



EFFECT OF CAREER MANAGEMENT ON EMPLOYEE INTENTION TO LEAVE AMONG TEACHERS IN PUBLIC SECONDARY SCHOOLS IN BUNGOMA SOUTH SUB COUNTY, KENYA

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SECONDARY SCHOOLS IN BUNGOMA SOUTH SUB COUNTY, KENYA**

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Accepted: October 29, 2019

ABSTRACT

This study investigated the effects of career management on employee intention to leave among teachers in public secondary schools in Bungoma South Sub-County, Kenya. The study adopted a descriptive survey design on a target population of 932. Stratified simple random sampling was used to sample teachers, heads of departments and the principals, while the purposive sampling technique was used to sample the educational officials. A sample size of 100 respondents was selected to participate in the study. The study used primary data with structured questionnaires adopted as the main instrument of collecting data. Data analysis was done using Statistical Package of Social Science (SPSS). Collected data was cleaned and analyzed using both descriptive analysis and inferential statistics. Simple regression analysis was used to test for the research hypothesis. Results indicated that Career management had a significant partial influence on the employee intention to leave among teachers in public secondary schools in Bungoma South Sub County, Kenya. From the results of the study, the researcher concluded that career management has significant influence on employee intentions to leave. The study recommended that the Teachers Service Commission should adopt career management as a strategy of retaining teachers.

Key Words: Career Management, Employee Retention

CITATION:Wanjala, S. C. (2019). Effect of career management on employee intention to leave among teachers in public secondary schools in Bungoma South Sub County, Kenya. *The Strategic Journal of Business & Change Management*, 6 (4), 1262 – 1275.

INTRODUCTION

Studies have showed that employee retention is motivated by several key factors that ought to be managed harmoniously e.g. pay and benefits organizational culture, and career development systems, (Fitzenz, 1990). To succeed, organizations must establish an environment that not only attracts people to join and give their best every day but also strives to maintain the existing staff. This is because the retention of talented experienced, productive and knowledgeable employees can be a source of competitive advantage for companies, (King, 1997).

Human resources in the organization help to identify and enhance business processes but due to their diverse needs and expectation, it becomes difficult to retain them. Therefore, the focus on understanding their needs in order to achieve their satisfaction is essential (Masri, 2009). The study discussed by (Nadeem & Aysha 2011) found out that compensation, career path and working environment have an effect on retention of the employees. The study concluded that career path is most valuable factor that plays part in employee job satisfaction and therefore retention in an organization. Other factors include recognition, sincere interest in the employees and their work, and stimulation (Eva 2009). A positive work environment is one that supports nurses' autonomy and nursing practice, and includes shared governance or shared decision-making model (Kramer & Schmalenberg, 2004). Studies made by (Moncarz, 2008) found that pay, goals and direction, employee recognition, rewards and organization mission have a positive impact on employee retention. When employees are motivated, it greatly contributes to retention and develops enthusiasm in employees who eventually out produce and excel in performance than the demotivated ones (Honore, 2009). When analysing labour retention, it is necessary that the concept of job satisfaction shouldn't be overlooked since it has long been considered a variable in determining an employee's

decision to remain or quit working for an organization. It consists of the feelings and attitude that an employee has about the job, whether good and bad or positive and negative, (Riggio, 2003). Dessler (2001) contends that job satisfaction relates to an employee's overall attitude to his or her job. In this case it is a set of favourable or unfavourable feelings for the employee to perceive his or her work, which in the long run determines their overall performance.

Statement of the Problem

A high level of turnover rates is normally a serious problem for both large and small organizations. It is costly, lowers productivity and morale and tends to get worse if not dealt with sufficiently (Cole, 2002). Workers satisfaction has become an important consideration for management strategy. Lack of career management strategies has resulted to adverse effects in public institutions since replacing workers has proved to be disruptive, costly, time consuming and even upsets the stability of an organization. IMA (2008) reckons that organizations struggling with retention challenges should have plans to counter the problems adequately. Reasons such as lack of proper training and development initiatives have been cited to be the major causes of the immense migration of employees from education sector to private sector. Nevertheless, IDS (2004) suggests that where there is a general turnover problem within the organization, employers often take an all-inclusive approach aimed at fully engaging with staff.

Research Objectives

The objective of this study was to establish the effects of career management on employee intention to leave among teachers in public secondary schools in Bungoma South sub county, Kenya.

The research was guided by the following null hypothesis;

H₀: Career management has no significant influence on employee intention leave among teachers in

public secondary schools in Bungoma South sub county, Kenya.

LITERATURE REVIEW

Victor Vroom's Expectancy Theory

Victor vroom's expectancy theory (1961), assert that people have different objectives and can be motivated if they have certain presuppositions. This theory is about choice. It argues that the strength of a likelihood to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of the outcome to the individual. It includes three variables namely, attractiveness, performance-reward linkage and effort -performance linkage. That is, if one intends to be productive at any given time depends on individuals particular objective and one's perception of the relative worth of performance as a path to the attainment of those objectives. The theory has four stages. First, what perceived outcomes does the job offer to the employee? The consequences may be desirable such as pay, security, companionship, chance to use talents among others and/or negative such as fatigue, boredom, harsh supervision, threats of dismissal among others. Secondly, how attractive do workers consider these outcomes? The person who finds a particular outcome priceless; that is positively valued, will prefer attaining it. Thirdly, what behaviour must the worker manifest so as they accomplish these outcomes? It is highly unlikely that the outcomes can have any effect on the individual workers' behaviour unless the employee knows clearly and significantly, what she must so as to attain them. Lastly, how does the employee perceive the prospects of doing what is required of them? After the employee has considered own capabilities, and ability to control that variable that will determine their success, what probability do they place on successful attainment? This theory thus emphasizes on payoffs, or rewards. Employees have to believe that the rewards the organization is

offering align with their wants. This theory based on egocentrism, that is, each individual seeks to maximize his or her anticipated fulfilment. A main concern here therefore is the attractiveness of the reward; thus there is need for knowledge and understanding of what value the individuals put on organizational payoffs so that employees can be rewarded with the things they positively value. Therefore according to the theory, how motivated an employee is depends on the link between effort and performance; the link between performance and outcome and the link between outcome and individual needs. According to Gupta (2011) the theory emphasizes that motivation is based on the amount of effort required, the rewards or returns and the value the individual attaches to the rewards. The theory states that individuals base decisions on their expectations that one or another alternate behaviour is more likely to lead to needed or desired outcome (Jackson and Mathis, 2004). Basic to this theory is the notion that people join organizations with expectations and if these expectations are met they will remain members of the organization (Daly & Dee, 2006). Turnover and retention framework developed from this theory assert that decisions to stay or leave an organization can be explained by examining the relationship between structural, psychological and environmental variables. Johnsrud & Rosser, (2002), Zhou & Volkwein, (2004), Daly & Dee, (2006) employ a model of employees intent to stay that is grounded on expectancy theory which includes structural, environmental and psychological variables. Structural variables include work environment, autonomy, communication, distributive justice and workload. Psychological variables include job satisfaction; organizational satisfaction and organizational commitment while the environmental variables include availability of job opportunities. If these are aligned to employees' expectations, then the employee develops loyalty and commitment to the organization and tends to stick with it.

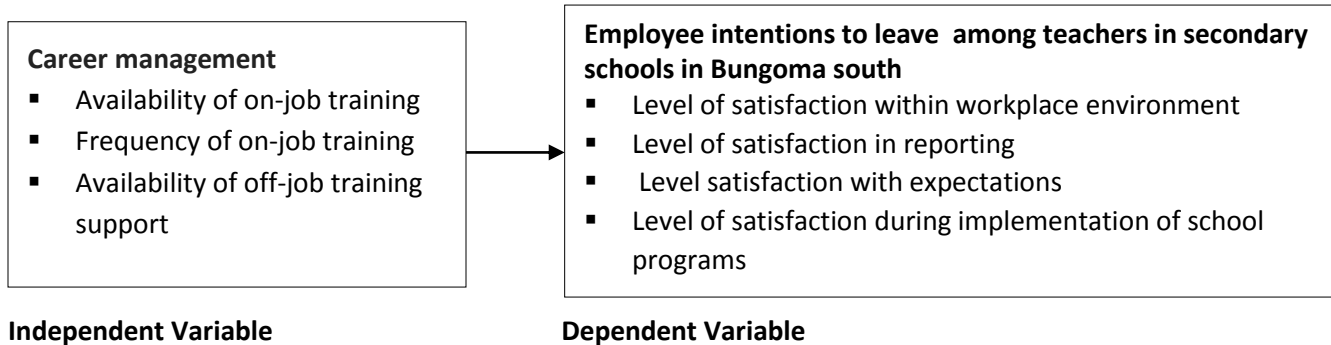


Figure 1: Conceptual Framework

Empirical Review

Career progression opportunities directly affect job satisfaction hence intention to leave. Employees' career progression is an organised effort to achieve the balance between organization workforce needs, and individual career needs. The challenge of the HR professionals is to identify and develop the career development practices which would improve the commitment of employees, as they would feel valued, helping the organizations to retain the employees since they would feel motivated to work hard and with enthusiasm (Hassan et al, 2013). It is a challenge for today's HR Managers to identify the organization developmental practices, which galvanizes the employee commitment to the organization vision and values to motivate the employees and help the organization to gain and sustain the competitive advantage (Graddick, 1998). Organizations that desire to strengthen their bond with employees must spend on the development of employees (Hall & Moss, 1998; Woodruffe, 1999; Steel et al., 2002; Hsu, Jiang, Klein & Tang, 2003).

Career growth involves generating chances for promotion within a firm and providing opportunity for training and skill development that allows employees to improve their credentials on the internal and the external job market (Meyer & Smith, 2003). Woodruffe (1999), Steel & Griffeth, (2002) and Hsu, Jiang, Klein & Tang, (2003) believe that an organization that intends to build up its rapport with its employees must invest in their career progression.

They further says that organizations will succeed in holding of its' workforce by spending more funds on their training and development which eventually enhances employee job satisfaction.

A workforce that gains from its organization through training and educational facilities is likely to be more devoted, satisfied and true to that organization. Ongori and Agolla (2009), reckons that lack of personal growth in organizations results in career stagnation, which consequently leads to job dissatisfaction. Many employees find themselves in jobs that limit their career progression in the organization. Career stagnation is there upon viewed as a main contributing factor as to why employees' want to leave an organizations. Human Resource Managers hence have a huge responsibility of managing progression thus minimizing employee turnover.

According to Lee (2003), employees who have not progressed are likely to have higher labour turnover since they want to advance their careers elsewhere in an environment that is conducive and favourable. Studies have indicated that employees who have attained static level have a high percentage intention to resign due to lack of progression opportunities in the present organization (Yamamoto (2006), Armstrong (2009) concurs when he asserts that lack of defined career path or development is a major cause of employee turnover. To support a stable work force, employers should learn to plan to provide career opportunities by providing employees with

wider prospects, encouraging internal promotion and providing equal employment opportunities. Armstrong (2009) and Sinha and Sinha (2012), say that the grounds of career planning as part of a career progression program is not only to help employees feel like their employer is investing in them, but also to help people manage the many aspects of their lives and deal with the issue of clear promotion track. Employers can no longer promise permanent employment, but they can help people develop the skills needed to remain feasible in the job market. Career opportunities may include the internal and external career options that an employee may have. Internal career opportunities may be in the employee's current organization, for example, a promotion or movement to a different position within the same organization. External career opportunities would mean obtaining a position at a different organization (Coetzee & Roythorne-Jacobs, 2012). These career orientations of employees may reflect an employee's perceived compatibility or comfort with an organization (Mitchell et al., 2001).

Butler and Waldrop (2001) also assert that it creates promotion opportunities within an organization and provides training opportunities and skill development to improve their employee's employability on the internal and / or external labour market. Rahman and Nas (2013) assert that the purpose of employee development programmes is to improve employee capabilities, which lead to increased productivity for them and their team thus sustaining a competitive position for their organizations. Thus career development is a vital and mutual beneficial process for both the employees and employer because it gives imperative outcomes to employer and employees (Hall, 1996; Hall, 2002; Kyriakidou & Ozbilgin, 2004).

To secure and keep up competitive advantage, organizations require employees who are talented & productive and these employees need career progression to nurture and develop their

competencies (Prince, 2005). Commonly, HRD's contribution to career development has been through normalised schedules such as training, mentoring, tuition reimbursement, job posting, and career planning workshops. Hite & McDonald (2003) refer to these as limiting activities because access to and availability of these activities is subject to the organization's ability and willingness to offer them.

According to Mello (2009), if an organization considers its employees to be the human assets, training and development represents an on-going investment in these assets and one of the most significant investments an organization can make. Tettey (2006) notes that engaging in training and development widens one's compatibility with opportunities for advancement depending on one's ability to competently tackle new levels of responsibility and challenges. Thus it is an investment in human capital whether initiated by the individual or the organization. She further observes that professional development is the engine that keeps universities true to their mandate as centres of ideas and innovation. Providing employees with sufficient training opportunities should be viewed as an essential investment strategy for employee growth and development. (Döckel, 2003; Kraimer, Seibert, Wayne, Liden & Bravo, 2011). This practice constitutes an important part of the organization's fulfilment of the informal contract between itself and employees, which strengthens employees' sense of attachment to the organization (Bergiel et al. 2009 & Mitchell et al. 2001).

Mello (2009) argues that employee training and development is increasingly becoming a major strategic issue for organizations due to rapid changes in technology, the redesign of jobs, mergers and acquisitions, frequent movement of employees and lastly due to globalization of business operations requiring managers to acquire knowledge and skills related to language and cultural differences. Muhammad (2008) notes that investment on

employee training and career development is an important factor in employee retention. Garg and Rastogi (2006) explains that in today's competitive environment, feedback is essential for organizations to give and receive from employees and the more knowledge the employee learns, the more he or she will perform and meet the global challenges of the market dynamics. Rahman and Nas (2013) state that as skilled employees derive benefits for both themselves and the organization, equally they should contribute their respective shares to the process. Organizations are thus required to provide enabling environment and opportunities for continuous learning and practical implementation. Strategically targeted training in critical skills and knowledge bases adds to employee marketability and employability, factors that are critical in the current environment of rapid development in technologies, changing jobs and work processes.

Currently organizations seek out and employ knowledgeable workers with narrowly defined technical skills (Mello, 2008). Organizations can benefit from training, beyond bottom line and general efficiency and profitability measures, when they create more flexible workers who can assume varied responsibilities and have a more holistic understanding of the organizations' mission and the role they play in the organization's success.

Strategic training and development is crucial for the attraction and retention of a committed and efficient workforce. According to Gupta (2008), the first step to strategic training and development is training needs assessment at organizational, task and individual levels in order to determine the specific training activities required and place the training within the organizational context. After the training

needs have been identified, objectives for the training activities must be developed. These objectives should follow from the assessed needs and be described in measurable terms (Gupta, 2008; Mello, 2008).

METHODOLOGY

The study employed a descriptive survey research design. The target population for this research was 932 participants, which was inclusive of 58 principals/deputy, 406 heads of subject in schools, 58 board of management 4 educational officials, and 406 teachers. The study used a sample size of 100 participants and utilized both probability and non-probability sampling methods. Questionnaires were used in collecting data from the respondents. Pilot study was conducted to standardize the instruments before the instruments were used for actual data collection. The study assessed validity of the research instrument through construct validity and content validity. Data was cleaned/edited, coded, entered into computer SPSS software, then, analyzed and interpreted using descriptive and inferential techniques. The descriptive statistics are used to describe the basic features of the data in a study; they provide simple summaries about the sample and the measures (Kombo and Tromp, 2006). The study adopted use of Pearson Moment Correlation Coefficient and Linear Regression analysis.

RESULTS AND DISCUSSION

Employee intentions to leave

The study sought to determine the level of satisfaction in the job among the employees of the public secondary schools in Bungoma South Sub County. The respondents were asked to state if teaching was initially their passion in life and the responses were as shown in table 1.

Table 1: Passion towards teaching

Was teaching your passion even before you joined the profession?	Response	% Response
Yes	190	90%
No	22	10%
Total	212	100%

Most of the teachers in secondary schools in Bungoma South Sub-County seemed to have had a passion in teaching profession even before they joined it as indicated by majority of the respondents, 90% as shown in table 1. This indicated that most of the teachers were comfortable in teaching as a

profession and therefore enjoying it (Bogler, 2002). The study sought to understand if the teachers were enjoying their current job of teaching in their respective secondary schools and the responses were as shown in table 2.

Table 2: Passion towards teaching

Do you enjoy teaching in the current secondary school that you're teaching?	Response	% Response
Yes	118	56%
No	94	44%
Total	212	100%

Approximately half of the teachers in secondary schools in Bungoma South sub-county seemed not to be enjoying their teaching career in their current secondary schools as indicated by 44% of the

respondents; this was a clear indication that some of the teachers were not satisfied with the teaching conditions in their schools.

Table 3: Descriptive Statistics for Employee intentions to leave among teachers

Statement	VD	D	SS	S	VS
The cleanliness and safety of the working environment	5 2%	17 8%	30 15%	122 60%	30 15%
The current teaching profession compared to other professions	2 1%	91 46%	42 21%	25 13%	40 20%
The implementation of the school programmes	11 5%	14 7%	123 61%	43 21%	12 6%
The present teaching assignment	7 3%	11 5%	106 52%	37 18%	43 21%
Your workload	4 2%	103 50%	31 15%	32 15%	37 18%
Your salary/benefits	86 42%	21 10%	30 14%	46 22%	24 12%
	Mean	% Mean	Std. Deviation	Std. Error of Mean	
Average Job Satisfaction level	3.1529	63%	.79271	.05496	

KEY: VD = Very Dissatisfied, D = Dissatisfied, SS = Somewhat Satisfied, S= Satisfied, VS = Very Satisfied

From the results of table 3, majority of the respondents, 60% were satisfied with the cleanliness and safety of the working environment, 46% were somewhat dissatisfied with the teaching profession compared to other professions, 60% were somewhat satisfied with their teaching assignment, 50% were dissatisfied with their workload and 42% were somewhat dissatisfied with their salary/benefits.

On average, the job satisfaction level among the teachers in Bungoma South sub-county secondary schools was 63% (mean = 3.1529, Std. Dev. = 0.79271), rated moderate; this indicates that most of the teachers were not adequately satisfied with their teaching profession. One of the educational officials as key informant in the study claimed some of the teachers were not satisfied with the current terms in teaching career, especially in terms of salary which

they perceive to be insufficient as indicated in his quote: *“Some of our teachers in Bungoma South sub county are not happy with their current job as they claim the salary is not proportional to the work they do, some of them feel the workload is too much...”*

The study analysis concurred with earlier studies by (Okoth 2003) who did a survey of factors that determine the level of job satisfaction among teachers in top ranking secondary schools in Kenya. He argues that recognition, pay, promotion, good working condition and supervision determined their

level of Job satisfaction. Therefore, career management could lead to improvement in the level their level of job satisfaction.

Normality test for Job Satisfaction scores

To determine if the job satisfaction scores were normally distributed, the study used the Shapiro-Wilk test. The null hypothesis was that; job satisfaction scores were not significantly different from a normal distribution. The findings were as shown in table 4 below.

Table 4: Distribution of the Intention to leave scores

	Shapiro-Wilk test		
	Statistic (W)	Df	p-value
Intention to Leave	.895	208	0.865

The p-value for the test (as shown in table 4) was greater than 0.05 level of significance; $W = 0.8957$, $p\text{-value} = 0.865 > 0.05$. Based on the research findings by Bogler (2002), we therefore rejected the null hypothesis and conclude that the scores for job satisfaction latent variable were significantly normally distributed.

Career Management and its effect on Employee intentions to leave among teachers in Secondary Schools of Bungoma South Sub-County

The objective of the study was to determine the influence of career management on the job

satisfaction among the teachers in secondary schools of Bungoma South sub-county. First, the study described the extent to which secondary schools have laid platforms that enable their staff to advance in their teaching career. Determination of its influence on the job satisfaction among the teachers was also determined.

Descriptive Statistics for Career Management

The respondents were asked to state to what extent their schools managed career development for their teachers and the response was as shown in table 5.

Table 5: Descriptive Statistics for Career Management

Statement	VD	D	SS	S	VS
Opportunities to use your skills and abilities in your work	13 6%	111 53%	24 11%	34 16%	29 14%
Career advancement opportunities within the school	9 4%	16 8%	121 58%	39 19%	24 11%
Job-specific trainings for the teachers	89 42%	18 9%	30 14%	30 14%	44 21%
The school's overall commitment to professional development	13 6%	91 43%	25 12%	56 27%	25 12%
Career development opportunities for the teachers	12 6%	99 47%	54 26%	30 14%	15 7%
Networking opportunities for the teachers	92 43%	26 12%	32 15%	25 12%	37 17%

	Mean	% Mean	Std. Deviation	Std. Error of Mean
Average level of satisfaction in career management in the schools	2.7957	56%	.97472	.06694

KEY: VD = Very Dissatisfied, D = Dissatisfied, SS = Somewhat Satisfied, S= Satisfied, VS = Very Satisfied

More than one-half (53%) of employees were dissatisfied with available opportunities to use their skills and abilities in their work, 58% were somewhat satisfied with the career advancement opportunities within the school, 42% were very dissatisfied with the Job-specific trainings for the teachers, 43% were dissatisfied with the school's overall commitment to professional development, 47% were dissatisfied with the career development opportunities for the teachers while 43% were very dissatisfied with the networking opportunities for the teachers.

On average, the level of satisfaction among the teachers of Bungoma South sub-county secondary schools on the career management in their schools

was 56% (mean = 2.7957, Std. Dev. = 0.97472), rated low; this indicated that most of the teachers of the secondary schools of Bungoma South sub-county were dissatisfied with the way the schools managed their teaching career; that is, they felt the schools were not doing enough to help teachers develop in their teaching career.

Normality test for scores for Career Management

To determine if the scores for career management were normally distributed, the study used the Shapiro-Wilk test. The null hypothesis was that; career management scores were not significantly different from a normal distribution. The findings were as shown in table 6.

Table 6: Distribution of the Career Management scores

	Shapiro-Wilk test		
	Statistic (W)	Df	p-value
Career Management	.863	212	0.876

The p-value for the test was greater than 0.05 level of significance; $W = 0.863$, $p\text{-value} = 0.876 > 0.05$. Based on the research findings by Bogler (2002), we therefore rejected the null hypothesis and concluded that the scores for Career Management latent variable were significantly normally distributed.

Diagnostic tests Career Management in relation to Employee intentions to leave

The study used linear regression analysis to test for the causal and effect relationship between Career

Management and Employee intentions to leave among teachers of secondary schools in Bungoma South sub-county. Therefore, the study did some diagnostic tests to meet the assumptions for linear regression analysis. The diagnostic tests included; Linearity, Homoscedasticity and presence of outliers. To achieve this, the study used Normal p-p plot and Scatter plot of the standardized residuals.

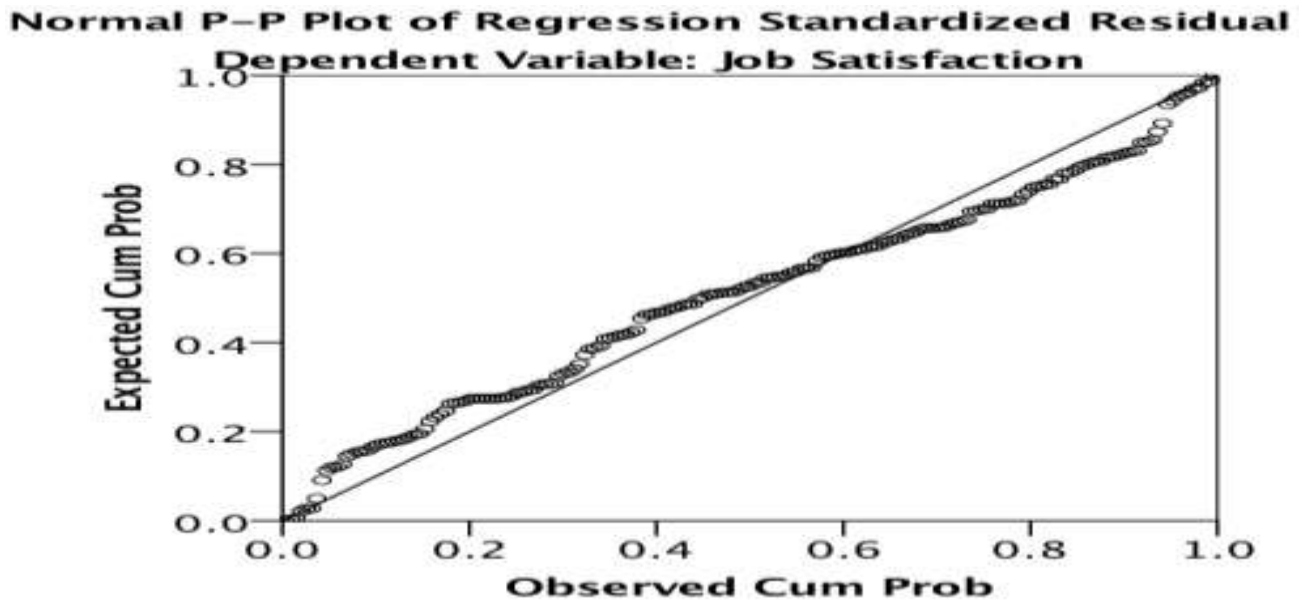


Figure 2: Normal p-p plot for Career Management

The Normal P-P plot as shown in figure 2, showed that the points lie in a reasonably diagonal line from bottom left to top right; this indicated that there was

a linear relationship between Career Management and Employee intentions to leave among teachers of secondary schools in Bungoma south sub-county.

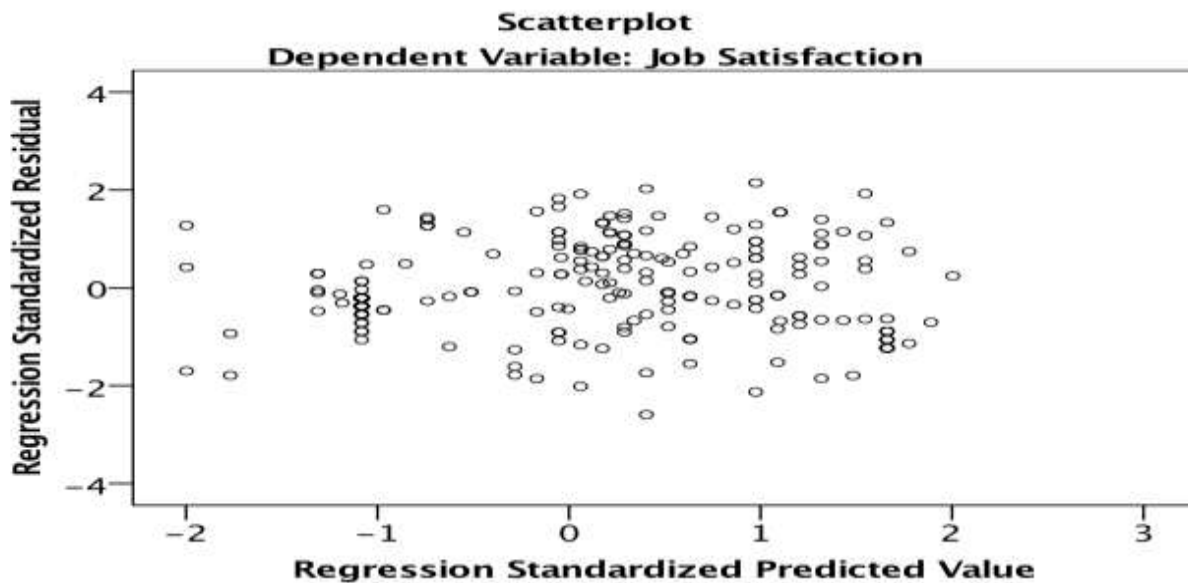


Figure 3: Scatter plot of the standardized residuals for Career Management

Tabachnick and Fidell (2001) described homoscedasticity as the phenomenon where dependent variable exhibited similar amounts of variance across the range of values for an independent variable. For our study, the Scatterplot

shown in figure 3 displayed residuals being roughly distributed with no specific shape, with most of the scores concentrated in the centre; this indicated that the assumption of homoscedasticity held.

According to Tabachnick and Fidell (2001), outliers are points with standardized residual values above 3.3 or less than -3.3. From the scatterplot of residual shown, all the residuals were within the range of 3.3 and -3.3; an indication that there were no outliers among the scores of our dataset.

Correlation between Career Management and job satisfaction

From the descriptive statistics, the study revealed that most of the teachers were not much satisfied with their teaching job. The study revealed that the same teachers were dissatisfied with the way their

respective schools were managing career development in the schools. Therefore, the study sought to find out if poor career management in the schools had contributed to job dissatisfaction among some of the teachers of the secondary schools in Bungoma South sub-county. The study used Pearson Moment Correlation (r) to determine the strength and direction of the relationship between career management and job satisfaction among teachers of secondary schools in Bungoma South sub-county. The findings on the correlation were as shown in table 7.

Table 7: Correlation between Career Management and Employee intentions to leave

		Job Satisfaction
Career Management	Pearson Correlation Coefficient (r)	.741**
	Sig. (2-tailed)	.000
	N	208

Career Management had a significantly positive relationship with the job satisfaction among teachers of secondary schools in Bungoma South sub-county as indicated by the significant correlation coefficient, $r = 0.741$, $p = 0.000 < 0.05$.

Regression Analysis between Career Management and job satisfaction

The objective of the study was to assess the influence of Career Management on job satisfaction among teachers of secondary schools in Bungoma South sub-county. The respective null hypothesis was:

H₀: Career Management has no significant influence on Employee intentions to leave among teachers of secondary schools in Bungoma South sub-county.

To achieve the objective, the study used Simple Linear Regression analysis to assess the influence of Career Management on job satisfaction among teachers of secondary schools in Bungoma South sub-county. The results were as shown in table 8.

Table 8: Linear regression Analysis between Career Management and job satisfaction among teachers of secondary schools in Bungoma South sub-county

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.741 ^a	.550	.548	.53323

a. Predictors: (Constant), Career Management

ANOVA ^a						
Model		Sum of Squares	df.	Mean Square	F	Sig.
1	Regression	71.504	1	71.504	251.481	.000 ^b
	Residual	58.572	206	.284		
	Total	130.075	207			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Career Management

Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		
	β	Std. Error	Beta	t	Sig.
1 (Constant)	1.474	.112		13.150	.000
Career Management	.600	.038	.741	15.858	.000

The study findings of ANOVA as shown above [F (1, 206) = 251.481, P = 0.000 < 0.05] showed that the p-value was significant (p-value = 0.000 < 0.05); an indication that the model was a good fit for our research data. The model (Career Management) explained 54.8% of the variation in the job satisfaction among teachers of secondary schools in Bungoma South sub-county as indicated by the Adjusted R Square = 0.548 as shown in the model summary. The regression coefficients results showed that the unstandardized beta coefficient for the Career Management was significant [β = 0.600, t = 15.858, $p=0.000<0.05$]; therefore, the study rejected the null hypothesis and concluded that Career Management had a statistically significant influence on the Employee intentions to leave among teachers of secondary schools in Bungoma South sub-county. Career Management had a positive standardized beta coefficient = 0.741 as shown in the coefficients results; this was an indication that a unit improvement in the Career Management by the schools was likely to result to an improvement in the job satisfaction among teachers of secondary schools in Bungoma South sub-county by 74.1%. To predict the job satisfaction among teachers of secondary schools in Bungoma South sub-county given the level of effectiveness in career management, the study suggested use of the following linear regression model:

Employee intentions to leave = 1.474 + 0.6 Career Management

The study analysis concurs with (Ismajli, Krasniqi & Qosja, 2015). The trio did a research paper that focused solely on the impact of career development opportunities in a quality increase of public services

in local governance level in Kosovo. They thus concluded that career development was a crucial element in motivating employees and that promotional opportunity initiative determines the degree of satisfaction of employees.

Nowadays it is widely recognised that public sector performance quality can directly be linked to motivation and career development

CONCLUSIONS AND RECOMMENDATIONS

Career Management and its effect on employee job satisfaction was the objective of this study. Availability of on-job training, frequency of on-job training, availability of off-job training support were to show their level of agreements with these measures. Employee job satisfaction was measured using productivity. The study found a positive relationship between Career Management and job satisfaction.

The Pearson correlation coefficient, $r = 0.741$ indicated a strong positive relationship between Career Management and job satisfaction. The significant regression beta value of 0.600 ($t = 15.858$, $p=0.000<0.05$) showed that career management had a significant influence on employee job satisfaction such that a one-unit improvement in career management was likely to increase the level of employees' job satisfaction among teachers in Bungoma South Sub County by 74.1% as indicated by standardized coefficient of 0.741. The findings, therefore, did not support the hypothesis that said that Career Management has no significant influence on job satisfaction.

On average, the level of satisfaction among the teachers of Bungoma South sub-county secondary schools on the career management in their schools

indicated that most of the teachers of the secondary schools of Bungoma South sub-county were dissatisfied with the way the schools manage their teaching career; that is, they felt the schools were not doing enough to help teachers develop in their teaching career hence their intentions to leave

It was of utmost importance that both the Human Resource Managers in the Education sector make use of career management to enhance the level of job satisfaction of the teachers in Public Secondary Schools do as to minimise employee intention to leave. This was because many teachers perceive the government to be supportive of other civil servants in their journey towards climbing up their professional ladder and therefore there should be a preference to promote teachers within the schools than to hire from outside in other organisations.

Moreover, there was a need for the Teachers Service Commission to review career management strategy to attract the best employees in the industry and to identify areas that need improvement.

Suggestion for Further Research

This study recommended that another study to be done to augment findings in this study. In future, we need to include more schools (private & public) to strengthen the results of this research further and to generalise the results to the whole education sector. Specifically, demographic characteristics considered in the study may not be exhaustive to explain all the demographic factors that influence employee job satisfaction. A comparative study across different counties might also be a more valuable contribution to this area of research.

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