

Effect of Career Advancement on Employee Performance in Catholic Church Managed Secondary Schools in Meru Diocese

Raphael Gitonga Akothia¹, Dr. Joan Lilian Ogendero², Francis A. Anyira^{3*}

¹Department of Marketing and Management, the Catholic University of Eastern Africa, Kisumu, Kenya

²Department of Marketing and Management, the Catholic University of Eastern Africa, Kisumu, Kenya

³Department of Marketing and Management, the Catholic University of Eastern Africa, Kisumu, Kenya

***Corresponding author**

Francis A. Anyira

Article History

Received: 16.11.2017

Accepted: 30.11.2017

Published: 30.12.2017

DOI:

10.21276/sjbms.2017.2.12.10



Abstract: Performance of employees in any organization is one of the major determinants of profitability and sustainability. In any organization employees are major assets, they play a major role towards the organizations' success. There is the need for research to focus on the determinants of productivity and performance of employees in organizations. Career Advancement is many at times used to narrow the gap between the current performance and future expected performance. Empirical studies reveal that there is little research carried out on the link between career Advancement and employee performance in educational institutions. After the initial training many employees in Catholic Church managed schools have undertaken other trainings but have not moved up the ladder; rather they have stagnated at the same position with no or little to show in terms of career advancement. Catholic Church managed schools require employees who perform their duties well yet there is little to show in terms of promotions, students' results and advancement in these schools; lack of career advancement in these schools is still a problem. This paper presents a study on the effect of career advancement on employee performance in Catholic Church managed secondary schools in Meru Diocese Kenya. It adopts a descriptive research design since the researcher gathered both qualitative and quantitative data that describes the effect of career advancement in Catholic Church managed high schools in Meru Diocese. The target population includes all the 481 employees of all the Catholic Church managed high schools in Meru Diocese; this includes both the teaching and non-teaching staff. A census survey was used in selecting all the Catholic Church managed schools in Meru Diocese, purposive sampling was done to deliberate on the choice of respondents who are well informed and are at the management level. A total of 52 employees who are senior managers were picked. The study used a semi-structured questionnaire; in addition, there was an interview guide as data collection tool for collecting the primary data. The findings of the study were analysed using inferential statistics and descriptive statistics; inferential statistics was linear regression model and descriptive statistics include the use of weighted means, standard deviation, relative frequencies, and percentages. There was content analysis for interview guide because it gives qualitative data. The data was then coded to enable the responses to be grouped into various categories. Tables and other graphical presentations were used appropriately to present the data that was collected for ease of understanding and analysis. Statistical Package for Social Science (SPSS) version 21, is a tool that was used to assist in analysis. The study established that career advancement had a positive effect on employee performance in the Catholic Church managed secondary schools in Meru Diocese. Study recommendations for further research are that research be conducted on the effect of remuneration and motivation on employees' performance in the Catholic Church managed secondary schools in Meru Diocese and on how lack or availability of resources affects performance in the Catholic Church managed secondary schools in Meru Diocese.

Keywords: Career advancement, Catholic Church managed schools and Employee performance.

INTRODUCTION

Organizations exist for specific purposes that are measured in terms of some output. The output of any organization is related to the summation of the performance of individual employees [1]. The human resource function should, therefore, come up with strategies that can be used to improve the performance of employees. The productivity of any organization depends on the ways through which the human resource functions are developed [3]. Wentland [3] argues that understanding the capabilities of employees in an organization is instrumental to optimization of performance. This thought is also shared by Deb [4] who states that there should be matching of capabilities of employees to the tasks, for performance improvement. Tansky & Cohen [5] discussed such a relationship in their empirical study of the relationship between employee development, organizational commitment, and organizational support. The study was carried out in mid-western hospital. They found out that there was a unidirectional relationship between employee development and their commitment to work.

Performance in organizations is the actual output of the activities and tasks as compared to projected output. A baseline is established in terms of goals and objectives. The attainment of these objectives is measured using predetermined metrics. Performance is measured in terms of outcomes like profits, return on investment, market share expansion, sales and shareholder returns [6]. Performance can also focus on customers. This is referred to as customer-based performance. In this case, the customers will be the students of various schools covered by the study. Such an approach can be used well in situations where the performance of customers can be used to measure the performance of an organization. This includes customer satisfaction, customer retention, and human delight index and customer loyalty [7]. Employee performance can be measured using work output. In both public and private sectors, the employers strategize to optimize the productivity of employees, using various means. Organizations or countries that have low employee output may end up reducing their aggregate economic output. Performance and career development are somewhat related through a channel of cause and effect relationship.

Career Development

Career development is a continuous acquisition and refinement of skills and knowledge, which include job mastery and professional development, conjoined with career planning activities. Job mastery skills are those that are necessary to successfully perform one's job. Professional development skills are the skills and knowledge that go beyond the scope of the employee's job description, although they may indirectly improve job performance [8]. Career development of employees can be achieved

using various tools. Gant [9] lists job orientation, strategic training, mentorship and career advancement as some of the essential tools that can be used to improve career development in an organization.

Job orientation is an event held by employers that introduce new employees to their work environment. This is the first step towards helping a new employee improve in his career. Employees learn about company policies, benefits, specific job duties and other pertinent information during this time [10]. According to Grobler [11], strategic training should involve coming up with training programs which can help the organization to generate the highest possible output value, anchored on its strategic objectives. Mentorship, on the other hand, is a relationship in which a person that is more experienced or more knowledgeable helps guide a person that is less experienced or less knowledgeable [12]. Career advancement, in the context of career development, is the upward trajectory of the career of an individual [9].

Career development of employees should be one of the points of focus which the human resource function of an organization should use to improve performance [13]. The overall aim of the employee career development function is to provide that adequately trained personnel in a company; that is capable to fulfill their goals, as well as to contribute to better performance and growth with their work [14]. In this context, there should be a link between the development of employees and the work output. The existence of such a link is instrumental in guiding human resource practitioners and employers on how to best utilize the human resources within their organizations.

Career Advancement

As a part of the duties of human resource management, every organization should acquire and retain a skilled, competent, and motivated workforce. The full potential of human resources needs to be exploited for the growth of each organization. For the purpose of retaining skilled employees, management should assist individuals to plan their careers with realistic information about career opportunities that exist within a particular organization (Burke & Cooper, 2006). Career planning and advancement is a recently developed phenomenon and organizations are nowadays looking at human resource development using this new dimension.

The tremendous growth of organizations in recent times, resulting from technological improvement and tough competition in the global market, necessitates the organizations not only to select the right type of employees but also to retain them in the organizations. The dynamic and growth-oriented employees should be

allowed to grow through career advancement programs because the high turnover of such potential staff leads to a great loss in terms of cost, quality and productivity [15].

Organizations can engage in strategic career advancement processes through career plans and path. This involves matching an individual's career aspirations with the opportunities available in an organization. Career path has a sequential pattern of the specific jobs associated with those opportunities. The two processes are intertwined. Career planning involves identifying the means of accomplishing desired results, and in this regard of career plans, career paths are the means of achieving aspirations. Although career planning is still a new practice, most of the organizations are turning to it as a way to protect rather than react to the problems associated with the career. The individual most identify his career aspirations and abilities and then recognize what training and development are required to follow a particular career path, whereas the organization must identify the needs and opportunities [1].

The organizations have to develop the right type of career development programs so as to make the people grow to their full potential and to retain skilled, competent and talented employees in the organization. Some organizations use career development programs to identify the pool of talent available for promotion and posting, some organizations often restrict career development programs to managerial and professional staff, while some other provide it for both managerial and non-managerial staffs [16].

The relationship between career development and human resource planning is obvious. Career development ensures a supply of abilities and talents, whereas human resource planning projects demand talents and abilities. The supportive and integrated effort of top-level management of the organization as well as the system analyst for effective career development and human resource planning are needed for maximization of both demand and supply of talents and abilities. Organization structure also often causes failure in the integration of efforts of career development [17]. The failure on the part of the personnel department to coordinate other departments of the organization to place right people in the right jobs through proper planning often acts as a barrier for the people to develop their careers.

Performance

Employee performance is defined as the job-related activities expected of an employee and how well they are carried out. Measurement involves ascertaining the size, amount, or degree of something by using an instrument or device. From these two concepts, employee performance measurement can be approached

as a method of how organizations, public and private, measure the quality and quantity of their activities and services. It involves the regular collection of data to assess whether the correct processes are being performed and desired results are being achieved [18].

The concept of performance measurement is usually used in corporate settings, although it can also be used in other environments. The idea is to cause an atmosphere of continuous improvement by setting goals and making plans to achieve success. The purpose of performance measurement is to identify performance inadequacies, give feedback about those problems, take action to behave differently and measure the success of changed behaviors. Here, the major goal is optimal performance. Companies should determine what they want to measure before embarking on the task of setting performance targets. This can be achieved easily if the organization focuses on departments or sections of businesses [19].

Employee performance in an organization is measured using performance appraisal. This can be referred to as a method of evaluating employees. Using this method, the performance of an employee is evaluated in terms of the quality, quantity, cost and time. Performance appraisal can be regarded as a part of career development. This appraisal takes place periodically and the performance of a subordinate is discussed with the aim of finding out weaknesses and strengths of the subordinate. Performance appraisals are important because they help track the overall performance of employees and the organization [20].

Studies done have shown that Secondary school education is a fundamental ingredient for creating economic development. Secondary education impacts on almost every sector of the economy. In the United States, it has been more important than increased capital in accounting for worker productivity and US economic growth [20].

Research findings [22] attests that there is a relationship between school environment and students' academic attainment. It is further observed that there is the significant relationship between school-based factors and students' performance. Researchers [23, 22] have identified factors that contribute to the quality of education in schools. These factors are classified under; school-based factors and non-school factors that are external (not within school control). Internal factors are factors within school control, for instance, factors such as instructional management and teacher training [22].

Students' academic performance is evaluated based on examinations given and attainments of students in such examinations [23]. Nambuya [22] quoting Mbatia [23] asserts that Examinations have been accepted by educationists and other stakeholders as an important aspect of any education system. She

continues to say that the importance placed on examination has seen stakeholders come up with strategies aimed at improving students' performance in examinations; some of these resources include teacher training and provision of physical resources among others [22]. Mbatia [23] observes that provision of good quality education requires adequate physical facilities such as classrooms, laboratories, and human resource in form of teachers and support staff. Performance of employees is related to the performance of an organization. Targets are set for employees at the beginning of the financial year. Performance measurement should be objective and verifiable. Even though different organizations have different goals and objectives, the tools used to measure performance are more or less similar. The performance output can be measured in terms of customer satisfaction, time used to accomplish tasks, actual accomplishment of tasks, cost leadership, sales volumes and profits made by either a group or an individual.

The Theory of Performance develops and relates six foundational concepts to form a framework that can be used to explain performance as well as performance improvements. To perform is to produce valid results. A performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey, and level of performance describes a location in the journey. Level of performance depends holistically on 6 components: context, level of knowledge, levels of skills, level of identity, personal factors, and fixed factors. Three axioms are proposed for effective performance improvements. These involve a performer's mindset, immersion in an enriching environment, and engage in reflective practice [24].

To perform is to take a complex series of actions that integrate skills and knowledge to produce a valuable result. In some instances, the performer is an individual. In other performance, the performer is a collection of people who are collaborating such as an academic department, research team, committee, student team, or a university. Performance, as the adage goes, is a "journey, not a destination." The location in the journey is labeled as the level of performance. "Each level characterizes the effectiveness or quality of a performance" [25].

The Catholic Church and Secondary schools in Meru Diocese Kenya

The Catholic Church has been involved in education as its mission to educate holistically in Kenya. This has been done through the schools that were initiated by the Catholic missionaries as early as during the colonial period [26]. Most of the schools set up and managed by the Catholic Church have been rated the best in the provision of holistic education and

many prominent Kenyans are products of the Catholic Church education [27].

In different times the Catholic Church has enjoyed autonomy in the manner of running their schools which has been changing from time to time [26]. Today the Catholic Church plays a big role in running schools which are owned by the Catholic Church commonly known as Catholic Church managed schools and providing spiritual nourishment in public schools managed by the government known as Catholic Church sponsored schools as the Church endeavours in its primary mission of evangelization. This provision of education by the Catholic Church aims at the realization of the fullness of life (John 10:10) of the members of each particular school.

The Catholic Church involvement in education dates back in the 1890s with the Holy Ghost Fathers (HGF) setting station in Bura in 1891 and St. Austin's in Nairobi in 1899; these being among their first centres and with each of them having an education centre [26]. Education by the Catholic Church is not viewed only as a means of preaching to those in their schools but also as a means for contributing to their development technically, socially and economically. This makes it important for the Church to focus on individual career development for it to achieve this goal.

Churu and Mwaura [26] Quoting Muhoho [28] says that Monsignor Arthur Hinsley a papal delegate to English-speaking Africa in 1928-1930 recommended the Catholic Church to focus more on education than churches. The Catholic Church was at the forefront in the establishment of leadership and control modalities in education in the independent Kenya. All through the Catholic Church has been self-critical of the performance of their schools and at times they have been able to find their performance standards below the desirable levels, and even further admitted that their schools were wanting in some instances [26].

In the management of schools, there are two categories where the Catholic Church is involved; these are the Catholic Church managed schools and Catholic Church sponsored schools. Catholic Church sponsored schools are schools which were founded by the Catholic Church and later handed over to the management of Board of Governors/Board of Management (BOG/BOM) after the establishment of the Education bill in 1968. While the Catholic Church managed schools are those that were established by the Catholic Church missionaries and are still run by the Catholic Church to date [26].

In Meru diocese, the Catholic Church has been at the forefront in championing improvement of student performance in national examinations both in the Catholic Church owned Schools and public schools. Despite this spirited effort, poor performance has still

been recorded in several institutions. Poor employee development is thought to be part of the reasons why the students are not performing as required. It is vital therefore to understand how career development might be impacting on the performance of employees in schools [29].

Linkage of Career Advancement and employee performance in secondary schools

The development of employees is a special field of human resource management that includes planned individual learning, education, organization development, career development and training [30]. The issue of relating human resource development and output in organizations has attracted debate and studies in different jurisdictions in the world. One important aspect of human resource development is career development [30].

Students' performance in examinations is one of the performance indicators in schools. Eisemon [31] cites high wastage rates and poor performance of students in national examinations as some of the performance problems affecting schools in the country. Basic skills and knowledge are thought not to be well imparted in the minds of the students. It is thus important to understand how career development of employees in schools affects performance.

When there are a learning and growth in the school employees through the career development it is expected that employees will develop various competencies in terms of capabilities and skills. It is expected that the employees will show a high-level competence in the use of modern technology; further, where the career development is practiced it is expected to be a conducive environment with supportive strategies, for example, looking into employees healthy and safety; that enable the employees to perform their duties. This thesis is on the effect of career development on employee performance in Catholic Church managed schools in Meru Diocese.

OBJECTIVE OF THE STUDY

The objective of this study was to: To establish the effect of career advancement on performance in Catholic Church managed Secondary Schools in Meru diocese in Kenya.

RESEARCH QUESTION

The specific research question was: What is the effect of career advancement on performance in Catholic Church managed Secondary Schools in Meru diocese in Kenya?

THEORETICAL FRAMEWORK

This study used two theories Ginzberg's theory of career development and balanced scorecard theory by Kaplan and Norton to provide a framework for

analyzing the effect of career development on employee's performance. These theories were chosen due to their merits in their complementarity. Ginzberg's theory anchors on career development while the balanced scorecard anchors on performance. Despite their weaknesses, these theories were best suited to give this study a theoretical framework that would help in the interpretation of its findings regarding the extent to which career development effects on employee's performance [32].

According to Schreuder & Coetzee, [33] Ginzberg, Ginsburg, Axelrad, and Herma [34], career development theory states that career development is a lifelong process, which entails three distinct stages or periods in the career-choice process, each of which is divided into sub-stages. During the fantasy stage (childhood before age 11), play gradually becomes work oriented and reflects initial preferences for certain types of activities. The second period, called tentative, is divided into four sub-stages (interest, capacity, values, and transition) and lasts for ages 11 to 17. During the tentative period, the individual comes more aware of work requirements and of his or her own abilities and values and makes decisions regarding vocational likes and dislikes. At the realistic stage (ages 17 to young adult), there is further integration of perceived abilities and occupational interests. As the person, first, narrow his or her choices to a few possibilities and then makes a commitment by selecting a job or entering specialized training. Ginzberg [34] reemphasized that career development is lifelong process for those who seek to attain major job satisfaction. As changing work goals occur, a person will reassess how to improve it with the work environment.

Ginzberg theory has several strengths in that it puts into considerations various states of development and considers the strengths of different environments and changes in time. However, critics charge that it is an oversimplification of the process of choosing a career. Because his research was based on the middle socioeconomic class, his theory may overstate the choices and options available to lower socioeconomic levels. The ages that Ginzberg associates with each level or stage may be too rigid and not reflect the seriousness of decisions that people make who leave high school and immediately enter a job. Additionally, economic shifts may cause people to have to change careers at the different point in their lives even though they did not plan on changing careers [35].

Despite the weaknesses cited Ginzberg's Theory anchors on the concept of career development. "Ginzberg, Ginsburg, Axelrad, and Herma developed their theory of career choice and development on the premise that development of a career decision is done over time and is a holistic process. Their theory was based on the rational and conscious action of an

individual. Occupations are not chosen by chance but through lifelong stages that are irreversible. As some choices are made, others are eliminated from consideration. The resolution of the career choice process is a compromise of ideas" [33]. This theory is related to the study at hand. The tools used for career development; that is external training, career mentorship, career orientation, and career advancement are well anchored on this theory.

Balanced scorecard theory by Kaplan and Norton 1992, states that organizations should focus their performance measurement on the financial performance, customer performance, learning, and growth performance, and internal business growth performance. The concept of Balanced Scorecard was first proposed by doctors Robert Kaplan and David Norton who published in early 1992 in the Harvard Business Review the result of the study "Measuring Performance in the Organization of the Future" [36]. This study was about developing a new performance measurement model. The participants believed that reliance on summary financial-performance measures was hindering organizations' abilities to create future economic value. They developed what they called "Corporate Scorecard" that contained, in addition to several traditional financial measures, performance measures relating to customer delivery times, quality and cycle times of manufacturing processes, and effectiveness of new product development. Kaplan and Norton then developed that "Corporate Scorecard" and labelled it "Balanced Scorecard". The name reflected the balance provided between short- and long-term objectives, between financial and non-financial measures, between lagging and leading indicators also between external and internal performance perspectives [36].

The balanced scorecard is highly regarded as performance measurement tool due to its unique characteristics. Some of its strengths include the ability to incorporate the social and environmental issues, incorporation of financial and non-financial indicators, a very few measuring indicators and interdisciplinary among others. Critics cite its unidirectional causality, incapability of distinguishing delays between actions and their impact on performance, insufficiency of integration strategy with operational measures and internal biases as some of the weakness. Although the criticisms of balanced scorecard are many, it has many advantages versus other performance systems [37]

Balanced scorecard theory anchors on the concept of performance; this is both the learning and growth performance of the employees and the customer performance. Kaplan and Norton came up with the balanced scorecard theory which focuses on the financial performance, customer performance, learning and growth performance, and internal business growth

performance. Figge [38] came up with a sustainably balanced scorecard and focused on financial performance, customer performance, internal business process performance, learning and growth performance, and non-market performance (social and environmental performance). Hubbard [39] advanced the balanced scorecard further and focused on financial performance, customer performance, internal business process performance, learning and growth performance, social performance and environmental performance.

This theoretical framework is related to the study at hand. Learning and growth can be used to improve performance in an organization. Career development can be looked at as a learning and growth tool that goes hand in hand with the development of other aspects of employees in the educational institutions. If employees are constantly growing in their areas of work, they will make rational, conscious and informed decisions concerning their career as observed by Ginsberg's theory. In this realm, therefore, it is easy to understand performance in terms of learning and growth of the employees. Such development can help improve the ways in which employees are motivated to meet their targets.

RESEARCH DESIGN AND METHODOLOGY

Research Design

This study used descriptive research design because of its merits; it allows the researcher to seek out accurate information and adequate descriptions of the phenomena of interest as they naturally exist, thus portraying the characteristics of the phenomena as accurate as possible [40, 41]. Secondly, the information and descriptions resulting from descriptive research design enabled the researcher to demonstrate the relationships among the variables involved in this study that is the design facilitated an analysis of the role of career advancement on the performance of employees in Catholic Church managed high schools in Meru diocese. The study gathered data in order to describe events and issues and the data gathered was presented in its original way. This design narrates description of numbers and organizes the data into patterns that are easy to understand [42].

Target Population

Mugenda and Mugenda [43] describe population as all the elements that meet the criteria for inclusion in a study. The target population of this study was all the 481 employees of the thirteen Catholic Church managed secondary schools in Meru Catholic Diocese. This included both the teaching and the non-teaching staff in these schools. The target population was essential for the study because all the employees of such institutions contribute to the overall performance of schools in the diocese.

Description of Sampling Technique

According to Kothari [44], all items in any field of inquiry constitute a ‘Universe’ or ‘Population.’ A complete enumeration of all items in the ‘population’ is known as a census inquiry. Chandran [45], says sampling technique is a method used in drawing samples (a sample is a portion of the target population) from a population usually in such a manner that the sample facilitates the determination of some hypothesis concerning the population. Kothari [44] says that a census inquiry can be used when the universe is a small one.

In this study the researcher adopted a census sampling technique to select all the Catholic Church managed schools in Meru diocese; because the number

of schools is small; however, census sampling was informed by purposive sampling because the researcher was deliberate on the choice of respondents who were well informed and are at the management level. The researcher adopted purposive sampling technique to select the members of the population whom data was collected from in the 13 high schools; from each school, four members were picked comprising of the school head and three heads of the major departments in the schools. (Because all the schools don’t have the same structure: HOD I, HOD II and HOD III deferred). These Heads of departments represented all the employees as the departments covered all the areas with employees in the schools under this study.

Table-1: Sample frame

Title	A number of people chosen in each of the 13 schools.
Head teacher/principal	1
HOD I	1
HOD II	1
HOD III	1
Total	4x13=52

Source: Researcher (2017)

Hence a total of 52 respondents were chosen to answer the questionnaires. The procedure was used to obtain 10.81 % of the population.

Description of research instruments

This study used an interview-guide and semi-structured questionnaires to collect data. A questionnaire is a data collection tool that has a series of questions and other prompts whose purpose is to gather information from respondents. Questionnaires are preferred to other data collection instruments because they are affordable, uphold confidentiality, saves time as they do not need efforts on the side of the questioner and always have consistent answers [44]. According to Chin & Dibbern [46], questionnaires provide a high degree of data standardization and adoption of generalized information amongst any population. They are useful in the descriptive study where there is need to quickly and easily get information from people in a non-threatening way.

The questionnaire was formulated in such a way that it was an efficient and effective questionnaire; ensuring that it had a good layout, it had simple instructions, focused questions limited to single ideas, logical flow in the questions, suppression of leading questions, balance of questions per topic, it was readable, clear, and that it demanded the minimum time possible on respondents [47]. The instrument had open and closed questions with the help of Likert’s scale; The Likert scale has scales that assist in converting the qualitative responses into quantitative values [48].

On the other hand, the interview-guide involved the presentation of oral-verbal stimuli and reply in terms of oral-verbal responses from key respondents [49]. The interview involved each of the head teachers in the thirteen high schools under the study. The questions in the interview-guide were formulated to cover the areas of career development and how it effects on employee performance.

Reliability and Validity

Reliability and validity are important concepts and central aspects of research as they are used for enhancing the accuracy of the assessment and evaluation of a work [50, 51]. Consideration was given not only to the results of the study but also to the rigor of the research; which was achieved through measurement of reliability and validity of the instruments used for data collection.

Reliability refers to the consistency, stability, and repeatability of results that is if the researcher's result is considered reliable if consistent results have been obtained in identical situations but different circumstances (Twycross and Shields [64], this indicates the extent to which the instruments of a given study are free from bias and error [52, 53].

This study used two types of reliability: internal and external reliability. The former regards the extent to which results across items within a test are consistent while the latter refers to the extent to which a measure varies from one use to another [47]. In order to determine and ensure reliability, the instrument used in

this study, that is the questionnaire, was carefully formulated. It was then used to carry out a pilot study whose results were used to assess the instrument's both internal and external reliability.

To determine the internal reliability of the questionnaire, the split-half method was used. This method involves three stages namely; single administration of a test to a sample, splitting the test into two halves, correlating scores on one-half of the test with scores on the other half of the test, and finally finding reliability of the test/instrument as the correlation between parallel tests [54]. If the two halves of the instrument provide similar results or suggest a strong correlation, then the instrument is reckoned as one that enjoys internal reliability or consistency [55].

In order to ensure external reliability, the questionnaire was assessed using the test-retest method. This method involves administering the same test twice over a period of time to an identified sample. The scores from the two tests are then established and correlated [56]. The ratio between the first test and the second (retest) scores, which is an indication of the reliability of the instrument, was determined. The ratio of 1 shows 100% reliability meaning that there is no difference in results between the test and the retest [57]. Any deviation from it will indicate less reliability. Thus the less the value of this ratio, the less the reliability of the instrument.

Validity refers to the extent or degree to which any measuring instrument measures what it is intended to measure with accuracy [58, 59]. According to Lakshmi and Mohideen [53], a measure is valid if it measures what it is supposed to measure, and does so cleanly. It is meant to increase the accuracy and usefulness of findings by eliminating or controlling as many confounding variables as possible, which allows for greater confidence in the findings of a given study.

It does seek to answer the question: Does the instrument does measure what it is supposed to measure? [60]. In this study the researcher ensured instrument validation in all its three manifestations, namely: content or face validity, construct validity and criterion or predictive validity. The researcher colleagues' supervisors and experts helped in enhancing the validity of the instrument.

Data Analysis and Presentation

Quantitative analysis involves the use of numeric measures in establishing the scores of responses provided [61]. In this study, descriptive and inferential analyses were used to analyse the data. Inferential analysis was used to draw conclusions concerning relationships and differences found in research results. While descriptive analysis included measures of central tendency such as mean, median and mode, and measures of dispersion such as range, quartile deviation and standard deviation and variance to describe a group of subjects [62].

The researchers analysed the raw data collected using Statistical Package for Social Science (SPSS) version 21. SPSS helped to transfer the data into more understandable information by coding, tables and by the use of graphical representation of the findings. This tool was adopted because of its efficiency and effectiveness; it has capabilities of analysing huge data within seconds and generating simple and sophisticated statistical results [63].

PRESENTATION, DISCUSSION, AND INTERPRETATION OF FINDINGS

Presentation of the findings

The background information of the respondents consists of the Gender, Age and the Duration one has worked in the school. This background information is cross-tabulated against the objective of this study to give the required information.

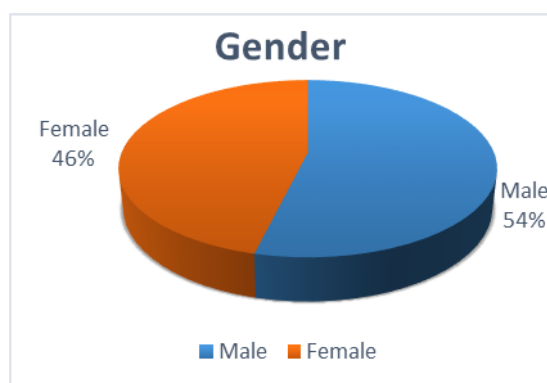


Fig-1: Gender of the respondents

Source: Researcher (2017)

The information gathered from the questionnaire revealed that about 53.8% of the

respondents were male while about 46.2% were female as shown in figure 1. In all the schools the number of

employees involved in the research was almost balanced in terms of males and females; this shows that Meru Catholic diocese has striven to attain gender equality in the area of employment through the men are

slightly more. The researcher was however mostly interested in those employees who have experienced career development strategies in school whether male or female.

Table-2: Duration of Work in the School

Valid	Frequency	Valid Percent
Less than one year	14	26.9
1-4 Years	28	53.8
5-8 Years	9	17.3
Over 8 Years	1	1.9
Total	52	100.0

Source: Researcher (2017)

Out of the total 52 respondents, 53.8% of them have worked in the school for a period of 1-4 years followed by those who have worked for less than a year representing 26.9% of the respondents. This is followed by those who have worked for a period between 5-8 years representing 17.3% of the respondents, while those who have worked for over 8 years in the schools

were only 1.9% of the total respondents. This shows that the rate of employee turnover is high in these schools as was indicated by Njeru (2017) who says job security is one of the causes of high rate of teacher turnover in Catholic Church manage secondary schools in Meru Diocese.

Table-3: Age of Respondents

	Frequency	Valid Percent
Valid 25-30 Years	31	59.6
31-35 Years	8	15.4
36-40 Years	5	9.6
41-45 Years	2	3.8
Over 45 Years	4	7.7
Not Indicated	2	3.8
Total	52	100.0

Source: Researcher (2017)

Table 3 shows that the age of respondents was as follows 25-30 years 59.6%, 31-35 years 15.4%, 36-40 years 9.6%, 41-45 years 3.8% over 45 years 7.7% and those who did not indicate their age was 3.8%. The respondents who lie between the ages of 25-30 years were the most with 59.6% representation being 31 individuals out of the total 52 respondents. Combining the first two age brackets reveals that most of the employees in Meru Catholic Diocese schools are young people, who form a total of 39 respondents out of 52 which is 75% of the total respondents' population.

For the interviews, the age was clustered into three categories unlike in the questionnaires; the first cluster of 31-40 had 4 respondents; 41-50 had 6 respondents and those above 50 years were 3 respondents. This made a total of 13 head teachers in the 13 schools. Their age indicates most of the employees in these schools are relatively young and they are at the beginning of their careers or still progressing in it. The schools, therefore, need to put more structures on career development.

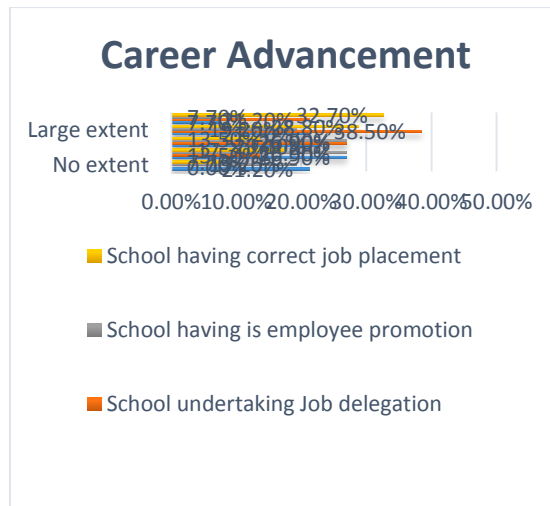


Fig-2: Effect of career advancement on the performance of employees in schools
Source: Researcher (2017)

Figure 2 illustrates the extent to which the respondents agreed to various statements on career advancement. The study sought to determine whether career advancement influences employee’s performance in Catholic Church managed secondary schools in Meru Diocese, from the findings as shown in figure 2, majority of the respondents as shown by 87.98% agreed

that career advancement influenced employee performance to various extents in Catholic Church managed secondary schools in Meru Diocese, as compared to 12.02% of the respondents who had contrary opinion. This implies that Career advancement influences employee performance in Catholic Church managed secondary schools in Meru Diocese.

Table-4: Statements relating to career advancement influence on employee performance

Statement	Mean	Std deviation
School conducting Annual appraisals of employees	2.6731	1.24808
School undertaking Job delegation	3.6731	0.96449
School having is employee promotion	2.6923	1.21330
School having correct job placement	3.6154	1.31587

Source: Researcher (2017)

Table 4 illustrates the means recorded on the statements relating to career advancement out of a possible mean of 5.00. The study sought to determine the extent to which respondents agreed or disagreed with the above statements relating to career advancement influence on employee performance in Catholic Church managed secondary schools in Meru Diocese; from the study findings as shown in table 3, it was established that majority of the respondents agreed that; school conducting annual appraisals of employees impacts on employee performance as shown by a mean of 2.6731, job delegation improves on the employees performance as shown by a mean of 3.6731, where the school has employees promotion performance is enhanced as shown by a mean of 2.6923, school having

employees placed in their correct job affects their performance as shown by a mean of 3.6154. This shows career advancement in general influences employees’ performance in Catholic Church managed secondary schools in Meru Diocese.

Employee performance

Employee performance was the dependent variable in the study; to investigate how career advancement affects the performance of employees in schools; a total of eight (8) questions were formulated on the employees’ performance. Each of the questions had a scale of 1-5 as follows: (1) totally disagrees, (2) Disagree, (3) Partially agree, (4) Agree, (5) Totally Agree.

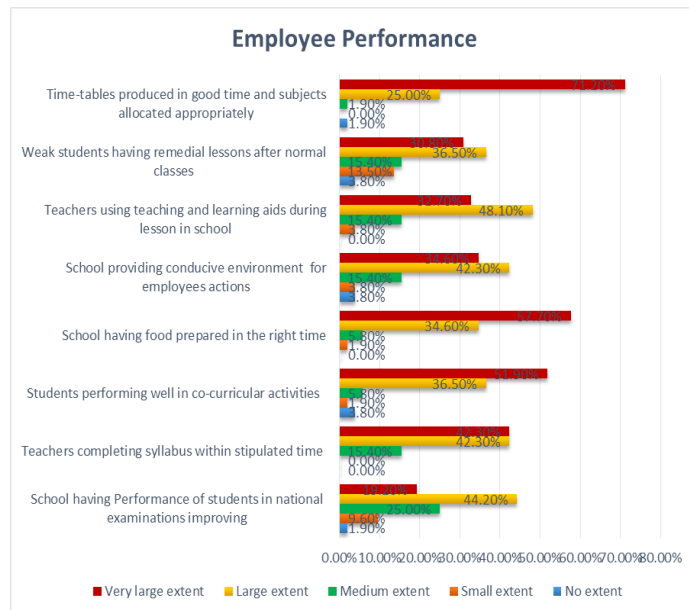


Fig-3: The trend of employee performance in school
Source: Researcher (2017)

Figure 3 illustrates the extent to which the respondents agreed with the statements on the trend of employees’ performance. The study sought to determine whether career development of employees influences employees’ performance in Catholic Church managed secondary schools in Meru Diocese. As shown in figure 3, the majority of the respondents as shown by 95.19% agreed to various extents that the trend of the

employee has been improving as influenced by different aspects of career development of employees. It is only a small percentage of 4.81% of the respondents who were of contrary opinion; this implies that career development influences employee performance in Catholic Church managed secondary schools in Meru Diocese.

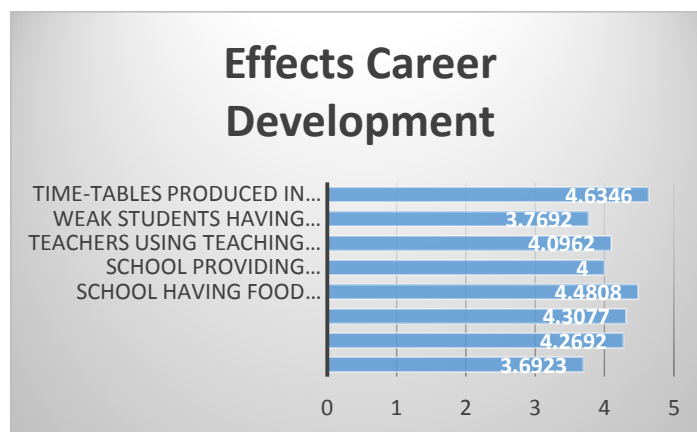


Fig-4: Statement relating to the effects of career Advancement on employee performance
Source: Researcher (2017)

Figure 4 illustrates the means recorded on the statements relating to employee performance out of a possible mean of 5.00. The study sought to determine the extent to which respondents agreed with the above statements relating to employee performance; from the study findings it was established that majority of the respondents agreed that career development has influenced the employees performance in Catholic

Church managed secondary schools in Meru Diocese with various statements recording high means of up to 4.6346 in the responses to the statement of school having food being prepared in good time and the lowest mean being 3.6923 on the school having students improving in national Exams. The study also established that career development helps to attract talented employees and increases productivity.

Table-5: Effect of Career Advancement on Learning Growth Performance

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.354 ^a	.126	.108	1.80091	.126	7.177	1	50	.010
ANOVA ^a									
Model		Sum of Squares		df	Mean Square	F	Sig.		
1	Regression	23.278		1	23.278	7.177	.010 ^b		
	Residual	162.165		50	3.243				
	Total	185.442		51					
Coefficients									
Model		Unstandardized Coefficients			Standardized Coefficients		t	Sig.	
		B	Std. Error	Beta					
1	(Constant)	12.890	.943			13.667	.000		
	Career Advancement	.193	.072	.354		2.679	.010		
a. Dependent Variable: Learning and Growth									
b. Predictors: (Constant), Career Advancement									

Table 5 illustrates the effect of career advancement on learning and growth performance. The table reveals that career advancement has a significant effect on learning and growth performance ($p < 0.05$). The R squared value which is the amount of variation explained by the independent variable is 0.126, this is an indication that a variation of 12.6% in the learning and growth performance is explained by the career

advancement. R is the factor that the dependent variable is expected to change, from the findings of the study the value of R is 0.354 showing a weak model between the study variables. The results are shown in Table 5 above shows that Catholic Church managed secondary schools which undertake employees career advancement increase their chances of having employee's performance improving by 35.4 % ($t = 2.679$).

Table-6: Effect of Career Advancement on Student Performance

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.322 ^a	.103	.086	1.56157	.103	5.772	1	50	.020
ANOVA ^a									
Model		Sum of Squares		df	Mean Square	F	Sig.		
1	Regression	14.075		1	14.075	5.772	.020 ^b		
	Residual	121.925		50	2.438				
	Total	136.000		51					
Coefficients ^a									
Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.		
		B	Std. Error	Beta					
1	(Constant)	6.105	.818			7.465	.000		
	Career Advancement	.150	.062	.322		2.403	.020		
a. Predictors: (Constant), Career Advancement									
b. Dependent Variable: Student Performance									

Table 6 illustrates the effect of career advancement on student performance. The table reveals that career advancement has a significant effect on student performance ($p < 0.05$). The R squared value which is the amount of variation explained by the independent variable is 0.103, this is an indication that a variation of 10.3% in the student performance is explained by the career advancement. R is the factor that the dependent variable is expected to change, from the findings of the study the value of R is 0.322 showing a weak model between the study variables. The results are shown in Table 6 above shows that Catholic Church managed secondary schools which undertake employees career advancement increase their chances of having student performance improving by 32.2 % ($t = 2.403$).

DISCUSSION OF THE FINDINGS

The research established the extent to which career Advancement in Catholic Church managed secondary schools in Meru Diocese, has been implemented; in turn affected the employees' performance in those schools. In order to obtain the relevant information about the problem raised in chapter one, the study came up with questions as a guide with which this research on the effect of career Advancement on employee performance in Catholic Church managed secondary schools in Meru Diocese was conducted.

The question inquired about the effect of career advancement on the performance of employees in Catholic Church managed secondary schools in Meru Diocese. The research findings show that majority of the employees as shown by 87.98% of the respondents agreed that external training affects the employees' performance in Catholic Church managed secondary schools in Meru Diocese; it is only 12.02% of the respondents who held that career advancement has no effect on the employees' performance in these schools. This is in line with Truss *et al.* [16] who says that career development programs make people grow to their full potential and therefore be able to perform better. This further agrees with the hypothesis that career advancement influences the performance of employees in Catholic Church Manged secondary schools in Meru Diocese.

Interpretation of the Findings

From the research findings, we could say that the response rate of the research was excellent by the fact that all the 52 questionnaires that were distributed were filled and returned. This indicated a 100% response rate which was both representative and satisfactory to make conclusions for the study. According to Mugenda and Mugenda [43], a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent.

The study findings as shown by the majority of the respondents indicate that career advancement helps the employees to advance in the career path from whatever level one entered into to the top of the organizations for which they work. It is further revealed that if the employees expect to advance in their career at the place of work, in equal proportion it acts as a motivating factor hence better performance. This is in line with Truss *et al.* [16] who says that career development programs make people grow to their full potential and therefore be able to perform better. However, the researcher noted that in Catholic Managed secondary schools in Meru Diocese; career advancement is a hazard to the school performance as many teachers tend to look for greener pastures as they climb up the ladder in their career; hence resulting in having very young teachers who are less experienced in these schools.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the findings

The summary of the findings presents in a brief way what was achieved by the study. The objective sought to establish the effect of career advancement on performance in Catholic Church managed secondary schools in Meru Diocese in Kenya; majority of the respondents agreed that career advancement affects the performance of the employees depending on the various ways that the school adopted to foster advancement of each of the employees like promotion of employees and annual appraisals among others.

CONCLUSION

The research established that in schools where the employees were given chances of moving from one level or job group to another within the same school there was a corresponding improvement in the employees' performance and the school experienced a higher retention of the employees. Hence the study concludes career advancement had a positive effect on employee performance in Catholic Church managed secondary schools in Meru Diocese.

RECOMMENDATIONS

From the research findings, the researcher recommends that the management of Catholic Church managed secondary schools in Meru Diocese, should put more emphasis on developing the career paths of its employees; this will boost employee morale and improve their productivity in the long run; focusing on employees development will ensure that the school's goals and aspirations are harmonised with those of the individual employee through identification of employees weaknesses and areas of difficulties at their place of work.

REFERENCES

1. DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2010). *Fundamentals of Human Resource Management, Binder Ready Version*. John Wiley & Sons.
2. Rao, P. S., & Rao, V. P. (2009). *Personnel and human resource management*. Konark Publishers Pvt .Limited.
3. Wentland, D. M. (2009). *Organizational performance in a nutshell* . IAP.
4. Deb, T. (2009). *Performance Appraisal And Management*. Excel Books India. .
5. Tansky, J. W., & Cohen, D. J. (2001). The relationship between organizational support, employee development, and organizational commitment: An empirical study. *Human Resource Development Quarterly*, 12(3), 285-300.
6. Blazey, M. L. (2009). *Insights to performance excellence 2009-2010: An inside look at the 2009-2010 Baldrige Award criteria*. ASQ Quality Press.
7. Buttle, F. (2009). *Customer Relationship Management: Concepts and Technology*. Routledge.
8. Greenhaus, J. H. (2007). *Encyclopedia of career development*. JSTOR .
9. Gant, P. L. (2007). *Workplace Success: Ten Steps to Career Advancement*. Author House.
10. Lawson, K. (2015). *New employee orientation training*. Association for Talent Development.
11. Grobler, P. A. (2005). *Human resource management in South Africa*. Cengage Learning EMEA.
12. Ragins, B. R., & Kram, K. E. (2007). *The handbook of mentoring at work: Theory, research, and practice*. Sage.
13. Phillips, J. J. (2009). *Accountability in Human Resource Management*. Routledge.
14. Sveučilište, S., & Ekonomski, F. S. (2000). *Management: Journal of Contemporary Management Issues*. Cornell University.
15. Noe, R. A., Hollenbeck, J. R., Gerhart, B. A., & Wright, P. M. (2007). *Fundamentals of Human Resource Management*. Boston, MA: McGraw-Hill/Irwin.
16. Truss, C., Mankin, D., & Kelliher, C. (2012). *Strategic Human Resource Management*. Oxford: Oxford University Press.
17. Daley, D. M. (2012). Strategic human resource management. *Public Personnel Management*, 120-125.
18. Lugalia, N. A. (2011). Employee performance management practices in Kenya Sugar Board. (*Doctoral dissertation, University of Nairobi*).
19. Ashkanasy, N. M., Bennet, R. J., & Martinko, M. J. (Eds.) (2016). *Ashkanasy, N. M., Bennett, R. J., & MUnderstanding the High Performance Workplace: The Line Between Motivation and Abuse*. Routledge.
20. Grote, R. C. (2002). *The performance appraisal question and answer book: A survival guide for managers*. AMACOM Div American Mgmt Assn.
21. Smith, R. L. (2003). School dissatisfaction – Africa’s growing problem. *International Journal on School Disaffection* , 1(1): 7-12.
22. Nambuya, O. B. (2017, March 13). <https://www.google.com>. Retrieved from <https://www.google.com/education:eap.uonbi.ac.ke/sites/default/files/cees/education/pdf>
23. Mbatia, P. N. (2004). *FPE Assessment, Report*. Nairobi: The Jomo Kenyatta.
24. Langley, G. J., Moen, R. D., Nolan, K. M., Nolan, T. W., Norman, C. L., & Provost, L. P. (2009). *The Improvement Guide: A Practical Approach to Enhancing Organizational Performance*. John Wiley & Sons.
25. Pfeffer, J., & Sutton, R. I. (2013). *The Knowing-Doing Gap: How Smart Companies Turn Knowledge into Action*. Harvard Business Press.
26. Churu, B. W., & Mwaura, P. N. (2017, January 30th). The Catholic Church and Schools in Kenya: A Historical Perspective on Education for Holistic Development. Part I: From the Colonial period to Foundations of an Education dispensation for Independent Kenya. Nairobi, Nairobi, Kenya.
27. Standard Correspondent. (2015, November 26th). *Catholic Church plays great role in education*. Retrieved from Standard digital: <https://www.standardmedia.co.ke/article/2000183626/catholic-church-plays-great-role-in-education>
28. Churu, B. W., & Mwaura, P. N. (2012). The Catholic Church and Schools in Kenya: A Historical Perspective on Education for Holistic Development. Part I: From the Colonial period to Foundations of an Education dispensation for Independent Kenya. *Journal of African Catholicism*, 4(3).
29. Njeru, L. (2017, March 04). *University of Nairobi*. Retrieved from University of Nairobi Research Archive: <http://erepository.uonbi.ac.ke:8080/xmlui/handle/123456789/20771>
30. Cole, G. A. (2002). *Personnel and Human Resource Management*. Cengage Learning EMEA.
31. Eisemon, T. O. (2014). *Benefiting from Basic Education, School Quality and Functional Literacy in Kenya*. (Vol. 2)Elsevier.
32. Mvumbi, F. N., & Ngumbi, E. K. (2015). *Companion to Research Methodology*. Nairobi: CUEA Press.
33. Schreuder, D., & Coetzee, M. (2011). *Careers An Organisational Perspective*. JutaCompany Ltd.
34. Ginzberg, E., Ginsburg, S. W., Axelrad, S., & Herma, J. L. (1951). Occupational choice. *New York*.
35. Denisse. (2016, April 04). *ScieMce*. Retrieved from www.Humanities & Social Sciences =>

- Psychology => Developmental Psychology: <https://science.com/index.php?PHPSESSID=9hhp c0065f7nlk0vl8aqj...>
36. Kaplan, R. S., & Norton, D. P. (1996). *Balanced Scorecard*. Boston: Harvard Business School Press.
 37. Salem, M. A., Hasnan, N., & Osman, N. H. (2012). Balanced scorecard: Weaknesses, strengths, and its ability as performance management system versus other performance management systems. *Journal of Environment and Earth Science*, www.iiste.org.
 38. Figge, F., Hahn, T., Schaltegger, S., & Wagner, M. (2002). The Sustainability Balanced Scorecard-linking sustainability management to business strategy. *Business Strategy and the Environment*, 269-284.
 39. Hubbard, G. (2009). Measuring Organizational Performance: Beyond the Triple Bottom Line. *Business Strategy and the Environment*, 177-191.
 40. Sekaran, U. (2003). *Research Methods for Business: A Skill-Building Approach*. New York: John Wiley & Sons, Inc.
 41. Orodho, J. (2003). *Essentials of Education and Social Sciences Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.
 42. Moti, H. O., Masinde, J. S., Mugenda, N. G., & Sindani, M. N. (2012). Effectiveness of Credit Management System on Loan Performance: Empirical Evidence from Micro Finance Sector in Kenya. *International Journal of Business, Humanities and Technology*, 2(6). 99-108.
 43. Mugenda, O. M., & Mugenda, A. G. (2003). *Research Methods: Quantitative and Qualitative approaches*. Nairobi: Acts Press.
 44. Kothari, C. R. (2008). *Research Methodology: Methods and Techniques*. New Age International.
 45. Chandran, E. (2004). *Research Methods: A Quantitative Approach with Illustrations from Christian Ministries*. Daystar University.
 46. Chin, W. W., & Dibbern, J. (2010). An introduction to a permutation based procedure for multi-group PLS analysis: Results of tests of differences on simulated data and a cross cultural analysis of the sourcing of information system services between Germany and the USA. *Handbook of partial least squares*, (pp. 171-193). Springer Berlin Heidelberg.
 47. Kombo, D. K., & Tromp, D. L. (2006). *Proposal Writing and Thesis Writing: An Introduction*. Nairobi: Paulines Publications Africa.
 48. Levy, P. S., & Lemeshow, S. (2013). *Sampling of populations: methods and applications*. John Wiley & Sons.
 49. Kothari, C., & Garg, G. (2014). *Research Methodology: Methods and Techniques, 3rd Ed*. New Delhi: New Age International Publishers.
 50. Tavakol, M. &. (2011). Making Sense of Cronbach's Alphas. *International Journal of Medical Education*, Vol. 2, 53-55.
 51. Neuman, L. (2014). *Social Research Theory Methods: Qualitative and Quantitative, 7th Ed*. New York: New York: Pearson Education Inc.
 52. Heale, R., & Twycross, A. (2015). *Validity and Reliability in Quantitative studies*. . Evid Based Nurs, Vol. 8, No. 3.
 53. Lakshmi, S., & Mohideen, A. (2013). Issues in Reliability and Validity of Research. *International Journal of Management and Review*, Vol. 3, Iss. 4.
 54. Chakrabartty, S. (2013). Best Split-Half and Maximum Reliability. *Journal of Research & Method in Education*, Vol. 3 , Issue, 1, 1-8.
 55. Korb, K. (2013, December 20th). <http://korbedpsych.com/LinkedFiles/CalculatingReliability.pdf>. Retrieved from Calculating Reliability of Quantitative Measure: <http://korbedpsych.com/LinkedFiles/CalculatingReliability.pdf>.
 56. Kumar, R. (2011). *Research Methodology: A step-by-step guide for beginners*. New Delhi: New Delhi: Sage Publications Ltd.
 57. Charles, C. (1995). *Introduction to Educational Research, 2nd Ed*. San Diego: Longman.
 58. Golafshani, N. (2003). *Golafshani, N. (2003). Understanding Reliability and Validity in Qualitative Research*. . The Qualitative Report, Vol. 8, No 4, Art. 6.
 59. Crinò, L., Dansin, E., Garrido, P., Griesinger, F., Laskin, J., Pavlakis, N., & Zhou, C. (2010). Safety and efficacy of first-line bevacizumab-based therapy in advanced non-squamous non-small-cell lung cancer (SAiL, MO19390): a phase 4 study. *The lancet oncology*, 11(8), 733-740.
 60. Marczyk, G., DeMatteo, D., & Festinger, D. (2005). *Essentials of Research Design and Methodology*. John Wiley & Sons, Inc.
 61. Flick, U. (2009). *An introduction to qualitative research*. Sage.
 62. Oso, W. Y., & Onen, D. (2009). *A General Guide To Writing Research Proposal and Report: A handbook of Beginning Researchers; Revised Edition*. Nairobi: Jomo Kenyatta foundation.
 63. Field, P. (2005). *Discovering Statistics Using SPSS, 2nd Ed*. London: Sage Publications Ltd.
 64. Twycross, A. &. (2004). Validity and reliability - What's it all about? Part 2 Reliability in quantitative studies. *Paediatric Nursing*, 16 (10), 36.