it a time of bitterness. This study established that Kenya has an ageing tutor workforce in PTTCs. This could be attributed to freezing of employment in 1998 and a change in the recruitment policy in 2001 based on where the vacancy is.

### **2.3.3 Tutors academic/professional qualification and career progression**

Conventionally, competency has been associated with knowledge, skills and attitude. These skills cannot be achieved without training. Edwards & Knight (1995) found that knowledge and skills is what drives an individual to

perform a job satisfactorily. According to TSC (2007), the qualification for a tutor to teach in a college is Bachelor of Education degree (B.Ed). This is what Yorke & Knight (2006) called employability which has many facet characteristics of an individual. They argued that individual suitability is appraised and defined as a set of achievements, skills, understanding and personal attributes.

Tutors are an essential link in transmission of education opportunity to teacher trainees. Their academic qualification must be put into test. Tutors must be first qualified to be able to progress in their career. Although there is no separate policy on promotion of tutors in colleges from secondary schools (TSC 2006), the career progression of these tutors has been tied to performance and commitment. Susan (1985) suggests that qualified tutors are more satisfied if their jobs provide opportunities for career progression. She cited China as an example which has developed a system for in-service training which has been used as a platform by tutors to further their professional qualifications.

Edwards & Knight (1995) suggest four main areas of competency that affect employability and career advancement in United Kingdom. In a model that has been popularly known as Edwards & Knight model, they identified factors such as understanding, skillful practice, efficacy beliefs and metacognition. These four according to Edwards & Knight (1995) influenced entry to the career and subsequent future career growth.

In 2001, Singapore's Ministry of Education overhauled the country's existing teacher evaluation system and replaced it with enhanced performance management systems which focus on competency (Steiner, 2011). The new

system included measures of student achievement, career tracks and opportunities for promotion. According to Steiner (2011) Singapore's hiring and promotion of aspiring teachers does not only consider academic qualification but also interview scores based on competency and students performance. This model according to Steiner (2011) has reduced teacher turnover in Singapore because teachers know what they need to do to advance.

In Uganda, Kagoda (2010) found that teachers must have a commitment to teaching and learning if their performance is to be improved. Kagonda (2010) argued that commitment will be enhanced if the teacher is satisfied that he/she is qualified to teach a specific area. Ingersoll (1999) who looked at teacher problems in USA said that this commitment will give the teacher confidence to look for career growth. Kagoda (2010) argued that teachers must be kept on toes because of the rapid rate at which knowledge becomes outdated and obsolete. This will enable the teacher to explain concepts to students correctly to cope with the process of society change.

Previous studies of professional qualification (Betts, 1999; Ingersoll, 1999; Susan, 1985; Yorke & Knight; 2006, and Gary, 2010) reveal that teachers who have good mastery of content and required knowledge and skills perform better than tutors without qualifications. They all agree that the most important aspect is tutors knowledge of subject matter. Ingersoll (1998) emphasized that teacher knowledge of subject content should be emphasized if quality is to be maintained.

Teachers Service Commission code of regulation (TSC, 2012) stipulates that promoting a teacher existing in the schemes of service must put into consideration among other factors academic and professional qualification. However, TSC only considers a Masters degree as an added advantage during tutor interviews. In Kenya, many tutors are pursuing PhD degrees while still teaching in PTTC's. Interestingly, TSC does not recognize Masters Degrees when determining tutors career progression. These teachers are stuck at their initial job groups with only a meager three annual salary increment (Maina, 2014). This according to Abaki (2003) makes some tutors not motivated to pursue advanced degrees or look for avenues to leave if they have already acquired advanced degrees.

The change of promotion policy to merit, involvement in extracurricular activities, students' performance and principal's recommendation caused confusion in the teaching profession (Abaki, 2003). While some tutors were dissatisfied with this policy, others relaxed because they had connections with the management. Mairura (2003) reported that teachers countrywide were dissatisfied with promotion or lack of it based on academic qualification. He observed that further training opportunities were not available in the rural areas. However, with the current trends where universities are aggressively marketing their courses and are slowly taking over tertiary colleges, it is expected more tutors will further their studies.

A high academic qualification has been traditionally regarded as one of the many important attributes for an individuals' career growth. However in the

era of performance contract, high qualification alone is not a guarantee of career path. A high degree will only give an applicant an advantage over their competitors during employment. Performance, interaction and relationships on the other hand will determine to a large extent career progression as opposed to academic qualification.

#### **2.3.4 Tutors' career aspirations and career progression**

Baruch (2004) suggests that the definitions of career success can also be distinguished from the perspective of individual needs and organizational objectives. Perceived key to career success is self development, job security and quality of life. These are aspirations that lead the worker to the hierarchical promotions need. If the organization has put appropriate career systems in place, then individuals will be empowered and therefore allowed to manage their own career progression (Jada, 2012).

If a worker has high career aspirations, there is a possibility that they will be committed to their work and may create high job achievements (Okurame, 2001). This is because individual career aspirations enhance perceived personal career progression opportunities. This further improves individuals' ability to cope with challenges of tasks assigned (Weer, 2006). On the other hand, lack of career aspirations lowers employee's ability to accomplish tasks, leading to lower utilization of skills and then lower job satisfaction (Weer, 2006, Albert & Luzzo, 1999). Igarria & Baroudi (1993), further viewed career aspirations, values, perceptions and effective reaction to job experiences as aspects of internal career that influence job satisfaction, commitment and retention within an organization.

They concluded that career aspirations will lead to individual career behavior which later determines career progression. This conclusion was consistent with Schein's (1978), who found that internal career will determine individuals career decision which leads to career success. This leads us to a conclusion that career aspirations influences career progression.

Career aspirations of those joining teaching profession may influence individual preference to career progression. A study by Marks & Houston (2002) who dealt with academically high achieving girls and their career indicated that highly feminized professions like teaching tend to attract such girls because it provides the possibility to combine work and family. Such teachers therefore would be more comfortable with career progression in the teaching profession compared to their male counterparts. Marks & Houston further argue that those teachers who don't have teaching career progression aspirations at the entry, don't get career satisfaction in the teaching. Mello (2006) confirms that such workers may have joined the profession for wrong reasons. Tutors in Primary Teacher Training colleges need to be clear about what they want in terms of career progression for smooth progression. They need to strive, be more productive and more satisfied with the environment where their passion for creativity is likely to be utilized.

### **2.3.5 Tutors' college teaching experience and career progression**

Many organizations recognize employees' years of experience as a very relevant factor in Human resource. Rice (2010) who studied teacher quality in USA asserted that organizations continue to recognize experience as an important



factor in policy formulation including compensation systems and promotion decisions. Because work experience promotes effectiveness, Rice (2010) and Wong & Wong (2010) agree that working experience in education is used in policy matter especially in determination of who to give responsibilities and who to promote. These researchers are in agreement with Yorke and Knight (2006) that experience gained over time enhances knowledge, skills and productivity.

Although previous research find that new teachers are less effective compared to teachers with experience, Sass (2007) and Boyd, Hamilton & Sussanna (2007) found that teachers greatest productivity is during their first few years on the job after which their performance goes down. Experience in this case becomes insignificant to a tutor who has been in the system for long. This was confirmed by a study on North Carolina by Clotfelter, Hellen & Jonah (2007) who found that redistributing inexperienced teachers will reduce achievement gaps only if experience has similar payoff in student's performance.

Hargreaves and Fullan (1996) when finding the factors affecting teacher development found that experience goes with consolidating achievements and identifying ones career objectives. They associated entry career stage with search for status. This supported conclusion by Hubberman (1993) Fessler (1995) and Burden (1982) that teachers who have just entered in the teaching profession are trying to survive by learning new thing, environment and establishing their niche. All the researchers above agree that experienced teachers, who fail to advance in their career at a certain number of years of service, reduce their input in school

and concentrate more on their families, businesses and any alternative supplementary to their career.

Habberman (1993) and Lynn (2002) both argue that a teacher with a teaching experience of more than six years have explored teaching and developed new teaching methods. Wong & Wong (2010, and Hargreaves & Fullan (1996) concur with the above finding by arguing that teachers who have had an experience of above five years want to consolidate achievement and redefine their career objectives. According to Wong and Wong (2010), teachers with this experience perfect their teaching career and administrative responsibilities which expand teacher's authority and mobility without compromising quality. This experience gives high hope of career progression due to hard work. However Okumbe (1998) while contributing to the importance of experience in career progression asserted that promotion in Kenya is based on years of service. This assertion is likely to deter hard working teachers with less service but with less experience. However, TSC (2007) clarify that experience alone is not enough to warrant promotion.

Teachers with advanced experience as stated above expect promotion or they disengage with organizational operations. According to Thurania (2010), there are few appointive positions in colleges therefore making it impossible for many teachers with experience to get promoted. This according to Bennel (2004) will make tutors feel unappreciated, not valued and unwanted. It also lowers their job commitment and according to Wong & Wong (2010) such tutors may remain in the job to retire. While these studies suggest that good teachers can be spotted

from characteristics of leadership, perseverance, sense of mission and prior academic achievement, the evidence for work experience is weak.

## **2.4 Institutional characteristics and tutors career progression**

Although most tutors are attracted to the teaching profession by intrinsic satisfaction of working with students, research by Ornstein and Levine (2006), found that tutors are also attracted by extrinsic reasons such as pay, security, promotion and intervening policies in the teaching profession. These are factors that a tutor has little control on. Tutors low pay and policies that encourage lack of growth for in the job has led to many teachers leaving the teaching profession. Institutional characteristics identified in this study are career policies and tutors exposure to continuous professional development.

### **2.4.1 Employer Career Policies and Career Progression**

The organization needs to decide on the extent to which it makes or buys talented tutors. This means that policies should be formulated so that the organization develop and grow their own talents (a promotion from within) or should rely on external recruitment or else bringing in fresh blood. Lacey (2001) observed that every institution need to be able to find the people with the right skills to fit in key and top leadership positions. When this process is well managed and policies put in place any institution is able to come up with the right people to fill these positions. Boydell (1990) concur that the identification process cannot be a thing to be done once and for all as problems are constantly occurring and the implementation of one set of solutions must be validated continuously.

The hiring and promotion policy should be clearly stated so that workers know the correct path to follow.

Lacey (2001) found that such policy acts as an incentive for good people to stick around. This policy can be used by a college to invest in professional development. She asserted that strategic succession planning can reduce the trauma of change. It guarantees short learning curves and preserves institutional memory and continuity of changes. Armstrong (2009) observed that policies should be put in place to deliberately train managers for the future. He asserted that a policy or platitude that has got so far but will not get further should be revised.

In Kenya, since the launch of free primary education (FPE) in 2003, there has been an upsurge in the enrollment in public primary schools. As a result, there has been a high demand for more teachers (MOEST, 2005). These teachers must be equipped with relevant knowledge, skills, values, attributes and abilities to identify and deliver the educational needs of the child. For this to happen, there must be a motivated tutor to train these teachers. The Institute of Policy Analysis and Research (IPAR, 2008) observed that there are many challenges facing education system which includes career progression policy. The government has responded to some of these challenges as seen in various policy documents (GOK, 2003, MOEST, 2003, MOEST, 2005), but no clear cut solution has been put in place to address the challenge of PTTCs Tutors' career progression.

According to TSC (2007), college tutors are treated the same as secondary school teachers without any preference for the tasked tutor. This means that they

can be transferred to secondary schools and vice versa. Bennell (2004) found that excessive politicization of public education has profound impact on levels of accountability in developing countries. He argued that when teachers are not given job enrichment in their work places they are likely to be dissatisfied and hence look for alternative source of income. Zhang (2008), found that if the policies are not clear on promotion and career advancement, tutors commitment and motivation will be affected and as seen by Bennell (2004), there is likely to be mass exodus of tutors to other sectors.

One of the major challenges facing Kenya education systems is the need for more teachers against a constrained budget. By 2005, teachers wage bill was about 84% of the MOEST budget (MOEST, 2005). This led to the freeze of employment of teachers by TSC between 1998 and 2000. This made the government to change the tactic of employing, posting and promoting by TSC from 1<sup>st</sup> July 1998 in line with civil service reform programme which aimed at staff reduction in the civil and teaching (Republic of Kenya, 1999). From 2001, the government implemented changes in the teacher recruitment policy where teachers in secondary and primary schools are recruited on the basis of where vacancies are and the ability of the government to pay. All through college tutors are not mentioned and it is assumed that the tutors belong to one of the cadres. This shortage in government to pay teachers affected tutor promotion adversely and that is why IPAR (2008), recommended that TSC be dismantled to allow formation of an efficient and independent employment board to deal with teachers recruitment, promotion and terms of service. This view was supported by Abagi

and Olweya (1999) who observed that such move would make teaching profession more efficient and responsive to the demands of the dynamic education system.

#### **2.4.2 Tutor exposure to professional development programmes and tutors' career progression.**

With increasing emphasis on accountability, it is important that teachers are not just equipped as they enter teaching but continually develop their career. Professional development of teachers is key component of their ongoing effectiveness and satisfaction (Hughes, 1991). Career management is concerned with the provision of opportunities for people to develop their abilities and their careers in order to ensure that the organization has the flow of talent. Cowries (2005) concluded that every institution needs to have a good way of identifying future leaders to fill key positions. Hall (1984) found that career management is also concerned with career counseling to help teachers develop their careers to their advantage as well as that of the organization. This, according to Armstrong (2009) brings out good career plan which will help shape the career progression of individuals within the institution in accordance with assessments of the organization needs. Farrant (1997) asserted that in a school situation there should be a range of choices of potential candidates incase need arises. This provides an opportunity to select the most suited person for new assignments. It also gives an opportunity for an acceptable selection criterion, meaningful appraisal and feedback mechanisms as well as encouraging a smooth transition (Lacey, 2001).

Begley, Campbell and Brownridge (1990) noted that less is known about the factors that bring individuals to pursue school leadership positions. However, Marphy (2000) found that the great man theory of leadership prevails in spite of “ground well” toward leadership or empowerment, transformation and community building. This brings us to the big question “why would one go to the University or a Diploma College to train to become a teacher?” The answer has been given by a number of writers among them Linda (2003), who said that “the unique focus is to prepare whole persons who are ethical moral and leaders who can take institutions to high heights.” The whole person according to Linda (2003) means one who is ready to lead both in and outside the classroom.

Financial constraints in Kenya mean that the government can no longer find progression of tutors. The government contribution to colleges in terms of career progression of tutors has been minimum over the last five years. Apart from providing bursaries to needy students, little collaboration with NGOs, grants for non teaching staff and providing leaves to teaching staff doing related courses in the University, the government has contributed little in terms of helping tutors progress in their career. From 2005, the Government of Kenya has been calling for efficiency saving in institution budgets. GOK (2005) committed all public agencies including PTTCs in cost saving as their targets in their performance contracting. One incongruity of this situation is that institutions budgets for human resource development are often the first to be cut. This makes it difficult for tutors to have smooth career progression which has resulted to many tutors

going parallel degree programmes (self sponsored) or look for greener pastures where staff development is encouraged

Professional development of tutors can help improve the quality of leadership in the tutor and therefore improvement in student performance. According to a case study by Craig, Kraft and Du Plessis (1998), on Bangladesh, Botswana, Guatemala, Namibia and Pakistan, ongoing professional development especially starting in early years of profession and continuing throughout a career can contribute to a student learning and retention. An evaluation done by Brown and Sumra (1999) on East African Madrasa programme summed the importance of mentoring by trainers in terms of reinforcement of teacher training. A programme in Kenya duped “ the Mombasa school improvement project” built on this approach showed that teachers supported with in service as well as external workshop training improved significantly in the abilities to use child centered teaching and learning behaviour over and above developing teachers career growth ( Anderson, 2000).

Researchers outlined above did not tell us the relationship between exposure to professional development and career progression. Professional development yields three levels of results: Tutors who constantly go for professional development learn new knowledge and skills; they learn to improve teaching and leadership and above all learn new ways of growing in the career. Tutors need to routinely develop their own knowledge and skills. As a result, the tutor becomes more focused and effective. However, tutors must be exposed to the programmes otherwise they will never apply to have the training.



## **2.4 Summary of the Review of Related Literature**

Throughout the literature review, it is clear that several studies have identified factors that influence teachers' career progression. However many researchers have concentrated on teachers job skill, knowledge, behaviour, attitudes and concerns at different points in their careers (Burden, 1982, Moen 2005, Fessler, 1995, Armstrong, 2009). Findings from these authors really dwelt on the job itself but none has looked at the combination of internal and external factors as key determinants to career progression. The career stages influences how the worker behaves. Hall (1984), Huberman (2001) and Lynn (2002) agree that if a teacher is not handled well depending on the teaching experience, he/she is likely to be uninterested with the job or even quit altogether.

Although no research has investigated the influence of individual and institutional variables on career progression of tutors in public Primary Teacher Training Colleges, considerable research suggest that personal characteristics are important factors in career progression (Powell & Butterfield, 1994; Rausch and Witheridge, 2003; Okurame, 2012,). For example gender differences have been linked to career attitudes. According to Mwanwenda (2004), men tend to be more motivated by promotion than women. This as seen by Richter (2011) could be as a result of social pressure to be bread winners which makes men to seek for promotions for remuneration value addition.

Literature has also revealed that age differences influences career growth (Richter, 2011, Glickman, 2009). These authors suggest that employees attitude towards career progression differ with age. While Wayney et. al (1999) see older

people to have lower career progression as they are seen to be resistant to change, Glickman (2011) see older workers to have higher career progression mean as they are established.

Employees with high academic qualification tend to pay a lot of importance to career progression than those with lower academic qualifications (Gumo, 2003; OECD, 2005; Yorke & Knight, 2006 and Steiner, 2011,). It is therefore normal to expect that professional qualification of tutors would influence career progression, if other conditions are met.

High career aspirations increase chances for more career progression opportunities. As a result, there is more commitment to the job leading to a feeling of accomplishment (Weer, 2006). Lack of career progression reduces the ability to look for career growth opportunities. Tutors in PTTCs who do not have career aspirations will be less willing to engage in promotion opportunities and according to Jacquet & Leroy (2011), this may lead to lack of accomplishment.

All researchers, who looked at career policies, agree that a good succession plan would help the administrators to appoint a pool of qualified fellows to administrative positions. The succession plan gives a formula in policy form on how workers should be appointed, promoted or retrained. Cowries (2005), Lacey (2001) and Farrant (1997) all agree work policies on career development help in the identification of people to be trained and promoted. However, none of these researchers has given a guide as to how this plan can be implemented in Primary Teacher Colleges where tutors have a role to play in the development of their career and that of teacher trainees. Classroom leadership is

important but at the same time there is need to have personal growth in their career, depending on individual goals and aspirations. Career growth will enhance individual career progression which increases job commitment and satisfaction. It will also reduce probability of tutors turn over from colleges.

This Literature review has shown clearly that very few researches if any have been done on career progression of tutors in public Primary Teacher Training Colleges (PTTCs) in Kenya. This study paid attention to the impact of individual and institutional characteristics on career progression of tutors in PTTCs. Among other findings, the study established that there is a positive relationship between implementation of career policies at TSC and career progression. This has a reaching effect on tutor's career growth. The study also provided recommendation on the best way to fast track career progression in PTTCs. While most researches focus on ANOVA to test level of significance, this study used regression analysis which gave the degree of relationship between independent variables and dependent variables.

## **2.5 Theoretical framework**

This study was based on Expectancy theory by Vroom (1964) in Lawler, Porter & Vroom (2009). The theory asserts that workers are motivated to work to achieve a goal if they believe that the goal is worthy and there is a probability that what they do will help them in achieving the goals (Wehrich & Koontz, 1999). Vroom theorized that the source of motivation is a multiplicative function of valence, instrumentality and expectancy (Stecher & Rosse, 2007). He suggested that people consciously choose a particular course of action based upon

perceptions, attitudes and beliefs as a consequence of their desire to enhance pleasure and avoid pain. According to Stecher & Rosse (2007), Vroom concluded that the force of motivation in an employee can be calculated using the formulae:

$$\text{Motivation} = \text{Valence} \times \text{Expectancy} \times \text{Instrumentality}$$

Expectancy is the belief that increased effort will yield better performance. If I work harder, I will make something better. Instrumentality is the thought that if an individual performs well, then a valued outcome will come to that individual. This means having trust and respect for people who make the decision on who gets what reward and seeing transparency in the process of who gets what reward. Valence which Vroom also called value (Redmond, 2010), is the beliefs about the outcome desirability. There are individual differences in the level of value associated with any specific outcome. If a college tutor does not attach any value to further studies for instance, taking him/her for such training will have no value, thus valence will be zero therefore making the motivation for promotion attached to further studies zero. This also means that financial recognition may not increase motivation for a tutor who is motivated by increased status such as increase responsibilities.

The basic idea behind this theory is that people will be motivated because they believe that their decision will lead to their desired outcome (Redmond, 2009). It describes an employee tendency to perform his/her job task at a level that is equal to the type response he/she expects from the employer. Cheng & Fang (2008) opined that this has a practical and positive benefit of improving motivation because it can help leaders to create motivation programmes in the

work place. Tutors in Primary Teacher Training Colleges (PTTCs) will be motivated towards career progression if they believe that individual perceptions of the environment and subsequent interactions are up to their expectations and their rewards are appreciated. This implies that rewards used to influence tutors' career progression must be valued by individual tutors.

Porter & Lawler (1968) extending on Vrooms expectancy theory came up with what has been popularly known as Porter – Lawler model. The model stresses that the effort (strength of motivation) does not lead directly to performance. It is rather moderated by individual abilities, traits and the role perceptions of an employee. Further, they argue that satisfaction is not dependent on performance rather determined by the probability of receiving fair rewards. The proponents of Porter – Lawler model ( Walker, 2003; Stecher & Rosse, 2007; Wihrich & Koontz, 1999; Redmond, 2010 among others) argue that motivation is affected by factors such as perceived effort reward probability. Before this effort is translated into performance, individual abilities, traits and role perceptions of the employee affect any effort used to influence performance. Tutors who value high academic qualification or those with experience will be motivated to perform their work efficiently in the hope of progressing in their career.

Where a tutor chooses between alternatives which involve uncertain outcomes, it seems clear that his/her behavior is affected not only by his/her preferences among those outcomes but also by the degree to which he/she believes these outcomes are possible (Armstrong, 2009; Luthans, 2008). In this case the strength of the expectations may be based on past experiences for

example lack of feedback after interview (Thuranira, 2010). To the contrary, tutors in PTTCs are presented with new situations in their day to day operations which influence their career decisions and consequently their motivation. According to Luthans (2008), the past experiences is not an adequate guide to the implications of career progression, rather change on perceptions and circumstances do.

One unfortunate thing about Expectancy theory is that it focuses more on extrinsic motivation and the conscious decision employees make about their performance. Extrinsic factors are not the sole motivator. This makes the concept of Instrumentality ambiguous and difficult to operationalize (Walker, 2003). It is therefore very crucial that before attempting to utilize the theory as a basis for career progression as a reward, TSC should understand what motivates tutors. Expectancy theory does not also explain how employees update and change their beliefs overtime ( Wilson & Gilbert, 2005; Grant & Shin, 2011). Overtime, tutors could change their perceptions and value they place to aspects of career progression as a reward. For example, further training could have been earlier a priority to get a promotion. Tutors of higher academic qualification are likely to be promoted before their colleagues with low academic papers (Abaki, 2003). After TSC decided to give only three annual increment ( TSC, 2007) instead promoting a tutor who has completed a further training course, tutors may realize that the actual satisfaction is different from satisfaction that is anticipated.

Knowing what factors motivate employees can help TSC to make policies that will increase tutors commitment and possibly reduce turnover. Of importance

is for TSC to understand that tutors are motivated by different job attributes. While some tutors may be motivated by intrinsic factors motivators others are motivated by extrinsic factors. If a tutor values promotion opportunities, this is a highly valent outcome. Tutors will put more effort if they see value in added responsibility as a possible outcome and the opposite is true. Brophy & Good (1987) asserts that teachers' expectation indirectly affects students' achievements. They argued that if a teacher does not get his expectations (for example promotion) after a hard work, his motivation to class work is likely to be affected and hence affect performance.

A tutor with adequate skills and abilities is likely to be motivated to work hard with a final goal as increased career progression prospects. A tutor with teaching experience and required professional/academic qualification will ordinarily be motivated to seek career progression opportunities. However, if he/she does not perceive these attributes as necessary, his performance will reduce, consequently reducing chances of career growth. This will result to reduced job satisfaction, low retention and reduced job commitment. If effort-reward ratio is perceived by the tutor as not being equitable compared to other colleagues, then performance will be low leading to a possible dissatisfaction situation.

## 2.6 Conceptual framework

Figure 2.1. below presents the conceptual framework of the study.

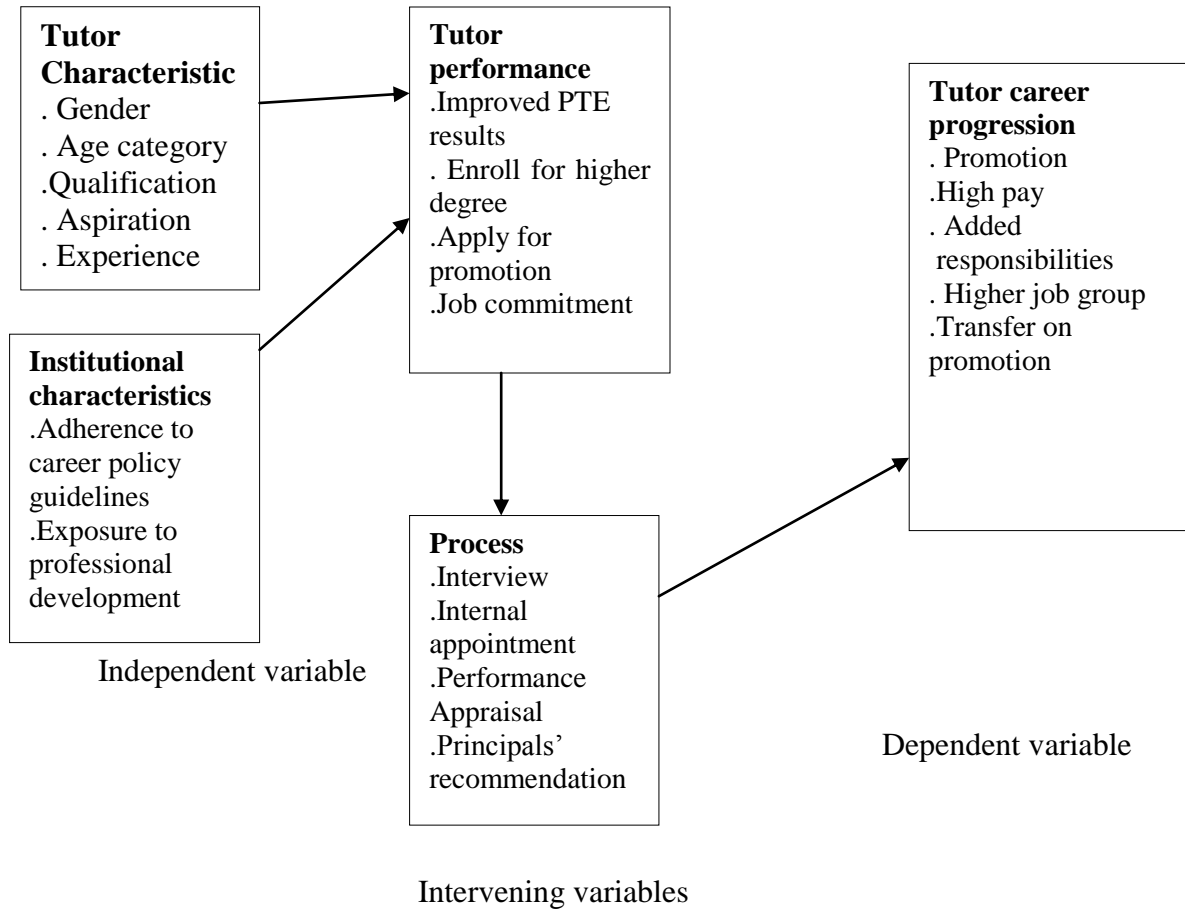


Figure 2.1. Relationship between independent variables and dependent variable.

The researcher conceptualized career progression as being affected by individual tutor factors and institutional factors. Individual factors considered in this study included tutors' gender, age category, academic/ professional qualification, career aspirations and tutor college teaching experience. Institutional factors included adherence to career policy guidelines by TSC and exposure of tutors to professional development. The needs and expectations of both tutors and colleges are achieved through the interactions between the



individual and institutional characteristics. For example due to tutors' long experience and high academic qualification, tutors are likely to produce impressive PTE results. The expected output of impressive results is good recommendation by the Principal. This recommendation is expected to influence interview results at TSC thus gaining promotion of a tutor. Increased knowledge on career progression policies and exposure to professional development added to variables like academic qualification and individual aspirations will influence tutors application for promotion. Based on this, TSC may call the tutor for an interview which is likely to lead to promotion to higher job group. This outcome depending on the value the tutor places on the promotion is likely to lead to higher job commitment, which after college principals' performance appraisal for the tutor may lead to added internal responsibilities.

Tutors expect to be given conditions of performance by institution for them to achieve their career progression. If for instance, TSC does not expose tutors to professional development policies, they will not know the basic requirements by the employer (for example that a teacher must have undergone a professional training in the last three years) the target reward which is career progression will be missed which may led to low commitment at the work place and hence low PTE result grades. This is likely to reduce tutors' motivation for promotion, thus reduced effort to apply for available promotion vacancies with TSC.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the methodology that was used in this research. It included the research design, the target population, sample size and sampling procedure, data collection and data analysis procedures.

#### **3.2 Research design**

The research employed descriptive survey design. Walker (1989) noted that a descriptive survey design is an appropriate way of assessing educational programmes. Best and Kahn (2006) and Borg & Gall, (2003) similarly confirmed that descriptive survey design is an appropriate design for assessing the effectiveness of educational programmes for it uses both qualitative and quantitative information to identify, analyze and interpret conditions that exist in relation to set standards. It involves comparing what would be and what is. Mugenda & Mugenda (2003) asserted that descriptive study helps to answer the question “what is” concerning the current status of the subject matter. This design helped the researcher to obtain precise information concerning the current state of career progression in PTTCs and to draw varied general conclusions from the facts that were obtained. The design was most appropriate for this study because the researcher collected information on the state of affairs as it were in the colleges and at Teachers Service Commission. This enabled the researcher to use

various forms of data as well as incorporating human experiences. The design also allowed the researcher to look at career progression in a broader overview.

### **3.3 Target population**

Chava and David (1996) defined population as the aggregate of all cases that conform to some designated set of specifications. Cooper and Schindler (2001) defined population as the total collection of elements about which the researcher wishes to make inferences. It is the total number of objects, people or events that the researcher is interested in. The study targeted 18 Primary Teacher Training Colleges (PTTCs), 756 tutors, 18 Principals, Staffing officers in charge of staffing in PTTCs and one Human Resource officer. There were 21 public primary teacher training colleges in the republic but at the time of the study, there were 18 PTTCs that had presented candidates for Primary Teacher Examination (PTE).

### **3.4 Sample size and sampling procedures**

According to Hayer (1997), sampling is a statistical determination of the appropriate sample size to enable the researcher to generalize the results to the target population. A sample was determined statistically using a combination of purposive sampling for Principals and TSC officers and simple random sampling for tutors to be sure that all are represented. Although Mugenda and Mugenda (1999) states that a 10 % of accessible population is adequate for sampling depending on the size of the population being studied it not clear what happens when the sample goes below a population of 1000 objects. Similarly Borg & Gall (2003) does not specify what percentage should be used if the population is far

below 100 subjects though they say that almost all population should be included to the sample for very small population. Sixteen colleges were randomly sampled using Yamane formulae cited by Trochim (2006).

Yamane (1967) formula got from Trochim (2009) provides a simplified way of calculating sample sizes was used to sample tutors. This formula was most appropriate to this study since the population was below 1500. The formula states that if the population is less than 1500 objects then the sample size is calculated as follows:

$$n = N / 1 + N (e)^2$$

Where

n = Sample size

N = Population size

e = level of precision

95 % is the confidence level and  $p = 0.05$  are assumed in this equation.

Using the equation, tutors sample consisted of 264 tutors. Tutors were stratified in terms of gender to ensure equal representation of all. A total of 264 tutors from PTTC were selected through simple random sampling. Thirteen of the sampled colleges were represented by seventeen tutors, two colleges by 16 tutors and in one college only ten tutors were available to fill the questionnaire. Purposive sampling was used to pick sixteen principals of the sampled colleges, one Staffing Officer in charge of PTTCs and TSC Human Resource Officer due to their expertise in tutors' career progression. Purposive sampling was defined by

Trochim (2009) as one that seeks to select one or more specific predetermined groups meeting specific requirements and may involve expertise.

In this study, all the sixteen principals of the sampled colleges, one Staffing officer and one Human Resource officers were purposively sampled due to their expertise in teacher management. Their theoretical and practical opinion and approach to career progression were very important to this study.

### **3.5 Research instrument**

The choice of research instrument is determined by the nature of the study, the kind of data to be collected and the characteristics of the target population (Kilemi and Wamahu, 1995). The researcher used questionnaires formulated using a guide by Borg & Gall (2003) and Frary (2002) as an instrument to collect data from tutors. This is because questionnaires provide quick and precise information and also is best for literate population. A structured questionnaire was developed to collect information from respondents consisting of three parts. Part one was to solicit the demographic information about the respondents. Part two dealt with career progression factors designed in line with Likert summative ratings as outlined by Borg and Gall (2003).

The respondents indicated their level of agreement or disagreement using a five point scale labeled Strongly Agree (S.A), Agree (A), Uncertain (U), Disagree (D) and strongly disagree (SD) ( Summer, 1970). The scoring depended on whether the sub items were stated positively or negatively. This means that the more a tutor agrees with positively stated items, the higher the score assigned to

his/her responses. Part three consisted of questions that gave the respondent an opportunity to express themselves on the issue of career progression.

The study also used an interview schedule prepared in accordance to Borg & Gall (2003) guidelines while sticking to the research objectives to collect data from principals, TSC Human resource and TSC Staffing officers in charge of Primary Teacher Training Colleges (PTTCs). The research instruments explored entry in the teaching profession, career trajectory, current position, job satisfaction, career aspiration and factors affecting their career. The administrator's interview was used to gather information on equal opportunity policies and organizational factors that may influence career progression of tutors. The interview schedule for TSC officers was meant to clarify policy issues on career progression of tutors in PTTCs.

### **3.6 Instrument validity**

Validity is the degree to which an instrument measures what it purports to measure. According to Chava and David (1996), validity answers the question, "am I measuring what I intended to measure?" Validity measures adequately expected property. The instrument validity was checked through instrumentation process by ensuring that responses that could cloud the true effects of the research being done were controlled or removed. The two instruments have items designed to ensure face validity, construct validity and content validity. A pilot study was conducted to check the validity of the instrument in one college randomly selected being about 1 % of the sample size as recommended by Mugenda and Mugenda (1999). Each tutor was requested to complete the questionnaire within the

shortest time possible to help the researcher to calculate the average time required to fill the questionnaire. Tutors were also being requested to comment on the instrument in relation to the topic of the study to determine content and construct validity. The instrument was also given to subject expert (the Supervisors) for standardization (Kothari, 1990). Any item found to be irrelevant, ambiguous or confusing was removed or reconstructed as advised to bring meaning. Responses from the pilot study were subjected to factor analysis to gauge their level of suitability in bringing out the subject of the study.

Factor analysis was used to validate the research instruments. Factor analysis is a statistical technique used for identifying groups or clusters of variables from a data set. It is used extensively in the development of psychometric tests or to examine the latent variables measured by the test (Field, 2006). According to Field (2006), there are three main uses of factor analysis namely; to aid the understanding of the structure within a set of variables, the construction of a questionnaire and measure the underlying variables and finally to reduce a data set to a more manageable set whilst still retaining as much of the original information as possible. Essentially, there are two approaches to data analysis using factor analysis, that is exploratory and confirmatory factor analysis. Exploratory factor analyses explore data sets and discover the underlying factors while confirmatory factor analysis tests a specific hypothesized structure. The research applied exploratory type since factor structures change with different cultural groups due to change in social norm.

### **3.7 Instrument reliability**

Best and Kahn (1989) defined reliability of an instrument as the extent to which it measures consistently. Split half method was used to calculate reliability using Spearman Brown Rank correlation coefficient. Reliability of the questionnaires was evaluated through Spearman Brown Rank order Correlation Coefficient formulae which measured the internal consistency. The Spearman Brown Rank Order formulae measures internal consistency by establishing if certain items measure the same construct. Borg & Gall (2003) established the Spearman Brown Rank Order formulae value threshold at 0.7 which the study benchmarked against. Spearman Brown Rank Order formulae was established for every objective in order to determine if each scale (objective) would produce consistent results should the research be done later on. Appendix F shows that tutors' career progression and personal characteristics had the highest reliability ( $=0.885$ ) followed by Career progression of tutors and tutor teaching experience ( $=0.769$ ), then Career progression of tutors and level of meeting set policy criteria ( $= 0.735$ ) and career progression of tutors and tutor's continued professional development ( $=0.731$ ). The overall value of Spearman Brown Rank prophecy formulae was valued at 0.725. This illustrates that all the four scales were reliable as their reliability values exceeded the threshold of 0.7 as prescribed by Borg and Gall (1998). The instrument was reliable to use in collecting data helped to achieve the desired research objective. As shown in Appendix G, the figures helped the researcher to estimate the statements for each variance. This is the proportion of variance that each item has in common with other factors. This shows the



reliability of the instrument most of the statement are giving information the researcher objective is covering that is the determinants of career progression among Primary Teachers' Training college Tutors in Kenya.

### **3.8. Data collection procedure**

The researcher visited institutions concerned to seek permission regarding the intended study after getting authority to do the research from the National Commission of Science Technology and Innovation (NACOSTI). The researcher made courtesy calls on the college principals for introductions and permission to conduct research in their respective colleges. The Principal introduced the researcher to the tutors and the intent to do research. Using staff list provided, tutors were stratified according to gender and then randomly selected. In every category, the selected participants were informed and questionnaires delivered to them and arrangements made on how and when to collect the filled in questionnaires. The researcher then proposed to pick the completed questionnaires on an appropriate date. This was to maximize questionnaire return rate.

Arrangements for appointments were made with the interviewees so that the researcher fits in the busy schedules of the college and TSC administrators. Two months were used for interview with principals and TSC officers due to their busy schedule. It took an average of six months for sampled college tutor to fill the questionnaire and interview the administrator.

### **3.9 Data analysis techniques**

Data collected from the field was analyzed through quantitative and qualitative methods. Data was coded by allocating categories of similar items in

the questionnaires according to the strength of the reference or points made and to ensure uniqueness. A computer was used to perform the data processing using Statistical Package for Social Sciences (SPSS) and Microsoft excel.

Descriptive statistics reports, representing various research items were developed during the analysis. Tables were generated which gave means and percentage response to all items in questionnaire using the five point Likert scale. Factor analysis was done for the four hypotheses using principal component analysis method, which made it possible to reduce data from all the original measures while maintaining the original meaning and intent.

Other tests used during the analysis were ANOVA, multiple and linear regression analysis. A cross tabulation was also done to assess the interrelationship between two categorical variables. According to Norusis (1990), cross tabulation can be used to statistically test whether two categorical variables are independent or dependent. Chi – square test for significance was used to test hypothesis one and hypothesis two on relationship between tutors age category and gender and career progression of tutors. ANOVA was used to test the third hypothesis on significance difference between tutors academic/professional qualification and career progression. A Linear regression was used to test the other research hypotheses. To enable hypothesis to be tested, mean scores was calculated. If the amount of variance between groups in terms of mean squares is found to be greater than the amount of variance within the individual groups, it was considered that there is difference among the group.

Qualitative data was analysed following guidelines by Miles & Huberman (1994). From every interview, data was recorded and transcribed according to the seven objectives of the study while maintaining the source of the data. This was done through making comments about the key themes and patterns. Data was then coded according to the objectives and then input into excel code book for analysis. Information was triangulated with quantitative data to validate it. Information was then interpreted according to themes to give meaning.

### **3.10 Ethical considerations**

To ensure confidentiality was maintained, the researcher assured the respondents that the purpose for the data collected was purely for this study and will not be used for any other purpose. Respondents' identity was also concealed. The participants were requested to participate in the study without coercion or intimidation.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF THE FINDINGS**

#### **4.1 Introduction**

This chapter presents the findings of the study on the determinants of career progression of tutors among Public Primary Teachers' Training Colleges (PTTCs) in Kenya, based on the research hypotheses. It includes the questionnaire return rate, data analysis of each objective and test of each hypothesis in line with respondents' data. The chapter also includes discussion of the study findings.

#### **4.2 Questionnaire Return Rate**

Out of a total of 264 tutors who were given questionnaires, a total of 207 successfully completed and returned. This gave a response rate of 78.4 %. This was favourable according to Mugenda and Mugenda (2003) in which they assert that a 50 % response rate is adequate, 60 % response rate is good and above 70 % response rate is very good. The follow up by the researcher could have encouraged this excellent return rate. Twelve out of the sixteen principals sampled and four deputy principals participated in the interview. One staffing officer and one TSC Human Resource officer successfully participated in the interview. This response produced a 100% return rate for interview.

### 4.3 Tutors' Personal characteristics and career progression

Tutor personal characteristics in this category included tutors' age, tutors' gender, tutors' academic/professional qualification, tutors' career aspirations and tutors experience. These were dealt with in the following sub – sections.

#### 4.3.1 Tutors' gender and their career progression

The first objective of the study was to establish if there is any relationship between tutors' gender and their career progression. Preliminary analysis was conducted using mean career progression Table 4.1.

Table 4.1

*Distribution of tutors' mean career progression patterns by gender*

Gender	N	Mean	Std. deviation
Male	106	3.342	0.418
Female	98	2.643	0.49

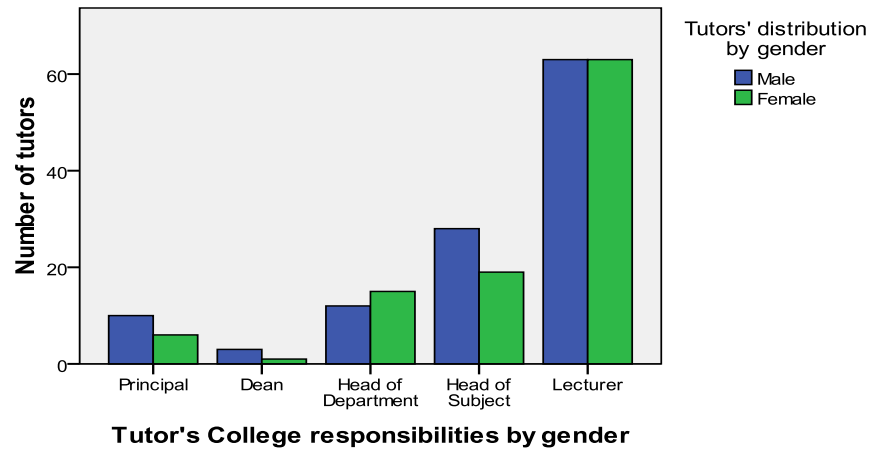
Male tutors had a more positive career progression compared to female tutors. This does not agree with Lacey (2004) who asserted that women tutors had higher career progression mean compared to their male counterparts.

Tutors respondents by gender were almost evenly distributed with 52.2 % male and 47.8 % female. This again contradicted Lacey (2004), who concluded that in many institutions of learning in many countries there are more female tutors than male tutors. More than half of sampled representing female tutors (78%) who responded to the questionnaire said that family ties do not influence to

a large extent the upward movement of tutors in colleges. This thinking was critically disputed by all principals interviewed who observed that tutors decline to take up promotions due to fear of being transferred from one station to another due to family responsibilities. Two principals who had been in the system for more than 15 years observed that this fear made tutors not to apply for promotions with TSC thus many tutors in colleges stagnated in one station/job group for long. The Principals further observed that they would recommend tutors who are hard working and respect authority while upholding two thirds gender rule.

How tutors perceive promotion and further responsibilities in colleges seems to influence to some extent their career progression by gender. Tutors when responding to the question of why they would apply for promotion, the study established that family ties, individual aspiration and remuneration were motivators which encouraged tutors to apply for promotion. Previous studies for example (Pounder & Young, 1996) saw that increased salary increased the level of commitment to apply for promotion. This study confirmed these findings by establishing that 31% value promotion due to remuneration involved. However, while salary seemed a source of motivation to apply for promotions, many female tutors cited added responsibilities that go with appointments as the main reason why they do not seek promotion. This supported findings by Kagonda (2010) and Mwamwenda (2004) who found in their respective studies that even with increased incentives like increased remuneration, female tutors do not take steps to apply for promotions. Further, the researcher analysed the number of tutors by

gender with college responsibilities and the following output was displayed as shown in Figure 4.1.



*Figure 4.1.* Tutors' college responsibilities by gender

From the Figure 4.1, it is evident that female tutors were more in classroom teaching without added responsibilities but were under represented in the Deans and Principal responsibilities. Out of the sixteen principals, ten were male and six were female principals. Examination on Deans by gender revealed a representation of 25 % female tutors compared to 75 % male tutors. Overall, senior management team in the college comprised of 67% male tutors and 33% female tutors. This implies that the constitutional two thirds rules on gender representation are being followed (Republic of Kenya, 2010). However, it is clear that female tutors could have shied away from employer responsibilities in favour of family responsibilities which confirm a report by World Bank (2006).

Further analysis was done to establish how promotions had been distributed to the two genders in the past. In all major responsibilities, male tutors were more than female tutors. This could be possibly because the environment does not create opportunities for women career progression or there is a serious gender stereotype. Of the sampled tutors, 48 % of female tutors compared to 52% of male tutors had not received promotion through interview but had internal appointments. Majority female tutors declined in the number of promotions between the 1 and 15 years of teaching experience and the number of female tutors seeking promotion increased between the 18 and above years (above 40 years) of teaching experience. Although both gender had the required job group (job group M and above) needed to get college management responsibilities, 10 % of female tutors compared to 1 % of their male counter parts were in job group J or K. This was also seen when total number of tutors with responsibilities revealed that 23 % of male tutors and 11 % of female of sampled tutors had responsibilities in their respective colleges. This showed gender differences in the promotion trends among tutors in Kenya. These differences could be possibly as a result of delayed career progression by female tutors in Primary Teacher Training Colleges, discussed above.

This study further sought to find out why women tutors declined to apply for promotion. Results revealed that although women representation was almost equal to that of male tutors, majority of these women above 40 years delayed their career progression to commit first to their families. This could be pointing out to traditional defined gender roles at home. The study further established that



although there are men in the Assistant Deans office who are below 42 years, no women in this age blanket was sampled. Assistant Dean is an internal appointment by college principal of qualified tutors to assist the Dean with administrative duties. It is assumed that, Assistant Deans rises to the position of Dean with time and many tutors see it as a possible path to become a college principal. All women with such responsibilities were above 46 years of age, again showing differences in the career progression between male and female tutors.

The study also established that men were more in senior management positions compared to women. Analyses indicate that there were three male Deans sampled compared to one female Dean in the sample. Comparatively, out of the sixteen Principals interviewed, only six were female Principals. A further analysis shows that there were twelve men HODs and twenty eight men HOS compared fifteen women HODs and nineteen women HOS although the number of tutors is almost equal for both gender. These findings agrees with Hakim (2006), who found that although there is no solid evidence of cognitive difference between men and women, there is strong evidence to suggest that there is a difference in the value of competitiveness, with men placing a higher value on competitiveness than women. The differences were also found by Lacey (2004) who asserted that there existed gender differences in career progression with women more interested in being treated with respect while men are more interested in higher job levels. The third hypothesis of the study focused on identifying whether a significant relationship existed between tutors gender and their career progression.

**H<sub>01</sub>: There is no significant relationship between tutors gender and their career progression.**

To test if gender has influence on tutor’s career progression, a Chi – square test for association was applied on the variables and results summarized in Table 4.2.

Table 4.2

*Association between tutors gender and career progression.*

	Value	DF	Asymp.sig (2- sided)
Pearson Chi – square	37.04	35	0.375
Nominal by Nominal Phi	0.426		
Cramer’s V	0.426		
Number of valid cases	207		

*56 cells (77.8%) have expected count less than 5. The minimum expected value is .48.*

Chi – square for association between tutors gender and their career progression is insignificant ( $X^2 = 37.04$ ,  $df = 35$ ,  $p > 0.05$ ). The observed distribution of data compared to the expected distribution based on the null hypothesis indicates lack of existence of significant differences. The study accepted the null hypothesis and conclusion made that gender did not have influence on career progression of tutors in PTTCs. However, Cramer’s V was equal to 0.426 which shows a moderate relationship between gender and career

progression of tutors in PTTCs. This means that no preference is given to a particular gender since gender representation is even.

Other authors (Gallos, 1989; Hakim, 2006) who have discussed the role of gender in shaping individual career and the differences that can be found between men and women in their careers agree with this conclusion, that gender differences may exist though relationships is not notable. Although Hakim admits that the social and economical context can have some influence, lifestyle preferences are certainly the principal determinants on women career choice . However, other researchers like Burke (2007) and Linge et al (2010) disagree with such sentiments. They found that gender differences have influenced to a large extent career growth. They Burke (2007) for example argue that women are stereotyped to take care of the family and hence cannot progress in their career as fast as their male counter parts. The following second objective of this study investigated the existence of any significant relationship between tutors age and their career progression.

#### **4.3.2 Tutors age category and their career progression.**

From the fore going review of related literature, age category come out as a major factor contributor to individual career. It determines who is to be employed and who stays in employment in any organisation. Due to the sensitivity involved in inquiring into people's ages, the study sought to find the age of the respondents by categorizing them into clusters where respondents were asked to indicate their age bracket. Their responses are illustrated in Table 4.3.

Table 4.3

*Tutors' distribution by age category*

<b>Age Bracket</b>	<b>Frequency</b>	<b>%</b>
Below 30 years	7	3.4
30-39 years	47	22.7
40-49years	100	48.3
50-59 years	53	25.6
<b>Total</b>	<b>207</b>	<b>100.0</b>

Source: Field data 2013

Tutors' age was grouped into four categories namely; Below 30 years, 30-39 years, 40-49 years and 50-59 years. From Table 4.3, the largest proportion (73.9 %) of tutors are in the age 40 – 59 years while the young tutors (below 40 years) only represented 26.1 % of the total sample. The small proportion of tutors aged below 30 years could be due to fact that TSC has frozen employment of new teachers since 1998 and when it started employing on where the vacancy arise basis. The few tutors could have been mainly from ICT departments in the colleges since it is the most recently created department (Ministry of Education, 2006). Age is a critical factor in determining career progression. Greenhaus (1990) found that job retention increases with age because as workers grow older, they have more opportunities to find jobs that match their aspirations. Wayney, Robert & Isabel (1999) observed that older people commonly experience discrimination in the work place fueled by mistaken belief that older people resist

change and are not motivated to update or maintain skills. The researcher was therefore interested to find out if age category took similar trend in Primary Teacher Training Colleges (PTTCs). The researcher investigated if there was any significant relationship between the age category of tutors in PTTCs and their career progression. The findings are reflected in Table 4.4.

Table 4.4

*Tutors mean career progression by age category.*

Age group (in years)	N	Mean
50 and above	53	2.698
40 – 49	100	2.894
30 – 39	47	3.716
Below 30	7	4.342
Total	207	3.4125

Source: Field data 2013

Young tutors had the highest level of mean career progression (4.34). These are teachers who have been in the profession under TSC employment for a short time, a majority of them being ICT tutors. This assumption was arrived at because according to Ministry of Education (2006), ICT department was recently established in PTTCs to fast track ICT integration in primary schools. These are tutors who have probably either not started their families or have young families which translate to fewer personal responsibilities. Young tutors can take risks,

have the energy and do not fear being transferred to new stations. This agrees with Davies et. al (1991); Troman & Woods (2000); Heisz (2002) and Ritcher (2011) all who agree that young tutors have higher career progression than older tutors and are more likely to leave if their career growth is compromised.

Tutors between 30 - 39 and 40 - 49 years are the ones who are trying new ideas, have hope in the system as they continue producing good results in the classroom and therefore aggressive on career progression opportunities. Tutors above 50 years had the lowest mean career progression. These are tutors who are already preparing for retirement. They have made personal decisions on what to do after retirement and most likely will not be interested in enriching their career. These tutors may have tried moving up the career ladder in the past and may have lost hope or could be content with what they have. They may also have grown in their career up to a satisfactory level in their individual standards or they could be earning more than they would get if for example they are promoted.

Although TSC may be keen to promote these officers, they have high disagreement with career progression indicators used by the researcher. This agrees with Greenhaus (1987), who found that lifespan approach to career indicate that there are age differences in the way career are viewed and in factors individuals want in their career progression. The next subsection focuses on the second null hypothesis which sought to determine if there existed any significant relationship between tutors' age category and their career progression ( $\alpha = 0.05$  level of significance).

**H<sub>02</sub>: There is no relationship between tutors' age and their career progression**

To test this hypothesis, a linear regression analysis was used to find out whether there existed a relationship between career progression of tutors and their age bracket as shown in Table 4.5.

Table 4.5

*Relationship between tutors' age and their career progression.*

	Sum	of			
Model	Squares	Df	Mean Square	F	Sig.
Regression	205.472	1	205.472	3.351	.069
Residual	12570.074	205	61.317		
Total	12775.546	206			

a. Predictors: (Constant), Tutors' distribution by age

b. Dependent Variable: Career progression

From Table 4.5, regression analysis produced F (3.35, 0.069)  $P > 0.05$ . This showed that there is no significant relationship between age of tutors in PTTCs and their career progression. This is a surprise finding because literature above reveals a relationship between age category and career progression. The researcher further subjected the variables to chi – Square for association. The results were summarized in the Table 4.6.

Table 4.6

*Association between tutors' age category and their career progression.*

	Value	Df	Asymp.sig (2-sided)
Pearson Chi – square	7.22	12	0.84
Number	207		
Nominal by Nominal Phi	.187		
Cramer's V	0.108		

The result of the significance test for relationship between tutors' age and career progression is 0.84 which is greater than 0.05. The relationship between these two variables is again not statistically significant with Cramer's V value 0.108 which shows close to zero relationship between tutors' age and career progression. The results show that there is likelihood that 84 in 100, the results found in the sample is due to sampling error and is not a true relationship for the population from which the sample was drawn.

Based on the above, the researcher retained the null hypothesis, that is, there is no significant relationship between age of tutors in PTTCs and their career progression. Although there is no significant relationship between age category and career progression, there were notable differences in the tutors age categories. This supports findings by OECD (2009), TSC (2002) and Kanake (2003) who all concluded that age was not a relevant criterion to be considered when considering workers for career progression. Age could be a necessary



condition during employment but may not be necessary for further career progression. This non significant relationship age category and career progression could be attributed to aged tutors in the Primary Teacher Training Colleges (PTTCs) who may be exhibiting similar career progression patterns. The third objective of the study was to establish if there was any relationship between tutors' academic/professional qualification and their career progression.

#### **4.3.3 Academic/professional qualification and career progression**

Level of education and professional training may influence tutors career progression (Schoon, 2001). According to Steiner (2011), academic/professional qualification determines how far a worker can move in their career. Tutors' qualification plays an important role in the development of the country and in the training of teacher trainees in Primary Teacher Training Colleges (PTTCs). This is because they translate policy guidelines into reality through their interaction with their interaction with teacher trainees (TSC, 2007, MOEST, 2005) . In this regard, the respondents were asked to indicate the highest level of education they had attained and the results are as shown in Table 4.7.

Analysis of tutor academic/professional qualification data showed that tutors in PTTCs have the required qualifications for career progression. This supports earlier findings by Gumo (2003), Likoko, Mttso & Nasongo (2013) and OECD (2005). Table 4.7 shows that at the time of the study, 88% of tutors in PTTCs in Kenya had the B. Ed qualification necessary for career progression. Of interest were 1.9 % of the respondents who indicated that they have PhD in

various fields while 2.9 % of tutors have Masters Degree in different areas other than education in addition to the first degree.

Table 4.7

*Tutors' academic/professional qualification*

<b>Academic Qualification</b>	<b>Frequency</b>	<b>%</b>
Approved graduate teacher	9	4.3
S1/Diploma	16	7.7
Graduate (B.Ed)	103	49.8
Master of Education	67	32.4
PGDE	2	1.0
Others - MA, MSC	6	2.9
PhD	4	1.9
<b>Total</b>	<b>207</b>	<b>100.0</b>

Compared to earlier study done five years ago by Thurairaja (2010) where no tutor had PhD in PTTCs and only 24% of tutors had Masters Degree, this study revealed that 1.9% had PhD and 73% had Masters Degree. An earlier study by Gumo (2003) revealed that there were 15 % of tutors in PTTCs with masters and none had PhD. This shows that more tutors are going for further studies with the hope of being appointed to more challenging opportunities within and without PTTCs. But why would a tutor go for further studies while not expecting to get

any benefit as the employer (TSC) only awards such graduates a two year annual increment in salary? It may be noted that many emerging University teaching job opportunities require a minimum Masters degree to be recruited which could explain the influx. This may help to confirm that PTTC tutors eye job opportunities elsewhere as PhD is not a TSC requirement for any career progression of tutors.

A further cross tab analysis between academic qualification and career progression shows that the tutors with PhD are not interested in college promotions and would be willing to move out of TSC. This helped to understand the possible motivation move tutors are making on further studies. The researcher again cross examined the reasons why qualified tutors would not be willing to apply for promotion. The results are summarized in figure 4.2.

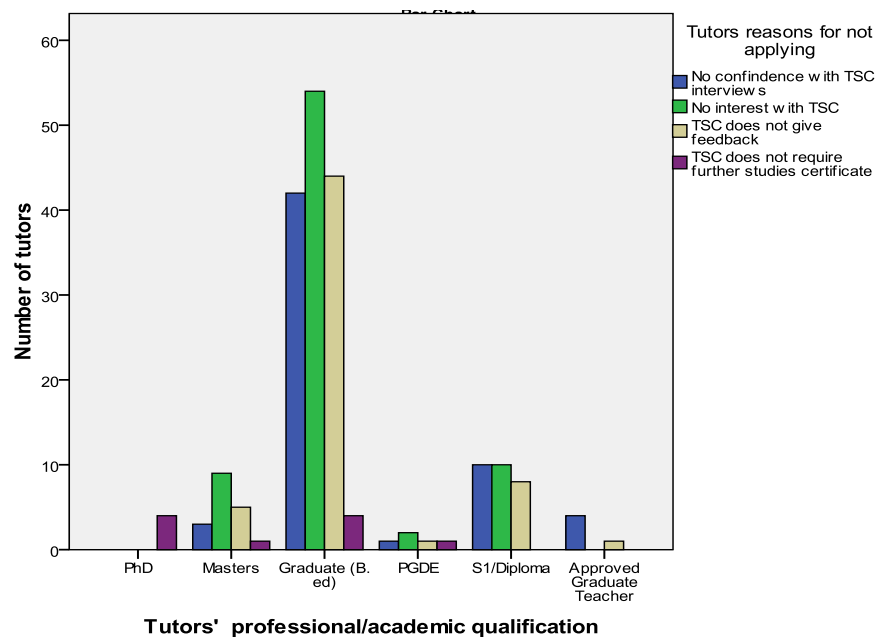


Figure 4.2. Tutors willingness to apply for promotion by tutor qualification

As shown in Figure 4.2, all tutors with PhD and those with Masters degree believe that TSC does not require tutors with extra training other than a degree in education, with a Masters degree being just an added advantage. Out of the sampled tutors, 29 % have no confidence with TSC interviews while 37 % including tutors with first degree showed no interest with TSC promotions. All in all, most tutors said they had no interest in the employer and had little faith in the employer's promotion process. This would mean that TSC is perceived as not keen on promoting tutors. Tutors therefore find alternative ways of self actualization and getting extra income. It could also mean that tutors are already at the starting level of the job group they are applying for meaning promotion would not give them any returns. This contradicted what Gumo (2003) found in a study on teacher factors in teaching, that it is obvious that tutors with high level of education are known to possess competent and appropriate knowledge skills and attitude required for career progression. For a tutor to reach the ceiling of a certain job group, they must have stayed in the same job group for more than five years without promotion.

Feedback from TSC featured prominently as a reason why qualified tutors would fail to apply for a TSC vacancy. Among the contacted tutors, 29.9% of tutors did not apply for a TSC vacancy though qualified because they never received feedback from the previous application. Another 21% feared relocated from their present posting. This reveals that tutors could be dissatisfied with TSC interview process. It could also mean that tutors could be engaging the family in

the current locality and thus promotion will reduce their comfort. This trend is likely to affect TSC policy of posting tutors where their services are most needed.

Preparing for interview is very stressful and it is important for interviewee to get accurate and honest opinion from the interviewers on how to improve for future. Gary (2010) observed that candidates preparing for interview are expected to do a lot of research and therefore need to communicate to them about the outcome of the interview. TSC officers established in the interview that there is always communication to the unsuccessful candidate for interview which Principals said was only before the interview. Tutors without first degree showed interest in TSC employment though they were not comfortable with TSC interview process. Interview from the Principals established that there were instances when unqualified tutor is promoted to a higher job group raising the question of unfairness. One Principal said *“I have one tutor who was promoted recently before the mandatory three years in the current job group.”* This could mean that some tutors corruptly acquire their job groups. This contradicts assertion by TSC officers who quoted TSC (2007) on recruitment and appointments which states that for a teacher to be promoted to the next job group they must have completed three years in the current job group. The findings were in agreement with Thurania (2010) who found that some teachers in Kenya get promotions through corrupt deals. It was also established that although some tutors write protest letters to TSC after failing to be considered for promotion, they have to wait for the next promotion event which depends on budgetary allocation to Teachers Service Commission (Republic of Kenya, 2012).

The study found that 31 % of tutors prefer changing employer with those with Masters and PhD having a high frequency. Out of sixteen Principals sampled five were found to have enrolled for further qualification classes. Similarly, 52% of tutors sampled had also enrolled for further qualification classes, which they did largely on own sponsorship. Both cadres felt that TSC was not committed to staff development. They expressed frustration over opportunities for career progression and believed that further studies would help them to progress outside TSC. More than quarter of tutors sampled (29.4 %) across the board, declined to apply for promotion since they did not have confidence in the interview process even though qualified. This is a worrying trend as the employer should be able to attract applicants for an advertised vacancy. When asked about this, TSC officers refuted the claim and asserted that they have never experienced a situation where vacancies are not filled because tutors never applied. Although it was not very easy to tell who was speaking the truth, all vacancies that had been advertised by TSC had been filled by the time of the study. The following sub section was on second hypothesis which tested if there existed any significant relationship between tutors qualification and their career progression ( $\alpha = 0.05$  level of significance).

**H<sub>03</sub>: There is no significant relationship between tutors' qualification and their career progression.**

To test this hypothesis, linear regression was applied to test the relationship between tutors' academic/professional qualification and career progression. The results of the analysis are summarized in Table 4.8.

Table 4.8

*Relationship between tutors' qualification and their career progression*

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	232.690	1	232.690	3.803	.053
Residual	12542.856	205	61.185		
Total	12775.546	206			

a. Predictors: (Constant), Tutors' professional/academic qualification

b. Dependent Variable: Career progression

Linear regression model showed an R value of .135 with adjusted R<sup>2</sup> equal to .013 which shows that only 1.3% of variance in career progression is accounted for by tutors' academic/professional qualification. The regression produced ( $\beta = .135$ ,  $t = 1.95$ ;  $p = 0.053$ ), which was judged marginally insignificant since  $p > 0.05$  but slightly above the significant level. Although p value is greater than .05, the value is at the cut off and could fall on either side. Based on this data, the researcher could neither accept nor reject the null hypothesis showing that more evidence is required to make a valid decision.

The researcher further subjected the variables to one way ANOVA analysis to test the effect of tutor qualification on career progression. The results were summarized in Table 4.9.

Table 4.9

*ANOVA for tutors' academic qualification and their career progression*

	Sum	of			
	Squares	df	Mean Square	F	Sig.
Between Groups	843.751	5	168.750	2.843	.017
Within Groups	11931.794	201	59.362		
Total	12775.546	206			

The results of the ANOVA analysis was summarized in table 7 which produced p – value of .017 ( $p < 0.05$ ) which is statistically significant. The study therefore rejected the null hypothesis and concluded the tutors' qualification has significant influence on career progression of tutors in PTTCs. This conclusion was in agreement with Steiner (2011) who asserted that academic qualification is an important factor to maintain career progression standards. The next fourth objective of the study was to determine if there was a significant relationship between tutors career aspirations and their career progression.

#### **4.3.4 Tutors' career aspirations and Career progression**

Career progression is about tutors finding the career path they want to take and getting support they need to fulfill their aspirations. Tutors' career aspiration represented in this research indicates an individual's orientation towards a desired goal in their career under ideal conditions. It provided information about an individual's interest in the career. An individual not wishing



to move up the ladder in the hierarchy is commonly seen as lacking aspirations. The research compared tutors current career aspiration with what were their aspirations at the commencement of their career. To achieve this, the researcher compared responses from statements that measured career aspirations from the research instruments.

The respondents were asked to indicate the extent to which they rate individual career aspirations. The respondents had a high career aspiration level with a mean of 1.20 and standard deviation of 0.41, which they responded in a similar pattern on stated career aspiration measures as shown in Figure 4.3.

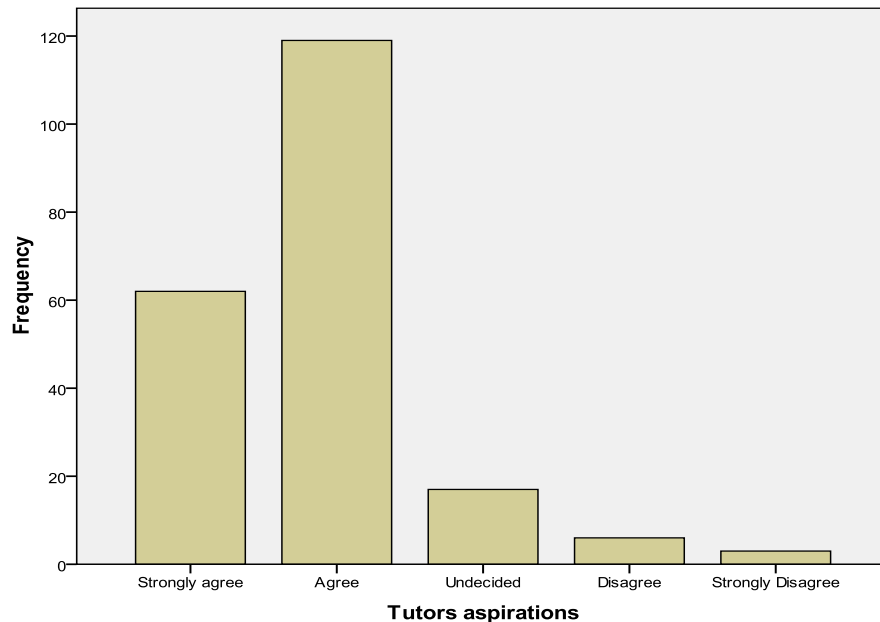


Figure 4.3. Tutor’s level of career aspiration

As shown in Figure 4.3, tutors were in agreement that their aspirations influenced their current career orientation. Majority of tutors sampled had aspirations to move upwards in their career. Only a few (12%) disagreed with

the stated factors measuring individual career aspirations. Career aspirations seemed therefore to influence tutors towards career progression patterns.

Tutors have high aspirations which reduce with age. More than two thirds, (68%) reported that they would like to hold a more senior job in the college if there are financial returns. Aspirations to be Deputy Principal were lower than other college positions. The highest was aspiration to be college principal (57%). In terms of progress in other institutions, majority were ready to move to other public and private sectors. However, only 12% aspired to be in a position in the Ministry of Education headquarters.

The study showed that male and female tutors had different attitudes towards leadership with more males wanting to be leaders and more women preferring to remain in class. Aspiration to be Dean and Deputy Principals had lower mean to aspirations to be Principals. Tutors aged 40 and above preferred to be Deputy Principals or remain in classroom. Length of teaching experience affected career aspirations. Tutors with experience less than 5 years were aspiring to be Principals while those with more than 10 years of experience aspired to be in the classroom teaching where there are fewer responsibilities.

This research also found out that slightly more than half of tutors (51%) who had aspired to be principals at young age no longer had the desire. This could have been as a result of many trials without success leading to frustrations. On the question, “What satisfaction or dissatisfaction do you get from added responsibilities as a college administrator?” Principals said that it gave them an

opportunity to implement policies and control physical facilities. However they had career aspirations affected by lack of time for their personal life.

Responding to the question “would you leave TSC, 83% said they would if they got another job, reasons being their career aspirations had been killed over time. Principals were asked to comment on the number of tutors leaving PTTCs for other employers. According to Principals and TSC officers, the number of tutors leaving colleges for greener was established at about 9 % which they all agree could not cause alarm. When asked why tutors leave college, Principals cited better pay in private sector, more opportunities for career growth in public service and opportunities for further studies. The study specifically found out that all tutors with Masters and PhD degrees had aspirations to leave TSC compared to those with first degree. Possibly due to earlier stated facts that TSC only awards three yearly annual increments and that only Masters is an added advantage during interview.

There is need for every government to understand the way in which tutors are redefining career progression with better pay ranking lower than ability to work in an environment that helps tutors learn new things, meet new people and allows them to fulfill their career desires. The desire for career growth strongly influence tutors commitment and the extent to which they are willing to remain with TSC. On what affects career progression of tutors in colleges, 68 % said that they are likely to leave teaching profession if their aspirations are compromised. This means that correct environment that allows career growth should be established by the college administration, employer and the Government of Kenya

(GOK) to enable tutors achieve their career aspirations. The fourth hypothesis of the study determined if there exists any significant relationship between tutors' career aspirations and career progression ( $\alpha = 0.05$  significant level).

**H<sub>04</sub>: There is no relationship between tutors' aspirations and their career progression.**

Linear regression analysis was used to test the effect of tutor's career aspiration on career progression. Table 4.10 shows interactive relationship between tutors aspiration and career progression.

Table 4.10

*Relationship between tutors aspirations and their career progression*

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3701.070	1	3701.070	83.610	.000
Residual	9074.476	205	44.266		
Total	12775.546	206			

a. Predictors: (Constant), Tutors aspirations

b. Dependent Variable: Career progression

Linear regression analysis shows R is 0.538 with adjusted R<sup>2</sup> of 0.286 which shows that 28.6% of variance in tutor's career progression is accounted for by tutor's career aspiration. F – Value (83.61) which is significant at 0.00( $p < .05$ ) shows that tutors aspiration influences tutors career progression. Based on this data, the null hypothesis was rejected and conclusion made that there was a

significant relationship between tutors' career aspirations and their career progression. This agrees with the findings of Igbaria et al (1993); Albert & Luzzo (1999) and William & Williams (2010) who found that there is a strong relationship between individual career aspirations of workers and their career progression. Teaching/training in Primary Teacher Training Colleges (PTTCs) is seen as a preparation towards higher careers, thus the need to be concern about tutor's aspirations as they progress in the teaching career. The following subsection is on the fifth objective of the study which sought to establish if there was a significant relationship between tutors experience and their career progression.

#### **4.3.5 Tutors college teaching experience and their career progression**

Having academic/professional qualification and other attributes is an important aspect when applying for a job and even more when looking for career progression opportunities. However this may not work in exclusion as other aspects such as experience is necessary. Work experience which helps to build necessary skills that cannot be taught in the University but which is necessary for training of teacher trainees in PTTCs is equally important. The study therefore sought to establish if college teaching experience was significant for career progression of tutors in PTTCs.

Respondents' data on cumulative college teaching experience was collected and summarized in the Table 4.11.

Table 4.11

*Tutor's college teaching experience and career progression*

<b>Experience</b>	<b>Frequency</b>	<b>%</b>
1-7 years	62	30.0
8-14 years	66	31.9
15-21 years	49	23.7
22 and above years	30	14.5
<b>Total</b>	<b>207</b>	<b>100.0</b>

Tutors have the necessary experience needed for career progression as shown in Table 4.11. Almost a third of tutors sampled (31%) have taught in college for between 8-14 years. More than 65% have 8 and above years' experience on college teaching. This finding is a confirmation that tutors have the experience required for career progression. Out of the total tutors sampled, 53% have teaching experience of fifteen years and above.

Respondents were asked to state their current job group and their length of stay in that job group. Table 4.12 summarized the tutors' responses.

Table 4.12

*Tutor's length of stay in one job group*

Job group	Tutors staying in one job group				<b>Total</b>
	<1 year	1 – 3 years	4 – 6 years	> 6 years	
P	2	0	1	3	<b>6</b>
N	8	8	7	4	<b>27</b>
M	14	33	31	10	<b>82</b>
L	0	9	28	31	<b>68</b>
J or K	0	0	24	14	<b>18</b>
<b>Total</b>	<b>24</b>	<b>50</b>	<b>71</b>	<b>62</b>	<b>207</b>

As shown in table 12, majority of tutors in colleges (149 out of 207) are in the job group M and L. Although it may look like a desirable scenario in many institutions, this could be an indication that majority of these tutors were promoted from job group K automatically to job group L (under the normal cadre category) in the year 2004 (TSC, 2007) and since then, they have stagnated in these job groups. Out of all tutors sampled, about one third (31 %) have been in job group L for more than 6 years. Majority of tutors in the job group N and above are aged 45 years and above. Job group N is the starting level of administrators (TSC, 2007). According to TSC (2007), a tutor in job group N can be deployed to head a department and those in job group P can be deployed to be

Deans or Deputy Principal of a college. Tutors in job group Q and R are deployed as Senior Principals and Chief Principals respectively. The sample indicated that there are few tutors who qualify to be in these administrative positions both male and female. As indicated in Table 4.12, almost a third of the tutors (27%) in job group J, K, L and M have been in the same job group for more than six years. This raises a query of whether TSC really is using the performance appraisals to promote tutors in the common cadre (Job group J, K, and L).

The cause of stagnation identified in job groups could be explained by TSC process of promotion (TSC, 2007), which among other things is dependent on principals' recommendation. Most of the tutors sampled (81%) said that the recommendation in confidential forms by principals were biased and tended to compromised mileage of college teaching experience by the tutors. The same number was not comfortable with the three years experience before the next promotion. Tutors also had issue with TSC promoting tutors and not assigning specific duties tied to the promotion. Principals on the other hand were comfortable with the recommendation arguing that this is the only way they would reward hard workers. TSC officials agreed that they acted on principals' confidential as they were on the ground. However both principals and TSC officer said that since vacancies in colleges are few, then many tutors were promoted without formal responsibilities. The principals' rejoinder was that they were more comfortable working with internally appointed tutors since they had the necessary experience to move college activities. Figure 4.4, shows tutors career progression in relation to length of stay in one job group.



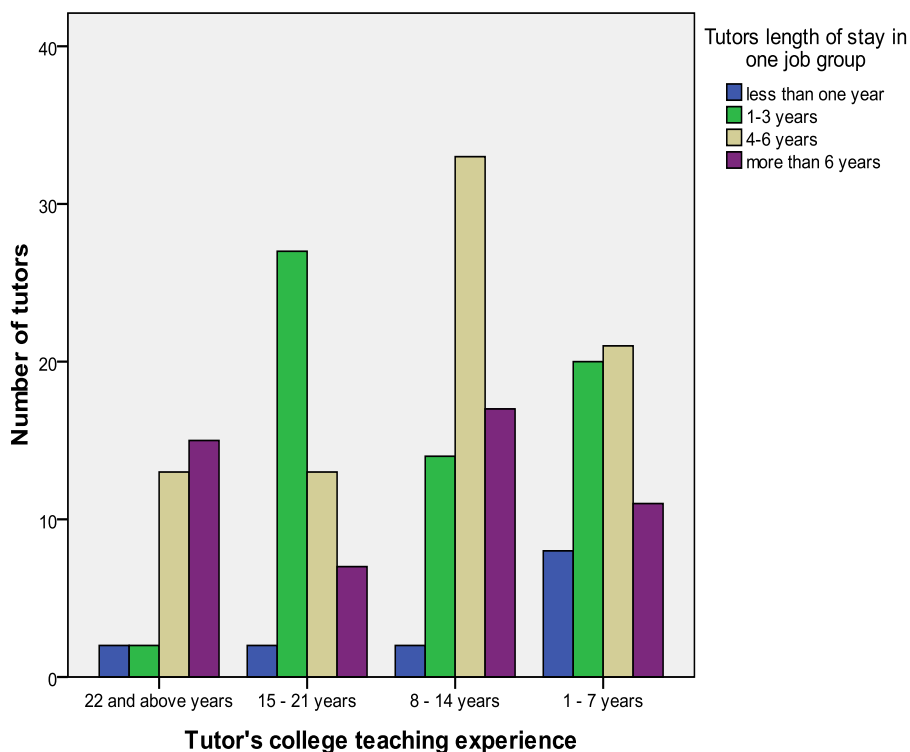


Figure 4.4. Tutors length of stay in one job group by experience.

Tutors and their Principals were asked to evaluate the level of experience in relation to career progression. Out of 80% of the tutors sampled with 21 and above years, twenty tutors are still in job group L and below. Only 11 of these tutors are not graduates. This could mean two things, either these tutors who have enough experience in teacher education do not apply for promotion or the promotion policy at TSC is too rigid and accommodates new comers with little experience in college teaching.

A close look at the data presented in Figure 4.4 indicates that 47 % of tutors with teaching experience of 22 years and above have stayed in the same job group for more than 6 years. This made the researcher raise questions as to why tutors with wealth of experience could remain in one job group for so long.

Human Resource officer at TSC was asked to comment on this issue of stagnation of PTTC tutors with experience. The officer said that TSC before 2010 was promoting tutors who are qualified from all educational sectors and posting to any institution they are qualified to work. However he said, “*From 2010, TSC advertises vacancies depending on “where it is basis and on the experience of the tutor”*” which is aimed at reducing the stagnation in colleges.” This effort by TSC is aimed at reducing stagnation of college tutors as it increases the chances of promotion.

Of the tutors sampled who have an experience of 15 – 21 years, 61 % have been in the same job group for more than 4 years. Of interest are 46 % of tutors who have little experience in college teaching (1 – 7 years) who have stayed in one job group for less than 3 years compared to 13 of tutors with 22 and above experience. This shows that young tutors have a higher career progression compared to old tutors, which agrees with Sibert et.al (2001) who found that young workers are proactive in their career success. Another possible conclusion would be tutors with little teaching experience have been transferred from other institutions with a recently acquired job group thus increasing their chances. According to TSC (2007), such tutors are more likely to be promoted to senior positions faster than tutors who have been in colleges for long.

The researcher also sought to find out if tutors after seeing TSC advert were keen on applying for the advertised positions. While many young tutors failed to apply for promotion because they were not qualified, many old tutors failed to apply because they did not believe in the selection process of TSC.

Among the aged and experienced group of tutors, 62% of those sampled said that they failed to apply because they feared TSC rarely promote. The rest cited the application fatigue due to numerous applications cases without receiving communication.

Interview with both the staffing officers and principals indicated some contradiction. While TSC was interested with a tutor's length of service and ability to pass interview, PTTCs principals were interested in performance on assigned duties. This would mean two things, either PTTC principals want to work with sycophants or TSC promotions reduced tutors energy to work due to fulfillment. To quote one principals as she responded to this question, “ *tutors posted especially from outside PTTCs come to college with domineering style and have little time for productivity.*” This made the researcher to conclude that PTTC principals could be uncomfortable with competition from qualified and experienced tutors deployed into PTTCs from other education sectors. Further, Human Resource officer was asked to comment on communication to tutors after application for specified posts as this seemed to cause application fatigue. The officer however did not give a clear guideline on how tutors can know why they did not qualify in an interview except for a regret note sent months later.

To understand why principals preferred getting tutors they have previously worked with, the researcher interrogated tutors college teaching and internal college appointments on an acting capacity. The results are summarized in the Table 4.13.

Table 4.13

*College tutors length of stay in acting capacity by experience*

		College Internal appointments of tutors in acting capacity				
		> 10 yrs	7-9 yrs	4-6 yrs	1-3 yrs	Total
Tutor's college teaching experience	22 and above years	21	2	3	1	27
	15 - 21 years	1	33	5	1	40
	8 - 14 years	5	10	34	1	50
	1 - 7 years	0	2	5	26	33
<b>Total</b>		<b>27</b>	<b>47</b>	<b>47</b>	<b>29</b>	<b>150</b>

Source: Field data 2013

It was established that majority (72%) of tutors in this study were in acting capacity on college appointments. This included 15 % tutors with an experience of 22 years and above in college teaching who have been acting for more than ten years. This compares unfavourably with 17 % of tutors with 1 – 7 years college teaching experience who have been acting for less than three years. Out of all tutors in acting capacity, 38 % of tutors who have been in college for more than fifteen years reported to have been acting in various capacities for more than seven years without substantive appointment by TSC. Experience in college appointments should give tutors higher opportunities for career progression as seen by Troman and Woods (2000) who found that working experience should

provide workers with opportunities to move up in the hierarchy in the organisation. When TSC Staffing officer was asked whether in their promotion they do consider tutors who have been acting on internal appointments and therefore with great experience, the officer was non committal claiming that this depended on the college Principals' recommendation.

Majority of the principals interviewed were promoted through the hierarchy (76 %) that is from Head of Department (HOD) to Dean then Deputy Principal or Principal through successful interviews by TSC. However, the remaining 24 % got to the current position from outside Primary Teacher Training Colleges (PTTCs) or were appointed from teaching using previous administrative experience achieved in Secondary schools or SAGAs. Although TSC policy on appointment and promotion is silent on the experience, it may affect PTTCs tutor career aspirations.

To quote one of the principals when asked his general feeling about tutors who come from other institutions other than PTTCs to head sections in the PTTCs, he said, *“Although there is no training for tutors to train primary school teachers, tutors experience in PTTC teaching should not be taken for granted. It is discouraging because many of them have failed in their former responsibilities. They soon surpass our tutors because they come with higher job groups. Although tutors in colleges have the experience to do the job, they do not have the right grades for promotion to the next job group. The new comers end up again being in administrative position within a short time.”* This statement underlines the frustrations principals and tutors in the college system and tensions which may

exist among the staff around. Such feelings may cause tutors to have no motivation to work harder and even sometimes due to dissatisfaction make the tutor withdraw completely. These findings also confirm the findings by Thurairaja (2010) who asserted that the tendency in Kenya to post teachers (especially principals) who have not been performing well in secondary schools to Primary Teacher Training Colleges (PTTCs) makes PTTCs to be viewed as a “dumping ground”. This imposed competition lowers the rigor and satisfaction of tutors since they lose their competitive power. Therefore college work performance becomes a formality or at worst becomes a second choice of career. The fifth hypothesis of the study sought to establish if there existed any significant relationship between tutors’ college teaching experience and their career progression ( $\alpha = 0.05$  level of significance).

**H<sub>05</sub>: There is no significant relationship between tutors experience and their career progression.**

Linear regression analysis was used to test relationship between teachers college teaching experience and career progression. Results were summarized in Table 4.14.

Table 4.14

*Relationship between tutors' college teaching experience and their career progression*

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	64.393	1	64.393	1.038	.309
Residual	12711.153	205	62.006		
Total	12775.546	206			

a. Predictors: (Constant), Tutor's college teaching experience

b. Dependent Variable: Career progression

Teachers college teaching experience ( $\beta = -.071$ ,  $t = -1.019$ ;  $p = .309$ ), was statistically insignificant since  $p > .05$ . The results shows R – value of .071 and adjusted  $R^2$  of 0.007 meaning tutors college teaching experience did not in any way account for tutor's career progression. F- Value (1.038) which is insignificant at .309 ( $p > .05$ ) showed tutors experience did not have any significant relationship with tutors career progression. The study therefore accepted the null hypothesis and concluded that college teaching experience in PTTCs is not necessary for career progression. What this means is that college teaching experience has no implication for tutors career progression. Surprisingly, a test on significant relationship between tutor total teaching experience (as a teacher) and their career progression produced ( $\beta = 0.84$ ,  $t = 1.569$ ;  $p = 0.018$ ) significant relationship at 0.05 significant level. This is a wakeup call to policy makers as if the trend

continues, quality teaching could be compromised. The next subsection dealt with institutional characteristics and their influence to career progression.

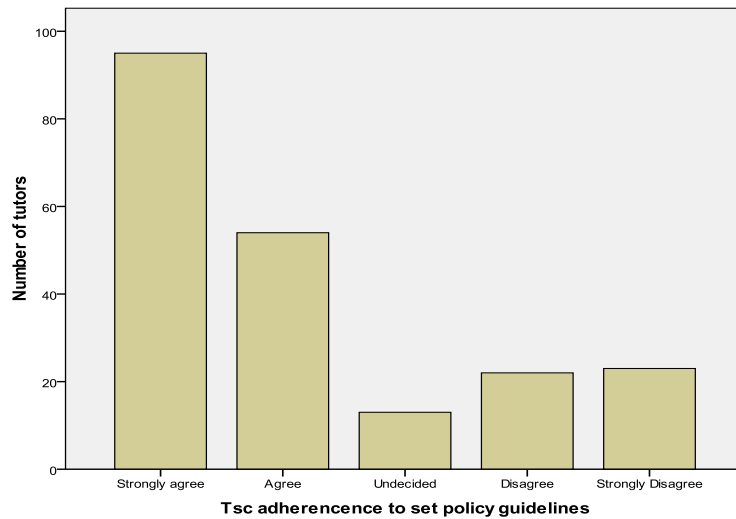
#### **4.4 Institutional characteristics and career progression**

Institutional characteristics are factors in the PTTC which the tutor finds but does not have a lot of control on them because they are institutionalized. Variables in this category included TSC adherence to stipulated policy guidelines and tutors exposure to professional development. The sixth objective of the study sought to establish if there existed any significant relationship between perceived TSC adherence to stipulated policy guidelines and tutors' career progression.

##### **4.4.1 Perceived TSC adherence to stipulated policy guidelines and tutors career progression.**

The respondents were asked to indicate the extent to which TSC adherence to stipulated policy guidelines influence tutors career progression. The results were shown in Figure 4.5 .





*Figure 4.5.* Tutors response to TSC adherence to set policy guidelines

The mean response to adherence to career policies ranges from 2.53 - 3.92 and standard deviation 0.74 - 0.99 with a mean of 3.13. From the results it is clear that the respondents are aware that there exists a policy on career progression of tutors by TSC. Of the tutors who responded, 71 % agree that TSC follows stipulated policy guidelines on tutors' career progression. Only 22 % of tutors disagreed with the statements measuring compliance to set policy guidelines by TSC. This disagrees with Thurair (2010), who found that TSC does not follow promotion guidelines and teachers are forced to corrupt their way to promotion. However, though the study found out that 49% of tutors agree that TSC follows stipulated teacher promotion guidelines, there is need to address the 29 % of tutors who are either not decided whether TSC follows the stipulated guidelines or not as these could fall on either side with more preference to disagreement which would raise the level of disagreement among the teaching force in PTTCs.

When tutors were asked how long they had been in the current job group, 72 % of tutors said that they had just been promoted to the current job group (1-3 years) since the onset of advertisement of vacancies on “where - it is” basis policy. Of tutors sampled, 90 % indicated that they had overstayed in one station but were not willing to move due to their stability in the current station. Most (75 %) of tutors reported that they were in job group M (42%) and job group L (33%). This high number of tutors in job group M could be as a result of promotion on where the “vacancy is basis” policy. The study found out that the policy guidelines are being adhered to as tutors strongly agreed to items measuring “adherence by TSC to stipulated set policy guidelines.”

Succession plan according to Lacey (2003) helps to improve career progression of workers in an organisation. She defined succession plan as a deliberate and systematic effort made by an institution to identify, select, develop and retain individuals with a range of administrative competencies capable of implementing current and future institutional goals. All principals sampled reported that PTTCs do not have succession plan in the college because this is the prerogative of TSC to choose whom to promote. Out of sixteen principals, eight reported that many times tutors are appointed from the class to head sections. Other times heads of sections come from other non PTTCs learning institutions and SAGAs. However, 83 % of principals interviewed, think it is necessary to establish a career succession plan in colleges to avoid “on the job training” whenever new administrators are posted in college. Staffing Officer and Human Resource Officers at TSC explained that the Principal must write a good

recommendation stating clearly and strongly why a tutor should be promoted for succession plan to work in PTTCs. All personnel interviewed concluded that there are no established succession plan in colleges, has this is left solely to TSC who deal with files without much knowledge of the physical energy and ability of the tutor.

According to TSC officers, promotion to job group M and above is highly dependent on passing of interview. The Human Resource Officer was categorical that principals should be careful with the words used during writing of recommendations, emphasizing that principals' recommendation plays a great role in tutors' promotion. For example, "good for the position" may mean the principal is not very sure whether the tutor can perform effectively. This was concurred with by four out of the sixteen principals sampled who felt that the recommendation during the interview plays a big role in determining whether a tutor gets promotion or not. However, Principals were quick to note that not all their recommendations are followed.

From TSC (2007) and interviews, it was established that, a tutor must have served in current job group for a minimum of three years for them to qualify for promotion to the next job group. Only one case was reported to have contravened this policy, an indication that TSC is following the stipulated guidelines on promotion of tutors to various job groups. Table 4.15 further summarized the length of tutors stay in one job group.

Table 4.15

*Tutor's length of stay in one job group*

	<b>Frequency</b>	<b>%</b>
less than one year	14	6.8
1-3 years	63	30.4
4-6 years	80	38.6
more than 6 years	50	24.2
Total	207	100.0

Table 4.15 shows that 37% of tutors sampled have been in the same job group for less than three years. A close analysis also reveals that 63 % of tutors representing more than half of tutors sampled have been in the same job group for more than 4 years. This shows that the policy on three years mandatory service for promotion is not clear to tutors or it is not well followed in practice as many tutors are in same job group for more than three required three years. The researcher raises concern as 24% have been in the same job group for more than 6 years. This trend may not work positively for tutors are likely to cause lack of motivation which may reduce work commitment and retention.

Another policy guideline was identified as mandatory passing of TSC interview (TSC, 2009). Data analysis indicated that “this policy has caused a lot of discomfort among tutors as they attend interviews but TSC does not communicate the outcome or the candidates/interviewee receive regrets so many a

times causing application fatigue identified earlier in this study. Responding to the question why tutors would not apply for a TSC advertised post, 78 % of tutors said that they did not have confidence with TSC interview, and would rather concentrate on other income generating activities. Despite the shortcoming in career progression policies, tutors agreed that passing interview was a key determinant of a tutors' promotion. This correlates with what Thurairaja (2010) found that passing an interview determined whether a tutor gets promoted or not.

The policy on where the "vacancy is basis" was severally cited as the cause of tutors remaining in one station even after new appointment. Human Resource Officer at TSC pointed out that there is a policy that tutors apply for promotion on where the job is basis which makes many tutors promoted be retained in the institution even after passing the interview. Most of the time, these tutors are not given administrative responsibility especially since there are few slots in PTTCs. This view was confirmed by all principals sampled. Except for principals, Deputies and Deans, tutors are rarely transferred on promotion. In most cases TSC will promote and retain in the same station. As given by one Deputy Principal, *"Promotion without added responsibilities is very serious in PTTCs since you can have a tutor with as high job group as job group Q in the staffroom teaching without responsibilities. This is a waste of man power."* From the interview, it was established that some TSC appointments on promotion goes less work load and added economic value. One wonders whether it is economical for TSC to promote a tutor and give them only teaching responsibility with less workload.

While more than half of older tutors (53%) would leave TSC because it is not a good employer, young tutors (75%) indicated a need to exit from TSC due to career progression policy on its workforce. Figure 4.6, shows how TSC policy on career progression affects tutors willingness to apply for promotion and consequently a motivation to leave the employer.

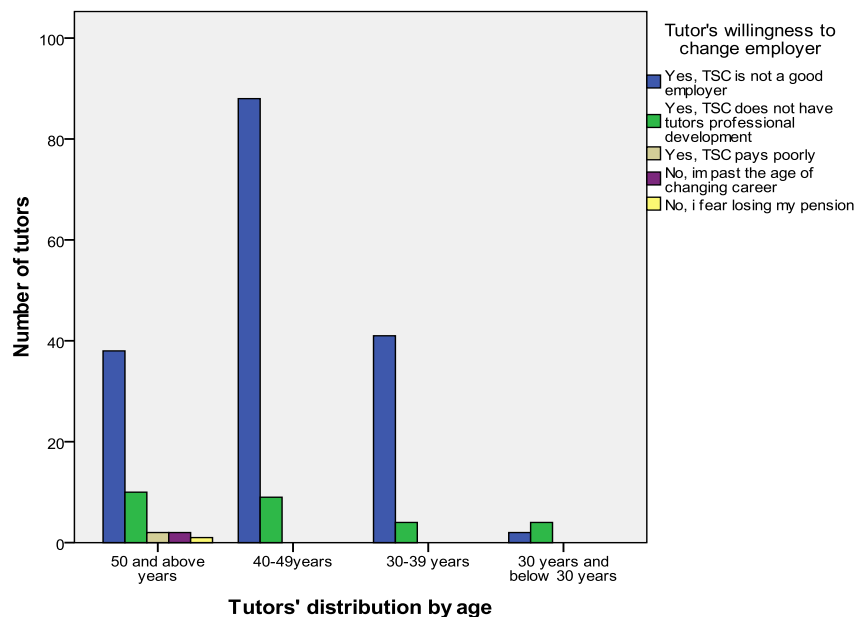


Figure 4.6. Dissatisfaction with TSC by age group

The majority of tutors and especially young ones are not willing to apply for promotions. The reason given by tutors below 30 years was that responsibility will tie them to one job which may affect their economic power. Out of tutors below 40 years sampled, only one reported that he would not leave TSC arguing that the reason was fear to lose the pension benefit. Another tutor below 30 year also said would not be willing to leave TSC since tutor has not completed the mandatory five years. All the others were willing to leave TSC citing bad pay and

poor policies on career progression. In all categories across the ages, tutors cite TSC as a bad employer without explaining what they meant by being “bad”. As observed by Ornestein & Levine (2006), workers leave an organisation because the institution have conflicting demands and lack administrative support that will help realize individual goals. TSC should therefore come up with policies that are water tight to encourage tutors to be happy working for them especially on assurance of a secure career growth.

Performance appraisal featured in the interviews and questionnaire response as one document that should be used, but which not very well used in promotion of tutors. The performance appraisal form is designed to bring out the ability of a tutor to achieve set targets in the process of achieving institutional objectives rather than personality. Promotions as one way of career progress is therefore suppose to follow performance appraisal reports. This means therefore merit based promotions occur when a tutor is promoted to a present job because of superior performance of the previous job. Principals who are not very keen or want appraisal to fit their interest face various challenges which include how to objectively distinguish the strong performers from weak ones without prejudice, where performance cuts across curricula and core curricula activities. Although TSC has not been keen on performance appraisals of tutors, Human Resource Officer argued that if misused can cause discomfort in teaching force. Out of all tutors sampled 67 % on responding to the question “do you think performance appraisal forms are necessary for your career progression?” gave their response on the negative.

Tutors said that although appraisal system exists in PTTCs, they are never used to provide basis for professional development and career growth. This was supported by all principals who said performance appraisal should be used for promotion but are rarely used except for automatic promotions. The study found out that tutor appraisal system has challenges which include not being linked to professional development.

It was also found that many tutors are promoted and retained without specific assignments posed a great threat to junior officers who don't have such job groups but have internal appointments on acting capacity responsibilities. A new responsibility rejuvenates workers to be more productive and giving tutors new assignments gives a challenge to think more. According to Tettey (2006), a transfer of a teacher may improve individuals' motivation and satisfaction especially if new job presents challenging assignments and more if a worker is given assignments a lot the area they are familiar with. The following hypothesis sought to determine whether a relationship existed between tutors' perception of TSC adherence to stipulated policy guidelines and tutors' career progression ( $\alpha = 0.05$  significant level).

**H<sub>06</sub>: There is no significant relationship between perceived TSC adherence to stipulated policy guidelines and tutors career progression.**

This hypothesis focused on identifying whether a relationship existed between TSC adherence to stipulated policy guidelines and tutors career progression. Linear regression analysis results were summarized in table 4.16.



Table 4.16

*Relationship between TSC perceived adherence to stipulated policy guidelines and tutors' career progression.*

	Sum	of			
Model	Squares	Df	Mean Square	F	Sig.
Regression	7249.223	1	7249.223	268.911	.000
Residual	5526.323	205	26.958		
Total	12775.546	206			

Predictors: (Constant), TSC adherence to stipulated policy guidelines

Dependent Variable: Career progression

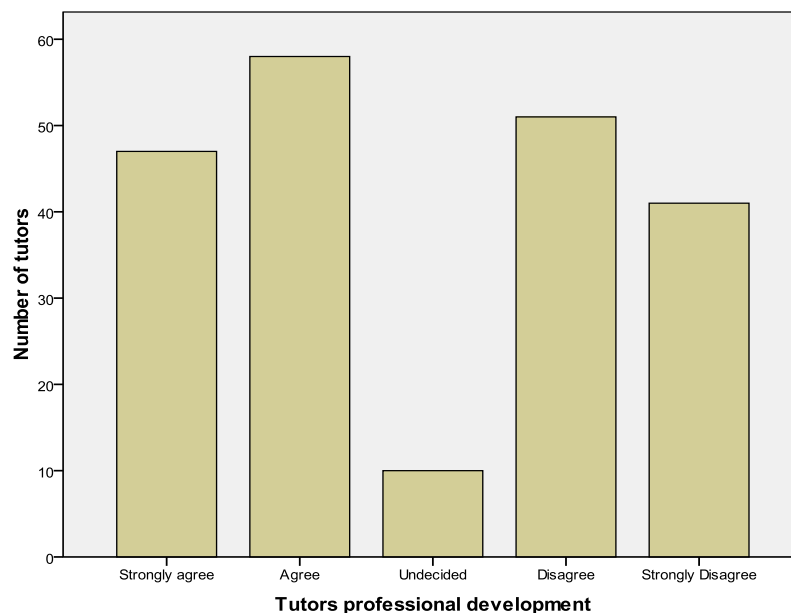
Linear regression analysis was used to test the relationship between adherence to set policy guidelines by TSC and tutors career progression. The results of the summarized in Table 4.16 show adjusted  $R^2$  of .56 which shows that only 56% of variance in tutor's career progression in PTTCs accounted for by TSC adherence to stipulated policy guidelines. The F value (268.9) was significant at 0.000 ( $p < .05$ ) shows effect of TSC adherence to stipulated policy guidelines on tutors career progression. TSC adherence to stipulated guidelines ( $\beta = .753$ ,  $t = 16.4$ ,  $p = 0.00$ ) were statistically significant.

The null hypothesis that there is no significant relationship between tutors perceived adherence to stipulated career policies guidelines and their career progression was therefore rejected. The researcher concluded that adherence to set policy guidelines by TSC positively influences tutors career progression. The last

objective of the study was aimed at determining if there existed a relationship between tutors' exposure to professional development and their career progression.

#### 4.4.2 Tutors' professional development and their career progression

Tutor respondents were asked to state their level of agreement with statements measuring the level of exposure to professional development from the questionnaire. The results were summarized in Figure 4.7.



*Figure 4.7.* Tutors' exposure to professional development programmes.

Overall 51 % of tutors agreed with items measuring exposure to professional development while 37 % disagreed with the statements. Only 11 % were not sure or undecided of level of exposure. Although response on the affirmative is more than half, the researcher was worried about the big percentage on the disagreement. This is because regular professional development is

necessary for tutors teaching in PTTCs. If they are not exposed, then there is likelihood that they will miss important opportunities. Further analysis indicated that tutors to some extent participate in professional development. Career progression of tutor in all areas of exposure to professional development tested rated as good ( $M = 4.03 - 2.64$ ) and  $Sd = 0.87-1.09$ ). This implies tutor are being exposed to professional development to some extent. However, it is worth noting that variability of responses for tutor professional development is rather high (standard deviation=2.31). This variation possibly arises because employees naturally judge financial management according to how the managers respond to their individual and departmental demands for funding rather than how scarce resources are used to meet prioritized goals in tutor professional development.

TSC which is mandated by the TSC act 2012 to register trained teacher and to review standards of education and training of people entering the service, requires registered teachers to undertake career progression and professional development or risk being discontinued from teaching service (TSC Act. 2012). Their task as the major employer of trained tutors in Kenya should be providing opportunities for tutors to grow professionally without threatening to discontinue.

In general, tutors and their principals felt that although there was in theory a commitment to training in PTTCs, these institutions had very little to offer in terms of professional development and career progression. Tutors specifically cited the three factors for lack of exposure to professional development namely; there are few tutors who can be involved at a time in constrained PTTC calendar (23%), reducing funding from the government (18%) and spending priorities by

colleges (59%). However they admit that as a major stakeholder in education, Kenya Institute of Curriculum Development (KICD) has involved tutors constantly on curriculum implementation and evaluation training.

Further, the researcher sought to find the trend on In - service training for tutors as a way for making them ready for career progression. The findings were summarized in Table 4.17.

Table 4.17:

*In-service course attendance*

	<b>Frequency</b>	<b>%</b>
Yes	119	57.5
No	87	42.5
<b>Total</b>	<b>207</b>	<b>100</b>

With increased use of new technology in the process of teaching and learning, In-service training is very important to tutors teaching in PTTCs. The study revealed that 42 % of the tutors sampled have not attended any in-service course since joining college. This very worrying since training requires constant refreshing of skills so that colleges train primary teachers responsive to the dynamic and changing society. Besides, no tutor is specifically trained to teach in PTTCs. All principals agreed that few staff had received formal training on PTTCs training despite the different methodology used. One principal said “when *I was posted to PTTC to teach, I was offered no training at all except for 20*

*minutes teaching practice orientation. So it was up to me to find out.*” This is a strong confirmation that tutors need to go further training for quality and effective training in colleges.

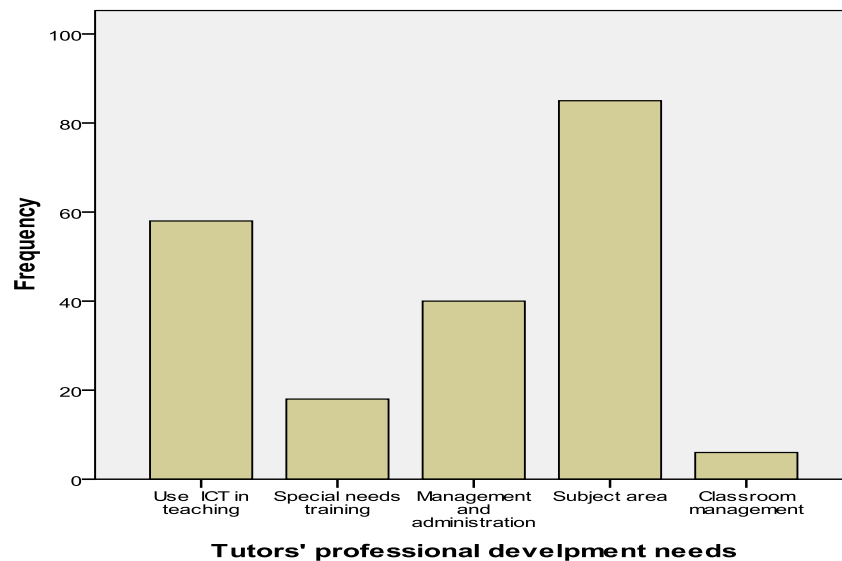
Responding to the question “Are there trained primary school teacher trainer?”, only 11 tutors out of 207 (5%) tutors had training in B.Ed primary option, the rest are trained secondary school teachers. No tutor had been given an INSET on methodology used in PTTCs. This agrees with Thurania (2010), who reported that there are few tutors (3 out of a staff of 80, in Meru TTC) with formal training for teacher training colleges.

Very often tutor go for further studies and after graduation many don't return. One Principal reportedly said *“I have 18 tutors doing master's degree and about seven doing PhD out of a total of 52 members of teaching staff. If TSC was not restrictive on number to be allowed to go for study leave colleges would be left with half the population on leave, reasons being pay and low level of career progression.”* This is a pointer that there is a serious need to review tutors career progression policies especially on tutor professional development.

Kenya Education Management Institute (KEMI) is a body mandated by the constitution to do staff development of tutors for educational managerial responsibilities in Kenya. However when tutors were asked whether tutors attend KEMI, majority of them said college tutors don't but secondary school teachers do. This showed either the tutors were ignorant of the functions of KEMI or there is not enough exposure on the need to have INSET educational managerial course. The relevance of KEMI therefore is put in question.

The study found out that, as many as 76 % of tutors are likely to leave TSC if their autonomy for professional growth is compromised. Tetey (2006) observed that in effect the nature of the institutional climate within which tutors work will strongly influence the extent to which they are willing to remain in the institution. The study found out that the work environment related to exposure to professional development for PPTCs tutors is a challenge which requires urgent address.

Responding to the question “what area of professional development do you think is most urgent to your career progression,” tutors responded as shown in Figure 4.8.



*Figure 4.8.* Tutors’ professional development need

A good number of tutors (40.7%) sampled wanted professional development of competence in subject area. This was supported by OECD (2009), who found out that tutors emphasis on professional development would ensure

quality teaching and learning. Good performance in the classroom would therefore translate to high chances of promotion. The second large group of tutors (27.8%) wanted professional development on Information Communication Technology (ICT) teaching skills. This is in line with Government of Kenya policy requirement for ICT integration in teaching and learning (MOE, 2006). This professional development would be beneficial to both the student and tutors as it makes learning more interactive for quality training. The next response was on management and administration courses. Out of all tutors respondents, 19 % of tutors felt that if they got professional development course on college management and administration, they would stand higher chances of getting promoted or alternatively getting administrative jobs elsewhere. Only 8.6% of tutors thought professional development on special needs would increase chances for their career progression. These tutors mainly were from Machakos and Mosoriot colleges that offer training for teachers with special needs. Out of the sampled tutors, only 2.9% thought training in classroom management would increase chances for career progression.

Although there are opportunities for professional development, an average of 21 % of tutors disagree with the statement that colleges provide opportunities for professional development. Even when opportunities are availed 30 % of these tutors are not satisfied with what exists. Professional development policies also scored low as the tutors reported that there is no clear frame work to guide professional development. In most cases, tutors fund professional development on their own, since government funding concentrates more on ICT and SMASE

(MOE, 2006) in an effort to improve training in colleges. That notwithstanding, exposure on professional development of tutors employed by Teachers Service Commission (TSC) is clearly entrenched in the TSC Act 2012 (Republic of Kenya, 2012) and Teachers code of conduct.

As suggested by Farrugia (1996), a comprehensive and positive staff development policy is essential in helping tutors deal with a changing demand and circumstances in schools. Indeed, 82% of the respondents said that career progression is affected by exposure to professional development which needs to be improved. One way of doing this is providing the staff with the necessary conditions for career progression. Exposures to various professional development courses will in a way of empower tutors towards career progression. Increased empowerment will create motivation to work hard towards aspire career progression and hence improved job performance. It is only when staff in the colleges are satisfied in their work that quality teaching will take place. This in turn can raise the level of training of teachers and therefore improve quality of teachers released to the job market. The seventh and the last hypothesis sought to find out existence of significant relationship between tutors' exposure to professional development and their career progression ( $\alpha = 0.05$  significant level).

**H<sub>07</sub>: There is no significant relationship between tutors' exposure to professional development and their career progression.**

To test this hypothesis, linear regression analysis was used. The results were summarized in Table 4.18.



Table 4.18

*Tutors' exposure to professional development programmes and their career progression.*

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4240.961	1	4240.961	101.686	.000
Residual	8534.585	205	41.632		
Total	12775.546	206			

Predictors: (Constant), Tutors' exposure to professional development

Dependent Variable: Career progression

Linear regression analysis was used to test the relationship between tutors' exposure to professional development programmes and their career progression. The results of the analysis summarized in Table 4.18 show R - Value of .576 with an adjusted R square of .329 an indication that 32.9% of career progression is accounted for by tutors' exposure to professional development programmes. F - Value (101.686) was found to be significant at 0.000 ( $p < .05$ ) showed effect of tutors' exposure to professional development on their career progression. Tutors' exposure to professional development ( $\beta = .77$ ,  $t = 8.4$ ,  $p < 0.05$ ) is statistically significant. Based on this data the researcher rejected the null hypothesis and concluded that there was a significant relationship between the career progression of tutors and their exposure to professional development programmes. These research findings have implications for the study and policy makers in the

country. Exposure to professional development will enable tutors know what is needed to progression in their career.

Further, the researcher wanted to establish a possible regression model which could be used to predict career progression of tutors in PTTCs.

**4.5: Regression Analysis for combined independent variables and dependent variable.**

Personal characteristics and institutional characteristics correlated with independent variable (career progression) to establish if they have relationship. The results were summarized in Table 19 could be used in calculating career progression of tutors in PTTCs.

Table 4.19

*Regression results for combined independent and dependent variables*

	Sum	of			
Model	Squares	df	Mean Square	F	Sig.
Regression	9134.850	4	2283.712	129.673	.001
Residual	3504.660	199	17.611		
Total	12639.510	203			

a. Predictors: (Constant), Tutors individual (personal) characteristics, institutional characteristics

b. Dependent Variable: Career progression

Multiple regression analysis was used to test relationship between independent variables and the dependent variables of the study. The results summarized in Table 19. The analysis intended to investigate whether the variation in the independent variables explain the observed variance in the outcome. The results indicate that the independent variables were significantly related with F- value (129.673) significant at 0.001( $p < 0.05$ ).

Further, the multiple regression analysis was applied to determine the relative importance of each of the two variables with respect to the influence of career progression of tutors in PTTCs and to develop a formula that can be used to predict career progression of tutors in PTTCs.

The regression model was as follows:

$$y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \epsilon$$

**Where:**

y = Career progression

$\beta_0$  = Constant Term

$\beta_{1-2}$  = Beta coefficients

$X_1$  = Personal characteristics

$X_2$  = Institutional characteristics

$\epsilon$  = Constant error

Regression equation and the predictor relationship

The established multiple linear regression equation for PTTCs tutor career progression becomes:

$$Y = 64.361 - 2.528X_1 + .947X_2 + e$$

### **Where**

Constant = 64.361, shows that if Personal characteristics and institutional characteristics were rated as zero, career progression would be 64.361.

$X_1 = -2.528$ , shows that one unit change in Personal characteristics results in -2.528 units decrease in career progression.

$X_2 = .947$ , shows that one unit change in institutional characteristics results in 0.947 units increase in tutors' career progression.

Personal characteristics affect career progression negatively. That means an increase in attributes measuring personal characteristics decreases tutors' career progression. The Pearson moment correlation coefficient for tutors experience is very close to zero meaning that experience does not affect career progression of tutors in PTTCs. However, institutional characteristics positively influenced tutors' career progression. Overall, the individual characteristics and institutional characteristics significantly influenced career progression of tutors in Primary Teacher Training Colleges (PTTCs).

### **4.6 Discussion of the findings**

The key findings and conclusions of this study were based on the responses of the following null hypothesis;

- i. There is no significant relationship between tutors' gender and their career progression;
- ii. There is no significant relationship between tutors' age and their career progression;

- iii. There is no significant relationship between tutors' academic/professional qualifications and their career progression;
- iv. There is no significant relationship between tutors' career aspirations and their career progression;
- v. There is no significant relationship between tutors' teaching experience and their career progression;
- vi. There is no significant relationship between TSC adherence to stipulated policy guidelines and tutors' career progression; and
- vii. There is no significant relationship between tutors' exposure to professional development and their career progression.

The study investigated what influences career progression of tutors in Primary Teacher Training Colleges (PTTCs) in Kenya. Result showed that there exist a relationship between combined tutors' personal characteristics such as gender, age, academic/professional qualification, career aspirations and experience. In all sub items measuring tutors individual characteristics, only tutor's aspiration and tutors' qualification influenced tutors career progression.

The study revealed that gender in PTTCs is evenly distributed with 52.2% being male and 47.8% comprising female tutors. This could possibly imply that many colleges are accessible therefore attracting both gender in equal measure. Promotion trend is expected not to show gender differences since both gender have equal opportunities.

Tutors gender test on career progression produced no differences with Chi – square test. Cramer's V – value (0.426) showed weak relationship between

tutors gender and career progression. This implied that there was no significant relationship between tutors gender and their career progression. Majority of policy documents on education and gender recommends entrenching gender and plans to ensure parity (Constitution of Kenya, 2010; UNESCO report, 2004; ILO, 2004 and World Bank report, 2006). Despite this effort to increase number of women in leadership, very few of them go for these positions. The study found that out of the 16 colleges sampled only 6 were women Principals, which means affirmative action is needed to increase their representation although the third constitutional threshold is met. This finding was in agreement with what Mwamwenda (2004) found in South Africa that women did not go for leadership position even after salary increase since they were not satisfied with promotion process. Complexities of making choices of career and managing home were cited by female tutors who said that men are more mobile. This was also in agreement with Kegonda (2010) who found that although promotion were open for all, most (69 %) of district officers and head teachers in Uganda were male. This could be a possible cause of delayed career progression among female tutors, especially for young mothers who prefer taking care of the young ones.

Interaction with TSC officers established that all tutors are treated equally and therefore gender issues are not factors during promotion. The study further established that 78 % of female tutors below 40 years were not in PTTC leadership compared to 56 % of the male tutors. Those female tutors with responsibilities were above 46 years. This therefore supports the study findings that gender has an associative effect on career progression but without notable

relationship. This concurred with the findings by Burke (2007) who found that there was no significant relationship between tutors' gender and career progression.

There are possible explanations for gender disparities in career progression of tutors in PTTCs. One possible reason is that there is career related discrimination against female tutors. This is indicated by the big number of women in the same job group especially the other common cadre (Job group J, K, and L). This situation is also shown by few young women tutors with responsibilities in the college. Promotion and added responsibilities at times is accompanied by increased income and therefore female tutors should be encouraged to seek for possible avenues for career progression. These findings have implications on implementation of constitution of Kenya (2010). Unless female friendly policies are implemented to provide women with more opportunities, female tutors are likely to be left behind.

Review of related literature established that age affect both job opportunity and rate of employment (Greenhaus, 1990; Troman & Woods, 2000 and Heisz, 2002). Heisz for example concluded that job retention increases with age. This means that as workers progress in age, they will have opportunities to find a good job match and gain more experience. At the age of about 50 years, tutors retention is likely to fall, which is likely to bring a discrimination of older people as cited by Davies et al (1991). This is fueled by the mistaken belief that old people are resistant to change, do not have the energy and thus not suitable for

promotion. This belief was not captured clearly in this study, although differences were noted between age categories of tutors.

Almost half of tutors (48%) of tutors were in the age group 40-49 years and the least 3.4 % of the participant were aged between below 30 years. The small proportion of tutors aged below 30 years could be due to fact that TSC froze employment of new teachers since 1998 and started employing on the basis of “where vacancy arises”. Tutors’ age did not appear to be related to career progression. This means that contrary to popular opinion (Greenhaus, 1990; Davies et al. 1991; Mathew & Wong, 2000 and Heisz, 2002), that older tutors are different from young tutors, the results of this study show otherwise. The findings reveal that although there are differences in mean career progression among difference age groups, the relationship was insignificant. This difference in the findings could be attributed to the fact that the previous researchers could have been testing the psychological and emotional aspects of workers. This implied that though TSC is expected to consider the age of tutors during recruitment TSC (2002) and Kagonda (2010), age cannot be used to determine career progression of tutors.

The study further revealed that academic/professional qualification of tutors showed that it does not have any effect on career progression of tutors when applied on linear regression, though the coefficient showed a very weak relationship. When further subjected to ANOVA test, it produced a significant difference. Although existing data showed that a majority of tutors in colleges have the required qualifications (B.Ed) for career progression, test on independent



variable produced no relationship between qualification and career progression. The result is in accordance with TSC promotion policy that for a tutor to be promoted to administrative position, they must have a B.Ed degree, which half (49.8) of tutors have attained. A PhD is not recognized and TSC only gives an added advantage to tutors with Masters Degree in Education. This was reflected by few tutors in job group N and P with Masters Degree. This differed with the findings by OECD (2005) who found that tutors with high qualifications are likely to get high career progression in African countries.

Almost half of the sampled tutors (49.8 %) are graduates followed by 32.4 % who have master's degree in education and 1.9 % of the respondents had PhD in various fields. Interview from Principals established that academic/professional qualification was important but not enough to determine career progression. They indicated that higher qualifications for example Masters and PhD were just added the chances for but not a factor by itself. Principals felt that what was more important was the confidential report they write for the tutor going for interviews. Tutors argued that the confidential were not suitable at this era of openness and could open room for corruption. TSC officers concurred with the principals saying that qualification alone could not determine tutors career progression as factors such student performance in PTE examination played a big role. A tutor who shows progressive report for teacher trainee was likely to be promoted before a tutor with high qualification.

Career aspiration of tutors produced a positive effect on career progression. Career aspiration represents an individual orientation towards a

desired career goal under ideal condition. Career aspiration of tutors in PTTCs is information about tutor's interest and hopes that causes a drive to fulfillment once career goal in period of working. Although the criteria for promotion of tutors in PTTCs by TSC is well defined tutors continue to stagnate in the same job group for more than five years. This is likely to reduce tutors morale and as a result tutors may seek alternative avenues to achieve their career aspirations. Many tutors sampled indicated that their young age job aspirations had not been achieved at the time of the study. However, there was a strong indication that the drive to move up the career ladder was tutors career aspiration. Principals also revealed that the desire to be at the helm of leadership made them to persistently look for upward movement in their career.

More male tutors aspired to be Principals where as more female tutors aspired to be Deans or Deputy Principals. Also noted from the analysis was the small percentage (12%) of tutors aspiring to be Ministry of Education officers. It was not immediately established why this was the case, but freedom was suspected to be the major influence of such decision. It was interesting to note that although more tutors aspired to leadership positions, 62 % of those who had aspired to be leaders at the beginning of their career had dropped the desire.

The study found that tutors college teaching experience was not important in contributing to tutors career progression. Majority 31 % have taught in college for between 8-14 years. More than 65 % have eight and above years' experience on college teaching. However, 42 % have not attended any in-service course since joining college. This is very worrying since training requires constant refreshing

of skills so that colleges train primary teachers responsive to the dynamic and changing society. Years of teaching in a PTTC were not necessary for upward career mobility. Tutors with a college teaching experience of 15 years and above have remained in the same job group for more than 4 – 6 years while those with little experience have been promoted to the next job group. While TSC recruitment guideline states that a tutor will be promoted to the next job group upon passing an interview, it is not clear why tutors with a college teaching experience of 15 years would remain in the same job group for 4 – 6 years.

Combined institutional characteristics positively influenced career progression of tutors in PTTCs. These were adherence by TSC to stipulated policy guidelines and tutors exposure to professional development. This means that if tutors career progression is to be maintained, then TSC, Ministry of Education (MOE) and PTTCs must consider making institutional factors conducive for smooth career progression of tutors.

TSC officers established that the panel that conducts interviews look at qualification, length of stay in one job group and students achievements in PTE examinations. They outlined two types of promotions with TSC that is common cadre (automatic promotion which a teacher gets after mandatory three years from the date of appointment) to the current job group up to job group L (Republic of Kenya, 2006; TSC, 2007 and TSC, 2009). It was established that promotion on common cadre depends on Principals' appraisal and successful performance of duties. The other type of promotion requires that a tutor must attend an interview to be promoted, which applies to job group M up to job group R, the highest job

group a tutor can attain. Promotions to the stated job groups are through advertisements of posts and subsequent interview. According to TSC (2009), successful candidates are appointed and deployed appropriately. Due to limited number of vacancies in colleges and government funding, tutors have remained in one job group for long.

The relationship between TSC adherence to stipulated policy guidelines and tutors' career progression produced a strong positive relationship. The study indicated that overall, PTTCs and TSC are adhering to stipulated policy guidelines. From the interviews, the research found that though there is no college currently doing succession planning, there is need to involve principals more in the appointment of tutors from within. Hall (1997), found that the purpose of human resource management in schools is to get the best from teachers in order to achieve schools strategic goals in an effort to improve opportunities. She argued that this autonomy gives schools the freedom to choose the value system of the school. This value system should be supportive of individual teachers' career progression and established institutional progression plan.

Principals admitted that they were having challenges with the new appraisal form which is a requirement for tutor promotion. They agreed that what they write might be misunderstood which might affect a tutors' career. This conflicted with McGregor performance appraisal guide (Armstrong, 2009) who said that, emphasis should be shifted from appraisal to performance analysis, where it is no longer the subordinate being examined rather the subordinate is examining him/her in order to define not only the weakness but also the strengths

and potentials. This view was established during the interview where principals said the assessments were more of personality rather than behavior required to achieve set targets. The use of one criterion for promotion by TSC for Secondary school teachers and tutors in PTTCs has reduced the morale of hopeful tutors who scramble for the few spaces in colleges.

Tutors opined that TSC interviews can be so depressing and so proposed a more objective procedure to promote tutors. It was the feeling of tutors that interviewer can decide to accept or reject you within the first few minutes and spend more time to confirm what they predicted. This can open room for subjectivity by the interviewer. It was suggested that written tests like the ones done by Primary school teachers (TPC) be introduced in PTTCs. This requires another survey either by employer or another researcher to establish the validity of this opinion since customary, written tests are not very popular.

Relationship between career progression of tutors and tutor exposure to professional development programmes exist. The study established that there is an effect on career progression by tutors' exposure to professional development programmes. This implies successful implementation of tutor professional development to some extent. However, it is worth noting that variation of responses for tutor professional development is rather high. This variation possibly arises because employees naturally judge financial management according to how the managers respond to their individual and departmental demands for funding rather than how scarce resources are used to meet prioritized goals in tutor professional development.

Tutors need to have opportunities to update their subject knowledge and teaching skills throughout their career. They need to have opportunities to exchange ideas and best practice with other tutors in the profession for optimum class performance. In so doing, they increase their accountability for their success in sustaining and raising achievement levels of their students. This in the long run increase tutors chances of career progression. Responding to the question “has professional development helped you to progress in your career?” tutors had varied responses; 82 % of the respondents said that professional developments could help them to have intrinsic value. Another group (15%) felt that professional development help them to progress in their career starting from the classroom. Only 3% said that professional development help them to progress in their career.

A cross tabulation indicated that age and professional development are dependent. Young tutors require professional development to gain experience which will enable them to be more effective in the classroom for future mobility (Steiner, 2011). The middle aged tutors require professional development to improve what they do in class which increases their chances of improving classroom performance and in turn may help them move upwards in their career. The middle group responded positively to professional developments in colleges. About a half 48.3 % expressed desire to go for further studies that may increase their chances of career growth. For older generation (50 years and above), professional development help them to be better tutors in class. This group (50 years and above) however was not expecting to move upwards in their career

saying they saw no opportunities of progression. This is a group that might have established roots in their career or otherwise and promotion with few shillings income increase would not motivate them.

Like the findings by some others researches for example OECD (2009), tutors with high qualification got more professional development compared to those with lower qualification. However, tutors responded that professional development was more of a personal initiative than college/government. This means majority of tutors sponsor themselves for further studies with only 30 % of government sponsor through Teacher Education and Professional Development (TEPD) and Strengthening Mathematics and Science Education (SMASE). Further the study sought to know the types of professional development undertaken by tutors in PTTCs. Attendance to course and workshops rated highly at (73 %), followed by doing educational research (21 %).

All tutors sampled had a general feeling that the INSET they have experienced so far had not contributing to their professional development. Among those very strong on this are those who have been attending SMASE INSET who said that the syllabus was too broad for ASEI-PDSI and that the PTE examination had shifted from training to exam result oriented. This led more tutors to preparing more on how to pass other than how to teach. The same group also had a view that the many certificate acquired during these INSETs were never used for their career progression. However TSC officers interviewed refuted this claim saying that all certificates produced during the interview earned a mark or two. A close scrutiny on TSC appointment policy documents (TSC, 2007; TSC, 2009;

TSC, 2012) did not help to unveil this puzzle, as none talked of recognizing certificates of participation which are offered by CEMASTEIA. This is a concern from tutors which requires further interrogation to improve tutors motivation to participate in such professional development and look for more career progression opportunities.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

The chapter presents the summary of the study, the research findings, conclusions, recommendations and suggestions for further research, based on the evidence from the study. To be precise, the chapter summarizes the study objectives, methodology used and key findings. The chapter also draws conclusions in response to the seven hypotheses which were set out to establish the personal and institutional factors that determine tutors' career progression in PTTCs in Kenya. The chapter also provides recommendations and proposes further study on this area of career progression.

#### **5.2 Summary of the major findings**

The purpose of this study was to establish the determinants of tutors' career progression in Primary Teachers' Training College (PTTCs) in Kenya. The ultimate aim of the research was to establish a basis for recommendations on career progression in PTTCs and how they can be reinforced in order to promote efficiency and effectiveness in the curriculum implementation process. The objectives of the study therefore were put in two broad categories namely:-

- a) Establish relationship between tutors' personal characteristics (such as tutors' gender, tutors' age, tutors' qualification, career aspirations and tutors' experience) and their career progression.

- b) Establish the relationship between institutional characteristics ( such as TSC adherence to stipulated policy guidelines and tutors' exposure to professional development) and their career progression.

To measure these objectives, seven null hypotheses were developed namely;

i) There is no significant relationship between tutors' gender and their career progression;

ii) There is no significant relationship between tutors' age category and their career progression;

iii) There is no significant relationship between tutors' academic/ professional qualifications and their career progression;

iv) There is no significant relationship between tutors' career aspirations and their career progression;

v) There is no significant relationship between tutors' teaching experience and their career progression;

vi) There is no significant relationship between TSC adherence to stipulated policy guidelines and tutors' career progression; and

vii) There is no significant relationship between tutors' exposure to professional development and their career progression.

In this research, a descriptive study in the form of a survey describing a phenomenon associated with the subject population was undertaken. The results showed the level of relationships between independent variables and tutors' career progression. The target population was 756 tutors from all PTTCs in Kenya, 116 principals or their deputies, TSC Staffing Officer in charge of PTTCs and TSC

Human Resource Officers. Simple random sampling was used to select tutors and colleges to be included in the sample. However, stratified sampling was used to ensure equal representation of both male and female tutors. Purposive sampling was used to pick Principals or their Deputies, Staffing Officer and Human Resource Officer. A total of 264 questionnaires (representing 80.7 % return rate), sixteen interview schedules from principals and two interview schedules from Teacher Service Commission (TSC) officers were received back for analysis.

Qualitative data was coded, analysed thematically and summarized based on frequency of responses to various items in the questionnaire and interview schedules, in accordance to Miles and Huberman (1994) who posits that early involvement in data analysis of interview, help the researcher to move back and forth from the concept and data responses, to establish themes or content analysis, to coding similar responses and directing the analysis to useful information addressing the research questions. Data was also analyzed using quantitative data techniques descriptive statistics, Chi – square, ANOVA, and regression analysis. From the analysis, tables, figures, frequencies, and graphs representing research hypothesis were drawn.

The study established that there is a significant relationship between tutors' combined individual characteristics and tutors' career progression. Individual characteristics considered in this study included tutors' age, tutor's gender, tutor's academic/professional qualification, tutors' career aspirations and tutor's college teaching experience that a tutor brings into the PTTCs. If PTTCs are to meet their strategic goals and objectives and keep pace with social, political

and economical changes that continuously demand new ways of doing business, then they should ensure that tutors individual characteristics are not frustrated. Although there is no notable relationship between tutors, college teaching experience and tutors career progression, tutor experience is key factor if tutors are to achieve their career goal of training quality teachers for effective teaching. This conclusion is supported by OECD (2009) who found that the success of any performance system largely depends on among other factors experience of workers implementing the program. Tutor career aspiration had a very positive influence on career progression implying its importance. Tutors' age, tutors' gender, tutors' experience although not the most statistically significant in this study, they should not be ignored.

There was a strong positive relationship between TSC adherence to stipulated policy guidelines and tutors career progression. This implies that tutors perceive TSC to be adhering to stipulated career policy guidelines. Career policies have played a key role in the improvement of learning resources in PTTCs which are key in the training of teacher trainees (MOE, 2008). In addition stake holders ought to be proactive in planning for any projected policy that may improve career progression of tutors in PTTCs. The policies must be geared to increment of career mobility occasioned by demographic changes in the country to ensure that any significant increment in enrollment is matched with equal expansion and provision of required financial, physical and human resources, for example. Any policy developed should be geared to understanding tutors career progression in PTTCs for maximum productivity.

The study found that there is a positive relationship between tutors' exposure to professional development and their career progression in PTTCs. However, it is the responsibility of public institutions falling under the Ministry of Education (MOE) to implement the policies touching on professional development of tutors in order to achieve individual and institutional goals and objectives. These institutions includes but not limited to KNEC, MOE, KEMI, TSC, and KICD.

The study established that PTTCs are committed towards successful career progression of tutors evidenced by the high compliance with the internal trainings in PTTCs especially on combined characteristics to increase competency level. TSC is also doing the best so as not to frustrate personal characteristics where laying favourable institutional characteristics that will help tutors to progress in their career. However, there is need for the government to disseminate more effectively other related professional development policies to PTTCs to help the principals understand and appreciate the inter linkages between sector policies for effective career progression of tutors.

Lack of special PTTCs policy guidelines on tutor recruitment, deployment and promotion, the intensification of tutors work load, the quantity and pace of career progression has led to many tutors wanting to leave the profession. This is because they compare unfavourably with their counter parts in secondary schools. It would improve tutors career progression at great lengths if TSC formulated such policy document covering only PTTCs. Louis (1998) indicated that poor working conditions are likely to have an adverse effect on tutors commitment and

sense of efficiency. It could also be prudent that teachers are given regular study leaves, INSET (sponsored by TSC) and freedom to do personal studies in whichever field a tutors wishes. This would raise the quality of teaching and learning. This would raise the quality of training.

### **5.3 Conclusion of the study**

Based on the findings of the study, the following conclusions were arrived at;

Although the study findings reveal that there was no significant relationship between tutor's gender and their career progression, there appears to be gender differences among tutors teaching in Primary Teacher Training Colleges (PTTCs). However, it is prudent for us to ask the question "why are there few female tutors in college leadership compared to the male counterparts while gender is evenly distributed?" In a profession where women are equally important, there seem to be gender stereotypes though not seriously noted in the study. This possibly could explain the differences between male tutors and female tutors in college responsibilities. Although not established clearly in this study, there are possibilities that motherhood is delaying career progression of young female tutors.

Review of literature revealed that career progression was dependent on age category of a worker. Findings in this study found the contrary. Tutors of different age groups had equal opportunities for career growth. This means that factors other than age category were necessary for career progression in Primary Teacher Training Colleges (PTTCs). Although the study did not fully agree,

differences in mean career progression between the younger and older tutors implied that older tutors need to be more aggressive on career progression opportunities if they have to remain relevant. Looking for professional development opportunities is one way older tutors can make themselves relevant.

Tutors are an important link in the transmission of educational opportunity to teacher trainees. Academic/professional qualifications are essential in order to impart the required skills to the teacher trainee and hence quality training. Quality training enhances good performance at PTE which increases career progression prospects. However, further training does not seem to affect career progression of tutors in Kenya Primary Teacher Training Colleges (PTTCs)

High career aspiration of a tutor increases chances for career progression. Tutors with career aspirations will be motivated to perform highly in their job, therefore high commitment to the job and reduced chances of withdrawal. This increases job satisfaction as the focus is well defined. If the aspiration of tutors meets road blocks, there is likely to be dissatisfaction and a feeling of lack of accomplishment.

In the 21<sup>st</sup> century where technological savvy is the order of the day, career progression is no longer seen as the vertical movement up the career path. Step by step experience is very crucial for optimal performance. Career progression in PTTCs therefore should support this step by step growth which allows alignment of the future workforce. This way will provide pivotal role in ensuring that no skill will lack in the colleges and there is no vacuum created by sudden loss of a leader.

The study acknowledges that TSC has put effort in the implementation of career policies in PTTCs. It is clear that the changes which have been made by TSC to promote on the basis of where the vacancy arises has been critical in removing previous inequalities emanating from few vacancies in colleges. That notwithstanding, a lot more needs to be done to make TSC a better employer with suitable career policies compared to other organizations. For example, TSC needs to increase transparency in the promotion process to increase tutor confidence.

Knowledge and skills acquired by teacher trainees during training in colleges is essential in teaching/learning in primary schools in Kenya. Tutors require regularly updated knowledge and skills got from continuous professional development. Today, career progression of tutors in PTTCs is pegged on students' performance at PTE. Professional development gives tutors an opportunity to upgrade their knowledge, skills and attitude necessary in the transfer of knowledge to the teacher trainees. Encouraging and facilitating tutors' professional development enhances career progression.

Finally, the results of this study indicate that tutor career progression is influenced by tutors' motivation. Tutors motivated by promotion for example will perform well expecting a reward in terms of promotion. This motivation increases tutors' commitment to their work hence quality of training in PTTCs. For tutors to invest much of their time and energy in the college as well as deliver quality training to their customers (teacher trainees) there is need to address this motivation to career progression



#### **5.4 Recommendations of the study**

Based on the conclusions of the study, the following recommendations were made:-

The study recommends that TSC, MOE, KICD and college managements develop elaborate, sound, continuous and well-funded training and development programmes. The programmes should be, based on a comprehensive training needs assessment so that tutors are updated and equipped with relevant operational skills, knowledge and attitudes that enable them cope with emerging trends and issues in performance management. Such programmes are also likely to cushion staff against inefficiencies arising out of shortage of skills, facilitate performance improvement and ensure no gaps exist in the smooth career progression of tutors.

Kenya's effort of ensuring increased opportunities for secondary school leavers through pre-service training in PTTCs has been largely a success. However its effort in enhancing career progression of college tutors has scored very poorly. In particular, the career aspirations of tutors are too high while their career progression opportunities remain very low. The researcher recommends that TSC increase appointive positions in PTTCs so that certain vacancies are created and reserved for tutors teaching in PTTCs. An example of such position is TSC substantive HOD examinations, Assistant Deans, HOD performance contract, HOD Games, Assistant Teaching Practice coordinators and other positions that may increase career progression opportunities for the tutors.

It is recommended that TSC lobby for enough resources needed to be allocated to ensure that expected professional development takes place within the frameworks and infrastructure provided. This will provide a favourable working environment for staff thus increasing career progression chances and increase their performance targets. The colleges should also make concerted effort to expand and strengthen their revenue base by introducing and diversifying sustainable income generating activities to reduce in the long run overreliance on an already overburdened exchequer for funding.

This study established that career progression of tutors is an effective tool for improving the performance of the colleges. There is therefore need for the colleges to device ways of sustaining this process including development of meaningful and effective incentive systems including training and other non financial incentives. This will generate and sustain morale in the colleges for improved results and promote the development of a positive performance culture.

TSC which is mandated with tutors' welfare starting with registration, posting of qualified tutors, remuneration transfer, discipline and retirement benefit is challenged to improve career progression of tutors in colleges. From the results of this study, it is clear that the policies on promotion cause dissatisfaction among tutors in PTTCs indicated by low means in promotion criteria, performance appraisal and interview performance feedback. The researcher therefore recommends that Teachers Service Commission (TSC) performs a baseline survey to establish the levels of discomfort and possible remedies.

The study established that tutors who were former principals from secondary schools get into PTTCs with high job groups. They very fast rise to administrative positions in the college. The study recommended that senior positions in the college should be accompanied by commensurate administrative responsibilities. Those who have failed elsewhere in their administrative duties should not be allowed to try the same in colleges.

Bearing in mind that the study revealed that majority of tutors in acting capacity are in job group L and M, it is the feeling of the researcher that tutors who have stayed in job group K, L and M for more than three years automatically move to the next job group. In the same breath, it is recommended that TSC should also promote those who have been in the acting capacity for long to increase confidence to tutors acting in various capacities in colleges.

After the stress that the tutors undergo in the preparation for an interview with TSC, it is only fair that they receive honest opinions from the interview so that they are more equipped in future. It is recommended that TSC develop a system of communicating results of the interview so as to make unsuccessful applicants more confident to apply advertised position in future.

Finally, the study observed that more than a third of tutors teaching in colleges have masters, another 1.9% have PhD and almost a half of tutors sampled are currently back to class for further studies. With national liberalization of education in Kenya today where Universities have opened their doors to students willing to take parallel degree programmes, TSC can try to be open and

develop a promotion policy that recognizes Masters and PhD certificates as prerequisite qualification for certain job groups.

### **5.5 Suggestions for further research**

Based on the findings, limitations and delimitations of the study, the study suggests the following recommendations for further research;

This study could be replicated elsewhere especially in private Primary Teacher Training Colleges, other tertiary institutions or Universities to verify its findings.

The relationship between career progression and turnover of tutors has not been exhaustively examined in this study. It is proposed that qualitative or quantitative study that examines how closely career progression and tutor turnover are may be done.

Finally, the sentiments by tutors on their level of motivation to apply for promotion needs to be extensively further examined. The level of discomfort with interview process needs to be established. Another survey therefore could be conducted to establish the validity of their sentiments.

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## APPENDECES

### Appendix A: Letter to the respondent

**Peter N. Muchanje**  
**University of Nairobi**  
**P.O Box 30197**  
**Nairobi.**

Dear Tutor,

#### **RE: REQUEST TO PARTICIPATE IN RESEARCH**

I am a PhD student in the University of Nairobi, School of Education. I am currently carrying out a research on the determinants of career progression among Tutors in primary Teacher Training Colleges in Kenya. I would be grateful if you could answer truthfully and as accurately as possible the questions in the questionnaire so that you share your experiences with me. This research is purely for academic purposes and your responses will be not be used for any other purposes. Your input and support towards this research would be highly appreciated.

Kindly complete all sections of the questionnaire.

Thank you for your participation.

Yours truly,

Peter N. Muchanje.

## **Appendix B: Questionnaire for Tutors**

This questionnaire is aimed at collecting data on determinants of career progression among tutors in Primary Teacher Training College in Kenya. Kindly spare a few minutes to fill in this questionnaire. Your response will help the education management to improve job satisfaction of tutors and enhance career mobility. The information will be used for the sole purpose of this study.

### **SECTION A: Demographic Information**

Please use a tick (✓) to indicate the appropriate response from the following items:

1) Please indicate your gender.

Male (    )

Female (    )

2) Please indicate your marital status

Married (    )

Single (    )

Others specify (    )

3) What is your age group

20-29 years (    )

30-39 years (    )

40-49 years (    )

50 and above years (    )

4) How many years have you been in the teaching profession?

1 – 7 years ( )

8 - 14 years ( )

15 - 21 years ( )

22 and above years ( )

b) How many years have you been teaching in college?

1 – 7 years ( )

8 - 14 years ( )

15 - 21 years ( )

22 and above years ( )

5) Please indicate the responsibility you hold in your college.

Lecturer ( )

Head of subject ( )

Head of department ( )

Dean ( )

6) Indicate your job group

Job group J or K ( )

Job group L ( )

Job group M ( )

Job group N ( )

Job group P ( )

Job group Q or R ( )

7) For how long have you been in this job group?

Less than one year ( )

1 – 3 years ( )

4 – 6 years ( )

7 – 9 years ( )

More than 9 years ( )

8) What is your highest professional/ academic qualification?

Approved graduate teacher ( )

SI/ Diploma ( )

Graduate ( B.Ed) ( )

Master of Education (M.Ed. ) ( )

PhD. ( )

**SECTION B:** This section uses five point Likert Scale to measure the level of agreement on variables that determine career progression.

**Use the key below to indicate your opinion.**

**KEY**

**Strongly Agree (SA)**

**Agree (A)**

**Uncertain (U)**

**Disagree (D)**

**Strongly Disagree (SD)**

	Statement	Strongly Agree	Agree	Agree	Undecided	Disagree	Strongly Disagree
<b>Tutors career aspirations and their career progression</b>							
9	I am interested in college leadership						
10	My friends discourage me from applying for promotion						
11	My personal commitments don't allow me to apply for promotion						
12	I can't apply for promotion for fear of being transferred						
13	Lack of incentives in college leadership make me uninterested						

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
14	Leadership would affect my career aspirations					
15	My family commitments are a barrier to my leadership aspirations					
16	There is no motivation in college leadership					
17	College leadership does not provide source of job satisfaction to me.					
18	TSC career progression policies have reduced my career aspirations.					
19	I aspired to be a principal leader when I started working					
<b>Tutors Career progression and career policies</b>						
20	My supervisor guides me to achieve my career goal					
21	I've to work extra hard to be promoted					
22	Canvassing is necessary for any promotion					
23	Working extra hours in a must for promotion					

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
24	People in TSC college leadership have grown through the hierarchy					
25	There is no clear path defined by the TSC for college career progression					
26	College administrators mainly deployed from secondary schools, TSC and SAGAs.					
27	There is under representation of women in college management					
28	The promotion opportunities do not consider those who have been in college for long					
29	I have stagnated in one job group for long					
30	Colleges have equal opportunity policies on promotion					
31	Tutors are given equal opportunities to attend in-service courses in the college					
32	I must have been in same job group for 3 years and above to be promoted					

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
33	Tutors in colleges act for long before getting substantive appointment by TSC					
34	There is a clear cut policy on internal appointment tutors in colleges					
<b>Tutors exposure to professional development and their career progression</b>						
35	Tutors are aware of TSC policy on staff development					
36	Principals encourage tutors to participate in continuous professional growth of tutors					
37	Tutors participate in the selection of syllabus and training materials					
38	Tutors In - service training in colleges is encouraged by both TSC and college administrators.					
39	Tutors remuneration after in-service training is attractive					
40	I am actively involved in my professional development decision making in the college.					



	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
41	Tutors are given equal opportunities for professional development					

**SECTION C: CAREER PROGRESSION FACTORS**

42. Have you attended an in-service course while in College: yes ( ) No ( )

If yes, who financed the in-service training.....?

Are you trained to teach primary school teachers? Explain.....

Have you attended an INSET on methodology in PTTCs?

Briefly explain usefulness of the INSET to your career progression

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

43. Do college tutors attend KEMI in-service courses? Yes ( ) No ( )

44. What area of professional development do you think is most urgent for your career progression?

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

45. a) Approximately how many times have you applied for promotion to the next job group.....?

b) How many times have you been invited for an interview.....?

c) How many times have you been promoted as a result of an interview?

d) Briefly explain why you would not apply for a job with TSC when you are qualified?

46. How many job group promotions have you received since joining Teacher Training College.....?

47. a. Do you have responsibilities through internal appointment in the college?

Yes ( ) No ( )

b. Are you in acting appointment by the principal or substantive TSC appointment?

If you are in acting capacity, by use a tick (v), indicate the number of years you have been in this capacity

1 – 3 years ( )

4 – 6 years ( )

7 – 9 years ( )

>10 years ( )

c. Have you ever seen an advert by TSC that you qualify and failed to apply?

Yes ( ) No ( ). If yes, what deterred you from applying?

.....  
.....

48. Do aspire to be in college leadership? Yes ( ) No ( )

If yes tick appropriately the position you aspire

Principal ( ) Deputy Principal ( ) Dean ( ) HOD ( ) None ( )

49. Do aspire to be in college or educational leadership? Yes ( ) No ( )

If yes tick appropriately the position you aspire

Minister ( ) QASO ( ) Director ( ) HOD ( ) None ( )

50. In your opinion, does relationship with your supervisor influence your career progression? Yes ( ) No ( )

Explain.....  
.....

51. If you got a job with another agency other than TSC, would you take up the offer?

Yes ( ) No ( ).

Please explain the reason why you would take or not take up the job.....  
.....

52. Do you think performance appraisal is necessary for your career progression?

Yes ( ) No ( )

Explain your answer.....

53. In your opinion, how would you rate your career progression?

Very low ( ) Low ( ) Not sure ( ) High ( ) Very high ( )

54. List down five factors that influence your career progression.

.....

.....

.....

### **Appendix C: Interview schedule for College principals**

1. For how long have you been in the current position?
2. Where were you before you got the current position?
3. Do you have a succession plan in the college? Explain
4. How do tutors personal attributes affect promotion?
5. What is the current policy about promotion of tutors in colleges?
6. Do you have challenges identifying who to appoint internally to administrative position among tutors? Explain
7. How often do you have transfers on promotion to other PTTC?
8. How often do you recommend confirmation of internally appointed tutors by TSC?
9. What is the general feeling about tutors who come from other institutions other than PTTCs to head sections in the PTTC.?
10. How often do you have tutors going for further studies in your college? How often do they return to teach in TTC
11. How often do you have tutors moving from TSC to other employers?  
Can you identify the number and institutions moved to?
12. Have you been trained on
  - i) Performance appraisal techniques
  - ii) Confidential report writing
13. How often do you have lecturers in TTCs promoted as a result of performance appraisal in your college

14. What is your opinion on confidential reports you write on promotion of tutors
15. Do you have a performance appraisal schedule? How do you determine the overall assessment in order to score for the tutor accurately
16. Do you have gender policy on promotion in the college?
17. In your own opinion, is TSC promotion policy helping retain tutors in colleges?
18. In few words what affects career progression of tutors in colleges?

Thank you

#### **Appendix D: Interview schedule for Teachers Service Commission officers'**

1. Where were you before the current appointment?
2. Do you have a career progression policy for your staff?
3. How often tutors are transferred from one college to another on promotion?
4. How often are tutors transferred from other sectors to TTCs
5. Do you have a policy on performance appraisal for TTCs tutor? How do you use information on performance appraisal from college principals?
6. What is the current policy for tutors in colleges who go for further studies?
7. Do you train college principals and their Deputies on performance appraisal techniques?
8. How does confidential report influence decision by TSC on promotion of a tutor?
9. Do you have gender policy on promotions?
10. In your personal opinion, what factors affect career progression of tutors in public Primary Teacher Training Colleges (PTTCs)?
11. What measures have Teachers Service Commission put in place to encourage career progression of tutors in Primary Teacher Training Colleges?

Thank you

**Appendix E: Reliability coefficients**

<b>Scale</b>	<b>Spearman Brown Rank prophecy formulae</b>	<b>Number of Items</b>
Tutors' career aspirations and career progression	0.885	11
Tutors' college teaching experience and career progression	0.769	2
Tutors' perception of TSC level of adherence to stipulated policy guidelines and tutors' Career progression	0.735	15
Tutor's exposure to professional development and career progression	0.731	7



## Appendix F: Factor analysis extraction

Factor	Initial	Extraction
I am interested in college leadership	1.000	.824
My friends discourage me from applying for promotion	1.000	.723
My personal commitments don't allow me to apply for promotion	1.000	.737
I can't apply for promotion for fear of being transferred	1.000	.833
Lack of incentives in college leadership make me uninterested	1.000	.752
College responsibilities go with challenging assignments	1.000	.819
My family commitments are a barrier to my leadership aspirations	1.000	.823
There is no motivation in college promotion	1.000	.757
College leadership does not provide source of job satisfaction to me	1.000	.797
Promotion will limit my private time	1.000	.695
I have a career goal to achieve my aspiration	1.000	.847
My supervisor guides me to achieve my career goal	1.000	.758
I have to work extra hard to be promoted	1.000	.706
Canvassing is necessary for any promotion	1.000	.821
I have to be willing to work extra hours to be promoted	1.000	.692
Tutors promoted by TSC to college leadership have grown through the hierarchy	1.000	.795
There is no clear path defined by the TSC for college promotions	1.000	.792
Many administrators appointed by TSC come from outside the college systems for example KIE, secondary schools etc	1.000	.778

There is under representation of women in college management	1.000	.734
The promotion opportunities do not consider those who have been in college management	1.000	.895
The promotion opportunities do not consider those who have been in college for long	1.000	.766
Many tutors in colleges have stagnated in one job group for long	1.000	.872
College have equal opportunity policies on promotion	1.000	.772
Tutors are given equal opportunities to attend in service courses and workshops.	1.000	.737
There are clear cut policy on promotion, career advancement, internal appointments and further study in colleges	1.000	.810

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**Appendix G: Regression analysis for combined personal characteristic of tutors and their career progression**

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	50.481	3.614		13.969	.000
Tutors aspirations	.680	.077	.527	8.840	.000
Tutors experience	.093	.345	.021	.270	.787
Tutors' qualification	.652	.496	.078	1.315	.190
Tutors' gender	-.088	.952	-.006	-.093	.926
Tutors' age	-1.278	.773	-.126	-1.654	.100

a. Dependent Variable: Career progression

**Appendix H: Regression analysis for combined institutional characteristics  
and tutors career progression**

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	24.362	2.312		10.536	.000
TSC adherence to stipulated policy guidelines	.887	.060	.629	14.878	.000
Tutors' exposure to professional development	.811	.096	.357	8.451	.000

a. Dependent Variable: Career progression