

**INFLUENCE OF PROMOTION ON HUMAN CAPITAL MOBILITY IN PUBLIC  
SECONDARY SCHOOLS IN NAIROBI COUNTY**

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**ABSTRACT.**

Employee turnover (mobility) is critical in organizations and one of the predictors is the type of types of employee rewards. High employee turnover is a common occurrence in the teaching profession in Kenya. The objective of the study was to establish influence of employee reward practices on human capital mobility of teachers in public secondary schools in Nairobi County. Poor remuneration and lack of good types of employee rewards for teachers has often been given as a cause of low morale among teachers and their main reason for leaving the profession. The specific objectives of the study were to establish the role of salary, recognition, incentives and promotion on secondary school teacher mobility in Nairobi County. The study was conducted using descriptive design. The total population of teachers employed by T.S.C was 1899 in Nairobi County .Through stratified random sampling, 189 employees were sampled. Data was collected using questionnaires with open-ended and closed ended questions and was analyzed using Statistical Package for Social Sciences V.21 (SPSS).Inferential statistics such as correlation and regression were used to show the relationship between the dependent and independent variables whereas regression analysis was used to measure the effect of the independent variable on the dependent variable. The study established that salary, recognition, incentives and promotion are significant and positively

related to employee mobility. It established that teacher reward practices are not motivating enough to retain teachers in the profession. The study recommended that there is need to address teachers' salary to be in line with other employees of similar academic qualifications in other sectors.

**Key Words: Promotion, Recognition, Incentives, Employee Reward, Salary**

## **Introduction**

Keeping good employees is critical to business success and hence organizations should make employee retention a part of corporate culture. Employee turnover (mobility) has come to gain great attention all over the world, in various industries and therefore to encourage valuable staff members to remain, the compensation system must offer competitive rewards for employees to feel contented when they compare their rewards with those received by individuals performing similar jobs in other organizations. In today's competitive market, it is important for employers to provide employees with attractive remuneration packages in order to reap the positive outcomes of highly committed employees. The objectives of reward practices are to attract, motivate and retain highly performing employees and to improve organizational success (Armstrong, 2010).

Employee Reward covers how people are rewarded in accordance with their value to an organization. It is about both financial and non-financial rewards and embraces the strategies, policies, structures and processes used to develop and maintain reward systems. The ways in which people are valued can make a considerable impact on the effectiveness of the organization and is at the heart of the employment relationship.

## **The Concept of employee retention**

The concept of employee retention emerged with regularity in 1970's and early 1980's because prior to this, most people entered into organizations and remained for a very longtime, sometimes for the duration of their working life. But as job mobility and voluntary job changes began to increase dramatically

employers found themselves with the problem of employee turnover and a matching management tool known as employee retention begun to be developed (Mckeown, 2002). Retention is a voluntary move by an organisation to create an environment which engages employees for long term (Michael, 2008). Retention of human resources refers to the attempts to ensure that employees stay in the organization and that voluntary turnover will be minimized. The main purpose of retention is to prevent competent employees from leaving the organisation as this could have adverse effects on productivity and service delivery (Chiboiwa, 2010). Also, retention allows senior and line managers to attract and effectively retain critical skills and high performing employees (Michael, 2008). The objective of retention policies should be to identify and retain committed employees for as long as is mutually profitable to the organisation and the employee (Sutherland, 2004). Despite the increase in attention given to the study of employee retention, there still appears to be considerable confusion about the healthy turnover levels, how it should be achieved and sustained (Edlund, 2007).

### **The Concept of Promotion**

Promotion refers to upward movement in present job leading to greater responsibilities, higher status and better salary (Mugweru 2013). Promotional opportunities refer to the degree an employee perceives his or her chances to grow and get promotion within the organization. Employees expect to work in jobs that provide them with promotion opportunities to new and challenging positions. Promotion may be temporary or permanent depending upon the organizational requirement. People should not only be rewarded financially but they should also be offered opportunities to grow within the organization. Promotion offers opportunities for advancement and is one motivator that can be used to enhance employee retention (Armstrong 2010).

According to Steven (2010), promotion stimulates self-development and creates interest in the job. Employees who feel stagnant in their positions generally are not motivated and will not stay in unfulfilling positions. On the other hand, employees who are promoted receive increased pay, high status and their esteem is boosted, resulting in increased job satisfaction. Promotion can be reciprocated as a significant achievement in the life of the employee. It promises and delivers more pay, responsibility, authority, independence and status. Hence, the opportunity for promotion determines the degree of satisfaction to the employee. According to Hameed&Asim, (2013) promotion provides incentive to initiative, enterprise and ambition; minimizes discontent and unrest; attracts capable individuals; necessitates logical training for advancement and forms an effective reward for loyalty, cooperation and long service.

Promotion systems and procedures can play a major role in retention within the Kenyan public secondary schools affecting the need for teachers to leave for career progression elsewhere. When the employees have the opportunity to be promoted, they tend to build their career life around the organization and this can inform their decision to remain. According to Armstrong (2010), the aim of the promotion procedures of a company should be to enable management to obtain the best talent available within the company to fill posts that are more senior. It would also provide employees with the opportunity to advance their careers within the company. In any organization where there is frequent promotional moves and where promotional arrangements cause problems, it is advisable to have a promotion policy and procedure which is known by both the management and employees and which would be adhered to always.

### **Contextual Perspective**

According to Mugweru (2013) in his study on promotion of secondary teachers by gender and school type, promotion of teachers in Kenya is challenging and cited problems like lack of regular promotions and limited criteria based on interview questions only

### **Statement of the Problem.**

All professions have turnover, and some shuffling out the door is good for bringing in young blood and fresh faces. However, turnover in teaching is about four percent higher than other professions. One of the most serious problems in the teaching profession is the high turnover incidences of its essential human resource, the teachers yet high quality teaching staff is considered the cornerstone of a successful education system (Waititu, 2010). Teachers unlike other professionals are hard to replace contrary to popular knowledge and belief because the teaching process evolves into a relationship between the learner and the teacher. Hence in the case of a teacher leaving, there is a vacuum or disconnect that emerges such that even if the particular teacher is replaced the initial relationship between the learner and the teacher can never be replaced. This problem is so profound and overwhelming in Kenya that the country is experiencing problems in maintaining sufficient numbers of professional teachers to provide quality education (Mugweru 2013).

### **Literature Review**

Steven et al., (2010) in his study, Promotion Systems and Organizational Performance: A Contingency Model explores the organizational impact of a variety of important promotion systems commonly practiced in organizations including up-or-out systems, absolute merit-based systems, relative merit-based systems, and seniority-based systems. The study established that the effectiveness of any promotion system is dependent on a range of factors including the nature of the task environment, the design of the organizational structure, the frequency of monitoring, the criteria of performance, and the transferability of task knowledge.

## **Theoretical Review**

### **Equity Theory**

Equity theory of Adams (1965) is concerned with the perceptions people have about how they are treated compared to others. Adams (1965), the proponent of this theory posit that employees seek to maintain equity between the input they bring into a job (education, time, experience, commitment and effort) and the outcome they receive from it (promotion, recognition and increased pay) against the perceived inputs and outcomes of other employees. This theory proposes that individuals who perceive themselves as either under-rewarded or over-rewarded will experience distress, and that this leads to efforts to restore equity within the organization. Failing to find equity may make them behave in ways that harm the organization for example, they may quit. The major strength of this theory is that, it recognizes that individual input such as education, experience and effort should be recognized in such a way that equity is achieved. It also shows that individual employees are part of the larger system (Ng'ethe 2013). This theory therefore guides in understanding what may influence teachers to leave in that they keep on comparing salaries of employees in other organizations in order to realize equilibrium between the inputs-outcome ratios. In turn, this contributes to labor mobility within and outside public secondary schools as teachers seek to earn salaries equal to or higher than those of their counterparts in other organizations.

### **Maslow's Hierarchy of Needs Theory**

Maslow's Hierarchy of Needs theory (1943) states that when a lower need is satisfied, the next highest becomes dominant and the individual's attention is turned to satisfying this higher need. The need for self-fulfilment, however, can never be satisfied. He said that 'man is a wanting

animal'; only an unsatisfied need can motivate behaviour and the dominant need is the prime motivator of behaviour. Psychological development takes place as people move up the hierarchy of needs, but this is not necessarily a straightforward progression. The lower needs still exist, even if temporarily dormant as motivators, and individuals constantly return to previously satisfied needs (Armstrong 2010).

According to Armstrong (2010) one of the implications of Maslow's theory is that the higher-order needs for esteem and self-fulfilment provide the greatest impetus to motivation – they grow in strength when they are satisfied, while the lower needs decline in strength on satisfaction. But the jobs people do will not necessarily satisfy their needs, especially when they are routine or deskilled. Maslow's needs hierarchy has an intuitive appeal and has been very influential. This theory has not been verified by empirical research and it has been criticized for its apparent rigidity – different people may have different priorities and it is difficult to accept that people's needs progress steadily up the hierarchy.

### **The Expectancy theory**

The expectancy theory was proposed by Victor Vroom of Yale School of Management in 1964. Vroom stresses and focuses on outcomes. The theory states that the intensity of a tendency to perform in a particular manner is dependent on the intensity of an expectation that the performance will be followed by a definite outcome and on the appeal of the outcome to the individual. According to Armstrong (2010) the Expectancy theory states that employee's motivation is an outcome of how much an individual wants a reward (Valence), the assessment that the likelihood that the effort will lead to expected performance (Expectancy) and the belief that the performance will lead to reward (Instrumentality). Basic to the idea of expectancy theory is the notion that people join organizations with expectations and values, and if these



expectations are met, they will remain members of these organizations. In short, Valence is the significance associated by an individual about the expected outcome. It is an expected and not the actual satisfaction that an employee expects to receive after achieving the goals. Expectancy is the faith that better efforts will result in better performance. Expectancy is influenced by factors such as possession of appropriate skills for performing the job, availability of right resources, availability of crucial information and getting the required support for completing the job.

### **Role of Promotion on Employee Turnover**

Promotion offers opportunities for advancement and is one motivator that can be used to enhance employee retention (Armstrong 2010). . Employees who feel stagnant in their positions generally are not motivated and will not stay in unfulfilling positions. On the other hand, employees who are promoted receive increased pay, high status and their esteem is boosted, resulting in increased job satisfaction. Promotion can be reciprocated as a significant achievement in the life of the employee. It promises and delivers more pay, responsibility, authority, independence and status. Hence, the opportunity for promotion determines the degree of satisfaction to the employee. According to Hameed and Asim, (2013) promotion provides incentive to initiative, enterprise and ambition; minimizes discontent and unrest; attracts capable individuals; necessitates logical training for advancement and forms an effective reward for loyalty, cooperation and long service. Promotion systems and procedures can play a major role in retention within the Kenyan public secondary schools affecting the need for teachers to leave for career progression elsewhere. When the employees have the opportunity to be promoted, they tend to build their career life around the organization and this can inform their decision to remain.

## Methodology

This study was designed to establish the influence of employee rewards on human capital mobility of teachers in public secondary schools in Nairobi County. The target population was 1899 teachers, employed by Teachers Service Commission in public secondary schools in Nairobi County. A sample of 189 which is approximately 10% of the population was used to collect the necessary data. The researcher used a self administered questionnaire with Likert scale questions ranging from (1) strongly disagree to (5) strongly agree. The questionnaire also had open ended items. Data was analyzed using SPSS Version 21. Descriptive analysis using percentages and Simple regression analysis was used for analysis of the data. Statistical significance was determined based upon a significance level of 0.05.

## Descriptive analysis

Descriptive analysis of a five point Likert scale (5 =strongly Agree, to 1=strongly disagree) which was used to find out the influence of promotion on employee mobility showed that majority 53.9% showed they are not satisfied with the promotion practices in the public secondary schools in Nairobi County. This supports the argument that promotion stimulates self-development and creates interest in the job. Employees who feel stagnant in their positions generally are not motivated and will not stay in unfulfilling positions. Further a significant number (34.6%) indicated that the promotion criterion is not clearly communicated in the public secondary schools.

## Regression analysis

$$Y = \beta_0 + \beta_1 X_1 + E$$

Where Y is the dependent variable (Human capital mobility),

$\beta_0$  is the constant of the model

$X_1$  is promotion

$\beta_1$ , is the Regression Coefficient. They define the amount by which Y is changed for every unit change of predictor variables. E=Unexplained variation error, it represents all the factors that affects dependent variable but are not included in the model because they are not known or difficult to measure.

According to the equation, taking all factors (Salary, Recognition, Incentives and Promotion) constant at zero, overall Human capital mobility in public secondary schools was 7.978. The data findings a unit increase in Promotion will lead to a 0.726 increase in teacher retention in public secondary schools. . This collates with a study by Hameed and Asim, (2013) established that employees do not only want a good salary but promotion also which provides incentive to initiative, enterprise and ambition; minimizes discontent and unrest; attracts capable individuals and forms an effective reward for loyalty, cooperation and long service. The F critical at 5% level of significance was 3.781. Since F calculated (value=6.228) is greater than F critical, this infers that the independent variables were significantly (P.Value, 0.001) related to the dependent variable. hence there is a significant linear relationship between promotion and teachers intention to leave the profession.

## **Conclusion**

The study established that a clear promotion criterion is lacking in the teaching profession, and promotion procedures were too long. The study concluded that lack of promotion influenced teachers to leave. Generally, the study concluded that there is need for a sense of belonging and pride and ways of retaining teachers to be reviewed to motivate them to remain in the profession.

### **Recommendations**

The T.S.C should review the promotion policy to accommodate additional academic qualifications and outstanding performance. For fairness to be noted the employer should adhere to the promotion criteria at all times. T.S.C should establish clear incentive and recognition policies for the secondary school teachers.

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