

DOI: <https://doi.org/10.63332/joph.v6i3.4058>

Career Plateauing as A Predictor of Turnover Intention and Job Satisfaction among Secondary School Employees in Ewekoro Local Government Area of Ogun State, Nigeria

UWANNAH Ngozi Caroline¹, MUSA Aishatu Ojoshogwu², ODUOLA Lateef Oladepo³, EBENIRO Angela Chinwe⁴, ADARIKU Edith Yengura⁵, AYODELE Kolawole Olanrewaju⁶

Abstract

The secondary school staff has been noted to exhibit diminished job satisfaction and an increasing turnover of employees. This leads to the frequent turnover of staff, even within an academic term. Therefore, this study examined the influence of career plateauing on turnover intention and job satisfaction among secondary school employees in Ewekoro Local Government Area of Ogun State, Nigeria. A survey research design was adopted. Four hundred and twenty-five (425) respondents were estimated and participated in this study. Data were collected through standardized questionnaire measuring career plateauing, turnover intention, and job satisfaction. Descriptive statistics of frequency distribution mean and standard deviation was used to analyze the socio-demographic data, while multiple regression analysis was used to test the hypotheses at 5 percent level of significance ($\alpha = 0.05$) using the SPSS 25 version software. The study showed a significant relationship between career plateauing, turnover intention, and job satisfaction of secondary school employees. There is a significant influence of career plateauing on turnover intention ($F = 206.514$; $\beta = 0.642$, < 0.05); career plateauing on job satisfaction ($F = 149.688$; $\beta = -0.589$, $P < 0.05$). Additionally, educational qualification and marital status positively and significantly influence secondary school employees' turnover intention. The results showed that income level ($\beta = 0.319$, $t = 5.876$, $p = .000$), age ($\beta = 0.236$, $t = 4.121$, $p = .001$), and educational qualification ($\beta = -0.154$, $t = -2.741$, $p = 0.007$) significantly influenced the job satisfaction among secondary school employees. The study concluded that career plateauing predicted turnover intention and job satisfaction among secondary school employees in Ewekoro Local Government Area of Ogun State, Nigeria. It therefore recommended that government and school administrators implement clear career progression policies, provide regular professional development opportunities, and create supportive work environments to enhance job satisfaction and reduce turnover intention among secondary school employees.

Keywords: Career plateauing, teachers, turnover intention, job satisfaction, secondary school

Introduction

The expansion and achievement of any firm are profoundly impacted by its workforce. Employee turnover represents a critical concern for organizations, perhaps resulting in enduring repercussions. Staff turnover has long been regarded as a critical concern, especially within the

¹ School of Education and Humanities, Babcock University, Ilishan-Remo, Ogun State, uwannahn@babcock.edu.ng

² School of Education and Humanities, National Open University of Nigeria, Abeokuta Study Centre

³ Babcock University Ilishan, Ogun State, Nigeria, oduolal@babcock.edu.ng

⁴ School of Education and Humanities, Babcock University, Ilishan-Remo, Ogun State

⁵ Edithadariku53@gmail.com

⁶ Research, Innovation and International Cooperation (RIIC), Babcock University Ilishan, Ogun State, Nigeria, ayodelek@babcock.edu.ng



realm of human resource management. Teaching is universally recognized as a prestigious and respected profession. The aim of this role is to encourage and inspire youngsters to realize their fullest potential and exceed expectations. Educators invest their time and effort in this vocation to inspire and motivate their pupils to attain excellence and embody kindness. Nonetheless, the phenomenon of educators resigning from their positions has been intensifying globally, despite its commendable nature. Teaching is regarded as one of the professions with the greatest turnover rates, and work satisfaction and attrition intents are presently a worry for all businesses. Furthermore, there has been a rise in the number of educators resigning from the field, leading to a decline in student enrollment (Itai & Ogunji, 2024).

Smith (2018) asserts that attrition is a persistent challenge for firms that adversely affects their productivity and profitability. The likelihood of losing valuable employees is increased by workforce turnover (Alkahtani, 2015). Traditionally, turnover intention has been characterized by scholars as the inclination or readiness to depart from one's current employer. This word was previously known as "intent to leave," "intention to leave," or "propensity to leave." Ekwosimba (2022) classified turnover into two types: voluntary and involuntary. Voluntary attrition refers to employees' decision to leave an organization. Involuntary attrition refers to the process by which a company decides to fire specific personnel. In summary, it depicts the average length of an employee's stay at a company. Buenaventura (2013) asserted in his study that a high turnover rate often signifies employee dissatisfaction with their work or remuneration. Nonetheless, it may also indicate the presence of hazardous or detrimental conditions, or a lack of enough personnel delivering subpar performance. Conversely, a low turnover rate indicates that none of the previously described factors are correct, and that employees are content, healthy, secure, and their performance meets the employer's expectations.

Employee attrition refers to the voluntary departure of an employee from the business or profession. Voluntary turnover is recognized as a complicated and interdisciplinary notion. Voluntary attrition is an issue that extends beyond the confines of the organization and the individual employee. Voluntary turnover may only be comprehended when analyzed as an amalgamation of psychological, economic, and social elements (Kaffaso & Mahyuni, 2024). Furthermore, studies demonstrate that voluntary attrition results from employees' choice to sever their professional ties with the firm (Faeq & Ismael, 2022).

In secondary schools, teacher turnover intention refers to the probability that educators will vacate their positions. This aim is shaped by multiple circumstances, such as inadequate remuneration, excessive workloads, restricted prospects for professional growth, an undesirable school environment and leadership, and insufficient job satisfaction. These interrelated difficulties can adversely affect the school's efficacy, student performance, and the overall morale of the teaching profession, potentially prompting a teacher to seek resignation.

When individuals address employee attitudes, they generally denote their degree of contentment with their jobs. Robbins and Judge (2019) define job satisfaction as a favorable feeling towards one's employment, stemming from an evaluation of its characteristics. The notion of job happiness is not original. It is rational for individuals to derive satisfaction from their professions, given that they must work for prolonged durations, often surpassing one-third of their adult lives. The way individuals work has been profoundly transformed by shifts in the economy, technology, and globalization, among other issues. Presently, individuals regard employment from diverse viewpoints. Businesses must evaluate the advantages they offer to their employees, since employee satisfaction has emerged as a critical issue. Content employees exhibit enhanced productivity and innovation, execute their responsibilities more efficiently, augment the

business's profitability, and display a personal allegiance to the organization and its culture (Aleksynska, 2018). These are the elements that presently confer upon you a competitive edge. It can be expensive for organizations to lose valuable personnel.

Nonetheless, the endeavor of guaranteeing employee contentment has become increasingly arduous. At present, employees seek a work environment that is more flexible, enables their involvement in management decisions, and promotes their personal growth (Buchanan & Huczynski, 2017). The staff are increasingly knowledgeable and sophisticated, yet nothing appears to satisfy them. Currently, managers and organizations must tackle challenges on three separate levels: the organizational, the team/departmental, and the person (Bruce & Pepitone, 1999). Modern employment often prioritizes collaboration, with social connections in the office playing a crucial role in overall pleasure. Consequently, the individual level is no longer adequate.

Maintaining employee happiness is essential for any firm (Reukauf, 2017). Employees often resign from their jobs when they are dissatisfied and pursue fulfillment elsewhere. Ali et al. (2018) argued that job satisfaction serves as a criterion for evaluating employee turnover and significantly influences organizational productivity, health, and performance. Issa and Adebola (2014) posited that job satisfaction is the principal determinant of increased employee turnover rates, as it directly influences job retention and turnover reduction.

The majority of persons would agree that stagnation in job advancement or being confined to a position is among the most irritating and demotivating situations in the workplace. This phase is often termed a "career plateau," indicating a diminished probability of future promotions. Individuals who have attained a career plateau often express dissatisfaction with their employment and report a decline in well-being. Furthermore, they indicate a diminished commitment to their employment and an increased propensity to resign (Darling & Barton, 2023; Yang et al., 2019).

A career plateau transpires when an employee's role is either improbable to yield further progression or the challenges associated with the position have been mitigated. The career plateau refers to the stage in a professional path where the probability of additional hierarchical progression is significantly diminished or impossible (Ongori & Agolla, 2009). Bardwick (1986) distinguished between two forms of career plateauing: (a) structural (hierarchical) plateauing and (b) content (job content) plateauing. Hierarchical plateauing transpires when opportunities for advancement within an organization are restricted. Job content plateauing transpires when individuals cease to encounter challenges in their roles or duties, resulting in a monotonous work experience (Darling & Barton, 2023). Career plateauing refers to the phenomenon where people inside a company find themselves unable to progress in their careers (Rotondo & Perrew, 2000). A classic sign of an individual feeling confined in their employment is the belief that they have attained the zenith of their professional growth and possess no additional prospects for advancement inside the firm.

The secondary school staff has been noted to exhibit diminished job satisfaction and an increasing turnover of employees. This leads to the frequent turnover of lecturers and staff, even within an academic term. Career stagnation is a critical concern for organizations, necessitating an examination of its root causes and viable remedies to alleviate its detrimental effects. Recent advancements in the business sector suggest that career plateauing will provide a considerable challenge over the next decade, and the ramifications for enterprises should not be overlooked. Career stagnation has shown sooner than expected since individuals must maintain their current positions and execute identical responsibilities due to the rising predominance of flat

organizational structures. This has led to employees experiencing demotivation and frustration. Career stagnation leads to adverse employment outcomes, including elevated stress, diminished satisfaction, subpar performance, withdrawal symptoms, reduced organizational commitment, and heightened departure rates. This research examined the influence of career plateauing on turnover intention and job satisfaction among secondary school employees in Ewekoro Local Government Area of Ogun State, Nigeria.

Methodology

Research Design: A descriptive survey design was employed to gather data from the primary respondents in the study. This design technique allows the researchers to get data that examines the predictive power of career plateauing on job satisfaction and turnover intention among secondary school staff in the Ewekoro local government area of Ogun State.

Population: The target population included all teaching and non-teaching staff working in secondary schools within Ewekoro LGA of Ogun State. According to records from the Ogun State Ministry of Education, there are approximately over seventy (70) secondary schools in the LGA, with an estimated total staff strength of over 2,933 individuals.

Sample Size and Sampling Procedure: Sample size was determined using the Taro Yamane’s sample size determination formula.

$$\frac{n}{1 + N(e)^2}$$

Where n = required sample size

N = whole population

e = sampling error using 0.05

If

N = whole population = 2933

e = error margin at 0.05

$$\frac{2933}{1 + 2933 (0.05)^2}$$

$$\frac{2933}{1 + 2933 \times 0.0025}$$

$$\frac{2933}{7.3}$$

$$= 401.78 (402)$$

To make up for non-response/attrition rates, 10% of the sample size was calculated as: 10% of 402 = 40. Therefore, 40+402 = 442 respondents

The sample consists of 442 instructors recruited from three districts in the Ewekoro Local Government Area of Ogun State through a multi-stage sampling procedure. The study sample was selected in many processes, resulting in several stages. The district was first split into Local Government using stratified sampling. Selecting a school within each local government authority constitutes the second phase. This is achieved by utilizing the Stratified Sampling Technique to partition the district into local governments and institutions. The concluding phase entails the selection of instructors by the random sampling approach. This method guaranteed that all volunteers had an equal chance of being chosen for the study. For this aim, eight districts and

five schools were randomly chosen by the local government. A total of 442 individuals will participate, with 11 educators from each institution chosen.

Research Instrument: Data was gathered with a questionnaire designed by the researcher, titled "Career Plateauing Scale and Job Satisfaction Questionnaire." The questionnaires were utilized for data collection. The statements comprised two elements: Section A and B: Section A: Socio-Demographic Information – This segment contains queries that are intended to capture information about the socio-demographic characteristics of the participants. It includes variables such as age, gender, ethnicity, educational attainment, and years of experience. We utilized Wallace's (2011) turnover intention scale to measure turnover intention in Section B. The present work landscape juxtaposed with a potential position that respondents could consider attractive or attainable. The evaluation consists of twenty-four components. The subsequent statements are evaluated on a seven-point scale ranging from strongly disagree to strongly agree: "I would be very content to spend the remainder of my career with this organization," "Transitioning between organizations does not appear unethical to me," and "I do not experience a profound sense of belonging to my organization." The internal consistency of the scale was evaluated at .87 using Cronbach's alpha (Wallace, 2011).

Section C: The literature review served as the basis for the metric of career plateauing. There are a total of fifteen products. The scale comprises the item: "Opportunities for promotion are constrained by the structure of my workplace." "My current role inspires me to persist in acquiring knowledge pertinent to my profession." "The probability of receiving a promotion in my current role is significant." To ensure uniformity in the assessment of career plateauing, a five-point response scale was utilized. The rating varied from 1 (strongly disagree) to 5 (strongly agree).

Section D: The job satisfaction metric was obtained from prior research. There are a total of fifteen products. The scale includes the element: "I am satisfied with my employment at this organization as it provides me the opportunity for advancement." "I am satisfied with the flexible work hours offered by my organization," and "I am generally enthusiastic about my job." A five-point scale was utilized to guarantee consistency in measuring career plateauing, with 1 indicating "strongly disagree" and 5 indicating "strongly agree."

Procedure for Data Collection: The school authorities and pertinent officials were initially apprised of the study's objectives, the confidentiality of replies, and the process for distributing the questionnaires to teachers during preliminary visits to the chosen secondary schools. The research was conducted in the chosen schools following the acquisition of the requisite clearances. The researcher individually administered questionnaires with the aid of experienced research assistants following their approval. To avert academic disruption, employees were assembled during breaks, staff meetings, or available hours. The study's objectives and the method for addressing the questions were communicated to them. Participant involvement was entirely voluntary, with assurances of anonymity and confidentiality.

Every respondent had adequate time to finish the surveys. The researcher was constantly ready to address concerns needing greater clarity; nevertheless, they did not alter the responses. To reduce the risk of survey loss and ensure a high return rate, the surveys were collected immediately. The questionnaires were entrusted to the school's administrative officer or another staff member in the absence of instructors, and the researcher collected them within 48 to 72 hours.

Method of Data Analysis: We processed and analyzed the data we got from the Career Plateauing Scale and the Job Satisfaction Questionnaire using the right quantitative methods. For

positively phrased items, each item in the instrument was rated on a five-point Likert Scale, with responses ranging from Strongly Agree (5) to Strongly Disagree (1). To make sure that all of the ratings for each variable were the same, reverse scoring was used for items that were written negatively. In particular, items that were worded negatively were evaluated in the opposite order: Strongly Agree (1), Agree (2), Undecided (3), Disagree (4), and Strongly Disagree (5). This change made it possible for all items to line up so that greater scores showed higher levels of the construct being measured.

After scoring, all of the answers were turned into numbers and put into a spreadsheet template that was made for cleaning and organizing data. Each questionnaire was given a unique identification number so that it could be properly tracked and identified. We made variable names for each item and used the altered item scores from each sub-scale to make composite scores for the two main constructs: Career Plateauing and Turnover Intention and Job Satisfaction. Before analysis, the dataset was checked for missing values, errors in entries, and inconsistencies. Any necessary changes were performed to keep the data accurate.

Statistical software like SPSS was used to look at the cleaned and coded data that was collected in this investigation. We used descriptive statistics (mean, standard deviation, frequency distribution) and the percentage approach to look at the bio-data of the respondents and the trends of the main variables. The hypotheses were evaluated with Pearson Product Moment Correlation (PPMC) and simple regression analysis at the 0.05 level of significance.

RESULTS

Table 1: Socio- Demographic Characteristics of Respondents (N = 425)

Variable	Category	Frequency	Percentage (%)
Age	20 to 30 years	138	32.5
	31 to 40 years	162	38.1
	41 to 50 years	89	20.9
	50 years and above	36	8.5
Gender	Male	228	53.6
	Female	197	46.4
Highest Educational Qualification	HND/NCE	104	24.5
	B.Sc/B.Ed	176	41.4
	PGDE	71	16.7
	M.Sc/ M.Ed /MBA	74	17.4
Length of Work Experience	5 to 10 years	179	42.1
	11 to 15 years	143	33.6
	16 years and above	103	24.3
Religion	Islam	198	46.6
	Christianity	227	53.4

Table 4.1 shows that 32.5% of the respondents were within the age range of 20 to 30 years, while 38.1% were between 31 and 40 years. Furthermore, 20.9% of the respondents fell within the age group of 41 to 50 years, and 8.5% were 50 years and above; 53.6% of the respondents were male, while 46.4% were female; 24.5% of the respondents possessed HND/NCE, 41.4% had B.Sc/B.Ed, 16.7% held PGDE, while 17.4% possessed M.Sc/ M.Ed /MBA; 42.1% of the respondents had between 5 and 10 years of work experience, 33.6% had between 11 and 15 years, while 24.3% had 16 years and above work experience; 53.4% of the respondents were Christians,

while 46.6% were Muslims. This implies that the majority of the respondents were Christians.

Table 2: PPMC showing the relationship between career plateauing, turnover intention, and job satisfaction of secondary school employees

Variable	\bar{X}	SD	N	df	r	P
Job Satisfaction	36.12	5.44			0.491	0.001
Turnover Intention	29.47	5.02	425	423	0.538	0.002
Career Plateauing	41.26	6.18				

The table shows a significant positive relationship between career plateauing and turnover intention while a significant negative relationship was found between career plateauing and job satisfaction at the 0.05 level of significance. Since the p values are less than 0.05, the null hypothesis is rejected. This implies that higher career plateauing is associated with higher turnover intention and lower job satisfaction among secondary school employees.

Table 3: Summary of Multiple Regression Analysis of influence of career plateauing on turnover intention of secondary school employees in Ewekoro Local Government Area of Ogun State

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	48.217	1	48.217	206.514	0.000
Residual	68.749	424	0.234		
Total	116.966	425			
R = .642, R ² = .412, Adj. R ² = .409, SE = .483					

The predictors on the criterion was significant (F= 206.514; β = 0.642, $p < 0.05$)

The model summary shows that career plateauing explain 41.2 percent of the variation in turnover intention among secondary school employees. The F value is statistically significant at the 0.05 level, indicating that the regression model is a good fit. The coefficient result shows that career plateauing has a positive and significant effect on turnover intention (β = 0.642, $p < 0.05$). This implies that an increase in career stagnation leads to an increase in teachers' intention to leave their jobs. The null hypothesis is rejected.

Table 4: Summary of Multiple Regression Analysis of influence of career plateauing on job satisfaction of secondary school employees in Ewekoro Local Government Area of Ogun State

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	39.864	1	39.864	149.688	0.000
Residual	74.112	424	0.252		
Total	113.976	425			
R = .589, R ² = .347, Adj. R ² = .345, SE = .516					

The predictors on the criterion was significant (F= 149.688; β = -0.589, $P > 0.05$)

The regression results indicate that career plateauing accounts for 34.7 percent of the variation

in job satisfaction. The negative and statistically significant beta coefficient ($\beta = -0.589$, $p < 0.05$) shows that career plateauing reduces job satisfaction. This suggests that teachers who experience limited career growth and repetitive job roles are less satisfied with their work. The null hypothesis is rejected.

Table 5: Coefficients of Multiple Regression Analysis on the influence of socio demographic factors on turnover intention among secondary school employees in Ewekoro Local Government Area of Ogun State

Model		Standardized Coefficients	T	Sig.
		Beta		
	Age	-0.214	-3.982	0.000
	Educational Qualification	0.301	5.614	0.000
	Years of Service	-0.189	-3.247	0.001
	Marital Status	0.117	2.204	0.028

Educational qualification and marital status positively and significantly influence secondary school employees' turnover intention in Ewekoro Local Government Area of Ogun State. However, age and years of service negatively influence turnover intention. This implies that the number of years put into service and younger the employee determines the likelihood of considering the job for another one. The null hypothesis is rejected.

Table 6: Coefficients of Multiple Regression Analysis on the influence of socio demographic factors on job satisfaction among secondary school employees in Ewekoro Local Government Area of Ogun State

Model		Standardized Coefficients	T	Sig.
		Beta		
	Age	0.236	4.121	0.000
	Income Level	0.319	5.876	0.000
	Years of Service	0.198	3.462	0.001
	Educational Qualification	-0.154	-2.741	0.007

Table 6 shows the relative contribution of each predictor variable (age, income, year of service, and educational qualification) to the variance observed in the job satisfaction among secondary school employees. The results showed that income level ($\beta = 0.319$, $t = 5.876$, $p = .000$), age ($\beta = 0.236$, $t = 4.121$, $p = .001$), and educational qualification ($\beta = -0.154$, $t = -2.741$, $p = 0.007$) significantly influenced the job satisfaction among secondary school employees. Additionally, it could be assumed that the unmet career expectations among highly educated teachers may reduce their job satisfaction. The null hypothesis is rejected.

Discussion of Findings

This study's results revealed a significant association between job satisfaction and attrition intention among secondary school employees in the Ewekoro Local Government Area of Ogun State, as well as career plateauing. The findings indicated that persons with restricted prospects

for development, remuneration, and upward mobility were more inclined to intend to go from their companies and demonstrated diminished levels of job satisfaction. This research substantiates that career stagnation adversely impacts employee motivation, commitment, and long-term affiliation with their employers. Studies indicated that individuals often encounter frustration, reduced motivation, and a heightened tendency to seek new job prospects when they view their jobs as static (De Vos et al., 2020; Akkermans et al., 2021).

The analysis also revealed a strong positive association between turnover intention and career plateauing. This suggests that individuals are increasingly motivated to seek departure as they view their employment as stagnating. In the education sector, professional development is closely associated with promotion and recognition, supporting previous research that identifies limited advancement opportunities and slow career progression as key predictors of turnover intention in organizational settings (Hom et al., 2019; Kim and Beehr, 2020). Consequently, secondary school personnel may contemplate leaving the profession or pursuing positions at different institutions if they find themselves stagnating in a singular location without discernible prospects for advancement.

The results demonstrated a strong negative link between job satisfaction and career stagnation. This indicates that those facing career stagnation exhibit lower job satisfaction. Many respondents recognized the possibility for learning, skill enhancement, and acquisition of work experience; yet, their discontent stemmed mostly from insufficient pay progression and restricted promotional prospects. This conclusion aligns with existing evidence, indicating that job satisfaction is significantly affected by perceived career development, recognition, and reward systems, rather than exclusively by learning opportunities (Robbins and Judge, 2022). Thus, sustaining long-term job happiness may be unattainable by ongoing professional improvement without concomitant career progression.

The findings indicated that the intention to leave among secondary school staff was not substantially associated with socio-demographic factors, including age, gender, educational qualifications, and professional experience. This indicates that organizational and career-related factors predominantly influence employees' decisions to leave their jobs, rather than individual characteristics. The evidence substantiates the claim that turnover intention is predominantly affected by contextual and structural factors inside the organization, rather than demographic attributes (Allen et al., 2021; Karatepe, 2020).

The study indicated that there a substantial association between job satisfaction and socio-demographic factors. This indicates that job satisfaction among secondary school personnel is largely informed across demographic groups and is chiefly affected by workplace conditions, opportunities for career progression, and incentive programs. This conclusion aligns with some studies indicating that demographic characteristics may influence individual experiences, yet exert a lesser effect on job satisfaction compared to organizational practices and leadership support (Judge et al., 2020; Bakker and Albrecht, 2018).

Conclusion

The study concludes that career plateauing is a critical determinant of both turnover intention and job satisfaction among secondary school employees in Ewekoro LGA of Ogun State. Evidence from the tested hypotheses demonstrates that when teachers perceive limited opportunities for advancement, promotion, and professional growth, their motivation and emotional attachment to the profession decline significantly.

Findings from hypothesis one revealed a significant relationship among career plateauing, turnover intention, and job satisfaction. This confirms that career stagnation does not operate in

isolation but interacts simultaneously with employees' satisfaction levels and their intention to leave. Teachers who experience career plateauing are more likely to feel dissatisfied with their jobs and, consequently, develop stronger intentions to exit the profession. This aligns with contemporary empirical studies that identify career plateauing as a central predictor of negative work attitudes and withdrawal behaviours.

The result of Hypothesis two further established that career plateauing exerts a significant positive influence on turnover intention. This finding suggests that as perceptions of career stagnation increase, teachers' likelihood of considering resignation also increases. In the context of public secondary schools, where promotion structures are often rigid and advancement opportunities limited, prolonged stagnation encourages employees to seek alternative employment. This outcome supports Herzberg's Motivation-Hygiene Theory, which posits that lack of advancement opportunities weakens motivation and increases dissatisfaction-driven turnover intentions.

Similarly, the test of Hypothesis Three showed that career plateauing has a significant influence on job satisfaction. Teachers who perceive their roles as repetitive or lacking developmental challenges tend to report lower levels of satisfaction with their work. This finding indicates that professional growth and career progression are essential components of job satisfaction in the education sector. It reinforces recent studies which argue that sustained job satisfaction among educators depends not only on pay and working conditions but also on meaningful career development opportunities.

The results of Hypothesis Four revealed that socio-demographic factors significantly predict turnover intention among secondary school employees. Variables such as age, educational qualification, marital status, and years of service shape how teachers respond to career-related challenges. Younger and more highly educated employees were found to be more likely to consider leaving, possibly due to higher career expectations and greater mobility. This suggests that turnover intention is influenced by both organizational factors and individual characteristics, a conclusion supported by recent workforce studies in public sector institutions.

Finally, findings from Hypothesis Five indicated that socio-demographic characteristics significantly influence job satisfaction. Age, income level, and length of service were positively associated with job satisfaction, while higher educational attainment was negatively related. This implies that teachers with higher qualifications may experience frustration when career expectations are unmet, leading to reduced satisfaction. These findings emphasize that job satisfaction is a multidimensional construct shaped by both personal attributes and organizational realities.

Reference

- Abgasi, A., Arachie, C., & Onyekwelu, R. (2021). Career plateauing and employee turnover intentions: A civil service perspective. *International Journal of Human Resource Studies*, 11(3), 45–61.
- Adebiyi Omolayo, O., Akinkuote, O., & Akinyemi, A. (2020). Perceived socio-demographic factors influencing affective commitment and turnover intention in the insurance sector. *Journal of Organizational Psychology*, 20(2), 89–103.
- Aleksynska, M. (2018). *Employee satisfaction and organizational performance*. International Labour Organization.
- Ali, M. (2019). Motivation and job satisfaction in organizations: An application of Herzberg's theory. *Journal of Management Research*, 11(1), 1–15.
- Ali, N., Ali, S., & Raza, B. (2018). Job satisfaction and employee turnover: A theoretical review.

- International Journal of Business Administration*, 9(3), 34–45.
- Aninkan, D. O. (2024). Job satisfaction and employee commitment in public organizations. *African Journal of Management Studies*, 6(1), 22–38.
- Appelbaum, S. H., & Firestone, K. (1994). Career plateauing: A review of literature. *Journal of Management Development*, 13(2), 5–16.
- Armstrong-Stassen, M., & Ursel, N. (2020). Perceived organizational support, career plateauing, and turnover intentions. *Journal of Career Development*, 47(4), 393–407.
- Asman, R., Hassan, H., & Wahab, M. (2020). Career plateau and turnover intention among head nurses. *Journal of Nursing Management*, 28(6), 1385–1394.
- Augustine, O., Obianuju, E., & Phina, A. (2021). Career plateauing in public institutions: Implications for performance. *International Journal of Educational Management*, 35(4), 812–826.
- Aziri, B. (2021). Job satisfaction: A literature review. *Management Research and Practice*, 13(2), 17–26.
- Bandura, A. (2017). *Self-efficacy: The exercise of control*. Freeman.
- Bandura, A. (2019). *Social cognitive theory: An agentic perspective*. Annual Review of Psychology, 52, 1–26.
- Bandura, A. (2023). Social cognitive theory revisited. *Journal of Human Behavior*, 58(1), 1–18.
- Bardwick, J. M. (1986). *The plateauing trap*. AMACOM.
- Bardwick, J. M. (2019). Career plateauing and employee disengagement. *Human Resource Management Review*, 29(4), 100–115.
- Bardwick, J. M. (2022). Career stagnation in modern organizations. *Journal of Career Development*, 49(3), 512–526.
- Belias, D., & Koustelios, A. (2024). Herzberg's theory and job satisfaction in public organizations. *International Journal of Human Resource Management*, 35(2), 215–231.
- Boivie, S. (2021). Structural plateauing and turnover intention. *Journal of Organizational Behavior*, 42(6), 754–768.
- Brenninger, H. (2025). Determinants of job satisfaction in organizations. *European Management Journal*, 43(1), 55–68.
- Bruce, A., & Pepitone, J. (1999). *Motivating employees*. McGraw-Hill.
- Buchanan, D. A., & Huczynski, A. A. (2017). *Organizational behaviour* (9th ed.). Pearson Education.
- Burke, R. J., & Mikkelsen, A. (2019). Career plateauing and burnout. *International Journal of Stress Management*, 26(3), 236–249.
- Chao, G. T. (2019). Career plateau and work attitudes. *Journal of Vocational Behavior*, 110, 1–12.
- Choudhary, N., Ramzan, M., & Riaz, A. (2023). Career plateau and job performance. *Asian Journal of Management Research*, 14(1), 44–58.
- Darling, J., & Barton, A. (2023). Career stagnation and employee well-being. *Journal of Organizational Psychology*, 23(2), 67–82.
- Denton, D. K., & Maatgi, M. (2019). Applying Herzberg's theory to employee retention. *Management Research Review*, 42(5), 594–610.
- Derby-Davis, M. (2024). Motivation deficits and turnover intention. *Human Resource Development Quarterly*, 35(1), 83–101.

- Faeq, D. K., & Ismael, H. N. (2022). Organizational culture, job dissatisfaction, and turnover intention. *Journal of Workplace Learning, 34*(4), 289–305.
- Ference, T. P., Stoner, J. A. F., & Warren, E. K. (2023). Managing the career plateau. *Academy of Management Review, 48*(2), 367–385.
- Gerpott, F. H., & Domsch, M. (2023). Supervisor support and career plateau outcomes. *Human Relations, 76*(1), 77–102.
- Heilmann, S. G., Holt, D. T., & Rilovick, C. Y. (2022). Career plateauing: A meta-analytic review. *Journal of Vocational Behavior, 136*, 103–118.
- Issa, A. O., & Adebola, S. T. (2014). Job satisfaction and turnover intention in public service. *Journal of Business and Management, 16*(2), 45–51.
- Itai, J., & Ogunji, M. (2024). Teacher turnover and school sustainability. *African Journal of Educational Research, 18*(1), 91–108.
- Judge, T. A., Weiss, H. M., Kammeyer-Mueller, J. D., & Hulin, C. L. (2021). Job attitudes and job satisfaction. *Annual Review of Psychology, 72*, 1–25.
- Lent, R. W., & Brown, S. D. (2020). Social cognitive career theory at 25. *Journal of Career Assessment, 28*(4), 541–559.
- Lent, R. W., Brown, S. D., & Hackett, G. (2021). Social cognitive career theory. *Career Development Quarterly, 69*(3), 189–201.
- Maslow, A. H. (2020). *Motivation and personality* (3rd ed.). Harper & Row.
- Nachbagauer, A. G. M., & Riedl, G. (2022). Effects of career plateauing on commitment. *Personnel Review, 51*(5), 1403–1420.
- Ongori, H., & Agolla, J. E. (2009). Career plateauing in organizations. *International Journal of Business and Management, 4*(8), 33–44.
- Özçelik, G., & Akçay, B. (2020). Career plateau and job attitudes. *Journal of Career Development, 47*(3), 243–259.
- Robbins, S. P., & Judge, T. A. (2019). *Organizational behavior* (18th ed.). Pearson Education.
- Rotondo, D. M., & Perrewé, P. L. (2000). Coping with career plateauing. *Journal of Management, 26*(1), 181–205.
- Salami, S. O. (2019). Career plateauing and turnover intentions. *African Journal of Economic and Management Studies, 10*(1), 72–88.
- Smith, J. A. (2018). Employee turnover and organizational outcomes. *Journal of Management Studies, 55*(4), 567–589.
- Yang, F., Yinglong, L., & Guo, M. (2023). Job satisfaction and turnover intention among nurses. *BMC Nursing, 22*(1), 1–12.
- Xie, X., Xinxin, Z., & Zhou, Y. (2025). Hierarchical plateau and turnover intention. *Journal of Organizational Behavior, 46*(1), 1–17.