TEACHER AND STUDENT RETENTION IN SECONDARY SCHOOLS OF SEVENTH-DAY ADVENTIST CHURCH IN EAST KENYA UNION CONFERENCE

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In Partial Fulfillment of the Requirements for the Degree of

Doctor of Philosophy in Education

(Educational Administration)

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APPROVAL SHEET

This doctoral dissertation entitled *Teacher and student retention in secondary schools of Seventh-day Adventist Church in East Kenya,* written and submitted by **Shadrack M. R. Kamundi**, in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education (Educational Administration), is hereby accepted and approved.

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ABSTRACT

The study aimed at establishing the factors which influence low retention of teachers and students in secondary schools of the SDA Church in EKUC. It employed a concurrent mixed methods research design and adopted an exploratory approach using a descriptive survey. This was to investigate the factors which influenced the retention of teachers and students in EKUC schools. Out of the twenty secondary schools in the Union, the researcher targeted eleven which sat for the national exams since 2008. The subjects of the study included teachers, students, principals, the Conferences/Field Education Directors and the BoM chairpersons. The study was based on expectancy theory of motivation which states that certain behavior leads to expected outcome. In the research, certain behaviors by the relevant authorities should lead to high retention of students and teachers. Teachers should be availed bursary funds for career advancement, given incentives for motivation and be made to believe that they are appreciated by the school administration. The administration should assist the needy students to get financial support. The findings showed that two independent variables (school administration and motivation strategies) commonly contributed to retention of teachers and students. School administration was the most common factor which contributed to low retention, among the two groups. It was found important to carry out exhaustive studies on each of the study variables for comparative purposes in public schools and undertake exploratory and in-depth studies on the same.

Shadrack M. R. Kamundi

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DEDICATION

This Doctoral Dissertation is dedicated to my beloved wife, Tabitha Karimi and our children: Dr. Reuben Kamundi and David Kinyua

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LIST OF ABBREVIATIONS/ACRONYMS

BOM: School Board of Management

CC: County Commissioner

CDE: County Director of Education

CKC: Central Kenya Conference

EKUC: East Kenya Union Conference

HIV: Human Immunodeficiency Virus

K.C.S.E: Kenya Certificate of Secondary Education

K.N.U.T: Kenya National Union of Teachers

NACOSTI: National Commission of Science, Technology and Innovation

PGDE: Post Graduate Diploma in Education

S.D.A.:   Seventh-day Adventist

TSC: Teachers Service Commission

UNESCO: United Nations Educational Scientific and Cultural Organizations

UEAB: University of Eastern Africa, Baraton

WKUC: West Kenya Union Conference

CHAPTER ONE

INTRODUCTION

Background of the Study

Teacher and student retention, according to Xaba (2001) is a global concern which affects education and needs a serious attention. It needs an investigation to explore ways of retaining teachers and students in learning institutions. The issue of retaining students in school until they complete the intended program is important for them to benefit from the education system. Crosling, Thomas and Heagney (2008) agreed that students' retention was an international concern affecting students' academic achievement. There was a global pressure to reduce the rate of attrition to enable them stay to complete their studies. In Australia, high student retention was a requirement for funding schools. Schools with high levels of student attrition stood to lose the government grants. Twenty per cent (20%) of students in Australia did not complete their high school studies. Others who finished school, underwent a lot of turnover due to transfers across different schools.

The presence of the teacher in class enables the student to succeed in education and to perform well academically. Retaining these two groups of people in school helps in realizing the goals of education. The retention affects both the developed and the developing countries.

On the global perspective, Fulbeck (2011) reported that there was a challenge of low teacher retention internationally. Educator shortage was a national crisis in Britain. The situation was worse in Sweden, Germany and New Zealand, as well as in Canada and Australia. The low teacher retention, is said to undermine quality of teaching workforce. When the rate of teachers' mobility is frequent, it results into detrimental

impact. The cost of hiring new teachers and training them becomes an expensive venture. The turnover and attrition also disrupts the general learning in school. On the other hand, Schaffhauser (2014) stated that low teacher retention affects education negatively, especially due to the cost and the implication involved in recruiting new ones.

It was further, identified by Deborah, Kim, Rueben, and Elisha (2014), that in California, experienced teachers are more likely to attain the federal goal of ensuring all children access education. Keeping teachers in the classroom for long can improve student achievement. This is because experienced teachers are more effective in raising students' academic attainment.

The challenge of losing teachers narrows down to Africa. In Ghana, Sam, Effah and Osei-Owusu (2014) disclosed that over ten thousand teachers leave the profession annually in search of greener pastures, by being employed in other professions. Although the country's teachers' colleges produced very many new teachers every year, schools continued to suffer from shortage of teachers because of the turnover rates in the occupation.

Cobbolt (2015) discovered that in the year 2007, Ghana had a shortage of forty thousand (40000) teachers. Out of which, twenty-four thousand (24000) vacancies were filled with the untrained teachers. This disrupted the stability and continuity of learning. As a result, students were forced, by circumstances to transfer from the affected schools, something which caused low student retention, as well. Low teacher retention affected students' retention too. The loss of students and teachers without replacement is what is referred to as attrition, while the loss and replacement is called the turnover.

Xaba (2003) identified other African countries with the challenge of low teacher retention as: Kenya, Nigeria, Zambia and Central Africa. The situation has also hit

South Africa. This was articulated strongly by the South African Minister of Education, who urged high school students to choose the teaching profession, as a career, to curb the challenge of teacher shortage in the country.

Low teacher retention, according to UNESCO (2010), affected even the most developed and stable education systems. They experience periods of teacher shortage and oversupply in some areas. However, the most hit were the Sub-Saharan countries compared to other parts of the world. In the year 2006, for example, the government of Eritrea temporarily stopped teacher retirement due to the concern of low teacher workforce. In other countries the challenge was not lack of enough teachers but the imbalance in the supply. Among those affected by the supply imbalance were Gambia, Lesotho and Zambia. The teachers who were affected more by low retention were those below the age of fifty years.

In East Africa, Acom (2010) stated that Ugandan schools suffered teacher shortage due to "teacher rural-urban migration", whose average attrition stood at 4%. The retention dilemma, could not be fully eradicated because of its long history but could be reduced. The employee retention challenge dated back to early 1900s during the time of industrialization. In Uganda the situation was better before independence since teachers were highly respected and well paid. To reduce the challenge, the ministry should have come up with clear staff policies, elaborate communication channels, involve teachers in decision making, cater for their personal and social needs and assign them reasonable workloads. With stable teaching workforce, the academic standards were expected to be high, which was found as a predictor of an elite population and a strong economy.

The situation in Rwanda, according to Monaco (2016) was not far from the neighborhood. The level of education was said to be the pointer to income, health and

general quality of life. Rwandan rural schools could not attract and retain quality teachers due to poor pay, poor access to healthcare, sociocultural isolation, lack of leisure amenities and large class sizes, among others. As a result, the rural schools lacked qualified teachers or remained without teachers at all. The government, therefore, suffered a high rate of teachers' attrition which was burdensome to the ministry. As a result, there was lack of a cohesive, collaborative and established staff. There was compulsory posting of all new teachers to the rural schools, something which was received by teachers with resistance leading to poor teaching quality and negative attitude to the classroom. This made some teachers to decide to quit the profession, hence low teachers' retention.

In Tanzania, Bonface (2016) ascertained that knowledge was the most valued commodity for all the Tanzanians. They believed that knowledgeable human capital produced services and goods of high value. Because teachers were the agents of imparting the required knowledge, their retention in schools was of paramount importance. The place of secondary education, in the society, could not be overemphasized, for it was the gateway to higher education, tertiary, vocational, as well as the technical training. In fact, secondary school level was termed as the pivot of education. Both the public and the private sector heavily relied on secondary school products. Primary schools entirely depended on secondary school products, the teachers and other staff members.

The teaching profession was the highest and quickest possibility of employment, in Tanzania. This was to fill the vacancies caused by the high level of teachers' attrition. To reduce the attrition, salaries and incentives seemed to work in the retention of teachers. Conducive working environment and motivation of teachers were among what seemed to be the solution to low teacher retention in Tanzania (Bonface, 2016).

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The problem of low teacher retention in Kenya, Orodho (2013) says, was not different from the global and regional trends. Teachers were leaving the profession for other careers which pay better and have more defined working conditions.

Mugo (2009) discovered that there was a shortage of teachers in Kenya because some qualified teachers left the profession for non-teaching employment. After the introduction of Free Primary Education (FPE), the enrollment in schools increased. This made some teachers unable to bear the stress of overcrowded classrooms. As a result, they quit the employment for other stress free employments.

Oyaro (2008) revealed, the evidence from the Kenya National Union of Teachers (KNUT) that the degree of teacher turnover in the country had been alarming. For example, between January and June 2008, over six hundred teachers left classrooms for better paying employment. The report from the Republic of Kenya/UNESCO (2012) showed that in the Coast and North Eastern provinces, the student teacher ratio was wanting compared to other areas in the country. Despite the government's effort to recruit new teachers, the shortage still persisted. Koech, Tikoko and Chemwei (2014) elaborated that Kenya lost about three teachers from the profession, every day. Private schools were more affected. The retention remained a paramount issue because lack of enough teachers led to burnout, overwork and sub-standard teaching.

The study by Githinji, Afande and Riro (2015) showed that private schools in Kenya were highly affected by low teacher retention. In the year 2010, the turnover was at 12%, 2011 it stood at 15%, while in the year 2012 the degree of teachers who left the private schools' employment stood at 20%. The factors attributed to the high degree of teacher attrition were: poor human resource management, teachers being overworked, lack of career advancement and low salaries. In fact, 96% of the teachers who left attributed their departure to low salaries. Other factors associated to the low retention

included lack of human resource policies. As a result, there was poor selection methods, poor recruitment procedures and lack of training for teachers. They were not developed and schools lacked performance management.

Keeping teachers in a school for a long time according to Barnes, Crowe and Schaefer, (2007) enhanced academic achievement. Teachers' attrition does not only affect academic performance; it also affects students' retention. When teachers the students also quit, since they cannot remain in school to teach themselves.

On student retention, Furger (2008) articulates that it was difficult to retain all students in school due to academic hurdles, wrong turns or because some students missed steps in their academic ladder. Retention of students means they were able to stay and complete a program by either self-motivation, school interventions or through counselling.

Student retention, in high school, according to Deborah et al. (2014), benefited the student in preparation for college studies. At the same time, it benefited the school from the fees paid by the student. Dropouts showed the school's inability to meet the student's need, hence a debit to the school for losing a customer. Each school should come up with strategies to ensure the enrolled students do not drop, on the way. A successful high school made sure proper assessment of the factors which help students to complete a program, were in place to avoid possibilities of attrition and turnover.

The success of education, according to Furger (2008) is associated with the retention of students. In California, students' dropout was at an alarming state, since over a million kids dropped from school every year without earning a high school diploma. Among the reasons for dropping out of school is social economic challenges, boredom, and peer pressure.

Lau (2003) observed that the process of student retention is dependent on institutional experience. The formal and the informal school structure were key to make the students have the desire to stay. Students with negative interactions and negative experience stood a high chance of withdraw. Orientation of new students had a big impact on whether students were stay or leave. It helped them to adjust to the new learning environment and to develop an attitude of making the decision to remain until the achievement of the academic certificate.

Farrell (2009) argued that student departure could not be attributed to personal inability. Schools were to blame for student failure, if the structures and systems were not on the ground to attract their stay. Schools existed for the students and not students for the school. Students should not be admitted for the good of the school. Schools should admit students to benefit them and not to benefit of the school.

In South Africa, the importance of student retention could not be overemphasized. Subotzky and Prinsloo (2011) advised that schools should device systems to detect early signs of student attrition so as to address them on time. Barriers to academic success, such as domestic responsibilities and psychological stress, brought about by economic challenges, should also be addressed, on time, since they contribute to low student retention. Other challenges included the HIV epidemic, sub-standard schooling systems and the admission of students who were under prepared for secondary school education.

The study by Griffins (2007) revealed that illiteracy was one of the contributors of poverty in East Africa. To invest in education helped to improve human capital, which was of great value in making wealth, as well as the improving the economic wellbeing of an individual. This become a reality when students remain in school to learn and succeed in education. However, students got forced by circumstances to quit

school before they achieved their academic goals. Socioeconomic barriers were key to low student retention. Those who were unable to raise fees dropped from schooling before the completion of a school program. There was a need to have career guidance in every school to direct learners into making career choices. This was essential in keeping them on course until they finished their academic ladder. When well guided, students developed personal initiative in setting goals to make them invest time in their studies.

Griffins (2007) confirmed further that because of the competition between girls and boys in school, there was a need for East African countries to have an affirmative action during the admission of the girl child in high school. Girls were more vulnerable to dropping out of school than boys. They suffered challenges of early marriages, early pregnancies, competing household chores, low self-esteem, sexual harassment, as well as parental indifference. In order to enhance student retention, they should be assigned mentors to guide and direct them toward being persistent until they acquire education.

In Kenya, according to Ndege (2010), student retention was a measure of internal efficiency in a school. It is enhanced by collaborative learning, student-teacher interaction and supportive campus environment. Improved student experience in school promoted learning and persistence.

Gituriandu (2010) said the challenge of learners dropping out of school, before completing a school program was a common occurrence in the country. One of the reasons was socio-economic challenge, either for child labor employment, to care for their siblings or in some cases as sex workers. Some young people dropped to help in the looking for domestic animals. Although the reasons for dropping out were different, the consequences were the same. School dropouts got less income compared to those who completed high school. They got bad health in their retirement age and were likely

to end up in jails. They later became a burden not only to their families, but also to their neighbors and the government.

Acom (2010) stated that the low retention raises concern among parents, school administrators and all other education stakeholders. Not much had been studied about teacher and student retention in private religious schools yet they played a great role in educating the youth in the whole world (Omar, 2004).

The Seventh-day Adventist Church runs private schools, all over the world, yet not without the challenge of teacher and student retention. In the United States of America, Thayer (2008) said that the challenge of students' low retention in the church schools has been felt. Suggestions, to that effect, had been made on the need to reposition the Adventist Education System for a better future. A serious financial challenge seems to be the underlying factor affecting the retention of students within the Adventist Education. Among the suggested ways for a better system of education is to look for ways of funding the schools, either from the Union Conferences or from the local Conferences. However, the lasting solution for funding the schools is by increasing enrolment and retaining the students, hence increase of school fees. As a result, ways were being sought to ensure that the two-thirds of the Adventist students who do not attend Adventist Schools do so soonest possible. This would yield enough funding to the schools and enable the students to access the wholistic education.

The SDA Church Schools in Kenya are not exceptional, particularly in East Kenya Union Conference (EKUC). They suffered constant loss of students and teachers (EKUC Education Statistics, 2015). My experience as the director of education, for ten years (2005 to 2015), in the Central Kenya Conference (CKC), which was under EKUC revealed that there was a challenge of low teacher/student's retention. There was,

therefore, a need to tackle the issue to ensure that the admitted students remained in school, while the recruited teachers stayed in the profession.

It was on this background that this study it was set to assess the status of the teacher and student retention in Adventist Secondary Schools within the East Kenya Union Conference (EKUC), of Seventh-day Adventist Church in Kenya. The study was to investigate some variables which would improve the retention and look for factors which led to teacher and student retention, then suggest possible ways to solve the problem. Daniel, Sass, Seal and Martin. (2011)**,** worried that the challenge of student and teacher retention remained a global problem. In Kenya the situation was not different because it affected both the public and private schools. Adventist Secondary Schools in East Kenya Union Conference (EKUC) seemed to suffer the same challenge. There was, therefore, a need to tackle the problem because what predicted the retention still remains scarce. The current study therefore, aims to fill this gap.

Statement of the Problem

The preliminary review of the background of the study showed that low retention of teachers and students was a major problem in schools within developed and developing countries (World Bank, 2005). The challenge of low student and teacher retention was also experienced in SDA Church schools of East Kenya Union Conference (EKUC). The statistics of the year 2015, showed that teacher and student retention had been of concern. This could affect not only the budgeting of a school but also the academic performance because the new students might have had a challenge of either catching up with the rest or covering the syllabus.

Basing on the statistics from EKUC schools, on the teacher and student retention, there is a need to account for such a trend. The only way to unearth such was through a research. In the absence of empirical evidence regarding the teacher and

student retention, the forces behind the low retention remained un identified/attended and the challenge remains unresolved.

According to the study of McLaurin, Willis and Amanda (2009), variables such as: head teachers' leadership style, teachers' age, qualifications, teacher training programs, induction programs, salaries paid to teachers, in service programs and deployment in difficult areas, have an impact in teachers' retention. However, there is little information about factors contributing to low teacher and student retention in secondary schools owned by faith based organizations. More so the ones maintained by the SDA church in EKUC. This study was, therefore, set to identify some underlying factors which caused low student and teacher retention, in schools, and come up with some possible ways for high retention.

Research Questions

1. What is the retention trend of teachers and students in secondary schools of EKUC from the year 2008 to 2015?

2. To what extent do teachers and students intend to remain in school?

3. What is the evaluation rating of the teachers on the following variables?

    a. School administration

    b. School socio-economic status

    c. Motivational strategies

    d. Wage administration

    e. Religious commitment

4. What is the evaluation rating of the students on the following variables?

    a. Religious commitment

    b. School administration

    c. Motivational strategies

d. Financial assistance to students

5. How do the following factors contribute to teacher retention?

    a. School administration

    b. School socio-economic status

    c. Motivational strategies

    d. Wage administration

    e. Religious commitment

6. How do the following factors influence student retention?

    a. Religious commitment

    b. School administration

    c. Motivational strategies

    d. Financial assistance to students

7. What approach can be done to improve teacher/student retention in SDA secondary schools?

Hypothesis

The following null hypothesis was tested in the study:

1. The following factors had no significant contribution to teachers' retention:

a. School administration

b. Wage administration

c. Motivational strategies

d. Socio-economic factors

e. Religious commitment

2. The following factors had no significant influence on students' retention:

a. School administration

b. Motivation strategies

c. Financial assistance to students

d. Religious commitment

Significance of the Study

The most important people in a school setting are the students and teachers. Students depend on teachers to learn and the teachers depend on the students in order to remain in the profession/employment. For a school to achieve its purpose, these two groups must be in school and remain there for all the required period or as long as the program remains.

Because of the relevance of students and teachers in a school, the researcher aimed at investigating why schools suffer because of their attrition and why there was a high number of turnover of teachers and students, then suggest some ways for their retention, in schools.

Among the beneficiaries of this research was the community, teachers, students, education officers, parents as well as the members of the Board of Management. Others include the leaders of the SDA Church and the pastors.

The education officers, after identifying the determinants of students' and teachers' retention, should come up with relevant policies to retain them. They should ensure that the factors which influence low retention of teachers and students are dealt away with. The study also aimed at benefitting the community to get quality education. Motivational strategies need to be sort so as to curb students' attrition. Teachers also need to come up with better ways to ensure better teaching/learning skills, which become evident through the performance in national exams. This attracts a bigger student enrollment, hence more school fees and better infrastructure. The research also aimed at triggering the thoughts of other researchers since the area is important yet not exhausted.

The study would, therefore, reveal inadequacy in management of Human Resource in SDA secondary schools, for it to be corrected. At the same time the information from the study would assist the authorities in the SDA Church, to put up strategies to correct the anomalies identified. The same information should benefit stakeholders in education to make policies which attract teachers and students in both public and private schools. The same would also show the relationship between variables and how they influence teacher/student retention.

Justification of the Study

There has been low teacher and student retention in SDA Secondary Schools of EKUC, since the year 2008. This is according to the annual statistics from schools in the Union (EKUC Education Statistics 2015). Unless a solution is found, the retention can have negative effects in the education department of the church, since the low retention is a threat to the existence of the schools. Omar (2004), in addition, identified the dilemma of low retention and says that little attention had been paid to what influences high retention of teachers and students in private religious schools. In this study the SDA schools fell in the category of the private religious schools. Because there has been a scarcity of research on the retention in these schools, there is little guidance on the same. Thus a study on retention issues was of paramount importance to shed light on how to induce teachers and students to stay. Furthermore, few studies had looked at how independent variables influenced retention of students and teachers in these church schools.

Guin (2004) shows that low teacher retention has a negative effect on faculty interactions and the general school climate. Both the teacher's and principal's turnover have a disruptive effect on the development of the school and maintenance of social resources. Teacher retention, therefore, promotes staff collegiality, community trust and

students' academic achievement. In fact, the process of learning in a school, as per Akram and Hazif (2013) requires some direction in order to achieve its goals. This calls for an instructor or a guide to provide the direction. This can be done by none other than the teacher.

Freedman and Appleman (2008) assert further, that many learning institutions are desperate of getting teachers who are committed to their calling and are willing to stay. Without such, students' achievement is at stake, hence a contributing factor to low students' retention.

Tinto (2007), further discovered that due to increase in student attrition and turnover, their retention had become a huge business not only for researchers, but for educators as well as entrepreneurs. This is because without students there can be no school.

Theoretical Framework

This study was based on expectancy theory of motivation. Tinto (2007) stated that the theory was proposed by Victor Vroom of Yale School of Management in 1964. It stated that an individual behaves in a certain way because of the expected outcome. It enables people to choose or to make choices in life on how to behave in anticipation of deserved rewards by the recipients. It enables individuals in decision making process, where value is associated with an outcome or a reward, on the faith that better performance results into a reward.

Demetriou (2011) posited that an effort results into a performance, while performance results into the valued outcomes. This theory was applied to help students to put effort in their studies with anticipation of better results in Kenya Certificate of Secondary Education (KCSE), which enables them to join the university or a college program. After graduation, they get competitive jobs with good pay, hence better life.

With this in mind students should be motivated to work hard for them to do well in their final exams. Termly continuous assessment prepares them as they wait to sit for their final, Form IV exams (KCSE). The theory is good for retaining students in school as they anticipate to get good results and better employment. It elaborates teacher retention as the ability to retain a teacher in the same school or in the same profession for a long time with the effort of making students to perform in their academics. They should do this in anticipation for promotions and satisfaction of the success of the students.

The advantage of expectancy theory in this study was that it cultivates self-interest in the school administrators to ensure high retention of teachers of students and teachers, so as to achieve in academics. At the same time students use the theory to work hard in their studies so as learn and pass well in KCSE, a thing which should make them achieve maximum satisfaction and minimize dissatisfaction, with emphasis to maximize pleasure and minimize pain. The same theory encourages teachers to focus on the results of their labor when the students do well in exams. As a result, teachers get incentives and enjoy the satisfaction for their effort in directing students in their academic pursuit.

Conceptual Framework

The Expectancy Theory was conceptualized in this study. Teacher and student retention were influenced by: school administration, school socio-economic status, wage administration for teachers, motivation strategies and religious commitment. Figure 1 shows the details.

Independent Variables   **Dependent Variable**

| School administration

Wage Administration

Motivational strategies

Socio-economic status

Financial Assistance to Students

Religious Commitment | → | Teacher/ Student Retention |
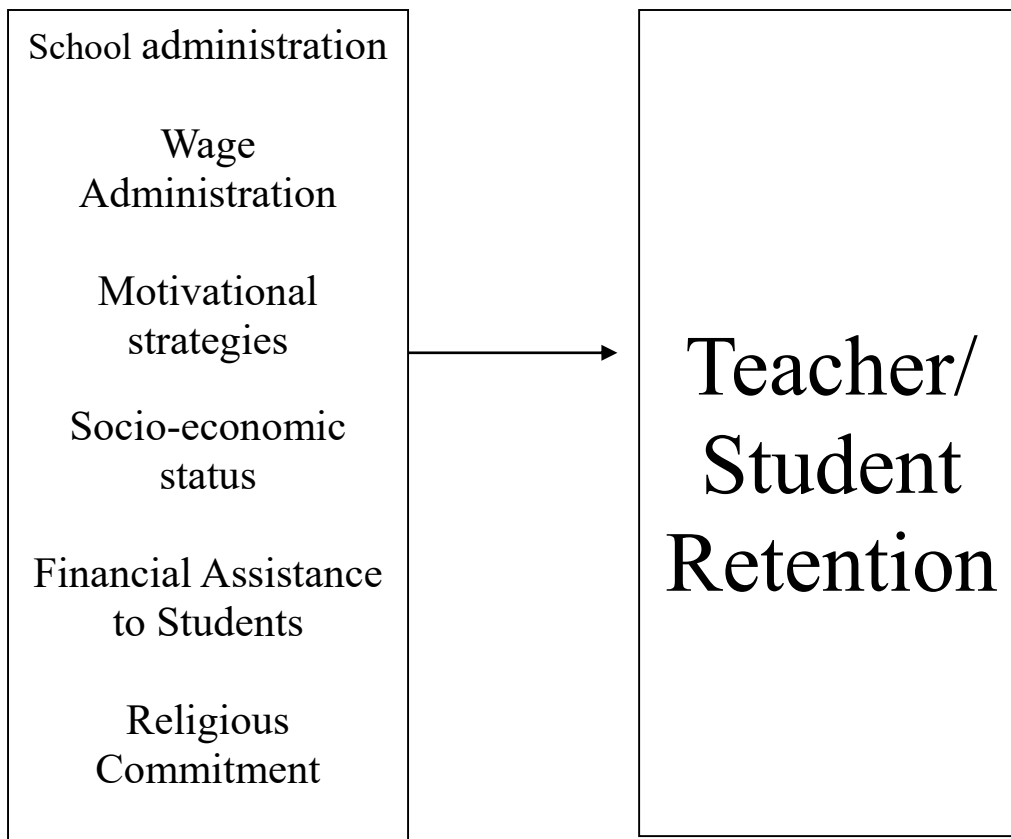
Figure 1. School retention model.

Scope

The study aimed at establishing the factors which contributed to teacher and student retention in Seventh-day Adventist Secondary Schools in EKUC. The Union covers 36 counties out of the 47 counties in Kenya. Out of the 20 secondary schools in the Union, the researcher targeted 11 of them which had sat for the national exams (KCSE) since 2008. However, in the retention trend, only 9 schools responded. The rest (2) never kept the relevant records, like the class attendance register.

The research participants include school principals, teachers, students, the Conferences/Field Education Directors and the school board of management (BoM) chairpersons. The research instruments used were interviews, observation schedules and administration of questionnaires. The independent variables used to determine retention of teachers and students were: school administration, the school socio-economic status, motivation strategies, wage administration for teachers, religious commitment and financial assistance to students. All the Conferences and Field Offices, within EKUC, and the 11 secondary schools were involved in the study.

Operational Definition of Terms

Various terms used in the study are operationalized as indicated below:

Attrition: Departure of a student or a teacher from the school or from the system without replacement.

East Kenya
Union Conference: An entity of the SDA Church in Kenya, covering 36 counties.

Field: A territory of SDA Church which is not fully self-governing, but dependent on the Union Conference for financial appropriation and elections.

Financial Assistance

to Students: In the study, this refers to the assistance awarded students

to enable them afford education. It can be either school

fees, money to buy school uniform or to buy either text

books or pens.

Free Primary

Education: This stands for the situation where pupils in Kenya study

without paying school fees and it is mandatory.

Motivation strategies: This refers to both the intrinsic and extrinsic motivation. It

is required by teachers and students to enhance their

retention in school.

Religious Commitment: This is used in the study referring to the teachers and

students' commitment to the norms of their denomination,

something which make them to remain in their church

schools, regardless of the school state.

Remuneration: This refers to level of salaries, and the benefits which

teachers are paid as they work in schools.

Retention: This is used in this study referring to a teacher working in

the same school for a minimum period of five years. It also

refers to student staying in the same Secondary School

until the completion of the program.

School Administration: Refers to the head of a school. In this study it refers to the

principal and the deputy principal.

School Security: School security is used in the study to refer to the

measures taken by the school leaders to minimize or

eradicate risks in school such as injuries, death or emotional challenges.

School Socioeconomic

status: This term is used to explain the economic ability of the school in terms of its finances and the operation powers.

Seventh-day Adventist

Church: This refers to one of the churches (denominations) in Kenya. It keeps all the commandments of God including the Sabbath rest on the seventh day of the week, Saturday.

Staffing: This refers to all the teachers in a school setting, how they are managed and their ratio per child.

Student Retention: This, refers to the ability of a student to stay or remain in one school to the completion of a program, from the day of admission to the day the student sits for the last paper of KCSE.

Teacher Retention: This refers to teacher's continuous stay in one school for a period of at least five years.

Turnover: The term is used, referring to teacher and student movement from one school to another.

Teachers

Service

Commission: A department of education in Kenya which is responsible for teachers' matters, like employment, remuneration and supervision.

Subsidized Day

Secondary Education: The government of Kenya subsidized secondary school

        tuition fees and supplies other items, like textbooks.

Wage Administration: This refers to the money given to teachers, either as salary,

        allowances or incentives for an achievement.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter was devoted to the studies and literature which were related to the study. Teacher and student retention is a global concern, for it is the backbone of a schools' existence and academic achievement. There was, therefore, a need to review the feelings of others in order to relate to the need of retaining teachers and students in school. Much review was to come from research reports, seminar papers, books and the internet. The review was also for finding possible answers to the research questions. Literature was reviewed in the following areas: influence of school administrators, how motivation contributed to retention, the impact of socioeconomics to retention, the school security, as well as how religious commitment contributed to the retention of teachers and students in a faith-based school

Teachers in School

According to Akram and Hazif (2013), the process of learning in a school requires some direction. When there is good order and organization, students achieve the goals of education. This calls for an instructor or a guide to show and provide direction. This is the teacher. Schools need quality teachers, well trained, experienced and licensed to direct the students' learning.

Amutuhaire (2010) discovered that retaining teachers in their profession was essential for any school because they are the most valuable assets. Koech et al. (2014) supported this by asserting that teachers are the cornerstone for a successful school. A high quality teaching staff is very vital if a school is to achieve its objective. In the classroom, a teacher is the focal point and the most variable instrument for the students to achieve, in academics. When the teacher interacts with the students on daily basis,

learning takes place. However, the teaching profession normally gets disrupted by challenges which discourage teachers from sticking to the work. As a result, some get dissatisfied and decide to quit the classroom work, leading to shortage of the teaching workforce. The end outcome is the teacher attrition and turnover which is an indication that something is wrong with the school or in the profession. Un desirable teacher turnover is costly, disruptive, drains resources and causes inefficiency.

High rate of teacher turnover, as per Chiat and Miller (2009), makes the replacement to be filled by the newly recruited ones. Normally these are not experienced and lack some knowledge on the efficiency in the classroom.

Freedman and Appleman (2008) found that many learning institutions are desperate of getting teachers who are efficient, qualified and committed to their calling and are willing to stay. Without such teachers, students' achievement is at stake. This contributed to the down fall of a school and influences the students' turnover. At the same time, Guin (2004) verified that teacher turnover and attrition has a negative effect on faculty interactions and the general school climate. Teachers' turnover has a disruptive effect on the development of the school and maintenance of social resources. The worse comes when the affected is the principal. The school remains without some direction. Frequent change of principals retards general development and enhances the attrition of other school workers and students, since the administrator is like the owner of the school. Teacher retention, therefore, promotes staff collegiality, community trust and students' academic achievement.

Loeb, Kalogrides, and Beteille (2011) emphasize the importance of quality teachers as the way to improve educational outcomes for the learners. This is because quality teaching force is among the important factors which facilitate student learning. In support of this, White (1903) distinguishes between false teachers and true ones.

True teachers ensure that students are well guided to maximize their potential, in life. Such teachers are satisfied when their students get the highest achievement possible to them. They provide both academic and professional education, as well as the education for eternity. They prepare the young people to embrace the truth of God, which gives them the everlasting hope and make them truthful as they serve humanity. So education administrators need to ensure that there is high quality of teaching workforce, by hiring highly qualified teachers, who do not only qualify with certificates but are God fearing. False teachers, on the other hand are geared only to academic achievement regardless of whether the learners are disciplined or not. They care less about their morals and social life. They offer only grade based education. Their students memorize facts to pass examinations.

Sargent (2003) agrees that quality teaching team improves educational outcome for students. Therefore, quality teachers improve student retention. What is important is to recruit qualified teachers, remove low quality ones, and develop them for higher academic achievement.

However, Moore (2014) advises that getting rid of bad teachers is not the solution to teachers' inefficiency. Instead, ways should be devised to make bad teachers better, rather than get them out. Such teachers should be removed only when due process to reclaim them has failed. When a school has built excellent teaching culture, bad teachers can voluntarily see their way out.

McLaurin et al. (2009) lament that the biggest challenge facing United States' Schools is the teacher retention. Too many leave the profession for other employments, yet their replacement is low. Teacher retention impacts student retention; a permanent solution is far from being realized. Despite the struggle to retain teachers, the turnover rate is on the increase. This means effective learning is at stake. At the same time, it is

not easy for a school to implement new policies, reach high targets and effect the required changes, when there is a persistent flux of educators.

Kipsoi and Sang (2008) stated that the challenge of teacher shortage was overwhelming in the Kenya. Several researchers and institutions acknowledged the same. Much of the problem was lack of even distribution of teachers by the TSC to all parts of the country but now there was a solution to the same. The recruitment policy, which was done locally, ensured teachers were interviewed at Sub-county levels and the names forwarded to the national office for employment. They were then posted to their areas of origin. However, others could be posted to any part of the country where the shortage was more. Despite all this, there was an acute teacher shortage. A demand for more teachers was on the rise following the introduction of Free Primary Education (FPE) and Subsidized Day Secondary Education.

In the year 2010, the Ministry of Education recruited over 18000 teachers, on temporary basis to ease the challenge of the teacher shortage. These were confirmed two years later. However, the shortage still remained because of the teacher' turnover and attrition. Surprisingly, some of the newly recruited teachers quit the profession before they were confirmed. This forced the government to do more recruitment, to replace the lost ones. This exercise came with its own challenge, the teachers' turnover.

Teacher Retention

Job satisfaction, according to Koech et al. (2014), in the world today, has become a matter of concern in order to maintain the work force for any organization. School organizations are also affected. Lack of teachers' job satisfaction leads to a high teacher turnover and causes serious effects, like the teacher burnout.

Because of the importance of retaining teachers in a school, Acom (2010) suggested ways to make them stay for a longer time. One of the ways is to persuade

them to stay, showing them that they are important assets and that without them the school cannot run. Other ways include: establishing clear teacher policy, clear channels of communication and encouraging teacher participation in decision making. Attending to teachers personal and social needs, assigning reasonable duties and teaching load, as well as, listening to their personal challenges. This can make teachers to have a sense of belonging, hence a desire to stay in a school for long. Further, good remuneration, better working conditions/environment, and general serious school management was identified as a motivating factor to enhance teachers' retention. In support of this, Sawchuk (2009) stated that job dissatisfaction affects teachers' retention and low salaries increase teacher turnover. So there was a need for more financial incentives to reduce the rate of teachers' attrition. This worked in the United States, as a way to improve the profession of teaching.

Koech et al. (2014) recognized the high turnover of teachers in Kenya and attribute the same to remuneration factor. For a long time, Kenyan teachers' remuneration remained poor compared to the civil servants, with the same qualifications. As a result, teachers frequently went on strike to force the government, to push the Teachers Service Commission (TSC) to review the teachers' salaries. The understaffing challenge, in the Kenyan schools, was not because enough teachers were not trained, but due to the loss to other employments. Much of the loss was attributed to lack of incentives in the teaching occupation. Teachers wished to have career advancement and better working conditions. In the absence of these, many Kenyan teachers could not stay in the teaching profession.

Sargent (2003), articulates that the challenge of teachers' attrition could be associated with the wrong process through which they enter the occupation and could start with the initial stages of advertisement. During this period the qualifications

should be well spelt out, in a manner that the applicants understand before they attempt to apply. This then should be followed up by the short listing stage. Only those who meet the requirements should be short listed for interview. After the interview, those who qualify should go through an orientation and be supported fully as they begin the teaching. Once the teaching work has commenced, what should follow is to establish professional relationship and a network of belonging. Teachers need to own each other, creating a good rapport between themselves. Once the sense of belonging is established, retaining them becomes easy.

McLaurin et al. (2009), advise on how to retain teachers, by making policies which attract and boost their retention. Schools should be admirable enough to attract quality teachers, for no one can apply to a school without a good name. They should strive to improve their performance because qualified teachers fear to apply for employment in low performing institutions. Again, it is difficult to implement changes and policies when teachers are on constant flux. Acom (2010) attributed low teacher retention to low academic performance in Eastern Uganda Schools.

Although it is important to retain teachers, McLaurin, et al. (2009) said that only good teachers should be retained in the profession. This was asserted by Schaffhauser (2014) who stated that "in the Obama administration, the Federal Policy Initiative emphasized that only the effective teachers should be retained. There is no point of struggling to retain teachers who do not add value to the American education." Therefore, in order to enhance learning, teachers who are not committed and are not effective should not be retained for they are liabilities to the profession.

However, Moore (2014) noted that much effort should be put to redeem bad teachers and make them better, rather than just get them out. Bad teachers should be removed only when all efforts have been put to reclaim the individuals. The motive

should be to build excellent teaching workforce and not just to fight bad teaching. When teachers know that efforts are being put to build them, they in turn change for better or quit. Bad teachers may opt to quit rather than stay in a culture where excellent performance is the norm. There, however, remains a dilemma on how these bad teachers find their way into the classrooms and how they go through their training.

At the same time, Lloyd (2012) shed light on how to identify bad teachers: they yell and humiliate learners in public. They answer phone calls in class and can make calls. They come to class late and do not pay attention to individual learners. Are there bad teachers anyway? If there are bad doctors and bad garbage collectors, there are bad teachers, as well. The challenge remains, that due to unavoidable circumstances we may have to live with the bad teachers because getting rid of them may not only be expensive, but can demoralize the good ones. Again there is the agony of going through the legal process. At the same time there is the court cost, and the compensation. All these may not be worth the venture.

In contrary, Acom (2010) explains that there are teachers who remain in the profession because they love it. These are referred to as 'stayers', while those who decide to leave are referred to as 'movers'. The stayers regard teaching as a profession of proximity because most schools are situated in their villages and within walking distances, from their homes. Those who are more favored are the female teachers. They operate from their homes and find this being very convenient for family life. Some women prefer the job rather than stay home idle or with household hassles. Teachers also enjoy paid leaves, which come three times a year. At the same time, they enjoy going to school with their children and coming back with them after school. Some couples enjoy being in the same profession. They never separate from their families. As a result, they remain glued to the profession, and this increases their retention.

While contributing to the issue of teacher's retention, Mbwiria (2010), stressed on job satisfaction and commitment of school administrators as "key" to the retention. However, when assigned too much workload, when the school is situated far from the residential place of the teacher and when the working facilities are inadequate, teachers are likely to have no other choice but leave the school, on either a transfer or changing the profession for other better and stress free employments.

In the turn of events, Koech et al. (2014) discovered that 25% of annual employee turnover is normal. Such a turnover rate has an advantage because the new teachers who join the school provides new ideas from their experiences learned elsewhere. What is harmful to the school is when there is massive turnover which affect the school culture and the school budget in terms of advertisement and recruitment.

On the contrary, Armstrong (2006) indicates that high turnover of employees is a sign of a problem within the school. This is because it affects publicity and brings about dissatisfaction within the institution. The outcome is negative production and low performance, a thing which brings about student dropping out of school in search of better performance. This leads to student to low student retention, as well.

Another factor affecting retention of teachers, as identified by Koech et al. (2014), is the frequent reforms and syllabus review. The practice has had negative effect on subject delivery by teachers. What teachers are used to teaching, gets changed leading to destabilization from the existing practices. The work load increases, something which increases teachers' stress. It also demotivates them for the changes are usually forced on them without orientation or earlier training. Among the challenges which come along include: meeting deadlines, increased workload, records of achievement, limited time, as well as restructuring the organization. As a result, the profession has lost the teaching staff in big proportions.

Students in School

According to Wild and Ebbers (2002), student retention is paramount for there can be no school without students. Once the students are enrolled, other personnel follow. There should be ways to ensure students achieve the purpose for which they came to school. It is easy to recruit students but difficult to retain them. Among the suggested ways is to help them complete a program. Students do not come to live in school. They have their homes. So school leaders need to device policies which ensure the enrolled students are guided to finish the program on time and as intended. The school administration should ensure that there is careful monitoring of students' behavior or academics, and intervene when necessary. Policies should be devised to ensure the enrolled students persistently remain in school within the period programmed for their completion. They need to be committed with their interest aroused towards completion of the education.

In their studies Loeb et al. (2011) stated that students have goals which they work toward. For them to remain in course, they need to be motivated with things like sports, as they study. At the same time, they need to anticipate better paying jobs after school. Such students value and will do everything possible to remain. However, there are those who fail to maintain the academic performance and are unable to cope with the school rules. Such are likely to drop out before completing a program. Other underlying factors for low retention of students are as a result of social environment. Reacting on the same, Deborah, et al. (2014) argued that student retention benefited individuals by achieving certificates at the end of a school program and prepares them for college/university admission.

Raisman (2009) looked at a school in a business perspective, and says that to retain students in school is to retain school budgets. Losing a student equals losing a

customer, which equals losing a budget. This means, the bigger the school enrolment the bigger the school budget. The bigger the budget the more development and the bigger the attraction for more students. Therefore, students are the backbone for any school to succeed. Deborah et al. (2014) agreed with this and say that schools, whether private or public, benefit in one way or another, from the school fees paid by students.

Contributing on the same, Swail (2006), discovered, that losing a student was a loss to the institution. Every student lost was a deficit to the school. It was also a loss to the students who pay school fees and drop out before making use of the money. The other importance of students remaining in school, through the secondary level, college and university is that they stand high chances of better pay than their counterparts who drop out before graduating. In fact, those who graduate with a degree earn 70% more than those who drop out on the way. The other advantage is that student retention increases human capital.

Affirming on the importance of students in a school, Bennell (2004) advised that best ways should be sought to boost student retention as much as possible. Among the ways is to ensure that schools are available within villages to reduce distances. Cases have been reported of students walking as many as 7 to 8 Kilometers to the nearest school. The option should be to have boarding schools, if building new schools in the village becomes impossible. The other alternative is to encourage the opening of private schools. Public schools sometimes discourage student retention due to poor infrastructure, crowded class rooms, crowded buildings with no ventilation and without electricity, as well as having absent teachers, who come to school whenever they feel like.

Student Retention

In order to retain students in school, there are several factors to look into. Umi (2011) identified academic performance as one way which keeps students in school. In fact, it is one of the major factors. Academic success is among the predictors for student persistence until he/she completes the academic program. It is therefore, important to mind the student's ability prior to admission, through an interview or from records of previous performance. At the same time students, once enrolled they should be oriented to fit into a culture necessary to succeed in education, despite the barriers to success, which naturally exists in a school setting. Students cannot learn well or stay in a school where academic barriers are eminent.

According to Coley, Coley and Holmes (2009) students should not be left alone to find their own levels in academic pursuit. Their success is not about swim or sink. They should be supported by teachers and parents in order to achieve their academic goals. In USA, much effort is put on how to retain students but there is little success nationally. In the year 2013, 1.5 million students joined university education but only 39% graduated in four years while 59% graduated after six years.

In support of this Tinto (2007) stated that due to increase in student attrition and turnover, their retention has become a huge business not only for researchers, but for educators as well as entrepreneurs. This is because without students there can be no school. As a result, many schools opt to admit qualified students because the unqualified ones are more prone to leave than high academic achievers. The other reason for student retention is the ability to assimilate and integrate into the institution. Every school should eliminate social retention barriers which hinder students from enrolling and staying. Instead, they should make their students have cultural connections. These should be through social cultural groups. If these cultural groups

reflect their cultures of origin, chances of student retention are very high, especially when they are allowed to carry their identity into the learning institutions. Such students are more likely to persist until the completion of a school program.

The discoveries of Law (2014), stated that many schools spend a lot of time recruiting students, but do nothing on how to retain them. The effort to recruit new students into the system should match the effort for their retention. Parents take their children to school to benefit from the studies. They expect dividends at the end of an academic program. They should, therefore, be involved in the learning affairs of the children. There should be parents visiting days, possibly on termly basis or parents' week.

The students attend school to finish a program, earn a certificate and proceed to the next level of education. Once they earn degrees, after school, their lives get changed and they get better earnings. This means education enhances quality of life and increases employment. With this in mind, every effort should be put to ensure all he students who enroll in a program remain in school until the completion of the same. Schools should have retention programs where students are oriented to persist until they reap the benefits of being in school. Among the retention programs is the professional peer tutors, making learning centers to be more welcoming and the involvement of the staff members. Face to face orientation is said to work better, once the needy students have been identified. Such should be assigned advisors who have intensive advising sessions before the face to face interactions (Gargia and Thornton 2014).

The further findings of Law (2014), indicated that the face to face advising sessions prepared the students against any possibility of dropping out. This becomes successful up to 92%. In fact, 90% of the students who go through the orientation

confess that they get helped by the face to face program and become prepared to remain in school.

Parental involvement was identified by Furger (2008) as one way to enhance student retention. Those who are keen in checking their children's progress make them remain in school. The children whose parents do not visit the school frequently and do not check on their progress are more vulnerable to dropping out before the completion of a program. At the same time, frequent parental visit enables the students to perform better in class. In the United States, schools have come up with programs to enhance retention where parents are involved. These are referred to as *in-school family of sorts.* Their main objective is to advise students to remain. This is normally done by attaching an adult who knows them well to spearhead the effort of retention. Among the emphasis is to make learning interesting. Boredom is discouraged, since it contributes to 47% of student dropping out. Much should be done to identify early indicators of dropping out or transferring.

In support of this, Hoerr (2005) articulated that children benefit more in their studies when their parents are involved in the learning institution. Schools should, therefore, create an environment where parents are welcome to share in the affairs of their children's learning. However, not all parents are active in following up on their children's education. Such require parent –teacher conference to encourage them in the school involvement and teach them the importance of being concerned in the school. There are other parents who only visit school only when teachers call them, after something big has occurred. On the contrary some parents are found at the classroom doors on daily basis. There are other parents who make appointment with teachers yet forget to attend. Such, care less about the education of their children. Parental

involvement is so important because it creates a good relationship between home and school, as well as making the child connect home and school.

Contributing to student retention, Saret (2016) stated that students do not begin studies to drop, however, many do. The factors which make them drop should be identified and addressed if learning is to be meaningful and if students are to reap the fruits of education. There is a need to understand the retention theory to reduce student wastage. Tinto's theory on student retention serves a great deal. It concerns the family background, skills, abilities and prior education. The theory also stresses the need to ensure home experience connects academically and socially with the school. While academic reasons contribute only 20 - 30% of retention, other reasons, like isolation and lack of a feeling to belong contributes up to 70-80%.

The National Center for Education Statistics (2003), elaborated that there were other reasons for leaving the school as stated: family problems, friends being in different schools, lack of family encouragement and single parent status. Others include: emotional problems like drug abuse, lack of institutional involvement, lack of teachers' interaction, financial challenges, transportation issues and low academic ability.

Saret (2016) on the contrary, advised that in order for the school to fight the challenges of retention, it should have a mechanism in place to identify early signs of dropping out of school and deal with them before the damage is caused. Prevention is better than cure. These early signs include: uncompleted assignments, no class participation, no taking notes, doing poorly in assignments, not attentive, absenteeism, as well as leaving the school earlier before the scheduled departure time.

Tinto (2007) wonders why student retention is one of the most studied area in education, yet the results have been sophisticated. Why some students leave, while

others persist to the completion of the program still remains a dilemma. Initially dropping out of school was wholly blamed on students that they were less able, lacked self-motivation and that they were less willing to enjoy the benefits of education. Students failed not the institution. Today, however, it could no longer be a guess work. Student retention is a big business with consulting firms in place to educate schools on the best ways on how to retain their students.

It is one thing to know the factors affecting student retention, argues Tinto (2007), and another thing to know how to make them stay. Student dropping out of school is not a reflection of them staying. Why they leave without completion does not tell us why they stay. Neither does it tell us the action plan to make them stay. All efforts should be made to ensure students remain in school, as long as learning is ongoing. Teachers and others who are concerned about the education should be fully committed to ensure there is retention of students at all levels and share with the students past stories of successful students. Mentors should give their own examples on how they persisted and became who they are. Students should be carefully listened to and given all the attention that they require so that they can open up in sharing the possible challenges which make them leave school before completing.

The advice from K-12 (2016) is that the entire school organization contributes to the retention of the students. This includes even the blackboard layout. The holistic approach to learning also enhances student retention. Once students are fully engaged throughout the entire school program, they are likely to bond with the school and have high chances to stay, because a student engaged is a student retained. In fact, students should be engaged throughout the day, seven days in a week. Since retaining students is a complex challenge, it requires serious coordination in a data based scientific manner. Therefore, schools should be highly committed to the factors which enhance retention.

There should be retention committees fully engaged in retention matters. These are expected to always have retention reports submitted to the school administration daily, especially the reports of the at-risk students.

School Administration

In a study done by Omar (2004), it was discovered that school administrators have a great impact on teacher and student retention. Support for teachers' innovations is one factor which enhances teachers' retention. Teachers feel secure and develop a sense of belonging when the school administrators side with them against parents' complaints. This enhances teachers' retention due to the feeling of a bond between them and administrators. Barnet, Fuller and Williams (2007) affirmed that support from colleagues and school administrators make teachers to stay in a school, while lack of it make them to leave. This was in agreement with Branch, Hanushek and Rivkin (2009) that the school principal is key in determining teachers' retention. Availability of teaching resources, appropriate work load and teacher empowerment can enhance teachers' retention, as supported by Borman and Dowling (2008).

According to Loeb et. al (2005), teachers cannot be retained in a school where the level of indiscipline is high. This is because of instability in such a school. Teachers are not policemen to run after wrongdoers. They love teaching more than sorting out consistent problems of students. Indiscipline affects performance, which in turn, affects enrollment. Poor, school administration also leads to low retention of teachers. Low enrollment means low fees collection, which results into deficit in the school budget. As a result, teachers run away, especially if they are in a private school, where fees is the school's backbone of operations. It is therefore, the role of the school administrator to instill discipline to the students in order for the school to have conducive learning environment.

Obtaining quality teachers and retaining them is a dilemma of educational leaders at all levels. This was supported by Giacometti (2005), who said that it is not clear whether the challenge was the shortage of teachers or whether retaining them was the problem. School administrators have a challenge of ensuring teachers are retained for smooth running of any school. Effective teachers should be retained at whatever cost. These teachers determine the success of students. What children learn can have a critical difference in what teachers know and what they do to them. All these lie in the hands of the school administrator, the principal. When a school performs well, the credit goes the principal and vice versa. Therefore, it is upon the school head to ensure all mechanisms are in place to motivate teachers for a smooth running to take place. Bennell (2004), expounds, further that low work morale and job dissatisfaction affects teaching. At the same time inadequate controls, poor incentives and poor human management do not only retard education but increase low teacher retention.

It was further discovered by Ori (2011) that a school principal should provide both transformational and transactional leadership. While the former inspires people to exceed the behavior expected of them, the latter is based on rewards after a performance. In addition, the principal needs to make clear policies, clear vision, frame school goals and make sure there is staff consensus on the expected outcomes. This becomes a reality when the teachers' potential has been maximized, putting into consideration the individual development and professional growth.

Motivating teachers is the underlying factor behind the success in schools. What motivates teachers, however, could be different from what motivates students. Bartoletti and Connelly (2013) assert that motivation of students requires teamwork. The school administrator, alone cannot directly motivate students to remain in school. The principal has first to motivate teachers who in turn improve teaching. Quality

teaching produces improved grades, something which motivates students' retention until the completion of a school program. The role of the administrator is, therefore, to improve teaching, ensure the school discipline is enhanced, and make sure curriculum content is covered, among other responsibilities. The leader, ensures there is a clear school mission, which is followed by every member of the staff.

A good school administrator according to Hoerr (2005), involves parents in the learning of the child. This makes the learner to connect home and school. While at home the student feels the importance of the school and vice versa. As a result, there appears a connection between home and school. As a result, the child develops a sense of belonging to the school, at all times. When there is teamwork between home and school, Saret (2016) assures that it becomes easy to detect early signs of the possibility of dropping from school. This makes the parent to be on the lookout at home while the teacher does the same in school.

Religious Commitment

Religious commitment has an impact in student and teacher retention. Omar (2004) discovered that although the turnover rate of teachers in private schools is twice as high, compared to public schools, some teachers decide to continue teaching in them. Most of those who stay are in private faith based schools, commonly known as *Mission Schools.* This is because of some elements of faith are attached to the stay or there could be some spiritual ideologies which are homogeneous and may induce some deep spiritual connection with the teachers. So the stronger the spiritual connection, the stronger the retention rate. This means some teachers in religious schools choose to remain as a calling and not because of "this is just a job".

Some students will choose and remain in mission schools because of their religious commitment and attachment. The religious bond has a great impact in the

retention of teachers and students. Some teachers see their role in the school as God sent to shape up the life of the young people. This means teachers of the faith are often attracted by the spiritual connection rather than the job or a position. The spiritual connection is what is referred to as "a calling".

In Kenya, Mutune and Orodho (2014), state that being a teacher, in mission schools, was a respected profession during and before the independent Africa. It was considered a noble job. The teacher was considered a leader and a community consultant. Teachers commanded respect and were trusted and respected by the public, students and parents. They played the role of teaching academics, as well as directing the learners on how well to behave, as well as directing them to recognize God as their Creator. This was taught more in faith based institutions. In fact, the mission schools gave birth to what we have today as the public schools. Teachers were there to stay and had a feeling of belonging, in order to help shape up the community.

Private schools, which were faith based, were more advantaged, in some countries, than public schools. They charged low fees, a thing which attracted big enrollments. This was because they were subsidized by grants and donations from local and international congregations (churches). In addition, it was easier to bring believers together to raise funds for the school. Compared to other private schools, their retention rate of teachers and students was higher because of the faith aspect. The constant prayers and sermons in the schools made teachers and students feel closer to God. The parents encouraged their children to remain, for they viewed the schools as centers of Godliness and they believed that God lives there. Therefore, transferring from such schools was like a departure from God. So they valued retention as a fulfillment to God's calling. Remaining in the schools was like remaining in church and in the

presence of God. Those who wished to transfer were advised to do so within the same faith based schools.

Motivation Strategies

Motivation is defined by Gultekin and Acar (2014), as a mental and physical behavior which is complex in nature. It is an internal state that directs, channels an individual and maintains a character. It is an internal drive that leads to the teacher's commitment and enables the development of student's level of performance. So motivation can be a stimulant for shaping and directing a behavior, which leads to an achievement.

On the other hand, Granito and Chernobilsky (2012) defined motivation as an internal condition which initiates behavior and gets people going. It arouses interest and creates the want to achieve. This is very important in academic performance and it propels students to persist in school to the completion of an academic program. Teachers are urged to instill in their students, intrinsic motivation. The motivation makes them to love learning because of its importance in acquiring knowledge and not for what learning brings. Once the students learn and maintain self-efficacy, they stay on course until they finish their studies. Schools are advised to introduce technology in studies. Students of digital natives learn more using technology. The use of videos, audio podcasts and web pages make the students learning to stick more.

Ori (2011) viewed motivation as an activity which results when an individual believes that behaving in a certain manner leads in an outcome which is desired. A student and a teacher should experience both the intrinsic and extrinsic motivations in order to maximize their potential in education. School administrators and parents are responsible to ensure teachers and students are motivated enough, so as to achieve the goals of education. Teachers should fully commit themselves in teaching and guiding

students with the aim of expecting good results. At the same time, students should be committed in anticipation of best results. This is what is called extrinsic motivation. On the contrary, students should be made to love education and view learning as fun regardless of the outcomes. At the same time, teachers need to take teaching as a hobby which makes them miss their students when they are out of session or during the holidays. This is intrinsic motivation which results from within an individual. Basing on this, there was a need to ensure both teachers and students were directed, guided and stimulated to behave in a certain manner, to enhance retention.

On the other hand, Demetriou and Schimitz (2011) related motivation to the Expectancy Theory, where Vroom (1964) stated that motivation comes from a perceived probability that hard work will result into an achievement which in turn gives the valued outcomes. The past experience has the ability to influence the current decisions. It leads to an individual's belief in that an effort can lead to performance. The theory is applicable to the retention of students towards completion of their studies. At the same time motivational orientations are some of the factors which influence student performance and the willingness to stay in school despite the challenges experienced. It enables persistence from the first year of enrollment to the completion day. At the same time there is the extrinsic motivation which focuses on the end results or the rewards as a result of a certain behavior. This motivates students to work hard in school so as to pass exams. Students who balance between intrinsic motivation and extrinsic motivation do better in school and stay.

Morice and Murray (2003), recognized the importance of motivating teachers as a way of enhancing learning. Salary increment is one way that keeps teachers motivated. Schools and the ministry of education should often review teachers' salaries

and other incentives, as a way to motivate them to go an extra mile in the delivery of knowledge to students.

On the contrary, Howey (2016) emphasized on the intrinsic motivation for student and teacher retention. The motivation enhances performance, makes it clear that learning is more important than memorizing facts only to pass an exam. Once learning has taken place the passing of the exam becomes automatic. The argument is that students do not come to school for exams but to learn; exams are only to test the extent of learning. Extrinsic motivation is said to promote the spirit of competition, which is likely to discourage a student who gets defeated by others. Students should be helped to embrace elaborate rehearsal instead of rote rehearsal of memorizing facts aimed at passing exams only. Students who memorize facts only for exams, easily forget what they studied and can easily fail if the same concept is tested after a long time. This can promote dropping out of school in fear of being defeated or being ranked in a low position. Therefore, learning is more important whether there is an exam or not.

Saret (2016) articulated that no student comes to school to fail or to quit. It all depends on the circumstances and the challenges which are faced in the school. That is why school administrators should remove all the barriers to performance and retention for better stay and learning. Students should, therefore, be motivated to learn and to remain in school until they attain the goal for which they enrolled. Life in the learning institution should be made to be as interesting as possible, so as to learn in an enjoyable atmosphere. The school culture should be made to connect to their culture of origin. This will make the learner to have a sense of belonging while away from home. At the same time, the school should encourage friendship among the students as a motivation to make them have a culture of belonging.

Parents' level of education is also a motivating factor for the students' performance. When the parents' education level is low, their children do not feel a sense of motivation to study more. Such students have a higher chance of dropping out of school before completing a program, and possibly get out without any certificate. Basing on this, there is need to ensure both teachers and students are directed, guided and stimulated to behave in a certain manner, so as to enhance retention (Saret, 2016).

Teachers, as identified by Bennel (2004), become more committed in the profession when their job security is assured. Acom (2010), affirms that job security, propels organizational commitment of teachers and is significantly related to their efficiency, efficacy and productivity. When teachers feel secure, they experience an intrinsic comfort which gives them positive mind geared towards performance in their teaching. Insecurity, on the contrary, leads to negative performance. When security is not assured, there appears an adverse effect on job satisfaction and employee commitment. This is echoed by Akman (2013), that school commitment and satisfaction of teacher's employment are positively related to performance. Therefore, security and safety, when assured become a motivating factor to teachers.

In Africa, public school teachers enjoy more job security because they are heavily unionized, unlike their counterparts in private schools who have no Trade Unions. For the Seventh-day Adventist Church, teachers do not just lack the Unions but the church policy is opposed to their formation and participation (White, 1903).

In Kenya, for example, the Kenya Nation Union of Teachers (KNUT) protects teachers from unfair treatment by the government and fights for their remunerations, among other rights. Despite the torture and even imprisonment, as the case was in Burundi, Zimbabwe and Ethiopia, the Trade Unions remain powerful in Africa. The

unions are seen by teachers as their shield, without which they would have quit the profession (Akman 2013).

Teaching, like many professions, requires total concentration of the mind, especially during the scheming and lesson planning stages. Teachers, therefore should work in secure and stress free environments. Posting teachers away from their families, increases their level of insecurity and lack of concentration. Lady teachers are more vulnerable to this. Bennell (2004) defends teachers by saying that posting them far away from their homes, especially those from towns being taken to rural schools demotivates them and increases the level of turnover. Such teachers start looking for transfers as soon as they land in their new stations, on the first day of reporting.

The teacher recruitment procedure in Kenya contributed to the insecurity of teachers, according to Koech, et al. (2014). Normally the exercise was corrupted by much conflict of interest, nepotism and tribalism. When a teacher got recruited to teach in an area where the native tribe did not accept his or her tribe of origin, such a teacher lived in fear and never concentrated in teaching, for fear of being attacked to force him/her to get away from the locality. The affected teacher could do everything within reach to get a transfer, despite the TSC's policy that one should serve in one station for a period of five years without a transfer. Some get tempted to bribe for a transfer, before the completion of the five years. In case they fail to get the transfer, they remain teaching but without being effective, or they opt to quit the teaching career. At the same time due to corruption and nepotism, some teachers are forced to leave their preferred working stations to pave way for those who have favors with the TSC, either through a bribe or because they have special relationship with TSC bosses.

On the contrary, Koech et al. (2014), identified that the delegated responsibility of recruiting the interested teachers and interviewing them is to avoid malpractice.

Common of these are: nepotism, tribalism, political arm-twisting and bribery, among others, which the TSC has been blamed for. Nevertheless, this has turned to be transferring the malpractice from a centralized manner to a decentralized one. In addition, the exercise promotes tribalism since the employment targets only the members of certain communities only. This means quality gets compromised, because a lower qualified candidate of the local tribe gets recruited leaving out more qualified one from other communities. At the local levels, they disregard the TSC guidelines and set their own full of ethnicity, clannism, as well as the political influence.

Mutune and Orodho (2014) ascertains that teachers are concerned with the environment in which they work, for their comfort. This helps them to be effective in the execution of their duties. Since 80% of the Kenyan population live in the rural areas, most teachers are expected to be teaching in those areas. The challenge in some of the remote areas is insecurity, either within the school, at the residential areas or while on the road to school. Teachers teaching in the north eastern parts of Kenya are more vulnerable to insecurity than their counterparts. At the same time, the policy insists that a teacher can teach in any school within the republic of Kenya.

Female teachers can never concentrate if they are posted far from their families. They cannot imagine being away from their young children, leave alone their husbands or parents. As a result, some do everything possible to get a transfer, even if it calls for a bribe. At the same time, separating from their spouses can lead to unfaithfulness, which is risking to HIV infections. Dying as a result, leads to teacher attrition and increases teachers' turnover. In addition, there is a general feeling of insecurity of female teachers, whether married or single, due to sexual harassment. This revelation was by Mutune and Orodho (2014).

Further they state that sexual harassment, especially from bosses can cause insecurity of female teachers, something which could lead to their resignation or make them seek for a transfer. Because of this, education leaders need to be knowledgeable in matters of teacher retention. With the knowledge, they will reduce the turnover and attrition of teachers (Bennell 2004).

Students, Parrin (2015) articulates, need to feel secure as they go through their studies. Un secure students cannot concentrate in their studies. The ministry of education needs to come up with strong policies guarding the security of students in schools. They enroll in school with expectations. They need to do their studies with satisfaction and expectation that they will do well in their academics. Without the security they feel demotivated to concentrate in their studies.

Nyabuti (2014) articulated that education takes place in the environment which is safe and secure. There is therefore, a need by the school, in collaboration with the ministry of education to do everything possible to ensure availability of safety in all schools. In the current wave of drug abuse in schools, devil worship, food poisoning, as well as unrest in schools, the safety measures are inevitable. There should be adequate implementation of safety precautions, awareness and equipping the school with safety gadgets like fire extinguishers. Other matters of safety include avoidance of bullying new students, assault and intimidation. Some students organize themselves into dangerous gangs which become violent to their fellow students. They use deadly weapons, burn school property, rape and destroy property.

Each school should have campus security, installation of security phone and security lights. The school administration should be very alert of any incidence of insecurity to avoid what happened in St Kizito Secondary School in Tigania, Meru on

July 13, 1991. Boys stormed into the Girls Dorm in the midnight where they raped, beat and left 19 girls dead while 71 were injured (Wamuyu, 1991).

Insecurity in the Kenyan Schools has been an issue of great concern over years. Ndetei at al. (2004) narrated the Kyanguli Secondary School fire tragedy. In the night of March 25 and 26, 2001, 67 boys burned beyond recognition when their fellow boys poured petrol and lit them in the dormitory, while their colleagues were asleep. The case was reported to the administration, who never took necessary preventive measures. The reason behind the fire was something which the school would have solved if there was an active counselling done to the students. It was because the 2000 KCSE results were counseled.

The issue of insecurity in schools continued in Kenya with the worst being in Garissa University in the year 2015, where Sawlani (2016) reported that the Al-Shabaab attacked the institution leaving 148 people dead. Many students left the university never to return. This was another evidence of insecurity in our learning institutions. Such lead to low retention of teachers and students in the learning institutions.

The above incidences show that security in a school is paramount to the retention of teachers and students. The government and the school administration/ management should team up to make the learning institutions secure for students and teachers to remain. With tight security the retention will be assured.

Wage Administration

According to Schaffhauser (2014) low salary is number one contributing factor to the teacher attrition and turnover. Tirop (2011) had earlier disclosed that the teaching profession is the poorest paying job in Kenya, and lamented that teachers could no longer be detained in the current teaching conditions and terms. Another thing which encourages teachers' turnover and attrition, according to Daniel et al. (2011) was the

level of qualification. Those who are highly qualified stand a higher risk of turnover and get more temptations of becoming victims of attrition because they are more marketable to the job market. The most vulnerable, Ondara (2004), said are the Science related teachers. These could be paid better in other ministries or in the private sector rather than sticking to TSC, a body which they felt, disregarded the qualification of teachers, when it comes to their remuneration. Therefore, those concerned in the administration of schools should come up with ways of ensuring that highly qualified teachers are retained for better education progress.

Bennel (2004), discovered that motivating teachers is a psychological process that influences their individual behavior in respect to the attainment of working goals and obligations. This was echoed by Morice and Murray (2003), who identified incentives and salary increment as ways to motivate teachers and make them cultivate the attitude of staying longer in school and in the profession. However, Bennel (2004), disagrees on remuneration as a motivating factor, and says that 'pay' on its own does not make teachers to stay, if other important issues are not addressed. In support of this NCES (1997), discovered that salary and other incentives are not related to the retention. Koech et al. (2014) supported the idea that salary is not a sufficient reason for teacher job satisfaction. There are other factors which lead to teacher's turnover and attrition.

Along with monetary benefits, Becker (1993), says that teachers prefer non-monetary benefits as factors which influence their decisions to stay in the profession. These include: support from fellow teachers and administrators, adequate class load, availability of teaching resources, the participation in decision making, living conditions, physical facilities in school, student learning attitude, the location of the school, relationship with the parents and the community, as well as the teacher' ability

to grow on-the-job-training. This includes profession development and induction programs.

According to the SDA Church Working Policy (2014-2015), the General Conference (GC) advises that tithe could be used for school purpose but in a limited way. Some school workers could be paid from tithe. The school chaplain could be paid fully from tithe and others who direct students to the word of God, not forgetting the primary purpose of tithe, which is to pay pastors. However, the use of tithe in schools should be limited since they have other sources of income, like the school fees. In primary schools up to 30% of teachers' pay could come from tithe. For secondary schools, bible (CRE) teachers could be paid from tithe, as well as residence hall deans (preceptor and matron). The permanent teachers in high schools could be paid from tithe but up to 20% of their salaries.

White (1943) supports the idea of paying teachers from tithe, by making it clear that Bible teachers should be paid from tithe. This means there should be no debate on whether they should be paid from tithe or not. This is because tithe is meant for those whose work is soul winning.

For colleges and universities, tithe could be used to pay those working in the department of Theology and Religious Studies, and their staff. Others include the Vice Chancellor and the college principals. Permanent lecturers can benefit from tithe up to 20%.

Socioeconomic Status

Socioeconomic status affects student and teacher retention. Gituriandu (2010) observed that financial inability of parents contributed greatly to low student retention in schools. Because the cost of education is expensive at all levels, some people cannot afford to sustain their children in school. Although there is free primary education in

Kenya, parents still struggle to buy school uniform, build classrooms and schools keep on asking for money to put up projects, on daily basis. Parents who cannot support the school projects are forced to have their children sent home and their education comes to a halt. Such students end up looking for child labor employments. Some who get money resume their studies while others never get back to school at all.

On the stability of teachers, Mumo (2000), insists that teachers remain in the teaching job when their economic, social and physical status are well cared for. Appropriate salary and favorable working conditions make them to stay on course. In the absence of these, teachers work with a feeling of insecurity. As a result, they opt for more secure jobs or seek for transfers to more secure school environments. However, the concept of Meyer and Allen (1991), states that there is more career commitment, when an individual identifies with the organization. Such get fully involved with the occupation, and are more likely to remain in the career. A person's decision to quit or remain in the organization depends on one's commitment to the employment.

Financial Assistance to Students

Because financial challenges contribute to students' low retention, there are several ways through which they can be assisted to remain in school. There are some organizations in Kenya which offer assistance to students to acquire secondary education. According to Eneza Education (2015), some of the organizations include: Equity Bank Scholarship, Family Bank Scholarship, KCB scholarship and Cooperative Bank Foundation Scholarship Kenya. Others include the Constituency Development Fund (CDF) and church based bursaries. Students can also be assisted by organizing for funds drive.

Schools, according to White (1903) need to provide manual work to students. This should be done with a specific aim. As a result, the needy students can benefit

from their labor. The manual work could be during the holidays or during their free time. Students should see joy in the work programs. Such labor can earn some income to the needy. The same can be used to either reduce school fees debts or could be used to cater for all the required fees, for the needy students. School administration and the teachers should team up to encourage students, especially the needy to make money for fees while in school.

School Socio-economic Status

According to Bennell (2004) low socioeconomic status, in a school did not only affect student retention but teacher's as well. Teachers transfer from one school to another in search of a school with better standards of living. No teacher is willing to stay in a school without electricity, staffroom, toilets, piped borne water and without good houses to live in. In some areas the community is too poor to put up enough facilities, leave alone, paying school fees which can cater for the salary of teachers. Due to the challenge of infrastructure, students attend school in shifts. This demoralizes them, a thing which increases their transfer to other schools with enough and better learning facilities.

Such schools, Oyaro (2008) disclosed; cannot pay their teachers well, hence an increase in teacher turnover and attrition. Teachers living in poverty are likely to suffer from high levels of illness and they may opt to leave for better paying jobs. Those who remain, in the profession, end up with side income employments. They make text book pamphlets and sell to students, do farming, carry out business in the urban centers and sell food and drinks to the students during break time. Such teachers do not pay much attention to the profession, since it does not cater for all their needs. Those who are qualified leave the classroom for other employments elsewhere, such as in the Media, financial institutions, private academies, Non-Governmental Organizations and

insurance companies, just to mention a few. Others quit teaching and end up in doing business as their career.

In support of the above, Kayuni and Tambulasi (2007) discovered that teachers' low retention in Malawi increased over a period of time because of those who left the profession for greener pastures. Those who remained sought for other sources of income. Although the reasons for low teacher retention varies on the localities, organization factors seem to have an upper hand. They range from commitment to the work and job satisfaction.

The challenge of teacher shortage, in Kenya, is at an alarming state. The discovery by Koech et al. (2014) indicated that the country was experiencing serious teacher shortage, much of which is caused by, among others, attrition and turnover. It is a challenge retaining teachers in the Kenyan schools. An example is that between January and June 2008, around six hundred teachers left the profession for better jobs in other fields away from teaching. This calls for urgent measures to increase teachers' retention, or experience loss of qualified teachers.

The report from the World Bank (2004), indicated that Kenyan teachers were exposed to live in very poor standards. The working conditions were not attractive at all. Some schools are located in areas without rental houses for teachers to live in. They depended on what the school offered for accommodation. Some of these are below living standards and are health hazards. However, teachers opt to live in them, as the last result.

After the introduction of the Free Primary Education (FPE) things became worse. Enrollment increased and the infrastructure to accommodate the learners remained un appropriate. Since the increase did not much the teacher capability, the only option for some teachers was to either quit the teaching or to seek for a transfer to

schools with better facilities (MOE, 2005). The end result becomes teachers' attrition and increase in turnover, hence low teacher retention.

Some schools in Kenya, Susu (2008) discovered, ran under very poor conditions. Classrooms were old and equipped with broken desks. They were dusty and without windows. Many of them had no cemented floors and with tinny cracked blackboard in one side of the room. Such could not attract quality teachers, leave alone retaining them. Quality of learning in such schools was below standard and the turnover of teachers and students kept on increasing on daily basis.

Education succeeds well when the triangle of personnel is complete. The triangle means the presence of teachers, students and the parents. The key of the three is the teacher because he/she is the one trained to handle the other two groups, professionally. Therefore, for any education system to be worth its salt, teachers should be retained at all cost. They are very important in driving the entire learning systems. So qualified teaching workforce is required for the success of any learning institution (Susu, 2008).

The importance of a student in school cannot be over emphasized. They are the customers of the school; without them, there can be no single school in existence. They enable school budgets to keep running, among other factors. Everything should be done to retain them so that schools can keep running. Schools should be made attractive and learning needs to be effective and efficient so as to nectar as many students as possible. High school enrolments should be well kept, if effective schools are to exist. Students should be motivated to boost their retention in schools. Those with financial challenges need to be assisted to avoid un necessary turnover and attrition (Susu, 2008).

In the literature review, it has come out clearly that there are two groups of people who are key in schools; the teachers and students. None of them can exist in the

absence of the other. Teachers are valuable assets in learning institutions. They give direction to students and help to improve academic outcomes. Students, on the other hand, are customers to schools. The fees they pay enables the learning of educational institutions. At the same time the role of students is important for personal and community development. Those who drop from school without earning the relevant certificates live desperate lives and become a burden not only to their parents but to the society and the government.

Despite the importance of education, the fruits cannot be realized when there is low retention of the two groups. All efforts should be put to ensure learning takes place and that the goals of education are realized. The purpose of this study was, therefore, to identify what brings about low retention and come up with ways of ensuring high retention of teachers and students.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents a description of the research methodology, the design of the study and the techniques used. The section also states why certain subjects were chosen, how the sample size was determined and the reason for identifying specific instruments. The validation and reliability of instruments is also stated. How the data was collected and how it was subjected to statistical tools for treatment, is another item which is described, here.

Research Design

The study adopted the concurrent mixed methods research design. In this design, both quantitative and qualitative data are collected. Thereafter, the data collected are mixed concurrently. In this study, quantitative data was collected using questionnaires while qualitative data was collected using interviews. These were used since they were deemed helpful in collecting people's opinions, attitudes, and habits. Herein, the researcher then identified the sample to be surveyed, came up with the means of conducting the research, which was through interviews, phone and by face to face interviews. The whole purpose being to enhance the retention of students in school so that they can persist and remain until they complete a school program and retain teachers to guide them to acquire the goals of education. Furthermore, data was collected using documentary analysis of students' and teachers' retention trends in the targeted schools (Orodho, 2005).

The stated research design was used to enable the researcher to collect data, describe, analyze, summarize, and do the interpretation from multiple sources. Behavior was investigated as it occurred in non-contrived situations. The data were presented in

verbal descriptions which enabled the researcher to describe the phenomena and discover the factors which influenced teacher/student retention (Orodho, 2012).

Population and Sampling Techniques

The target population was the twenty Seventh-day Adventist Church maintained Secondary Schools in EKUC. The form two students were used because they have a potential to quit because they had known the school for more than a year and had a chance to transfer.

The unit of analysis was eleven secondary school principals, ninety-eight teachers, five education directors, eleven chairpersons of the school boards of management (BOM) and 335 students. The school principals' manner of administration could influence the retention, while the education directors make the policies which are responsible for retaining students and teachers in school.

The SDA church maintained secondary schools were targeted because they struggle with retaining teachers and students. Teachers quit the church employment for TSC and other employments, while the few students who enroll in the SDA schools transfer to other secondary schools.

Cluster sampling technique was used to get the samples. In this sampling technique, the target population was divided into six clusters (students, principals, teachers, education directors and, board chairpersons). Samples were obtained from each of these clusters.

Research Instruments

The instruments used for data collection were the questionnaires, for teachers and students. Interview schedules were organized for education directors, the school BoM chairpersons, the principals, as well as the students and teachers for triangulation. Observation schedule was also organized. This targeted the school infrastructure and

generally all what goes on in the school. The school learning facilities and the behavior of students and teachers in school was also captured here. The other instrument used was the tool for document analysis to collect data for 8 years.

The instruments used in the study were developed by the researcher. The questionnaires had structured items and semi structured items. There were two sets of questionnaires, for teachers and students. The questionnaires captured the data on the seven questions in the study.

Interview schedules were used to gather in-depth data about the factors contributing to low teacher/student retention in EKUC secondary schools. The education directors of the field and conferences were interviewed, as well as the school BOM chairpersons and the principals. The items in the interview schedule covered all the research questions of the study. Moreover, documents on enrollment and drop outs were obtained from the sampled secondary schools.

Validity of Research Instruments

Validity, here depended primarily on the adequacy where the specified domain of content was sampled. The standard for this was to have a representative collection of items and sensible methods of construction instruments. The validity of the questionnaires was established to assess whether there was adequate representation of a construct of the specified interest. This was done through conceptualization and operationalization from the review of literature. The same was done to maintain consistency and relevance of the problem under investigation. The interview schedules and the questionnaire items were formulated around the research questions. They were then subjected to panelists, comprising of supervisors and faculty members in the school of education. These were experts in the area of educational administration and in

research methodology. They judged the questionnaires to ascertain that they adequately sampled the domain.

Reliability of the Instruments

Reliability, according to Punch (2009), is the extend of consistency, accuracy, stability or repeatability of measurement. It is the degree at which deviation scores remain consistent even after being repeated or administered to the same test or an alternative one. Reliability of instruments was established through a pilot study conducted in 4 SDA secondary schools, in West Kenya Union Conference (WKUC). The schools had similar characteristics as the sampled ones. There were 297 respondents who participated in the pilot study. While 256 were students, 41 were teachers. The average sampled students per school was 64.

Cronbach's alpha coefficient was used to check consistency using Statistical Package for Social Sciences (SPSS) computer software program. The reliability coefficient was at an average of 0.78 (See Appendix I). Since the threshold one was at 0.60, this was considered acceptable for the study.

The researcher also made notes immediately after observations. These were reviewed by the researcher from time to time to ensure focus as data was being interpreted.

Data Gathering Procedures

The researcher obtained a research permit from National Commission of Science, Technology and Innovation (NACOSTI) and was offered necessary approvals from the University of Eastern Africa, Baraton (UEAB), before commencing the data collection exercise. Verbal authority was obtained from the EKUC Director of Education. The Director contacted the local Conferences and Field Directors of Education and asked them to prepare the ground for the data collection exercise. The

local directors then notified the school principals of the intended visits. They themselves were interviewed, after the school visits. Other relevant authorities were obtained from the County Directors of Education and County Commissioners. The principals the school chairpersons were also interviewed (see figure 2).

Students (335) and ninety-eight teachers were required to fill the provided questionnaire, but the eleven principals, five education directions and eleven BoM chairpersons were subjected to interviews. The researcher conducted interviews to the school principals during the visit after the questionnaires were administered, filled and returned. All the chairpersons and education directors were interviewed. Whereas four chairpersons were interviewed in their offices, seven were interviewed over telephone discussions. At the same time, three education directors were interviewed in their offices while the rest (two) were through telephone interviews. Those interviewed through telephone discussions could not be reached by the researcher, at the time of data collection. Some students (ten per school) and teachers (three per school) were also interviewed for triangulation purpose. Observations were also done during the visits in schools. Documentary analysis method was also used to gather information on the turnover trends of teachers and students, for eight years. At the same time the same, the documentary analysis was used to get information on KCSE performance for the same period of eight years.

When the necessary permits were obtained, the researcher contacted the education directors, and the school principals notifying them of the date of visit prior to the real day of data collection. The data was collected from eleven schools which had sat for K.C.S.E for the eight years (2008-2015). The questionnaire was administered to all the form two students because they had a higher potential of retention and attrition. All teachers of the twelve schools were supplied with the questionnaires while in their

staffrooms. The school principals, education directors and the chairpersons of schools were subjected to interview schedules.

Permission Sought	Data Source	Primary Data Collected
- UEAB - EKUC Director of Education - County Director of Education - County Commissioners - Conference/Field Directors of Education - Principals	- Students - Principals - Teachers - Educational Directors - Chairpersons	

Permission Sought → Data Source → Primary Data Collected → Secondary Data Collected → Data Sorted → Data Analyzed

Figure 2. Data gathering procedures

Statistical Treatment of Data

Descriptive statistics such as frequencies, percentages, means and standard deviations was used. Inferential statistics, such as Pearson product-moment correlation coefficient, was used to test the hypothesis. Multiple regression was used to identify the best predictors of teacher and student retention. The level of significance was 0.05. The data was analyzed using Statistical Package for Social Sciences (SPSS).

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Documentary analysis was done on records about enrollment and dropouts.

Content analysis was done on responses from interviews and in open-ended questions to

identify the emerging themes. A summary of statistical treatment of the data is

presented in table 1.

Table 1

Summary of Data Analysis

Research questions	Type of variable	Statistics
1. What is the trend of retention of teachers and students in secondary schools from 2008 – 2015	Dependent	Percentages Frequencies
2. To what extent do teachers and students intend to remain in school?	Dependent	Percentages Frequencies
3. What is the evaluation rating of the teachers on the following variables? f. School administration g. School socio-economic status h. Motivational strategies i. Wage administration j. Religious commitment	Independent	Frequencies Mean rating
4. What is the evaluation rating of the students on the following variables? e. Religious commitment f. School administration g. Motivational strategies h. Financial assistance to students	Independent	Frequencies Mean rating
5. How do the following factors contribute to teacher retention? e. School administration f. School socio-economic status g. Motivational strategies h. Wage administration i. Religious commitment	Independent/Dependent	Pearson correlation Regression analysis
6. How do the following factors influence student retention? a. Religious commitment b. School administration c. Motivational strategies d. Financial assistance to students	Independent/Dependent	Pearson correlation Regression analysis
7. What approach can be done to improve teacher/student retention in SDA secondary schools?	Dependent	Content Analysis

Ethical Considerations

Approval to conduct the research was sought from the office of the graduate studies at the University of Eastern Africa, Baraton (UEAB). The national authority to collect data was acquired from NACOST. Then at the county level, the consent was obtained from the County Commissioners and County Directors of Education. Permission to collect data at the Conference and Field was sought from the Education Director of EKUC. This continued to the Field/Conferences' Directors of Education. Institutional consent was acquired from the schools sheltering the participants, before gathering information from them. Individual consent was sought from the education directors of field/conferences, school chairpersons, principals, students and teachers, who were involved in the interviews or questionnaire filling.

Participants who were unwilling were allowed to withdraw from the study. They were, then assured that the information obtained from them was to be used for the study only and that it would be strictly confidential. They were also assured that there would be honesty in reporting the findings. No names of the respondents were to be written in the questionnaires/ interview schedule, hence a surety of anonymity.

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS, AND INTERPRETATION

In this chapter, the findings of the study are presented. The study sought to establish teacher and student retention in secondary schools of Seventh-day Adventist Church in EKUC. Teachers, students (Form Twos), School Principals, School Chairpersons and Education Directors were targeted by the study. Data was analyzed using the Statistical Package for Social Sciences (SPSS).

The first section of this chapter presents the response rate and the demographic information of the respondents. This is followed by sections on descriptive and inferential statistics (correlation and regression analysis) of the study variables, based on the various categories of respondents.

Response Rate

The researcher issued 335 questionnaires to students and 98 to teachers. All of these questionnaires were returned. This made a response rate of 100% which was considered sufficient for analysis.

Demographic Profile of Teachers

The description of teacher respondents are presented in bar graphs.
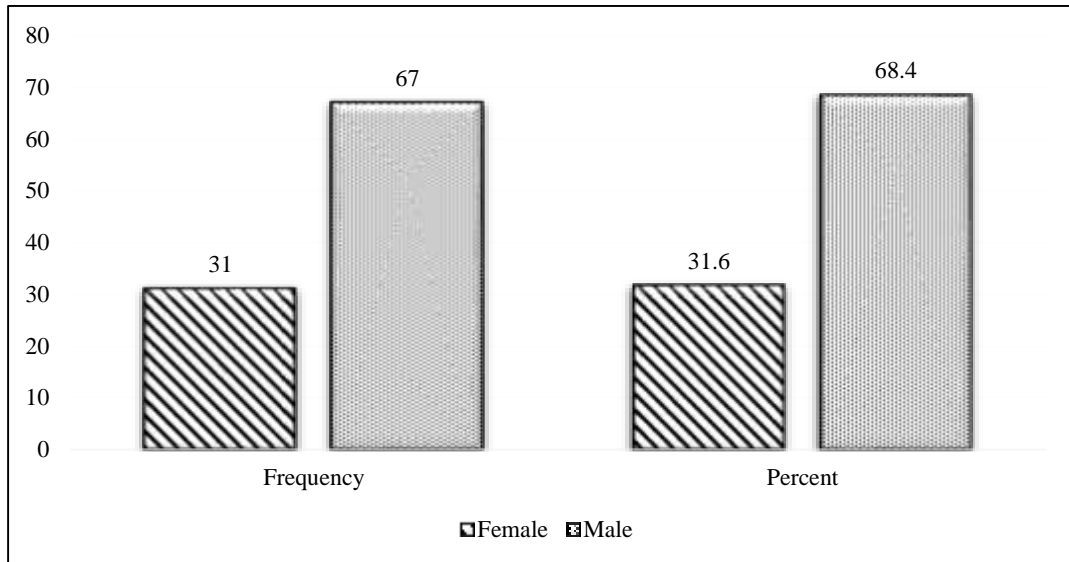
Figure 3. Sex of teachers.

The majority of the teachers were male (68.4%). On their part, female teachers were (31.6%). Both sexes were well represented in the study. As such it was possible to avoid sex bias.
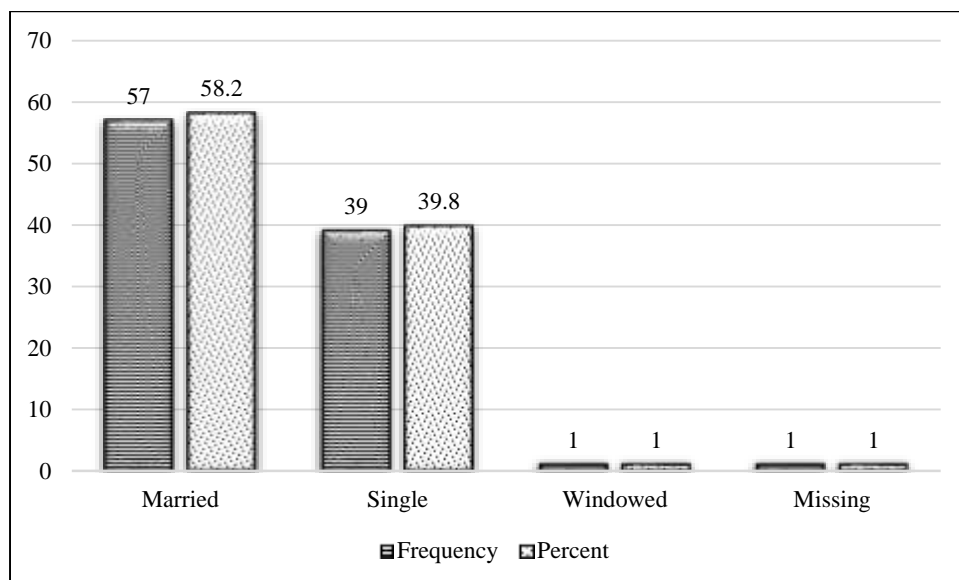
Figure 4. Marital status.

Most of the respondents were married (58.2%). These were followed by those who were single (39.8%). Only one was windowed (1%). Marital status, although

without the scope of this study, could determine the willingness of teachers to remain in a particular school or vice versa; usually in the endeavor to live with spouses or children.
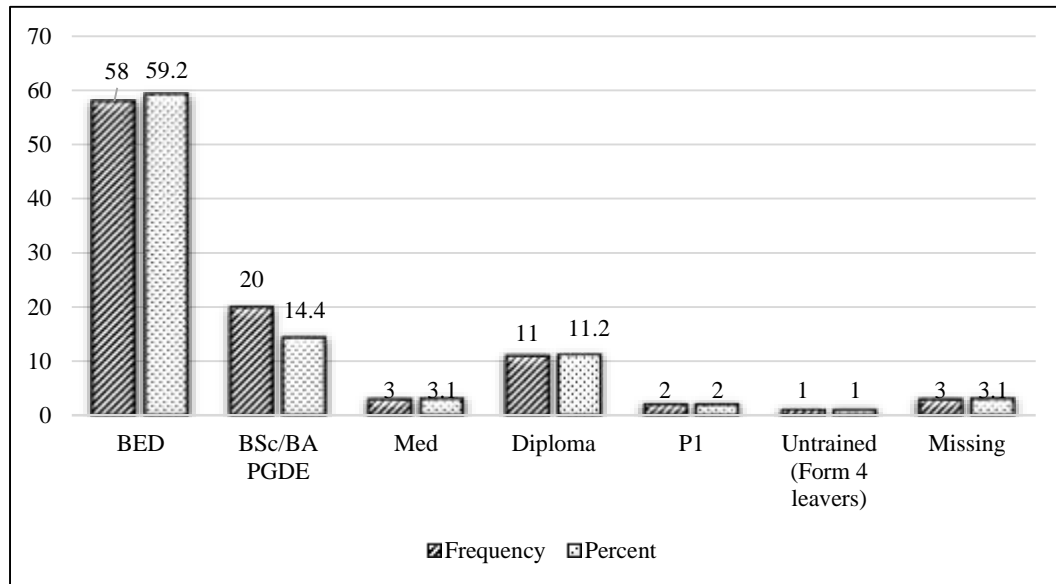
Figure 5. Academic qualifications.

Most of the teachers (59.2%) had Bachelor of Education degrees. These were followed by those with BSc/BA with Post Graduate Diploma in Education (PGDE) (14.4%) and those with Diplomas (11.2%). The next category was of those with Masters' degree in Education and P1 qualifications at 3.1% and 2% respectively. Only 1 teacher (1%) was untrained. These findings show that the teachers had sufficient qualifications to adequately respond to the subject under investigation and majority qualified to teach in secondary schools.
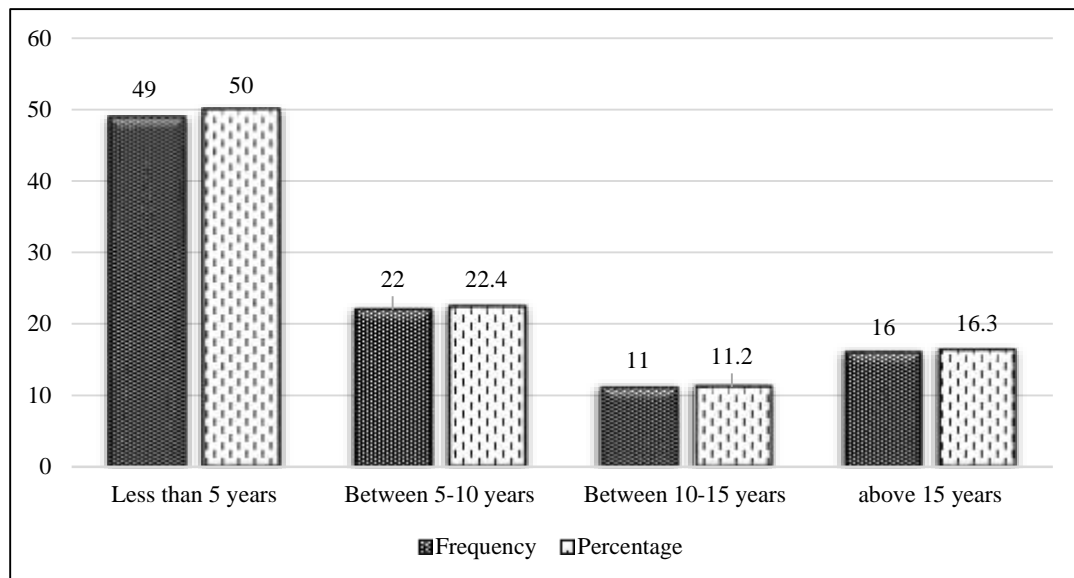
Figure 6. Teaching experience.

Regarding the duration in teaching, 50% of the teachers had less than 5 years' experience in teaching. The rest (50%) had more than 5 years of teaching experience. Such experience ranged from 5 years to more than 15 years, with those having teaching experience of more than 15 years being 16.3%. These show that the respondents had sufficient teaching experience to understand and contribute significantly to the subject under investigation.

As shown in figure 6, most of the teachers (about two thirds) lived either at the school or within a kilometer from the school. Those who lived within the school were the majority at 39.8%, whereas those who lived a kilometer away followed at 27.6%. The rest lived two kilometers away (9.2%), three kilometers away (12.2%) or more than three kilometers away (11.2%). All in all, it was evident that most of the teachers did not live too far from school. Since distance is a determinant of decision to remain in a school, it can be deduced that the distance from school could probably not significantly affect teachers' decision to remain or leave the school.
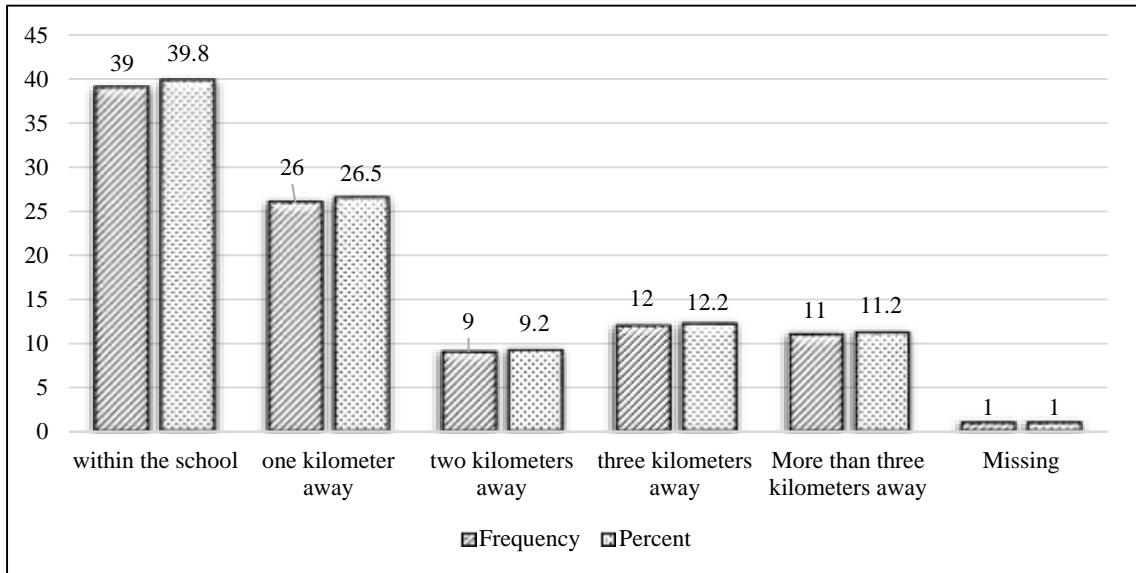
Figure 7. Distance to school.
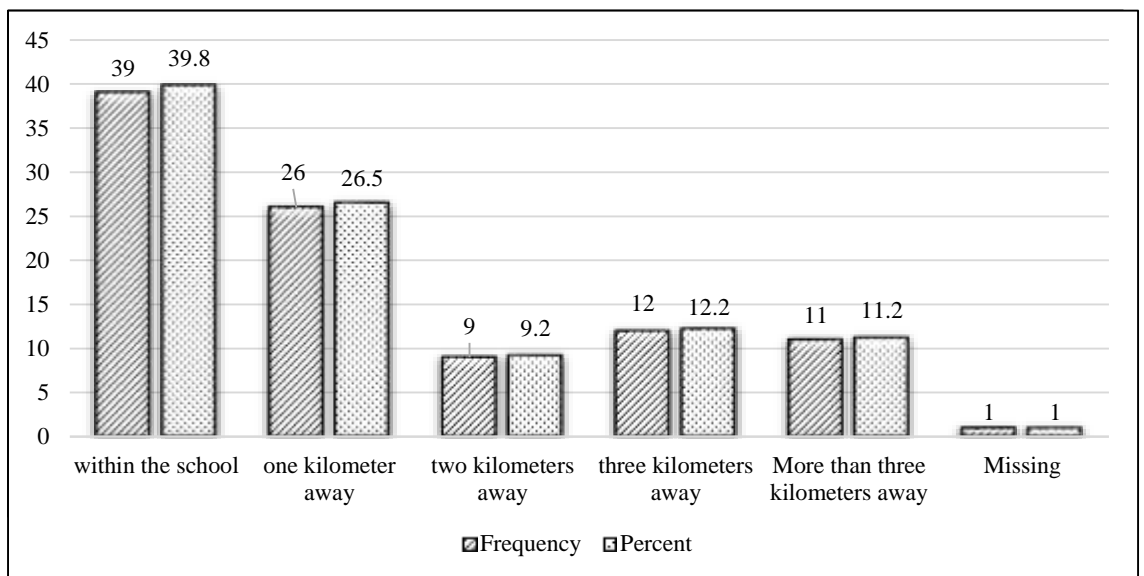
Figure 8. Means of transport to school.

The majority of the respondents got to school by walking (78.6%). These were followed by those who came by public transport (*matatu*) at 11.2% or *bodaboda,* paid cyclists (5.1%). The fact that most of the teachers could walk to work agrees with the prior findings that most of the teachers did not live far from the school. As such, it can be argued that since most teachers did not have problems coming to school,

accessibility to school could not be a major predictor of decision to remain in the school.

Demographic Profile of Students

Table 8

Sex of Students

Gender	Frequency	Percent
Female	180	53.7
Male	155	46.3
Total	**335**	**100**

The majority of students were girls (53.7%). The rest, boys, were 46.7%. Either sex was well represented in the study. This means that sex bias could be easily avoided in the findings obtained.

All the students (100%) were purposively selected from Form Two Class. This was due to the fact that by the time a student is in Form Two, he or she has a firm understanding of issues related to the school. Such a student can thus adequately respond to the subject under investigation. It is also in this class that students are to change schools before they select the subjects they will undertake in Form Three and Four.

Table 9

Boarding Status

Boarding Status	Frequency	Percent
Boarder	316	94.3
Day scholar	19	5.7
Total	**335**	**100**

The findings obtained show that most of the respondents were boarders (94.3%). This shows that they were able to respond adequately to the subject under investigation since they were mostly at school and could observe all what was happening at the school.

Table 10

Year of Joining the School

The year they joined the school	Frequency	Percent
2015	251	74.9
2016	84	25.1
Total	335	100

The majority of the respondents (74.9%) had been enrolled in 2015, a year before this study. They had thus been in the school long enough to understand the subject under investigation. Only a few joined the school in Form 2 (25.1%).

Table 11

KCPE Score

KCPE Score	Frequency	Percent
below 250	49	14.6
Between 250-300	110	32.8
Between 300 – 350	105	31.3
Between 350 – 400	62	18.5
400 and above	8	2.4
Missing	1	0.3
Total	**335**	**100**

One of the students did not respond to the question on KCPE performance (missing 1). As shown in Table 11, the majority of the respondents had above average KCPE scores (more than 251). As such, it can be deduced that the students had adequate qualifications to undertake secondary education and could easily make decisions to remain in school, if their needs were met.

Extent to which Teachers and Students Intended to Remain in School

The researcher presented the descriptive analysis of the responses to items on the extent to which teachers and students intended to remain in school using a four-point scale (4 – agree; 3 – tend to agree; 2 – tend to disagree, 1 – disagree).

Scale of interpretation:

3.50 – 4.00 – Agree

2.50 – 3.49 – Tend to agree

1.50 – 2.49 – Tend to disagree

1.00 – 1.49 - Disagree

Table 12

Descriptive Statistics on Teachers' Intention to Remain

	Minimum	Maximum	Mean	Std. Deviation
I plan to remain in this school until I retire	1	4	2.32	1.181
This is my best school since when I started teaching	1	4	2.85	1.161
I have a strong sense of staying in this school	1	4	2.87	1.086
I do not intend to transfer from this school	1	4	2.50	1.214
I am committed to contribute to the growth of this school	1	4	3.79	0.584
Intention to remain	**1**	**4**	**2.84**	**0.839**

N = 98

Teachers showed willingness to remain in their respective schools as shown by the mean of 2.84. The overall Standard Deviation of 0.839 shows that the data was closely clustered around the mean. As such, the findings could be relied on to show the perceptions of the respondents on the statements presented to them.

In this regard, the respondents opined that their current schools were not the best nor were they the worst. The fact that teachers were committed to teaching and to the growth of the schools never contradicted that they had some intention of transferring.

In addition, although teachers never committed themselves to having a strong sense of staying, and that the schools may not have been the best, they remained very committed to teaching. This means they had a feeling of staying but something seemed to be lacking. Why then do they seem to like being in the school while at the same time tend to disagree to the fact that they do not plan to retire in the schools? These teachers seem to like working in the SDA Church Schools. That is why they applied to teach in them and have continued teaching in them. They do their best to improve the schools but the commitment appears short lived. They plan to quit the service at any moment. The possible reason being lack of facilities, lack of administrators support or due to lack of motivation, among other reasons.

During the interview with the teachers, they stated that *some schools lacked direction in their operations. The church working policies favor teachers' working conditions but they are not implemented by the immediate supervising bodies, like the Conferences and the Unions. Teachers access the church policy and the spirit of prophecy books. They are aware of their rights. So when they see the policies being contravened they get demoralized and see no future in the church employment.*

On another hand, the teachers tended to agree with the statement "I do not intend to transfer from this school (mean of 2.5)." They indicated that they had no plan of remaining in the school until retirement (mean of 2.32). This means that teachers had a likelihood to leave their current schools, despite the fact that they had a sense of staying.

When interviewed on the same, teachers said that *they joined the church employment with much expectation, only to learn that there was no job security and also found that in some schools the spirituality was quite low*. Some stated that *they realized that there were no remuneration policies, while one of the schools operated*

without an annual budget. Others got disappointed by the fact that *some schools lacked seriousness in the provision of teaching and learning materials*. However much they were committed to teaching, they felt that *their hands were tied.*

They knew the right thing to do but they felt incapacitated by those in higher leadership positions. Some blamed the Education directors and Executive Directors for not being available to listen to their challenges.

This agrees with the findings of Githinji et al. (2015) that private schools in Kenya, such as Adventist schools, are highly affected by low teacher retention.

The findings obtained indicated that teachers, somehow, planned to remain in their current schools, but other circumstances discouraged their willingness to remain. This is evidenced by the mean of 2.82 with a standard deviation of 0.875. The low standard deviation shows that the data was closely clustered around the mean.

On the side of students, they tended to agree that they were to remain in their current schools until they sat for KCSE. In addition, some were not thinking of transferring to any other school even though an opportunity to do so arose. They knew that remaining in the church schools made them better people.

However, majority of respondents could not encourage their siblings and neighbors to join the school (mean of 2.49). The dilemma remained on how students could remain in the school yet they would not encourage others to join them. The possibility is that the SDA schools suffered both low retention and low enrolment because students who study in them discourage others from joining. This is evidenced by the fact that Form 2 students were 30 per school, on average, a total of 335, instead of 990 Form 2 students within the schools under investigation. During the observation schedule, the researcher discovered that each school had enough empty classrooms (one

extra for every class from 1 to 4) to accommodate 90 students, each with a capacity of 45 students per classroom.

Table 13

Descriptive Statistics on Students' Intention to Remain

	Minimum	Maximum	Mean	Std. Deviation
I plan to remain in this school until I sit for KCSE	1	4	3.08	1.102
I love this school that I am not thinking of transferring to another one	1	4	2.87	1.126
I will not transfer to another school even though an opportunity to do so arises	1	4	2.51	1.204
I am decided to remain in this school to be a better person	1	4	3.26	1.032
I can encourage my siblings and neighbors to join this school	1	4	2.49	1.331
I will miss this school once am through with my studies	1	4	2.99	1.197
This is my best school since when I started learning	1	4	2.54	1.298
Intention to remain	**1**	**4**	**2.82**	**0.875**

N = 335

Each school, therefore, lacked sixty students in every Form 2 class. On average, the SDA schools in EKUC operated at only 33.83% of the required capacity.

Owing to the fact that students were not willing to recommend others to join their school, could mean that the students were forcing themselves to remain in the Adventist schools. What then could be the reason behind it? This could mean that although they had decided to remain, there were some challenges which needed to be rectified. At the same time, there was a possibility that although they felt uncomfortable in staying in the schools they could have remained due to either pressure from parents or because they had no alternative but to continue in the schools. They only tended to agree instead of agreeing fully to the given statements.

The students went on to point out that they would miss their school once they were through with their studies. This looks like the turn of events, but could mean they were happy to be in one another's company. When asked, during the interview schedule why they would miss the school after completion, yet they never wanted others to join them, some respondents said that *they would only miss the company of those that they suffered together.*

Lastly, the students pointed out (though not fully) that their current schools were the best since when they started learning. This could be that they were comparing them with the primary schools, which they had left a few years before. Some primary schools, especially the public ones, sometimes had pathetic infrastructure, among other shortcomings. They exhibited no likelihood to leave their current schools. This could be as a result of several reasons, either because they never qualified for other schools or due to religious attachments. On the interview for triangulation, *students confirmed that they rated these schools as best, because of religious satisfaction, as confirmed by Omar (2004).*

Students' and Teachers' Turnover and Attrition (2008 – 2015)

The researcher assessed the turnover and attrition trends among students in nine schools for a period of 8 years (2008-2015). This was through secondary data collected from each of these schools. To this, the number of students in Form 2 and 3 who dropped within the year and those who joined were assessed. This is shown in Figure 2 to 4.

The findings obtained in figure 2 show that students were being replaced as they dropped out in some of the years (2009, 2010, 2011, 2012 & 2014). This shows high turnover rates. There were, however, incidences of attrition (students leaving without being replaced) in 2008, 2013 and 2015. In these three years, the number of students who left was more than those who joined the school. Generally, the average number of students who dropped (48) was less than those who joined the schools (61).
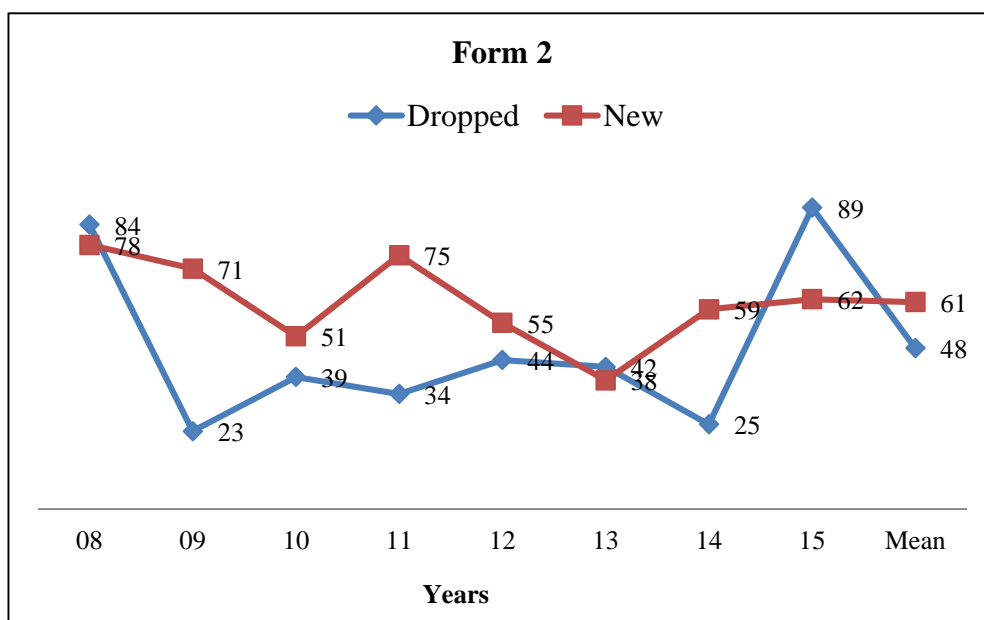
Figure 2. Turnover and attrition among form two students.

Students who dropped in Form 3 within the year were quickly replaced except in 2013. In that year, 106 students dropped but only 89 joined. There was a high turnover in the schools, as shown by the average number of students who dropped out against those who joined, 60 and 94 respectively. These findings show that there was more turnover in Form 3 than in Form 2. This shows that students were more settled in Form 2 than in Form 3. This can be attributed to the fact that students in Form 2 were trying to make a decision whether to leave or remain in the schools. The high levels of turnover in Form 3 could be explained by the fact that students in the class were looking for better schools to prepare for KCSE. This explains the large number of those leaving and those coming into the school.
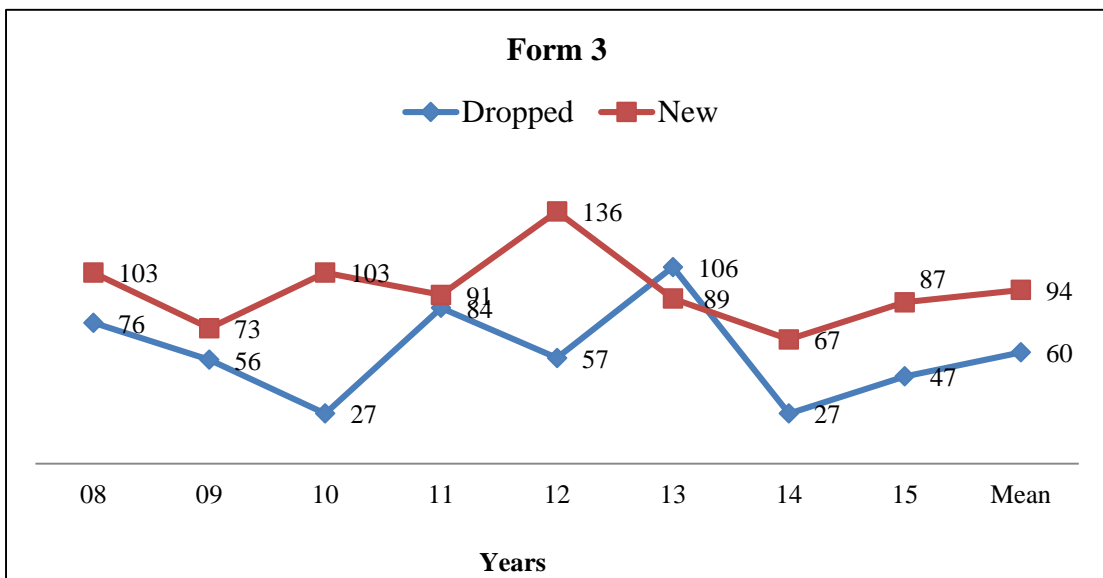
Figure 3. Turnover and attrition among form three students.

There were more teachers leaving schools than those being employed in most of the years, as indicated in figure 4. In the year 2012, for example, the number of teachers leaving and those employed was the same (43). The average number of teachers leaving, for the years, was 38 while the average number of teachers joining the schools was 37. It was also evident that schools were not keen on replacing teachers as they left

in the first four years. The turnover rate which is evident in the findings was not healthy to smooth learning of students.
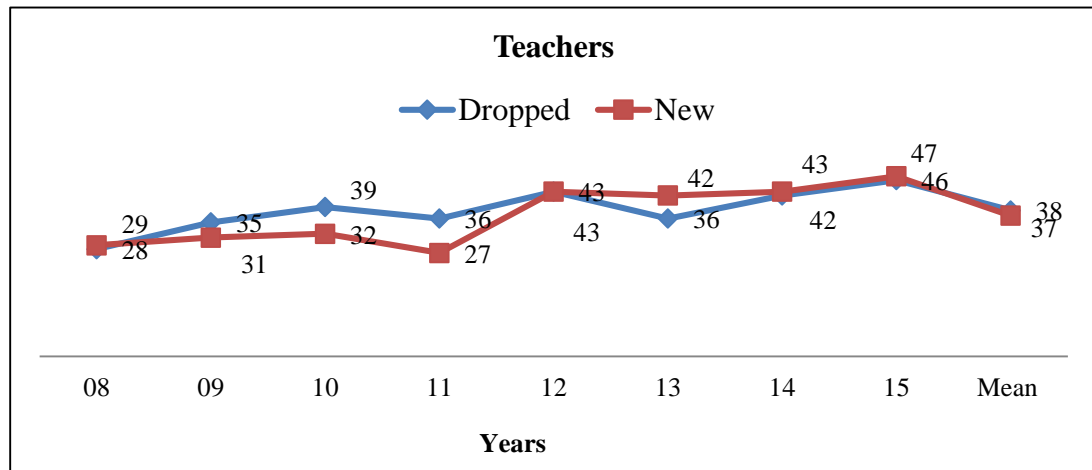
Figure 4. Turnover and attrition among teachers.

This could be due to lack of enough resources, among other possible reasons, in those years. In the last years, and starting from 2012, teachers were more motivated as a result of seminars and conferences aimed at motivating them to remain. In 2014, some conferences voted to increase teachers' salaries, from tithe. This was after it was voted to implement the SDA Church Working Policy.

Generally, it was evident that some teachers left church employment. The ones who joined were new and had just graduated from universities. Normally, the TSC did not absorb new graduates immediately. It took about five years of waiting. The turnover was experienced annually, older graduates joined the TSC.

As shown in Figure 5, the number of candidates in 9 schools (who responded) between 2008 and 2015 kept on fluctuating. It ranged between 44 and 60. Since 2012, the number of candidates has been on the decline (from 56 in 2012 to 44 in 2015).
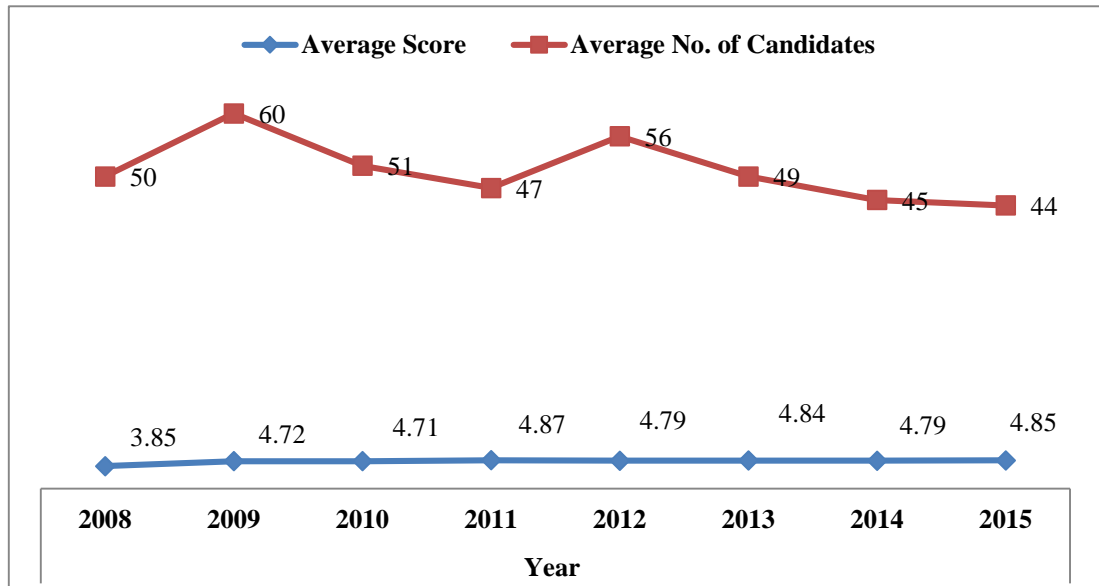
Figure 5. Candidates and performance in KCSE in 9 schools (2008-2015).

Although mean scores improved most of the time and did not go below the score of 3.85 recorded at the beginning of 2008, most of this may not be strong indication that the schools' performance kept on increasing since less number of candidates could increase the central tendency (mean) of scores. These findings show that the schools faced serious challenges with students' retention, especially in the final year of school.

Rating of the Teachers on the Independent Variables

The researcher sought to evaluate the rating of teachers on five study variables that affected retention of teachers in schools namely: school administration, school socioeconomic status, motivational strategies, wage administration and religious commitment.

School Administration

This section presents findings about school administration on teachers. Teachers tended to agree with all the items presented to them (means of 2.55 to 3.25), as shown by the mean of 2.85, which is an average rating. The overall Standard Deviation of 0.82 shows that the data was closely clustered around the mean. The findings could,

therefore, be relied on to show the perceptions of the respondents on the statements presented to them. There was some agreement that the school administration, to some extent, supported their work processes.

Teachers were somehow happy that the school administration protected them against parents' unfair accusations, involved them in in decision making and provided clear policies in the school. The policies included job description for workers. These findings were in line with those of Acom (2010) that the way the school administration handled teachers, in ways such as clear teacher policy, clear channels of communication and encouraging teacher participation in decision making, determines the propensity of the school growth.

According to table 13, the respondents revealed that the administration did not do much in encouraging teachers to advance their career (mean of 2.45). Workers' career advancement does not only to make them more efficient but also benefits the organization. Highly trained workforce enables smooth and competitive flow of organizations to run (Freedman and Appleman, 2008).

Teachers' personal concerns and being assigned manageable teaching load were among what they seemed to like from the administration. However, it was not done to the best of their knowledge. That is why some only tended to agree This corroborated with the work of Mbwiria (2010) that the commitment of school administrators to teachers' job satisfaction, which includes giving them manageable workload is key to their retention

Table 14

Descriptive Statistics on School Administration

	Minimum	Maximum	Mean	Std. Deviation
The school administration protects me against parents' unfair accusations	1	4	3.11	1.07
The administration involves us in decision making	1	4	2.76	1.18
The school administration supported and encouraged me to advance my career	1	4	2.45	1.27
The school administration attends to my personal concerns	1	4	2.88	1.05
I am assigned a manageable teaching load	1	4	3.25	1.08
There is an upward and downward communication in the school between teachers and the administration	1	4	2.89	1.09
The administration provides clear policies in the school, including job description for workers which make me comfortable in the school	1	4	2.55	1.16
School administration	**1**	**4**	**2.85**	**0.82**

N = 98

Teachers also tended to agree that there was an upward and downward communication in the schools between teachers and the administration (2.89). This was

vital since the opinion of teachers was heard and incorporated in school operations. As a result, school performance would be enhanced

School Socio-economic Status

Table 15

Descriptive Statistics on Socio-economic Status

Descriptive Statistics				
	Minimum	Maximum	Mean	Std. Deviation
The school is able to provide enough teaching resources	1	4	2.70	1.02
The school provides houses for teachers within the school compound	1	4	2.45	1.19
The school has functional staffroom for teachers	1	4	3.24	0.96
The school has a fully equipped laboratory	1	4	3.01	1.03
The school is able to provide transport for teachers staying far from school	1	4	1.35	0.81
School socio-economic…	**1.2**	**4**	**2.56**	**0.62**
N = 98				

This section presents findings about socio-economic status of the school on teachers. In table 15, teachers tended to agree with all but two of the statements presented to them (average rating of 2.56). The average standard deviation was small (0.62). This shows that the data was closely clustered around the mean. The findings could thus be relied on to show the central tendency of the responses.

To this, they pointed out that most schools were not able to provide transport for teachers staying far from school (mean of 1.35) and some refuted the idea that teachers' houses are provided in the school (2.45).

The respondents pointed out that many schools were not able to provide enough teaching resources, functional staffrooms for teachers nor did they have fully equipped laboratories. The findings show that school socio-economic factors affected teachers in various ways as pointed out by Bennell (2004). As such, it was made manifest that there was scanty support in terms of facilities such as staffrooms and living quarters. More so, some teachers lacked reliable transportation and teaching facilities.

Basing on the above facts, it was evident that some schools provided sub-standard education. Such are a liability to the society. The church should, therefore, have them improved or close them down. There is no need of running schools which do not provide quality education.

Motivational Strategies for Teachers

The mean of 2.28 (standard deviation of 0.684), for the items provided, shows that teachers in the Adventist schools were subjected to numerous motivational strategies but they tended to disagree with some items. The respondents pointed out that they were not given motivational incentives during the school *prize giving days* (mean of 2.07). Teachers' good performance was also not rewarded by either a certificate of recognition or by any other prize (disagreement at a mean of 1.75). From the findings obtained, it was evident that majority of teachers tended to disagree that they were offered bursary funds for career advancement (mean of 1.4). At the same time majority of the respondents tended to disagree that schools organized *in-service training* for teachers' professional development (1.65).

Interestingly, schools provided meals for teachers while at school (mean of 3.36). The fact that the respondents did not agree but tended to agree could mean that a few schools never provided lunch for teachers. Teachers also tended to agree that their

good rapport with parents encouraged them to go an extra mile in teaching (2.89) and, that the school provided financial support for teachers' refresher courses (2.56).

Table 16

Descriptive Statistics on Motivational Strategies

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Teachers are given motivational incentives during the school prize giving days	95	1	4	2.07	1.16
Teachers' good performance is given certificate of recognition	95	1	4	1.75	1.041
The school provides meals for teachers while at school	96	1	4	3.36	0.975
Teachers get bursary funds for career advancement	94	1	4	1.40	0.884
Teachers' good rapport with parents encourage them to go an extra mile in teaching	96	1	4	2.89	1.004
The school provides financial support to teachers' attendance in seminars and conferences	95	1	4	2.56	1.218
The school organizes in-service training for teachers' professional development	94	1	4	1.65	0.97
Motivational strategies	**98**	**1**	**4**	**2.28**	**0.684**
Valid N (list wise)	90				

The interviews conducted to teachers revealed that *there was a huge disparity in the distribution of bursaries. Pastors got the lion's share while teachers were awarded*

very little and sometimes nothing at all. They pointed out that the two groups served the same purpose of winning souls to Christ. Teachers did more work of working about ten hours in a day, yet the church leaders watched them agonize with very little recognition. Some pastors on the contrary, sometimes worked fewer hours yet were more appreciated and got more pay.

The respondents stated that, in some schools, teachers' salary was delayed up a period of six months yet they went on teaching. The same workers had no allowances, compared to other church workers, like the office workers and pastors. When interviewed, on the same, some teachers *stated that motivation was important but it was not availed to them.*

Wage Administration to Teachers

The findings obtained in table 18, on the wage administration to teachers, show that wage administration affected teachers in some ways (mean of 2.71), standard deviation of 0.805. This means that, although they agreed on the stated issues on wage administration, much was still lacking.

The respondents (teachers) also pointed out that in some schools, salary was not paid on time; many schools delayed it (mean of 2.66). However, they appreciated that their monthly tithe deduction got remitted to the relevant Conferences/Field promptly (mean of 3.3), whenever the same was processed. Lastly, the respondents pointed out that some schools provided pay slips after the monthly payments were settled (mean of 2.73). However, since the agreement was not at 4:00, it meant some schools seem not to provide pay slips or that they were delayed.

According to the SDA Church Working Policy (2014-2015), the General Conference (GC) advises that tithe could be used for school purpose but in a limited way. Some school workers could be paid from tithe. The school chaplain can be paid

fully from tithe and others who direct students to the word of God, not forgetting the primary purpose of tithe, which is to pay pastors. However, the use of tithe in schools should be limited since they have other sources of income, like the school fees. In primary schools up to 30% of teachers' pay can come from tithe. However, the use of tithe in schools was never implemented in some schools.

Table 17

Descriptive Statistics on Wage Administration

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The school wage administration and allowances is as per the church policy	95	1	4	2.40	1.206
The school pays the salary on time	96	1	4	2.66	1.272
My monthly tithe deduction gets remitted promptly	94	1	4	3.30	1.046
The school has a policy on salary advance	95	1	4	2.48	1.245
The school provides pay slips once the monthly payments are settled	97	1	4	2.73	1.229
Wage administration	98	1	4	2.71	0.805
Valid N (list wise)	91				

For secondary schools, bible (CRE), teachers could be paid from tithe, as well as residence hall deans (preceptor and matron). The permanent teachers in high schools could be paid from tithe but up to 20% of their salaries. White (1943) supports the idea of paying teachers from tithe, by making it clear that Bible teachers should be paid from

tithe. This means there should be no debate on whether they should be paid from tithe or not.

On the contrary, in colleges and universities, tithe could be used to pay those working in the department of Theology and Religious Studies, and their staff. Others include the Vice Chancellor and the college principals. Permanent lecturers can benefit from tithe up to 20%.

At the same time, the findings show that there was some deviation from the church policy in wage administration (tending to disagree, at a mean of 2.40). In addition, the findings revealed that there was no policy on salary advance (mean of 2.48), something which could lead to either a denial in giving an advance or could lead to discrimination on the same.

When interviewed on whether they were satisfied with the wage administration, teachers stated that *they were not, but they clarified that they did not base their commitment on the pay. What they valued more was appreciation by the administration. That is why in some schools, teachers missed their pay for several months yet they continued teaching, patiently.*

Religious Commitment of Teachers

This section evaluates the religious commitment of teachers. The details about it are shown in table 17. With the means ranging from 3.57 to 3.96, the respondents agreed to all the statements presented to them. This is buttressed by the average mean of 3.78 (agree), standard deviation of 0.328.

Teachers pointed out that they took the teaching profession as a calling from God, something which made them have a feeling of being coworkers with God. In addition, being in a church school was their spiritual commitment. This means, teaching in these schools made teachers have a sense of fulfilling the great commission of Christ,

to make disciples for Him (Matthew 28:18-20). Teachers integrated faith in teaching by preparing students for the joy in this world and for eternity.

Table 18

Descriptive Statistics on Religious Commitment

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I take the teaching profession as a calling from God	98	1	4	3.78	0.601
Being in a church school is my spiritual commitment	95	1	4	3.71	0.682
I integrate faith in teaching by preparing students for the joy in this world and for eternity	98	3	4	3.87	0.341
I am proud of the Adventist Education for it is holistic in nature, preparing the student, academically, physically and spiritually	98	2	4	3.89	0.377
Teaching in a church school enables me exercise my freedom of worship and the observance of the Seventh day Sabbath	96	1	4	3.83	0.516
By teaching in the school of my faith, I have a sense of doing the work of God	97	1	4	3.84	0.472
As I teach in the church school I take God as my supervisor	97	2	4	3.96	0.247
I take my teaching in this school as an act of worship	97	1	4	3.74	0.6
I grow spiritually as I continue teaching in this school	97	1	4	3.63	0.712
The school provides the opportunity to evangelize to students and their parents	97	1	4	3.57	0.66
Religious commitment	**98**	**2.56**	**4**	**3.78**	**0.328**

They were proud of the Adventist Education because they termed it wholistic in nature, preparing the student, academically, physically and spiritually. Without the spiritual aspect, White (1903) states that any other type of education is worldly, whose aim is self-glorification. Students spend time and money in the acquisition of unnecessary knowledge full of pride, with their gifts placed on the devil's side. They lack the fear of God, which is the beginning of all wisdom (Proverbs 9:10). Teachers should inspire to the students the type of education which emphasizes the need to seek first the kingdom of God and His righteousness, with the hope of being given all other things (Matthew 6:33). Teachers' greatest hope should be to perfect Christian character in students, leading by example, accepting to be led by the Holy Spirit through which great transformation becomes realized to correct self, bringing thoughts into the captivity of Christ (White, 1903).

The respondents (teachers) pointed out that teaching in church schools enabled them exercise their freedom of worship and the observance of the Seventh day Sabbath. Those who had earlier taught in private schools, which were not Adventists, were denied freedom of worship and observance of the Sabbath. Furthermore, by teaching in the schools of their faith, they had a sense of doing the work of God.

The respondents also agreed that as they taught in the church schools, they took God as their supervisor (3.96), meaning they worked with less supervision and went an extra mile in their teaching. They worked several hours during and after the school time. They also took their teaching as an act of worship, for they were feeling the presence of God in their midst. In addition, teachers pointed out that they grew spiritually as they continued teaching in their faith based schools. More so, the schools provided them with the opportunity to evangelize to students and to their parents.

Evaluation Rating of Students on the Independent Variables

The researcher sought to evaluate the rating of students on four study variables namely: religious commitment; school administration; motivational strategies and financial assistance to students. The findings are stated as shown below:

Religious Commitment of Students

This section evaluates the religious commitment of students. A mean of 3.37 (standard deviation of 0.54) was found in the religious commitment of students, meaning that they tended to agree with the items in question. They, somehow agreed to all statements except one; "most students in the schools are God fearing, so I feel at home in their company" (mean of 2.42). This meant there was a feeling that the schools had students who feared God while others did not fear God.

By tending to agree with the items provided to them, it was an indication that they were committed to the spiritual fellowship and youth programs. In addition, while in the school, they had the opportunity to prepare for eternity in addition to their academic advancement. During the interview schedules, *they stated that they enjoyed the freedom of worship and keeping the commandments of God including the Sabbath, something which they said was rare in other schools. Some testified that they transferred from other schools because there was no freedom of worship. On Saturdays, they were forced to do cleaning, to do assignments and sometimes to do exams.*

Table 18 shows the details. The respondents also opined that they were in the school because it taught Christian values in addition to academics and social norms (3.53), among other reasons. They further, pointed out that they loved the school because the bible was the text book for all subjects (3.21).

Table 19

Descriptive Statistics on Religious Commitment

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I am committed to the spiritual fellowship and youth programs	332	1	4	3.48	0.924
While in this school I have the opportunity to prepare for eternity in addition to my academic advancement	333	1	4	3.69	0.743
I enjoy the freedom of worship and keeping the commandments of God including the Sabbath observance	334	1	4	3.78	0.707
The way teachers integrate faith in the classroom enriches my relationship with God	332	1	4	3.1	1.153
I am in this school because it teaches Christian values in addition to academics and social norms	332	1	4	3.53	0.898
I love this school because the bible is the text book for all subjects	335	1	4	3.23	1.06
Most students in this school are God fearing, so I feel at home in their company	334	1	4	2.42	1.232
In this school I have the opportunity to share the word of God with others	332	1	4	3.73	0.68
Religious commitment	**335**	**1.63**	**4**	**3.37**	**0.54**
Valid N (listwise)	322				

Lastly, they pointed out that they had the opportunity to share the word of God with others (3.73). To them, this fulfilled the bible commission of Jesus that they need to make disciples for Him, teaching them to live as He instructed. (Matthew 28:18-20).

Students' Evaluation on School Administration

This section is an evaluation of students on the school administration. With a mean of 2.82, students tended to agree with most of the items presented to them on how school administration affected them. The respondents were a bit comfortable with most of the concerns, although with reservations. Most of the students, it appears, had a strong feeling that the administration does not treat them with dignity. At their age, the students would have wished to be understood and treated with dignity. To this, some respondents tended to disagree with the statement that the administration treated them with dignity and understanding (Mean of 2.18). Majority of the students expected to be handled, as adolescents, but many administrators ignored the fact. The students wished the administration could reason out with them whenever they were in the wrong but the opposite prevailed.

However, there was a feeling that the administration had succeeded in some areas, like ensuring that teachers kept time in class, organized the orientation programs and made sure there was an adequate syllabus coverage. However, it seemed that keeping time by teachers and covering the syllabus, among others, could be attributed to the poor results in national exams, among the Adventist schools. Table 19 has the details.

The students also felt comfortable with the link between the school and the parents. This is has supported by White (1943) that parents should support the work of teachers, appreciate their effort and should avoid anything which could encourage insubordination to teachers. In addition, some students enjoyed the Guidance and

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Counselling Department in some schools because it helped them in their personal challenges and in career choice (2.93). These findings agreed with Saret (2016) that school administration could play a pivotal role in removing all the barriers to the performance of students.

It was also made manifest that there was coverage of syllabus on time after which students revised for final exams (2.77). This was vital since it could influence students' performance in both the school and national examinations.

The students also agreed that the school staff was committed to teaching and was friendly to them. Good staff should uplift the performance of students in examinations, as posited by Akram and Hazif (2013), that the process of learning in a school requires some direction by the school administration. It also requires good teachers. In addition, the respondents stated that the active link between the school and the parents/guardians encouraged their learning.

Lastly, the learners pointed out that school activities were well programed in that every student was occupied at all times (3.02). Being occupied at all times could help the students to concentrate in their studies without being disrupted by other issues which are of less important to their learning. As a result, students' were being occupied and this kept them away from being idle, for an idle mind is a devil's workshop.

Table 20

Descriptive Statistics on School Administration

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The orientation that I went through when I was new has made me fit well in the school community	331	1	4	2.91	1.172
I like the guidance and counseling programs which help me in personal challenges and in career choice	334	1	4	2.93	1.224
I like the way the school administration ensures teachers keep time in class	334	1	4	2.74	1.213
Coverage of syllabus is on time after which we revise for final exams	334	1	4	2.77	1.293
The administration treats us with dignity and understanding	333	1	4	2.18	1.246
The school staff is committed teaching and is friendly to us	332	1	4	2.80	1.146
The active link between the school and the parents/guardians encourages our learning	334	1	4	3.22	1.011
School activities are well programed in that we are occupied at all times	333	1	4	3.02	1.195
School administration	335	1	4	2.82	0.738
Valid N (listwise)	324				

Motivational Strategies for Students

This section evaluates the motivational strategies that the school employs to

students. The mean of 2.49 shows that the respondents tended to disagree with most of

the items provided to them. With a standard deviation of 0.641, the outcome shows that

there were no strong motivational strategies in the schools. Learning needs some

motivation. As such, students tended to disagree with three of the items provided to

them. They opined that teachers neither rewarded those who participated in class

discussion nor encouraged slow learners (mean of 1.87).

Table 21

Descriptive Statistics on Motivational Strategies

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The school organizes prize giving days to recognize students who do well in academics	331	1	4	2.85	1.335
Teachers reward those who participate in class discussion and encourage slow learners	334	1	4	1.87	1.152
The school provides necessary learning facilities to boost academic achievement	333	1	4	2.46	1.208
My teachers encourage me to put more effort in my studies	335	1	4	3.72	0.678
The school recognizes personal talents and rewards to reinforce them	333	1	4	1.54	1.004
Motivational strategies	**335**	**1**	**4**	**2.49**	**0.641**
Valid N (listwise)	326				

Rewarding a behavior encourages it. Without it students are likely to get

discouraged from putting effort in their academics. Slow learners, if encouraged could

put more effort in learning. Teachers should, therefore, cultivate a feeling in students to motivate them achieve more in academics. Most of the schools did not provide the necessary learning facilities to boost academic achievement (mean of 2.46). There was little indication that teachers recognized personal talents nor rewarded to reinforce them (mean of 1.54).

The respondents, however, pointed out that some schools organized *prize giving days* to recognize students who did well in academics (2.85). Another challenge was identified here, where over 40% of the schools, under investigation, never organized for prize giving days. It is on such days that students' effort is recognized and rewarded. Lastly, the students agreed that their teachers encouraged them to put more effort in their studies (mean of 3.72).

Financial Assistance to Students

This section evaluates the financial assistance given to students. Table 22 has the details on the ratings of students. In this, the respondents tended to agree to only one of the statements provided to them (3.1). However, the average mean of 2.54, standard deviation of 0.934, shows that the respondents tended to agreed that financial assistance was of importance. They had a feeling that many schools allowed parents who were socioeconomically low to pay school fees gradually on an arranged manner (mean of 3.10).

With the means ranging from 2.24 and 2.42, the students tended to disagree with the other items provided to them. They pointed out that some schools did not have work program to help those who could not raise enough fees.

Lastly, the respondents disagreed with the item that the school organized bursary funds for those who were unable to pay fees. As such, and in line with Griffins

(2007) that poverty, a socio-economic factor, affected the learning processes of students.

Table 22

Descriptive Statistics on Financial Assistance to Students

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Our school provides work program to help those who cannot raise enough fees	334	1	4	2.38	1.376
The school allows parents who are low economically to pay fees gradually on an arranged manner.	333	1	4	3.1	1.218
Our school organizes for sponsors for the students who are unable to pay fees	329	1	4	2.24	1.328
The school organizes bursary funds for those who are unable to pay fees	331	1	4	2.42	1.338
Financial assistance to students	**334**	**1**	**4**	**2.54**	**0.934**
Valid N (listwise)	327				

Relationship between Teacher Retention and Independent Variables

The researcher investigated the relationship between teacher retention with each of the independent variables: school administration, school socio-economic status, motivational strategies, wage administration and religious commitment. To this,

Pearson correlation and multivariate regression were carried out. The findings obtained

are presented in Table 23.

Table 23

Correlations (Teachers' Responses)

		Correlations				
		School administra tion	School socio- economic	Motivatio nal strategies	Wage administra tion	Religious commitm ent
Intenti on to remain	Pearson Correlation	.481**	.273**	.488**	0.182	.300**
	Sig. (2-tailed)	0	0.007	0	0.074	0.003
	N	98	98	98	98	98

**. Correlation is significant at the 0.01 level (2-tailed).

There was a positive and significant relationship between teachers' intention to

remain and all the predictors except wage administration. Herein, a Pearson correlation

(r) value of 0.182, P>0.05 was obtained between intention to remain in school and wage

administration. In all the other predictors, positive and significant relationships were

obtained (School Administration (r=0.431, p<0.05); Socioeconomic Factors (r=0.273,

p<0.05); Motivational Strategies (r=0.488, p<0.05) and; Religious Commitment

(r=0.300, p<0.05).

Based on the correlation results obtained, four of the null hypotheses of the

study were rejected. As such, it can be concluded that the School administration,

motivational strategies, socio-economic factors and religious commitment affected teachers' intention to remain in school.

There was no significant relationship between wage administration and teachers' intention to remain. As such, the null hypothesis that wage administration did not have significant contribution to teachers' intention to remain was accepted. These findings show that wage administration may not be a major contributor to teachers' intention to remain in school. These findings disagree with McLaurin et al. (2009) that salary related issues were important determinants to teachers' decision to remain in schools.

These findings also corroborated with the work of Mbwiria (2010) that the commitment of school administrators to teachers' job satisfaction, which includes giving them manageable workload is key to their retention. Teachers also tended to agree that there was an upward and downward communication in the schools between teachers and the administration. This was vital since the opinion of teachers could be easily heard and incorporated in school operations. This echoes the findings of Bennel (2004) and those of Morice and Murray (2003) that motivating teachers through numerous strategies make them cultivate an attitude of staying longer in school and in the profession. However, teachers in the SDA schools within EKUC stated that their level of motivation was very low. This could be a contributing factor to their low retention.

Teachers in Seventh-day Adventist church schools seem to be willing to remain in the schools but lack motivation. As a result, they developed a feeling that they were of less importance in the church system. Lack of motivation lead to a feeling of job insecurity. Because of this, they opt to quit.

These findings were also in line with McLaurin et al. (2009) who discovered that salary related issues are important determinants to teachers' decision to remain in schools. Pertaining to religious commitment, the findings are in support of Mutune and Orodho (2014) that teachers, in church school often remain in school as a means of serving God.

Best Predictors of Teacher Retention

Table 24

Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.488[a]	0.238	0.23	0.73615
2	.562[b]	0.316	0.302	0.70117

a. Predictors: (Constant), Motivational strategies

b. Predictors: (Constant), Motivational strategies, School administration

In these regression models, Adjusted R Squared values of 0.23 and 0.302 were obtained for step 1 and 2 respectively. 23% of the variance in teachers' intention to remain is accounted for by motivational strategies while 7.2% is accounted for by school administration.

The multiple correlation coefficient between teachers' intention to remain in school and motivational strategies and school administration is .562.

Table 25

Analysis of Variance (ANOVA)

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	16.274	1	16.274	30.031	.000[b]
	Residual	52.024	96	0.542		
	Total	68.298	97			
2	Regression	21.593	2	10.796	21.96	.000[c]
	Residual	46.706	95	0.492		
	Total	68.298	97			

a. Dependent Variable: Intention to remain

b. Predictors: (Constant), Motivational strategies

c. Predictors: (Constant), Motivational strategies, School administration

In the two models significant F-test values of 30.031, p<0.05) and 21.96, p<0.05) were obtained in the two models. This shows that there was a positive and significant relationship between each of the two predictors (motivational strategies and school administration) and intention to remain by teachers. This supports the prior findings from Pearson correlation that showed significant contribution of the two variables to teachers' intention to remain.

Table 26

Regression Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.48	0.259		5.705	0
	Motivational strategies	0.599	0.109	0.488	5.48	0
2	(Constant)	0.988	0.289		3.421	0.001
	Motivational strategies	0.408	0.119	0.333	3.429	0.001
	School administration	0.325	0.099	0.319	3.289	0.001

a. Dependent Variable: Intention to remain

Additionally, significant standardized Beta coefficients were obtained. This means that the coefficients obtained in the regression model can be used to predict the level to which motivational strategies and school administration influences the intention of teachers to remain in school.

Basing on the findings obtained, the model testing the strength of the relationship between the two predictors (motivational strategies and school administration) and teachers' intention to remain was fitted.

The fitted model equation was:

Y= 0.988+ (0.408 *Motivational Strategies) + (0.325 *School Administration)

Seeing that the standardized B coefficients obtained in model 2 were significant (B=.333, t=3.429, p<0.05) and (B=.319, t=3.289, p<0.05), it is evident that betterment

of motivational strategies and increase in the supportiveness of school administration by 1 unit each would lead to the increase of the intention of teachers to remain in school by about 0.333 and 0.319 units respectively. These findings are in agreement with Becker (1993) who stressed the vital role played by administrators in enhancing teachers' retention in schools.

Relationship between Independent Variables and Student Retention

The researcher investigated the contribution of the independent variables (religious commitment, school administration, motivational strategies and, financial assistance to students) and student retention. Pearson correlation and multivariate regression were carried out to test the relationship between these variables. The findings obtained are presented in the following section.

As shown in Table 27, there was positive and significant relationship between students' intention to remain and all the predictors (Religious Commitment ($r=0.460$, $p<0.05$; School Administration ($r=0.630$, $p<0.05$); Motivational Strategies ($r=0.390$, $p<0.05$ and; Financial Assistance to Students ($r=0.243$, $p<0.05$). Based on the correlation results obtained, all the null hypotheses of the study were rejected. It can thus be concluded that religious commitment, the school administration, motivational strategies and, financial assistance to students affected their willingness to remain in school.

Table 27

Correlations (Students' Responses)

		Correlations			
		Religious commitment	School administration	Motivational strategies	Financial assistance to students
Intention to remain	Pearson Correlation	.460[**]	.630[**]	.390[**]	.243[**]
	Sig. (2-tailed)	0	0	0	0
	N	335	335	335	334

**. Correlation is significant at the 0.01 level (2-tailed).

These findings agreed with Omar (2004) that religious commitment affected students' intention to remain in schools. School administration was found to affect decision to remain in school among students. This is in agreement with Ori (2011) who was of the same opinion. The findings also echo those of Gituriandu (2010) that the challenge of learners dropping out of school, before completing a school program, was a common occurrence in Kenya. One of the reasons for this was socio-economic challenge.

Furthermore, the findings agree with Furger (2008) who posits that the efforts made by school to enhance students' retention determined the level to which such students remained in school and vice versa. Based on the correlation findings, more

tests can be undertaken to investigate the relationship further. Regression analysis was thus undertaken as shown in the following section.

Best Predictors of Student Retention

In these regression models, Adjusted R Squared values of 0.403 and 0.422 were obtained for step 1 and 2 respectively. 40.1% of the variance in students' intention to remain is accounted for by school administration while 1.8% is accounted for by religious commitment. The multiple correlation coefficient between students' intention to remain in school and school administration and religious commitment is .650.

Table 28

Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.634[a]	0.403	0.401	0.67768
2	.650[b]	0.422	0.419	0.66745

a. Predictors: (Constant), School administration

b. Predictors: (Constant), School administration, Religious commitment

Significant F-test values of 226.677, $p<0.05$) and 120.96, $p<0.05$) were obtained in the two models. There was therefore a positive and significant relationship between each of the two predictors (school administration and religious commitment) and intention to remain by students. This supports the prior findings from Pearson correlation that showed significant contribution of the two variables to students' intention to remain in school.

Table 29

Analysis of Variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	102.724	1	102.724	223.677	.000[b]
	Residual	152.471	332	0.459		
	Total	255.196	333			
2	Regression	107.74	2	53.87	120.924	.000[c]
	Residual	147.455	331	0.445		
	Total	255.196	333			

ANOVA [a]

a. Dependent Variable: Intention to remain

b. Predictors: (Constant), School administration

c. Predictors: (Constant), School administration, Religious commitment

The standardized Beta coefficients obtained in the two models were significant. This means that the coefficients obtained in the regression model could be used to predict the level to which school administration and religious commitment contributed to the intention of students to remain in school.

Based on the findings obtained, the model testing the strength of the relationship between the two predictors (school administration and religious commitment) and students' intention to remain in school was fitted.

The fitted model equation was:

Y= 0.084 + (0.753 *School Administration) + (0.647 *Religious Commitment)

Since the standardized B coefficients obtained in model 2 were significant

(B=.634, t=14.956, p<0.05) and (B=.0.546, t=11.025, p<0.05), increase in the

supportiveness of school administration and betterment of the atmosphere to practice

religious commitment by 1 unit each would lead to the increase of the intention of

students to remain in school by about .634 and 0.546 units respectively.

Table 30

Regression Coefficients (Student Retention)

Coefficients [a]						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	0.69	0.147		4.697	0
	School administration	0.753	0.05	0.634	14.956	0
2	(Constant)	0.084	0.231		0.365	0.715
	School administration	0.647	0.059	0.546	11.025	0
	Religious commitment	0.268	0.08	0.166	3.356	0.001
a. Dependent Variable: Intention to remain						

These findings are in agreement with Ori (2011) who opined that the school

administration can play an important role in motivating students to remain in school.

The findings further strengthened those of Omar (2004) who discovered that there was

undeniable nexus between religious commitment and the likelihood of religious

students to remain in school.

Approach to Improve Retention

The researcher went on to find out the approach that could be used to improve

teacher and student' retention in SDA secondary schools. Open-ended questions were

posed to teachers and students on reasons that could make them remain in School.

Teachers' Own Perception

The researcher investigated why teachers have a sense of belonging to their current schools and why they intended to remain in the teaching profession. The findings obtained are shown in Annex II.

The teachers stated that one of the main factors that would encourage their decision to remain was the teaching opportunity accorded to them. Some were motivated by the opportunity to help young people mentally, physically and spiritually. They were happy for the opportunity to advance career, maternity leave for women, motivation in the school, and upholding of teaching as a noble profession.

Some teachers further, stated that they were fully committed to serving in the church schools. They said that they did not want to risk like their colleagues who left, only to reapply back for church employment. They stated that the colleagues attributed their return back, to church employment, to the guilt of abandoning God's work. Others said they wanted to be closer to their families regardless of the employment terms. In addition, some stated that they missed the constant prayer sessions in the church schools and the fellowship among the members of staff. Although there seemed to be insecurity in the employment; there was social security and trust among members of the same faith.

Some teachers stated that they were also motivated to remain in school by socio-economic factors (financial and career motivation) through bursary and educational loans for academic advancement. This could go a long way in securing their willingness to remain in school since, as posited by Githinji, Afande and Riro (2015), opportunity for career advancement could affect teachers' likelihood to remain in school and vice versa.

They were also motivated by increase in salary (for some), opportunity to educate their children (education assistance), timely payment of salary, harmonized salary with other church workers (in one conference), allowances (transport, accommodation and medical), being permanent workers and improved terms of employment. However, the above motivation strategy applies to very few teachers. Majority reported the opposite.

If the school administration improved learning facilities and made them secure and safe for learning, teachers said they would be encouraged to remain. As such, there was a need to: improve infrastructure, ensure good work policy for teachers and, create conducive environment for teaching and living. These findings concur with the study of Bennell (2004) which found out that no teacher is willing to stay in a school without electricity, staffroom, toilets, piped water and without good houses to live in. As such, there was a need to ensure that teachers lived in good environments. There was also a need to stop political influence as well as harassment of teachers. A need was there to create a loving environment and ensure multi-cultural integration of the school society.

The school Administration's capacity to enhance teachers and students' relationships could also motivate teachers to remain in school. Teachers said that this could be achieved through: good relationship with students, respect for teachers' opinion, incentives for extra work, involving teachers in decision making and better communication from administration. For this to be possible, schools should come up with clear staff policies and elaborate communication channels as argued by Acom (2010). Furthermore, motivation to remain in school was enhanced by the ability of schools to build teachers academically, professionally, spiritually and physically and create good relationship among co-workers.

Lastly, teachers said that they could remain in schools as a result of religious development. This was through opportunity to serve God, permission to practice faith without restriction, renewal of faith, spiritual nourishment and the opportunity to evangelize.

In addition, it came out clearly that most teachers have remained in Adventist schools for no other reason but to serve God due to their religious commitment. All other reasons, including salary are not key to their retention. In an interview with the teachers it was identified that some teachers have served in SDA schools for long and have decided to retire in the service because of the satisfaction that the job gives them. Some pointed out that they turned down TSC employment, severally, because of the love they have for the church schools. Others stated that they worked in the same schools with their spouses and valued that family togetherness more than any money. Since money is important in their life, some had devised side income to cater for their basic needs which schools were not able to meet. Some cited that they planted seedlings in the school to sell during the holidays. Others have kitchen gardens from where they get vegetables to reduce the cost of buying the same. Other Adventist teachers have decided to put up rental houses to compensate what they would have earned in the TSC employment.

The interviews further revealed that there were other teachers in SDA church schools who are not intending to quit the employment because they do not meet the qualifications required by the TSC, otherwise they would have left for the better terms of employment that the government offers. Others have remained because they have outgrown the age limit of 45 years that the government employs.

Students' Own Perception

The students were provided with open-ended questions on reasons why they would opt to remain in the school for the period of time given. The responses provided were grouped in related themes and their significance to the study variables assessed. The findings obtained are presented in Annex I.

One of the major reasons why students would remain in their current schools was talent recognition - a motivational strategy. To this, the students opined that they would remain in school if their talents were recognized. This could be done through introduction of music classes and enhanced support of sports. There was a need to give prizes to students who performed well in class as well as in extra-curricular activities. There was also a need to have a secure learning environment through building perimeter fences, among other strategies. This agrees with Nyabuti (2014) who articulates that education takes place in the environment which is safe and secure.

Since the schools brought together students and teachers from different backgrounds, there was need to ensure that teachers were 'good' that is supportive to students. Vices such as tribalism and nepotism should also be discouraged so as to enhance good interpersonal relationship. This could only be possible if reinforced by the school administration through the right policies and programs.

The school administration also needed to ensure that there were sufficient learning materials such as books and other learning materials, conducive classrooms, dormitories, libraries and computer rooms. This agrees with Mumo (2000) that provision of adequate teaching materials could affect teachers' likelihood to remain in school.

The interviews further, revealed that there was also a need to ensure that enough teachers were hired. Changing and frequent replacing of teachers should also be

discouraged. The health of students through health facilities (dispensary), good food and availability of clean water could also encourage students to remain in school. Good performance in KCSE was also an important determinant of students' decision to remain in school. This is in support of Demetriou (2011) who argues that academic performance results into valued outcomes. This encourages students to remain in well-performing schools.

Socio-economic factors such as provision of work programs, reduction of fees and arrangement to pay fees gradually could also encourage students to remain in school. However, this affected students from low socioeconomic status only. Those from families with an ability to pay fees had nothing to do with this variable, although some had a concern for their colleagues who had some financial challenges. During an interview they all showed interest for financial assistance.

Lastly, it was identified that religious commitment (through good environment for prayers and spiritual lessons) encouraged students to remain in school. These finding corroborates with the findings of Bennel (2004) that constant prayers and sermons in the school make teachers and students to feel closer to God. This could go a long way in encouraging their decision to remain in school as argued by this current study.

Principals' Opinion on Retention

School principals were interviewed on measures that could be put in place to ensure that teachers and students remained in school. The responses obtained are shown in Annex III and IV.

Measures of ensuring teachers' retention. The researcher interviewed the school principals on how to make teachers remain in the system. The findings show that principals could enhance teachers' propensity to remain in school. This could be

achieved through attending to their personal challenges. The principals opined that they attended to teachers' challenges as they came. They gave teachers a hearing and had meetings with them to discuss their needs. In addition, they counselled these teachers. Some principals pointed out that they attended to the challenges with a human heart.

The principals also encouraged teachers' career advancement. To this, 54% of the schools pointed out that they granted study leave (part time) to teachers. Some conferences (36.3%) grant bursary funds to advance teachers' career. In addition, it came apparent that some (9.09%) schools reimbursed 50%, of the total cost of tuition fees, to teachers, who completed a Post Graduate Degree Program.

As far as school's adherence to church remuneration policy, as a way of encouraging teachers' decision to remain in school was concerned, the findings obtained from principals' interviews show that *no single school matched the provided remuneration policy due to financial challenges. Indeed, only 9.9% of the schools in the study were close to the church remuneration policy*. Adherence to church remuneration policy is vital since, as pointed out by Githinji et al. (2015) low retention was promoted by lack of the policies such as human resources and remuneration policies.

In some schools even the salary was paid on a gentleman's understanding. This could affect teachers' likelihood to remain in such school since, as pointed out by Koech et al. (2014), remuneration affected teacher job satisfaction - a predictor of teachers' likelihood to remain in school. It also came out clearly that *no single school had the utility allowance. However, in some schools, all workers were insured by the General Conference (G.C) Risk Management Insurance.*

In a bid to encourage teachers to remain in school, the schools put in place numerous channels of communication. They had staff meetings arranged on termly basis. In addition, the schools held head of department (HOD) meetings, personal

meetings with the principal, morning assemblies, school meetings - twice a week, in prayer meetings, through suggestion box, academic committees, discipline committees, bulletins, memos, notice boards and in administrative meetings.

Schools also enhanced teachers' participation in school decision making. To this, 90.9% of schools had an elaborate way through which teachers took part in decision making. The schools also had various motivation procedures of teachers in schools. In one of the schools, teachers were given monetary awards as follows (KES 1000.00 for every grade A, a student got in K.C.S.E; KES 700 for every A- and KES 500 for grade B+). Awards were given during the prize giving days. Of the sampled schools, only 27.7% had prize giving days. Other schools feared to conduct prize giving days in fear of humiliation for low performance in national exams. On another note, 72.7% of the schools motivated teachers in different ways, like providing breakfast and lunch in the school, as well as having school trips for teachers. These findings corroborate with the findings by Bonface (2016) that in Tanzania, motivation of teachers was among what seems to be the solution to low teacher retention in schools.

The principals went on to show how schools helped teachers with socio-economic challenges. To this, they encouraged teachers to join a Sacco. They also gave salary advances to the needy. Few schools also refunded 50% of the fees spent in post graduate studies. They also helped them join microfinance which gave loans. Furthermore, some schools had welfare to help in emergency cases. Lastly, the principal became a guarantor to enable teachers' access to bank loans.

The principals were asked how teachers perceived Adventist education. They opined that some teachers had taught in Adventist schools for over 30 years. Indeed, some had decided to retire in the system. This shows that they had motivation to remain in the schools. However, it was apparent that some taught in the schools for money.

They perceived it like any other employment. On the contrary, some teachers perceived Adventist education like a gateway to heaven, a source of good morals and an avenue for shaping peoples character. This was exhibited in some schools where teachers preached to students.

Lastly, there were several ways in which teachers exhibited religious commitment. They did this by attending church programs, conducting class prayer meetings, using the bible as a text book for all subjects, preparing students for baptism, starting every class session with prayers, joining singing groups with students and conducting outreach programs. Interestingly, there was one school where 66.6% of the teachers were non Adventists. In that school, the principal admitted that *none of the teachers showed any religious commitment. In fact, they could not instill religious values to students; they themselves did not have them.*

Ensuring Students' High Retention

The principals, further, pointed out that they were putting in place measures to ensure better academic performance, since they were not satisfied with the prevailing performance. This could go a long way in enhancing the decision of students to remain in school.

The schools put in place numerous strategies to discipline students. These included: dialogue, counselling, calling parents to talk to their children in school, manual work punishment, pastoral care, suspension (done in rare cases) and expulsion (in extreme cases as the last result). Caning, though illegal in Kenya, was rampant where 100% of the sampled schools practiced it. Schools also put in place mentorship programs. These efforts could enhance teacher retention (well as that of students) as supported by Loeb et al. (2005) that teachers cannot be retained in a school where the level of indiscipline of students is high.

As far as identifying and nurturing talents was concerned, the schools ensured that there were entertainments, club presentation, talent show, drama and music festivals, religious discussions, singing, preaching, drama clubs, journalist clubs, leadership skills club, research clubs, as well as swimming club, among other programs. In order to enhance the retention of students, schools also ensured that there were spiritual programs such as camp meeting, student to student bible study/discussions and integration of faith in learning and teaching.

Fees Collection Policies were also made palatable to students. As such, it was identified *there was a policy at the Union (EKUC) level demanding that fees be paid through bank accounts. Payment by cash and 'Mpesa' were not allowed. In addition*, *there were monthly fees payments or as per parental income - as long as such parents strictly honored their committed plans.*

Schools had strategies for helping needy students. In this regard, they created holiday work program and had bursary funds for students. In order to ensure good examination policies, schools had own exam policies. In this regard 45% marks was the yardstick before proceeding to the next class. There were also termly exams, weekly CATS, mid-term and end-term. Marks attained from each exam were combined to earn the final grade, at the end of the year.

Students were given a sense of ownership to school running processes by participating in decision making. To this, 36.3% of schools pointed out that they involved students in decision making. Regrettably, none of the schools had a student in the school Board of Management (BoM), although it is a requirement in the Education Act. However, two schools had voted to have a student representative in the board in the year 2017.

On another note, most student decisions were done in the student councils as well as by the prefects' body. In some schools, such prefects were elected by the students. There were also instances where the decisions were done by the students and channeled to the administration through Heads of Departments (HOD). Students were also heard through class meetings by their class teachers. Furthermore, some schools had suggestion boxes in their schools where students expressed themselves. It was found out that schools that had no channels of incorporating students in decision making processes were faced with the challenges of unrest and high levels of indiscipline.

Most schools (81.8%) conducted mentorship programs. In such, different professionals gave motivational talks as required by the school. It was also evident that the alumni and teachers also conducted mentorship programs. On spirituality, pastors undertook mentorship initiatives. This is in line with Griffins (2007) who argues that students' retention in schools could be enhanced if they were assigned mentors to guide and direct them toward being persistent until they acquire education.

The schools had motivation programs of different types. These included: trips, gifts, verbal commendations, prize giving days, graduation days, financial incentives, counselling, motivational speakers, as well as the Union Awards. Although there were no prize giving days, in some schools, 72.2% of all schools conducted motivation programs.

The security strategies undertaken in the schools included: fence around school and guarded gates. In some schools, students are dropped at the school, by parents during opening and picked during closing days. There were also fire extinguishers installed. Interestingly, some schools only depended on God's grace for security. There were also regular roll calls, to ensure all students were in school.

School chaplains also played key roles in enhancing the decision of students to remain in school. In this case, school chaplains organized camp meetings, coordinated daily and Sabbath worship, coordinated counselling programs and conducted baptisms within the school.

Lastly, it was made manifest that most of the schools had retention policies. Notably, 9.09% of the sampled schools gave students a chance in every term to suggest the changes they needed done before they returned the following term. Having workable policies for students' retention in school is important since, as posited by Wild and Ebbers (2002), student retention is paramount for there can be no school without students. As such, school leaders need to device policies which ensure the enrolled students are guided to finish the program on time and as intended.

Education Directors on Retention

The interviewed education directors were from 5 Conferences/Field namely: South Kenya, Nyamira, Central Rift Valley, Central Kenya and Kenya Coast (Field). These were interviewed on the ways in which students and teachers could be retained in schools. The responses obtained were presented in Annex V and VI.

Suggestions on Teachers' Retention

The researcher went on to ask educational directors to suggest ways in which teachers could be retained in church schools. To begin with, they were asked to give the reasons for high or low teacher retention. It was found that teacher low retention was due to lack of job security, lack of conducive working environment and by the fact that some schools did not provide incentives and allowances for teachers. Others, they said, were the belief that teachers were viewed by the church to be of less importance compared to pastors and office workers. The fact that some teachers were not

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permanently employed and that they lived in poor houses, among other reasons, showed that teachers were viewed by the employer to be of less importance.

There were also reasons why some teachers remained in school despite the challenges thereof. These included *taking the teaching profession as a calling from God to serve Him in the schools.* This agrees with Omar (2004) who points out that some teachers see their role in the school as God sent to shape up the life of the young people. Teachers also remained in Adventist schools due to failure to qualify to work in government schools. To this, it was made clear that some teachers have outgrown the age limit at which the ministry of education absorbs teachers (45 years).

Regarding the existing policies on teacher retention, majority of the education directors (80%) reported that they had no policies on teachers' retention. The other 20% reported that they had clear policies on how to retain their teachers in schools and in the church employment. The centralization of teachers' salary for those who served for 15 years and above and for all the school principals, was one way for teachers' retention. One of the conferences also subsidized what the schools pay to ensure that teachers get paid as per the church policy. The other booster for teachers' retention was ensuring that the right procedures for teachers' termination and employment were followed, as well as keeping teachers' service records and securing their retirement benefits.

On the effect of teachers' turnover and learning, the respondents pointed out that *lack of syllabus coverage retarded smooth learning. The turnover also confused learners, especially if teachers' turnover was frequent*.

The findings obtained went on to show that the implementation of retention policies depended on the leaders in the church offices at that particular time. It was opined that church leader, like the education directors, who did not implement retention policies had no mission at heart for schools. Lack of implementation was also attributed

to financial challenges. Some boards of management ensured teachers remained motivated to remain in schools by either housing them within or by providing house allowances. They also ensured termination and hiring policies were implemented as stipulated in the church working policy, that is by the local conference

Some conferences ensured there were incentives which were awarded to teachers during the prize giving days. It was also pointed out that there were some conferences (40%), which provided incentives to teachers basing on their performance. They awarded certificates and ensured schools had policies which enabled provision of incentives. Such incentives included cash for grades, recreation tours and salary tours (this was done in only one conference). Furthermore, in the whole of EKUC only 30 teachers (17.8%) have benefited from the bursaries to advance their career, for the last eight years. This shows that the use of bursaries for career advancement for teachers was not being maximized. Instead, other church workers benefitted from the offer.

As far as retaining bad teachers was concerned, the respondents elicited that *bad teachers were those who do not comply with the laid down regulations of the school and the conference policies. Such teachers were disciplined accordingly, but under the laid down procedures.*

Some education directors reported that *they were forced, by circumstance, to keep bad teachers because they did not have good ones. Such teachers were sent away in some conferences where alternative teachers were available. However, this was done as the last result after counselling and warnings had failed.* This agrees with Moore (2014) that much effort should be put to redeem bad teachers and make them better, rather than just get them out. Bad teachers should be removed only when all efforts have been put to reclaim the individuals. On the other hand, it was reported that *some*

conferences had no room for bad teachers, at all since their main purpose in the school was to evangelize, a thing that bad ones could not do.

Employment procedures were fully followed by the church schools. This included advertisement, shortlisting, recruitment and recommendation of those recruited to the conference for final approval. In emergency cases, a teacher could be handpicked to save a situation.

The school Boards of Management (BoM) operated on delegated responsibility. They thus worked under certain limitations. The BoM had no powers over the principal and the board chair persons. The board could not discuss principals and board chairpersons in the board meetings nor discipline them. The board also could not handle capital projects but after being authorized by the higher authorities. The findings showed that teachers could not be laid-off without the laid down procedures.

Teachers went on to point out that *they were not satisfied with the remuneration they were receiving. They compared themselves with the pastors' pay and their colleagues at the T.S.C.*

Lastly, it was found out that there were 168 teachers in the secondary schools of EKUC. Although some schools had enough of them, others had shortages, especially the science and mathematics teachers.

Students' Retention and Enhancement of Enrolment

The education directors were asked about the prevailing student enrolment in their conference secondary schools. In the interview, it was discovered that there were 2150 students in EKUC schools, which was 61% of the expected. The maximum expected students should have been 3520 in the eleven schools - the recommended number of students per class was between 40-45, in a single streamed school. However, all Conferences and the Field reported shortage of enrolment, since each school was

expected to be double streamed. It was apparent that no single conference had enough enrolment. This could have been as a result of student attrition or due to the fact that students never encouraged others to join the Adventist schools.

Regarding student recruitment and retention policies in the conferences, the respondents pointed out that *some schools in EKUCs had recruitment and retention policies. These policies included: the advertisement procedures, where students apply to join a school, get shortlisted, interviewed and issued with admission letters, then get registered as they report.*

In order to retain students, some schools processed bursary funds and provided work programs for the needy. Others decided to pay K.S.C.E exam fees for their students, while others maintained discipline, as a way of boosting retention.

When asked the sources of school finances, education directors pointed out that *the main source was school fees. Others included: income generating projects, grants from well-wishers, fundraising and conference appropriations.* On other hand, regarding the policies on student retention each conference had different policies. The EKUC awards students' money, as a token of appreciation for their over roll grade, as follows: A plain (KES 40,000.00), A- minus (KES 30,000.00) and, B+ plus (KES 20,000.00). The other ways included improved school diet and ensuring high academic performance.

There were also various policies employed to encourage parents to retain their children in the church schools. These included allowing them to pay fees as per their ability, like on monthly bases, creation of work programs to boost low income earners, as well as the school helping them to get bursaries and scholarships from either CDF, churches or from NGOs.

When asked to point out the levels of student attrition and turnover in the S.D.A. schools within the conference, the educational leaders pointed out that *there was a challenge of low student retention and low enrollment in SDA Schools. This was because some students transfer in search of better schools, in terms of academic performance and in some cases in search of certain religious beliefs. In many Adventist schools the challenge was not low retention, per se, but students not simply enrolling as expected.* As such Adventist schools ought to come up with strategies aimed at meeting students' learning expectations so as to increase their enrolment in school (Parrin, 2015).

Possible ways to reduce students' low retention were also suggested. These included ensuring there was tight security for both students and teachers, providing balanced diet to students, maintaining dorms to ensure that they were in the required standard and installation of electricity.

Various measures were undertaken to encourage enrolment in church schools. These included promoting church schools in the local churches, availability of admission forms at the station offices; introduction of competitive programs (subjects) and introduction of policies prohibiting admission of rejects (enrolling students who have failed and are rejected by other schools).

Lastly, enrolment was said to be enhanced through undertaking promotions through radio and T.V advertisements.

School Chairpersons Opinions on Retention

The school chairpersons were interviewed on ways in which students' and teachers could be retained in schools. The responses obtained are shown in Annex VII and VIII.

The school chairpersons were asked to indicate the ways in which they motivated students to remain in school. The findings obtained show that the chairpersons did this by ensuring that there was quality teaching by employing competent teachers who did not only qualify academically but were spiritual. These findings echo those of Loeb et al. (2011) who emphasized the importance of quality teachers as a way to improve educational outcomes for the learners. However, this applied only to schools which were self-sustaining and financially stable. Those with financial challenges just got anybody regardless of quality. The chairpersons also enabled students to have regular meetings to express their concerns, ensured there was a Guidance and Counselling Department in the school and targeted students' discipline. They also ensured there was remedial teaching, quality academic performance and put in place measures to ensure there was quality diet, which could also enhance student retention.

There was also introduction of co-curricular activities, maintenance of security and setting students free to elect their leaders (prefects). Before sending students away for fees, parents were informed over the phone. In some schools, the BoM organized counselling sessions for parents, conducted regular parents' meetings and allowed extremely poor students to sit for national examinations to clear fees arrears once employed.

The school chairpersons were also asked if the schools operated annual budgets. Out of the sampled schools 91% operated annual budgets. Only 9% had been operating without any budget. It was reported that the budgets were made towards the end of every calendar year. The first draft was normally made by the group of four people namely: the school bursar, the principal, the accountant and the board treasurer. Once completed, it was subjected to the finance committee for verification before it was

discussed in the full board of management (BoM). When the board got satisfied, it was forwarded to the local Conference/Field for approval, rejection or amendment before it starts its operation.

On plans to improve the school facilities, the respondents pointed out in the bid to improve facilities each year, that the process started at the budgeting state. The board identified the projects to be worked upon, in the following year. These were captured in the budget. The projects were then financed from the school fees, and if the fee was not enough a plan to conduct fundraising was laid down and captured in the budget.

The findings went on to show that students were normally involved in decision making during their council meetings. Other schools preferred to listen to students from their classes through their class masters or mistresses. Although it was a requirement from the ministry of education to have a student or teacher representative in the board of management, 91% of the respondents reported that these plans were scheduled in the following year (2017). The student representative was to be elected by students independently. The same case applied to teachers.

There were various motivational policies for the principal, teachers and students. In this regard, all school principals (in one of the conferences) were paid as per policy. Since schools had financial challenges, the local Conference appropriated money to the schools to top up the salaries. Therefore 54.5% of all the school principals were paid as per policy and competitively. In these schools, there were very few cases of principals moving for TSC employment. Teachers who had served for 15 years were also treated like the principals. At the same time, each school principal was paid responsibility allowance. Similarly, 63.6% of the school principals and teachers got medical allowance and education assistance, for their children. In other conferences and Field, it was reported that teachers had no allowances.

There were clear procedures for the termination of teachers. Out of all the schools under investigation only 9% did not experience termination cases. The rest 91% had experienced indiscipline cases of teachers which led to their termination. In every school the basic steps were followed although there were differences in the final stage. Some board members decided to terminate workers without the knowledge of the local Conferences/Field. This was wrong since the policy stated that only the Conference/Field had the final mandate to terminate a worker. However, 63.6% reported that they followed the laid down procedures in laying-off workers. They gave verbal warnings, written warnings up to three letters. If an individual did not change, the same was heard by the full board, after which the person got suspended. While on suspension the recommendation to terminate was forwarded to the higher authority for final approval.

Regarding expelling students from schools, no school had any policy on student expulsion. Some reported that they used several suspensions to keep away the student. It was only 9% of the respondents who stated that the expulsion was done by the county director of education. The Education Act was not clear on who should expel students in private schools. For a student to be expelled, the school did everything possible to reclaim the child. This included parental involvement, guidance and counselling, peer counselling, as well as administering punishment such as manual labor and suspension.

The chairpersons reported *that they had their personal views on teachers and students' retention. For teachers they ensured there was job security*. This supported the findings of Mbwiria (2010) that job satisfaction was "key" to teachers' retention.

Other ways of enhancing teachers' retention were: provision of employment letters and working on their service records for retirement, avoiding politics in school, dismissing teachers who incited students against the administration, creation of positive

culture in school, housing teachers comfortably, ensuring there were policies on career advancement for teachers, recognizing hardworking teachers, organizing meetings between teachers and church leaders, pushing conferences to centralize teachers' pay and making teachers transferable. Provision of relevant teaching resources, training teachers in soul winning for Christ, ensuring teachers fought tribalism in metropolitan schools and provision of conducive working environment, were noted as some of the key issues to enhance teacher's retention.

In order to retain students, the board chairpersons had put in place several measures. These included: regular student meetings for briefing on school operations, improving security by fencing schools, fighting against drug abuse in schools, identifying and encouraging students' talents, improving students' learning culture, admitting qualified students, as well as ensuring teachers taught the curriculum and not text books.

School Conditions as per Researcher's Observation

The researcher made observation on school conditions that could influence teachers' and students' decision to remain. The findings obtained are presented in Annex VIII and IX.

There were various conditions observed in the school that affected teachers' decision to remain in school. Although all schools had gates and generally good classrooms, staff houses were in pathetic conditions in many schools. Indeed, no single school had good houses for teachers. Some of the staff houses were built with iron sheets (*mabati*) while others had mud walls as shown in Annex IV. Some had no electricity. This could affect the likelihood of teachers to remain in the schools. These findings thus collaborated with the finding of Bennell (2004) that teachers transfer from one school to another in search of a school with better standards of living. No teacher

was willing to stay in a school without electricity, staffroom, toilets, piped borne water and without good houses to live in. Furthermore, physical facilities such as laboratories were not equipped, in two schools. Some of the laboratory equipment were covered with dust, evident that they had not been used for a long time. In fact, the students testified that the lab had not been used for more than two years.

The most important challenges facing teachers' retention included: lack of library, no dependable water source, low enrolment, poor KCPE results, principal (manager) not qualified, lack of security (no fence), very low enrolment, very poor and pathetic staff houses, low enrolment, lack of harmony among teachers and pathetic staff houses.

Some teachers seemed to lack motivation. In two of the schools, classroom observation showed that teachers attended classes late. In one of the schools, every teacher attended the class late. Interestingly, one teacher was late for 19 minutes and students said it was normal. Such tendencies could affect students' performance and their willingness to remain in school. Apparently, religious commitment was low. This was exhibited by the fact that no teacher prayed before starting a lesson even in CRE classes. It was only in one school that every lesson started with prayers.

There were some notable achievements in most schools. These included: equipped libraries, well-kept school environment, healthy dairy cows, guarded gates, new staff houses being built, good spacious classrooms, moderate staff houses, good offices and staffroom with a ceiling. Others had installation of electricity, good leveled playground, school garden full of vegetables, enough teachers, modern multipurpose hall, qualified staff, modern tiled dining hall, secure fence, irrigation and domestic water available, modern dorms, computer lab with internet, modern labs and proximity to tarmac roads.

One school had some unique achievements. These included three school buses: a 62 seater (Isuzu), 67 seater (Scania) and 29 seater (Isuzu)), modern classrooms, modern guarded gate, well-kept pavements, New modern classrooms coming up, Equipped laboratory and library. The school was connected with internet, had dairy cows, enough teachers, enough enrolment and had the highest KCSE results for 2015 (mean score, 8.9). The school also had the highest teacher and student retention. This shows that good learning environment, enough facilities and good performance can enhance teachers' and students' propensity to remain in school.

Predictive Model

As illustrated in Figure 6, the five independent variables (school administration, wage administration among teachers, motivational strategies, socio-economic factors/financial assistance to students, religious commitment) contributed to retention in school by teachers and students in various ways. Most important determinant of both teachers' and students' retention was school administration. As such, the school administration had the most responsibility for ensuring that students and teachers remained in their schools. For teachers only, the most important factor influencing their retention was motivational strategies. As far as students were concerned, the most important factor was religions commitment. As such, students set to remain in school so as keep on practicing their faith. For teachers the other important factors affecting their retention were religious commitment and socio-economic factors while for students, the other important factors were financial assistance and motivational strategies. All efforts aimed at enhancing students' and teachers' retention in schools should be informed by these factors in order of importance.

Figure 6. Predictive model in SDA secondary schools in EKUC (Researcher, 2017).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND

RECOMMENDATIONS

This chapter presented an overview of the study, the summary of findings, discussion of the findings, theoretical implication, conclusions, as well as recommendations for future research and practice.

Summary

The study sought to establish ways of enhancing high teacher and student retention in secondary schools of the SDA Church in EKUC. Low teacher and student retention in the SDA secondary schools, in EKUC, has affected the progress of education system negatively. The turnover and attrition of the two groups hinders the success of education in the SDA schools. The expectancy theory of motivation was applied. Tinto (2007) relates behavior to an outcome, that people behave in certain ways in anticipation of rewarding results. The concerned parties in the growth of education of the SDA church need to put the necessary effort in anticipation of quality education. The education directors of SDA schools, the chairpersons and the principals should ensure teachers and students who enroll in the church schools, are motivated remain on course within the required period. They need to identify some underlying factors which caused low student and teacher retention, in schools, and come up with some possible ways for high retention (World Bank, 2005). Tinto (2007). Teachers and students, should also play their roles effectively and wait for satisfying results

The students and teachers were required to fill the provided questionnaire (both structured and semi-structured) but principals, education directions and the BOM chairpersons were subjected to interviews. Observations, survey and documentary

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analysis methods were also used. In total there were 335 students, 98 teachers, 11 chairpersons and 11 principals, and 5 education directors. Triangulation in addition to the above stated was conducted to ensure there was full and detailed information. This study used concurrent mixed methods research design in the church schools.

Summary of the Findings

The results obtained availed important findings on teacher and student retention in secondary schools of Seventh -day Adventist church in East Kenya Union Conference. These findings could have great significance to church schools and private schools in Kenya. The summary of the findings is made in line with the research questions:

1. The researcher assessed the turnover and attrition trends among students in nine schools for a period of 8 years (2008-2015). To this, the number of students in Form 2 and 3 who dropped within the year and those who joined were assessed. The findings show that students were being replaced as they dropped out in some of the years. This shows high turnover rates. More teachers were leaving schools than those being employed in most of the years. Generally, it is evident that some teachers left church employment. The turnover was experienced annually, by both the teachers and the students.

2. Teachers and students intended to remain in the school as long as the administration was cooperative, understanding, appreciative, recognizes their efforts, was caring and was ready to treat them with dignity.

3. Teachers evaluated each of the variables and got the findings as indicated against each:

School administration:

Teachers tended to agree with all the items presented to them (means between 2.55 to 3.25), as shown by the average mean of 2.85, that school administration contributed highly in their departure from schools.

School Socio-economic Status:

Teachers tended to agree with all but two of the statements presented to them (average rating of 2.56). To this, the they pointed out that some schools were not able to provide transport for teachers staying far from school (mean of 1.35) and some refuted the idea that teachers' houses are provided in the school (2.45).

Motivational Strategies:

The average mean was 2.28, an indication that teachers lacked motivation in schools.

Wage Administration:

The average mean of 2.71 shows that teachers were not satisfied with the current wage administration but wage was not key in their stay.

Religious Commitment:

With the means ranging from 3.57 to 3.96, teachers agreed to all the statements presented to them, as shown by the average mean of 3.78 (agree). This means religious commitment of teachers contributed to their stay.

4. The students Evaluation Rating on Independent Variables.

School Administration:

With a mean of 2.82, students tended to agree with most of the items presented to them on how school administration affected them. Some students had a feeling that the administration does not treat them with dignity. They also felt that they needed to be treated with understanding.

Financial Assistance to Students:

With the average mean of 2.54 students tended to agreed that financial assistance was of importance but not all students needed the assistance because their parents were able to pay. However, they needed it for their colleagues.

Motivational Strategies:

The mean of 2.49 shows that students were not motivated in their stay in the schools. On average they all agreed that motivation was lacking in the schools.

Religious Commitment:

A mean of 3.37 was found in the religious commitment of students, meaning that they tended to agree with the items in question. They, somehow agreed to all statements except one; "most students in the schools are God fearing, so I feel at home in their company" (mean of 2.42). This meant there was a feeling that the schools had students who feared God while others did not fear God.

5. The researcher sought to identify how the following factors contributed to the teachers' retention: The information against each was given as indicated.

   a. **School administration:** this was the major variable contributing to low teacher retention in EKUC schools.

   b. **Wage administration:** teachers rated wage administration as the least of the variables. In fact, they stated that wage administration did not contribute to their retention.

   c. **Motivational strategies:** teachers agreed that the schools lacked motivational strategies. If motivated they were ready to remain.

   d. **School socio-economic Status:** some schools operated in difficult financial status and were un able to provide the required learning facilities.

e. **Religious commitment:** this variable was instrumental in the retention of teachers. They remained to serve God and humanity.

6. The following factors contributed to student retention as stated against each:

   a. **School administration:** students felt that this was the major contributing factor for their low retention.

   b. **Motivational Strategies:** some schools lacked motivation strategies to encourage students to remain.

   c. **Financial assistance to students:** the students with financial challenges lacked some assistance to remain in school.

   d. **Religious Commitment:** this was key in retaining students to remain in schools, especially the students of the SDA faith.

7. There is an approach to improve teacher and student retention in SDA secondary schools. The school administration and motivational strategies were key in the retention of teachers and students. School administration should therefore come up with ways of motivating teachers for better production and cultivate in them the willingness to remain. What was common in the two groups was the need to be recognized and appreciated. Students should be treated with dignity and be understood in their behavior. The most important determinant of both teachers' and students' retention was school administration. As such, the school administration had the most responsibility for ensuring that students and teachers remained in their schools. For teachers only, the most important factor influencing their retention was motivational strategies. As far as students were concerned, the most important factor was religions commitment. As such, students set to remain in school so as keep on practicing their faith. For teachers the other important factors affecting their retention were religious commitment

and socio-economic factors while for students, the other important factors were financial assistance and motivational strategies. All efforts aimed at enhancing students' and teachers' retention in schools should be informed by these factors in order of importance.

Conclusions

The study made the stated conclusions based on the research questions, as they were generated from the findings.

1. Regarding the retention trend of teachers and students the findings show that high levels of turnover and attrition prevailed in the schools.
2. Teachers and students intend to remain in the schools as long as the administration values and cares for them.
3. Teachers evaluated the independent variables and concluded that the school administration contributed highly their low retention. They also pointed out that some schools suffered low socio-economic status. The schools lacked motivation despite the socio-economic status. The teacher pointed their religious commitment as a big contributing factor for their willing to stay.
4. The evaluation of students on the independent variables stated that school administration treated them without dignity and understanding. They felt that schools needed motivation strategies which was lacking. At the same time, they were happy for the religious commitment which contributed to their intention to remain. Regarding financial assistance, thy sympathized with their colleagues who lacked fees and other school based items.
5. The independent variables (school administration, motivation strategies, wage administration, socio-economic status of the school and religious commitment) contributed to the retention of teacher

6. Students were ready to remain in school until completion of Form 4 if the administration treated them with dignity and understanding, treating them as per their age. If religious programs were maintained they would opt to stay. On the other hand, they should be motivated and recognized. Those with financial challenges should be assisted.

7. School administration and motivational strategies were key in the retention of teachers and students.

Recommendations

From the findings obtained the following recommendations were made.

(a) Teachers

1. The school administration should be cooperative to both the students and teachers, by treating them with dignity, recognizing their talents and appreciating their efforts.

2. There should be stringent measures for motivating teachers. This can be done through giving them prizes, taking them out for trips, providing for their security and giving them incentives were also of utter importance.

3. The school administration needs to provide houses for teachers, provide transport to school and back, create good rapport between teachers and parents, listen to the teachers' personal challenges and give them an opportunity for career advancement through bursaries.

4. Wage administration should be improved as per church policy.

5. Before starting new schools, the infrastructure should be built first.

6. Religious programs and materials should be improved.

(b) Students

1. The school administration should put in place strategies for ensuring that students learning facilities were available.

2. The school administration also need to put in place various motivational strategies aimed at encouraging students remain in school.

3. There was a need to ensure that students from poor backgrounds were assisted through bursaries, sponsorship be provided with work program in school and that schools should have flexible ways of paying school fees so as to accommodate students from poor backgrounds.

4. Adventist schools should provide spiritual programs and materials for students' spiritual growth.

(c) Infrastructure

Schools should be built to completion before they start operating. All the infrastructure should be in place, then the admission of students and employment of teachers should follow. Therefore, there should be a complete budget before putting up a new school.

Recommendations for Further Study

1. This study used concurrent mixed methods research design in church schools. There is thus a need to undertake exploratory and in-depth studies on students and teachers' intention to remain in church schools in other parts of Kenya for comparison purposes.

2. There is need to investigate intrinsic factors (factors related to the student and teachers themselves such as psychosocial factors among others) which contribute to teachers' and students' intention to remain or leave their schools.

3. There is also a need to carry exhaustive studies on each of the study variables that were investigated, by this current study, using existing literature for comparative purposes in public schools

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APPENDICES

APPENDIX A: Students' Questionnaire

This questionnaire is intended to get your views about your intention to remain in your current school until you complete Form 4. Please spare some of your precious time to provide the requested information genuinely and honestly. The information will be treated with confidence, so do not write your name on the questionnaire. Your response is intended to make your stay in your school better.

Please put a check in the box that matches your response in part 1.

Part I: Background Information

1. Gender: Female ☐   Male ☐

2. Class: Forms 1 ☐   2 ☐   3 ☐   4 ☐

3. Border ☐   Day scholar ☐

4. The year you joined the school:

    2015 ☐   2016 ☐   ☐   ☐

5. Your K.C.P.E Score: below 250 ☐   Below 300 ☐   300-350 ☐

    350-400 ☐   400 and above ☐

Part II

Statements on what influences students' retention

Please respond to the statements given by putting a TICK in the box that matches your response.

1. Disagree

2. Tend to disagree

3. Tend to agree

4. Agree

Religious commitment				
I am committed to the spiritual fellowship and youth programs	1	2	3	4
While in this school I have the opportunity to prepare for eternity in addition to my academic advancement	1	2	3	4
I enjoy the freedom of worship and keeping the commandments of God including the Sabbath	1	2	3	4
The way teachers integrate faith in the classroom enriches my relationship with God	1	2	3	4
I am in this school because it teaches Christian values in addition to academics and social norms	1	2	3	4
I love this school because the bible is the text book for all subjects	1	2	3	4
Most students in this school are God fearing, so I feel at home in their company	1	2	3	4
In this school I have the opportunity to share the word of God with others	1	2	3	4

School Administration				
The orientation that I went through when I was new has made me fit well in the school community	**1**	**2**	**3**	**4**
I like the guidance and counseling programs which help me in personal challenges and in career choice	**1**	**2**	**3**	**4**
I like the way the school administration ensures teachers keep time in class	**1**	**2**	**3**	**4**
Coverage of syllabus is on time after which we revise for final exams	**1**	**2**	**3**	**4**
The administration treats us with dignity and understanding	**1**	**2**	**3**	**4**
The school staff is committed teaching and is friendly to us	**1**	**2**	**3**	**4**
The active link between the school and the parents/guardians encourages our learning	**1**	**2**	**3**	**4**
School activities are well programed in that we are occupied at all times	**1**	**2**	**3**	**4**

Intention to Remain				
I plan to remain in this school until I sit for KCSE	**1**	**2**	3	**4**
I love this school because students socialize freely	**1**	**2**	3	**4**
I will not transfer to another school because this school performs well in K.C.S.E	**1**	**2**	3	**4**
I decide to remain in this school to enhance my ability in extracurricular activities	**1**	**2**	3	**4**
The entertainment programs in this school make me not think of transferring	**1**	**2**	3	**4**
I participate in entertainment programs and I can make a career out of it	**1**	**2**	3	**4**
I can advise my siblings and neighbors to join this school	**1**	**2**	3	**4**
There is no much difference between this school and home, since we live like a family	**1**	**2**	3	**4**
I will miss this school once am through with my studies	**1**	**2**	3	**4**
The school diet is of good quality and quantity. This makes me decide to stay in this school	**1**	**2**	3	**4**
This is my best school since when I started learning	**1**	**2**	3	**4**
Motivational Strategy				
The school organizes prize giving days to recognize students who do well in academics	**1**	**2**	3	**4**
Teachers reward those who participate in class discussion and encourage slow learners	**1**	**2**	3	**4**
The school provides the necessary learning facilities to boost academic achievement	**1**	**2**	3	**4**
My teachers encourage me to put more effort in my studies	**1**	**2**	3	**4**
The school recognizes personal talents and rewards to reinforce them	**1**	**2**	3	**4**

Socio-economic status for students				
Our school provides work program to help those who cannot raise enough fees	1	2	3	4
The school allows parents who are low economically to pay fees gradually on an arranged manner.	1	2	3	4
My low socio-economic status motivates me to concentrate in my studies and to love being in the school	1	2	3	4
The school organizes bursary funds for those who are unable to pay fees	1	2	3	4

Part III: Students Own information

Please provide any other information which, in your opinion, can make you stay in this school, until you sit for KCSE.

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APPENDIX B: Teachers' Questionnaire

This questionnaire is intended to get your views about your intention to remain in your current school for at least five years or until retirement. Please spare some of your precious time to provide the requested information genuinely and honestly. The information will be treated with confidence, so do not write your name on the questionnaire. Your response is intended to make your stay in this school better. Please put a check in the box that matches your response in part 1 and freely provide the relevant information in part II.

Part I   Background information of teachers

1. Gender: Female ☐   Male ☐

2. Marital status: Married ☐   Single ☐   Divorced ☐
   Separated ☐   Windowed ☐

3. Qualifications: BED ☐   BSC, PDGE ☐   B.A, PGDE ☐
   MEd ☐   PhD ☐   Diploma ☐
   P1 ☐   Untrained ☐

4. Teaching experience: Less than 5 year ☐
   Between 5 – 10 years ☐
   Between 10 – 15 years ☐
   Above 15 years ☐

5. Distance to school: Within the school ☐
   A kilometers away ☐
   Two kilometers away ☐
   Three kilometers ☐

   More than three kilometers ☐

6. Means of transport to school: Walking ☐

                                                    Cycling ☐

                                                    By public transport (Matatu) ☐

                                                    Boda boda ☐

                                                    Self-driven ☐

Part II: Statements on what influences teachers' retention

For the information below, please put a TICK to the number which is correct according to your opinion using the choices below:

1. Disagree

2. Tend to disagree

3. Tend to agree

4. Agree

School Administration				
I love this school because administration supports me against parents' accusations	1	2	3	4
The administration involves us in decision making	1	2	3	4
The school administration supported and encouraged me to advance my career	1	2	3	4
The school administration attends to my personal concerns	1	2	3	4
I am assigned a manageable teaching load	1	2	3	4
There is an upward and downward communication in the school between teachers and the administration	1	2	3	4
The administration provides clear policies in the school, including job description for workers which make me comfortable in the school	1	2	3	4

Socio-economic Factors				
The school is not able to provide enough teaching resources	1	2	3	4
The school wage remuneration is not as per the SDA Church policy	1	2	3	4
The school provides houses for teachers within the school compound	1	2	3	4
The school has a modern and equipped staffroom for teachers	1	2	3	4
Teachers are never paid on time and sometimes they take several months without salary	1	2	3	4
Motivational Strategies				
Teachers are given motivational incentives during the school prize giving days	1	2	3	4
Teachers are paid as per policy and provided with all the relevant allowances	1	2	3	4
The school provides meals for teachers, while at school	1	2	3	4
Teachers get bursary funds for career advancement	1	2	3	4
Teachers' good rapport with parents encourage them to go an extra mile in teaching	1	2	3	4

Intention to remain				
I plan to remain in this school for over 5 years or until I retire	**1**	**2**	**3**	**4**
This is my best school since when I started teaching	**1**	**2**	**3**	**4**
I have a strong sense of staying in this school	**1**	**2**	**3**	**4**
The proximity of this school to my home makes me decide to remain.	**1**	**2**	**3**	**4**
I do not intend to transfer from this school	**1**	**2**	**3**	**4**
I am committed to making this school the best in the nationally	**1**	**2**	**3**	**4**
Wage Administration				
The school wage administration is per the church policy	**1**	**2**	**3**	**4**
The school pays the salary on time	**1**	**2**	**3**	**4**
My monthly SACCO deduction gets remitted promptly	**1**	**2**	**3**	**4**
Whenever I need salary advance I am given without much struggle	**1**	**2**	**3**	**4**
The school provides pay slips once the monthly payments are settled	**1**	**2**	**3**	**4**

Religious Commitment				
I take the teaching profession as a calling from God	1	2	3	4
Being in a church school is my spiritual commitment	1	2	3	4
I integrate faith in teaching by preparing students for the joy in this world and for eternity	1	2	3	4
I am proud of the Adventist Education for it is wholistic in nature, preparing the student, academically, physically and spiritually	1	2	3	4
Teaching in a church school enables me exercise my freedom of worship and the observance of the Seventh day Sabbath	1	2	3	4
By teaching in the school of my faith, I have a sense of doing the work of God	1	2	3	4
As I teach in the church school I take God as my supervisor	1	2	3	4
I take my teaching in this school as an act of worship	1	2	3	4
I grow spiritually as I continue teaching in this school	1	2	3	4
The school provides the opportunity to evangelize to students and their parents	1	2	3	4

Part III: Teachers Own information

Please write down any other extra information which makes you have a sense of belonging to your current school and your intent to remain in the teaching profession_____

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Part III: Teachers Own information

APPENDIX C: Interview Schedule with Education Directors

The information required from you is only intended to be used for this research only. It shall not be used negatively whatsoever. Please feel free to give, to the best of your knowledge, the appropriate and relevant response.

Name of the Conference/Field _____

Experience in office   _____

Gender   _____

Age   _____

Years of service   _____

Qualification   _____

Number of school   _____

a) Questions on Teachers' Retention

1. According to the report from EKUC, some of your schools have high teacher retention. What do you attribute the retention to?

2. What factors do you associate with low retention of teachers in some schools?

3. Some teachers have decided to stay despite the challenges in the schools. Why do you think they have decided to remain?

4. What policies does your office have about teacher retention?

5. I your own view does teacher turnover affect learning?

   If yes, how?

6. Does the school BOM implement retention policies in the schools?

7. Does your office provide incentives to teacher for academic achievement?

   If yes, what are they?

8. How many teachers have benefited with bursaries for career advancement for the last seven years?

9. Do you retain bad teachers?

10. What are the employment procedures in your conference?

11. What are the channels of laying off teachers from employment?

12. The EKUC schools' policy states that school boards of management (BoM), run the schools on a delegated responsibility. What are the limits of the delegation?

13. In your own opinion, are your teachers satisfied with their current remuneration? Give some explanation for your answer.

14. How many secondary school teachers are there in your conference? Are they enough? Please explain some other ways, in which teacher retention can be enhanced in your conference.

b) Questions on students' retention

1. What is the current student enrolment in your conference secondary schools? Are they at their maximum?

2. Are there some student recruitment and retention policies in your conference?

3. What are the sources of the school finances in your schools?

4. What are some policies on student retention in your conference?

5. Are there policies on how to encourage parents to retain their children in your conference schools?

6. In your own opinion, why is there student attrition and turnover in the S.D.A. schools in your conference?

7. Are there possible ways to reduce students' low retention?

8. What measures does your office have to encourage enrolment in the church schools?

9. Please suggest ways to boost students' retention in your conference.

APPENDIX D: Interview Schedule for School Principals

Please feel free to give the relevant information for it is for the good of increasing the retention of teachers and students in your school.

Gender   _____

Experience as a principal   _____

Qualification   _____

Years of service   _____

Name of the Conference/Field_____

Name of school   _____

a) Questions on students' retention.

1. Are you satisfied by the academic performance of your school for the last seven years?

2. How do you administer discipline to your students?

3. What entertainment program do you have in your school?

4. Does your school identify and nurture students' talents?

   How?

5. How does your guidance and counselling department work?

6. How do you administer spiritual programs in the school?

7. Are there policies on fees collection?

8. How does your school help the needy students who are not able to pay school fees appropriately?

9. How are the exam administration policies?

10. How do the students participate in the decision making about their school?

11. How are mentorship programs carries out in your school?

12. What are the motivation programs carried out in your school?

13. Briefly explain some security strategies in your school.

14. What is the role of the school chaplain in your school?

15. What are some of the retention policies in your school?

16. How has been the trend of students' turnover since 2008? Fill the attached form (Appendix F)

17. How has been the K.C.S.E. performance since 2008? (Appendix E)

b) Questions on teachers' retention

1. How do you attend to the teachers' personal challenges?

2. How do you encourage teachers career advancement?

3. Does your school adhere to the church remuneration policies? How?

4. What are the channels of communication in your schools?

5. How do teachers participate in the school's decision making?

6. State the teachers' motivation procedures in your school?

7. How does the school help teachers in their socioeconomic challenges?

8. In your own opinion, how do teachers perceive the Adventist education?

9. What ways show religious commitment of your teachers?

10. How has been the trend of turnover of teachers since 2008? Please fill the attached table below.

APPENDIX E: Interview Schedule for School Chairpersons

a) Questions on student retention

Please provide the necessary and relevant information, for this interview is intended to improve the retention of teachers and students in your school.

Gender   _____

Age   _____

Experience in the school board _____

Qualification   _____

Name of school   _____

Conference/field   _____

General questions

1. What does the school BoM do to motivate students to remain in the school?

2. Does the school operate the annual budgets?

3. What plans are there to improve the school facilities?

4. How do the school operations relate to the principal teachers and students?

5. Are there motivation policies for the principal, teachers and students? What are they?

6. State the termination procedures for teachers.

7. Do you expel students from school?

8. How do you have student and teacher representation in the school board and management?

9. What relevant information do you have which can enhance students and teacher retention in your school?

APPENDIX F: Student Turnover Trend

School Name _____

Year	TERM 1				TERM 2					TERM 3			
2008	Beginning	Dropped	New	End term	Beginning	Dropped	New	End term		Beginning	Dropped	New	End term
F1													
F2													
F3													
F4													
TOTAL													

Year	TERM 1				TERM 2				TERM 3			
2009	Beginning	Dropped	New	End term	Beginning	Dropped	New	End term	Beginning	Dropped	New	End term
F1												
F2												
F3												
F4												
TOTAL												

Year	TERM 1				TERM 2				TERM 3			
2010	Beginning	Dropped	New	End term	Beginning	Dropped	New	End term	Beginning	Dropped	New	End term
F1												
F2												
F3												
F4												
TOTAL												

Year	TERM 1				TERM 2				TERM 3			
2011	Beginning	Dropped	New	End term	Beginning	Dropped	New	End term	Beginning	Dropped	New	End term
F1												
F2												
F3												
F4												
TOTAL												

Year	TERM 1				TERM 2				TERM 3			
2012	Beginning	Dropped	New	End term	Beginning	Dropped	New	End term	Beginning	Dropped	New	End term
F1												
F2												
F3												
F4												
TOTAL												

Year	TERM 1				TERM 2				TERM 3			
2013	Beginning	Dropped	New	End term	Beginning	Dropped	New	End term	Beginning	Dropped	New	End term
F1												
F2												
F3												
F4												
TOTAL												

Year	TERM 1				TERM 2				TERM 3			
2014	Beginning	Dropped	New	End term	Beginning	Dropped	New	End term	Beginning	Dropped	New	End term
F1												
F2												
F3												
F4												
TOTAL												

Year	TERM 1				TERM 2				TERM 3			
2015	Beginning	Dropped	New	End term	Beginning	Dropped	New	End term	Beginning	Dropped	New	End term
F1												
F2												
F3												
F4												
TOTAL												

APPENDIX G: Teacher Turnover Trend Form

School Name _____

YEARS	TERM 1				TERM 2				TERM 3			
	Beginning	Dropped	New	End term	Beginning	Dropped	New	End term	Beginning	Dropped	New	End term
2008												
2009												
2010												
2011												
2012												
2013												
2014												
2015												

APPENDIX H: KCSE SCORES FOR 8 YEARS

*School Name*_____

Year	KCSE Mean Score	Entry
2008		
2009		
2010		
2011		
2012		
2013		
2014		
2015		

APPENDIX I: Reliability Results

Students

Variable	No. of Items	Cronbach's Alpha
School Administration	8	0.77
Socio-Economic Factors	4	0.77
Motivational Strategies	5	0.79
Religious Commitment	8	0.71
Intention to Remain	7	0.78
Average		**0.76**

Teachers

Variable	No. of Items	Cronbach's Alpha
School Administration	10	0.84
Socio-Economic Factors	5	0.75
Motivational Strategies	7	0.81
Wage Administration	5	0.78
Religious Commitment	10	0.79
Intention to Remain	5	0.75
Average		**0.79**
Average (both students & teachers)		**0.78**

ANNEX I: Students' Perceptions on what Would Make Them Remain in School

Theme	Relevant Responses
Talent Recognition	- Recognize personal talents - Introduce music classes - Introduce sports - Give prizes
Secure Learning Environment	- Build perimeter fence
Interpersonal Relationship	- Reduce tribalism - Good teachers
Learning Materials	- Buy books and other equipment - Good facilities, classes, - dormitories, libraries, computer classes
Teachers	- Hire more teachers - Stop changing/replacing teachers
Water And Food	- Provide food and clean water
Health	- Build dispensary
Income & Fees	- Provide work programs - Reduce fees - Pay fees gradually
Academic Performance	- Perform well in KCSE
Spiritual	- Encourage prayers and spiritual lessons

ANNEX II: Teachers' Perceptions on Retention

Theme	Relevant responses
Teaching opportunity	- Opportunity to help young people mentally, physically and emotionally - Opportunity to advance career - Maternity leave for women - Motivation of teachers SDA uphold teaching as a noble profession
Financial and Career Motivation	- Bursary and educational loans for academic advancement Increase in Salary - Opportunity to educate siblings - Stop delaying salary - Harmonized salary with other church workers - Allowances (transport, accommodation & medical) - Being a permanent worker (confirm workers) - improve terms of employment
Learning Facilities	- Improve infrastructure - Good work policy for teachers - Conducive environment - Stop political influence in school - Stop harassment of teachers - Loving environment - multi-cultural integration of its societal composition

Administration, teacher & students relationships	- Good relationship with students - Respect teachers' opinion - Incentives for extra work - Involve Teachers in Decision Making - Better communication from administration - Schools' ability to mould teachers academically, spiritually and physically - Good relationship with co-workers -
Religious Development	- Opportunity to serve God, permission to practice faith without restriction - Renewal of faith - Spiritually nourishment, Integrate learners of other faiths - Time to evangelize

ANNEX III: Students' Retention According to Principals

Theme	Relevant responses
Academic Performance	- Not satisfied with their academic performance - Strategies to enhance better performance
Discipline to Students	- Dialogue, Counselling, calling parents to talk to their children, manual work punishment, pastoral care. Suspension in rare cases; expulsion in extreme cases as the last result, caning, Mentorship program
Identifying/ Nurturing Talents	- Entertainment programs, club presentation, talent show, and drama and music festivals, religious discussions, singing, preaching, drama clubs journalism, leadership skills, research club & swimming.
Spiritual Programs	- Camp meeting, student to student bible study and discussions, integration of faith in learning/teaching
Fees Collection Policies	- Policy at the Union level, SDA demands that fees be paid through bank accounts, Cash, MPESA accounts, monthly or as per parent's income
Help to Needy Students	- Create holiday work program, bursary funds
Examining policies	- Schools have own exam policies, 45% marks before proceeding to the next class, - Termly exams (weekly CATS, mid-term, end-term)-marks attained from each exam are combined to earn the final grade.
Students in Decision Making	- 36.3% of schools involve students in decision making. - None of the schools had a student in the school Board of Management (BoM) - Most student decisions are done in the student councils as well as by the prefects' body. - Prefects elected by the students in some schools - Other decisions done by the students and channeled to the administration through Heads of Departments (HOD's). - Students heard through class meetings by their class teachers - Suggestion boxes in some schools where students express themselves. - Schools with no such channels faced with the challenges of unrest, and high levels of indiscipline
Mentorship program	- 81.8% of schools conduct mentorship programs. - Different professionals, give motivational talks to the school

	-	The alumni &Teachers also conduct mentorship programs
	-	Pastors also do mentorship during spiritual programs.
Motivation Programs	-	Trips, Gifts, Verbal commendations, Prize giving days, Graduation days, Financial incentives, Counselling, Motivational speakers, Alumni talks, Money, Union awards, No prize giving in some schools, however, 72.2% conduct motivation programs
Security Strategies	-	Fence around school, guarded gate, in some schools, students are dropped by parents during opening and closing days.
	-	Fire extinguishers installed, some schools depend on God`s grace, Regular roll call for students
Role of school chaplain	-	Organize camp meetings, coordination of daily and Sabbath worship programs, leading at worship, counselling and baptism
Retention Policies	-	9.09% of the sampled schools gave students a chance in every term to suggest the changes they want done before they return the following

ANNEX IV: Measures of Teachers' Retention According to Principals

Theme	Relevant responses
Attending to Teacher Personal Challenges	- The principal attends to challenges as they come, - By giving them a hearing, having meetings with them to discuss their needs and counselling teachers. Attend to the challenges with a human heart
Encouraging Teachers' Career Advancement	- The schools grant study leaves were (54% of them) - Some conferences (36.3%) grant bursary funds to advanced teachers career - Some schools reimburse 50% of the total cost to teachers who complete a Masters' Degree (9.09%)
School Adherence to Church Remuneration Policy	- No single school matches the provided remuneration policy due to financial challenges. Only 90.9% of the schools in the study are close to the church remuneration policy. - In some schools even the salary is paid on a gentleman's understanding. - No single school had the utility allowance. - In some schools all workers were insured by the General Conference (G.C) risk management.
Channels of Communication in Schools	- Staff meetings arranged on termly basis. - HOD meetings, personal meetings with the principal, morning assemblies, school meetings twice a week, in prayer meetings, through suggestion box, academic committees, discipline committees, bulletins, memos, notice boards and administrative meetings
Teachers' Participation in Decision making	- Only 90.9% of schools had an elaborate way through which teachers take part in decision making.
Motivation Procedures of Teachers in Schools	- In one of the schools, teachers given monetary awards as follows (KES 1000.00 for every grade A, student gets in K.C.S.E; KES 700 for every A-; KES 500 for grade B+) - Awards are given during the prize giving day. - Of the sampled schools, only 27.7% had prize giving days - Other schools fear to perform prize giving days due to their low performance in national exams. - 72.7 % motivate teachers in different ways like providing breakfast and lunch in the school, having school trips for teachers.

How Principal Help Teachers` Social economic Challenges	- Encourages them to join a Sacco - Gives salary advances to the needy - Refunds 50% of the fees spent in post graduate studies - Helps them to join microfinance which give loans - Some schools have welfare to help in emergency cases - The principal becomes guarantor to enhance teachers' access bank loans.
How teachers perceive Adventist education	- Some teachers have taught in Adventist schools for over 30 years - Some have decided to retire in the system - Some however, teach in the schools for money. They perceive it like any other employment. - Some teachers perceive the education like a gateway to heaven, a source of good morals and an avenue for shaping peoples character. - In some schools, teachers preach to students.
Ways of Showing Teachers' Religious Commitment	- Attending church programs, conducting class prayer meetings, using the bible as a text book for all subjects, preparing students for baptism, starting every class session with prayers, joining singing groups with students, conducting outreach programs - In one of the schools 66.6% of the teachers were non-Adventists. In that school, none of the teachers show any religious commitment.

ANNEX V: Education Directors on Students' Retention and Enrolment

Theme	Relevant Responses
Current Student Enrolment in Conference Secondary Schools	- 2150 students in EKUC schools, which is 54.29% of the expected - The maximum should be 3960 students in the eleven schools. - 45 students recommended in a single streamed school. - All Conferences and the Field reported shortage of enrolment, since each school is expected to be double streamed. - No single conference had enough enrolment.
Student recruitment and retention policies in the conference	- Some schools in the union have recruitment and retention policies. - Among the policies was the advertisement procedure, where students apply to join a school, get shortlisted, interviewed and issued with admission letters. - To retain the students some schools process bursary funds and provide work program for the needy. - Other schools decided to pay K.S.C.E exam fees for their students, while others maintain discipline as a way of boosting retention.
Sources of the school finances in the schools	- The sources of school finance include school fees, income generating projects, grants from well-wishers, fundraising and conference appropriations.
Policies on student retention in your conference	- Each conference had different policies for student retention, which included, awarding students money, as a token of appreciation as follows: A plain- KES 40,000.00, A minus - KES 30,000.00, B+ plus - KES 20,000.00

	- The other ways include, improved school diet and high academic performance.
Policies to encourage parents to retain their children in the conference schools	- Allowing them to pay fees as per their ability, like on monthly bases - Creation of work programs to boost low income earners - The school helping them to get bursaries and scholarships from either CDF, churches or from NGOs.
Student attrition and turnover in the S.D.A. schools in the conference	- There is a challenge of low student retention in SDA Schools in the conferences because some students transfer in search of better schools, in terms of academic performance and in some cases in search of certain religious beliefs. - In many Adventist schools the challenge is not low retention, per se, but that students do not simply enroll, as expected.
Possible ways to reduce students' low retention	- There are several measures taken such as ensuring there is tight security for both students and teachers, providing balanced diet to students, maintaining dorms to be in the required standard and installation of electricity
Measures undertaken to encourage enrolment in church schools	- Promotions in churches as one key factor to increase enrolment. - Other suggested ways were availability of admission forms at the station offices - Introduction of competitive programs (subjects) and stopping admitting rejects (enrolling students who have failed and are rejected by other schools). - In some conferences they do promotions through radio/T. V advertisements.

ANNEX VI: Education Directors' Suggestions on Teachers' Retention

Theme	Relevant Responses
Reasons for low teacher retention	- Lack of job security; lack of conducive working environment; lack of incentive and allowances to teachers; the belief that teachers are viewed by the church to be of less importance than pastors and office workers; some teachers are not permanently employed; poor houses for teachers or low house allowance
Why some teachers remain despite challenges in schools	- Taking the profession as a calling from God to serve Him in the church; Failure to qualify to work in government schools; some teachers have outgrown the age limit at which the ministry of education absorbs teachers (45 years)
Policies on teacher retention	- Concern on whether there were policies on teacher`s retention. 80% had no policies on teachers' retention. - The conference subsides what the schools pay to ensure that the teachers are paid as per the church policy. Following the right procedures for teachers' termination and employment. Keeping teachers' service records and securing their retirement benefits
Effect of teachers' turnover on learning	- Lack of syllabus coverage since students take time to get used to the new teachers, something which retards smooth learning. The turnover also confuses learners, especially if it is frequent.

Implementation of retention policies	- Implementation of this policy depends on the leaders in the office, at that particular time. - Those who do not implement no mission at heart for schools - Lack of implementation is attributed to financial challenges. - Some boards of management ensure teachers remain motivated to remain in schools by either housing them within or by providing house allowances. - They also ensure termination and hiring policies are implemented as stipulated in the church working policy.
Incentivizing teachers	- Other conferences (40%) provide incentives to teachers based on their performance. These award certificates and ensure schools have policies which enable provision of incentives.
Bursaries to teachers	- In the whole of EKUC only 30 teachers (17.8%) have benefited from the bursaries to advance their career for last eight years.
Retaining bad teachers	- Bad teachers are disciplined accordingly under the laid down procedures. Some education directors are forced to keep bad teachers because they do not have good ones. Such teachers are sent away in some conferences where alternative teachers are available. Some conferences don't keep bad teachers.
Employment procedures	- Advertise, Shortlist, Recruit and, Recommend to the conference for final approval. However, in emergency cases a teacher can be handpicked
Delegation of authority and	- The school Boards of Management (BoM) operate on delegated responsibility. They thus work under certain limitations. The BoM has no powers over the principal and the board chair persons. The board

sacking bad teachers	cannot discuss them in the board meetings nor discipline them. They cannot handles capital projects
Satisfaction with remuneration	- It was reported that teachers are not satisfied with their current remuneration. - They compare themselves with the pastors' pay and their colleague at the T.S.C
Number of teachers /are they enough	- There are 168 teachers in the secondary schools of EKUC. In some schools they are enough while in others have shortages, especially the Science teachers and mathematics.

ANNEX VII: School Chairpersons' Opinions on Students' Retention

Theme	Relevant Responses
Motivating students to remain in school by school board	- Ensures there is quality teaching by employing competent and spiritual teachers. This applies to some schools which are self-sustaining and financially stable. Those with financial challenges just get anybody regardless of quality. Enable students to have regular meeting to express their concerns; having Guidance and Counselling Department in the school; target students discipline, remedial teaching, high academic performance and quality diet enhances student retention in some schools; introduction of co-curricular activities, maintaining security and setting students free to elect their leaders; before sending students for fees, inform the parents. Organizes counselling sessions for parents, regular parents' meeting and; allowing extremely poor students to sit for KCSE.
Operate the annual budgets in schools	- Out of the eleven schools, 91% operate an annual budget. Only 9% has been operating without any budget. It was reported that the budgets are made towards the end of every calendar year.
Plans to improve the school facilities	- On improving facilities each year, the process starts at the budgeting state. The board identifies the projects to be worked upon the following year. These are captured in the budget. The projects are financed from the school fees, and if the fees are not enough a plan to conduct fundraising is laid down
Relation of school to the	- Students are normally involved in decision making; other schools prefer to listen to students from their classes through their class masters

principal teachers and students	or mistresses. Although it is a requirement from the ministry of education to have a student or teacher representative in the board, 91% of the respondents reported that these plans are scheduled in the following year, 2017.
Motivation policies for the principal, teachers and students	- All school principals are paid as per policy. Since the schools have financial challenges, the local Conference appropriates money to schools to top up the salaries. Therefore 54.5% of all the school principals are paid as per policy and competitively. In these schools there are very few cases of principals moving for TSC employment. Teachers who have served for 15 years are also treated like the principals. Responsibility allowances and other allowances.
Termination procedures for teachers	- Out of all the schools under investigation only 9% did not experience termination cases. The rest 91% have experienced indiscipline cases of teachers which had led to their termination. In every school the basic steps are followed although there are differences in the final stage. Some boards decide to terminate workers without the knowledge of the local Conferences/Field. This is wrong since the policy states that only the Conference/Field has the final mandate to terminate a worker. However, 63.6% reported that they follow the laid down procedures in laying-off workers. They give verbal warnings, written warnings up to three letters. If an individual does not change, the same is heard by the full board, after which the person gets suspended. While on suspension the recommendation to terminate is forwarded to the higher authority for approval, after the individual has been heard.
Expelling students from schools	- No school has any policy on student expulsion. Some reported that they use several suspensions to keep away the in-disciplined students. It was only 9% of the respondents stated that the expulsion is done by the county director of education. The education act is not clear on who

	should expel students in private schools. For a student to be expelled, the school does everything possible to reclaim the child. This included parental involvement, guidance and counselling, peer counselling, as well as administering punishment such as manual labor and suspension.
Teacher and students retention	- The chairpersons reported that they have their personal views on teachers and students' retention. For teachers they ensured there is job security, provision of employment letters and working on their service records and retirement, avoiding politics in school, dismissing teachers who incite students against the administration, creation of positive culture in school, housing teachers comfortably, ensuring there is teachers' career advancement, as well as recognizing poor performing teachers, organizing meetings between teachers and church leaders; pushing conferences to centralize teachers' pay and make them transferable; provision of relevant teaching resources; training teachers in soul winning for Christ; Ensuring teachers fight tribalism in metropolitan schools and; provision of conducive working environment. In order to retain students, the board chairpersons had the following to be done: regular student meetings for briefing on school operations, improve security by fencing schools, fight against drug abuse in school, identify and encourage students` talents, improve on students' learning culture, admit qualified students and, ensure teachers teach the curriculum.

ANNEX VIII: Observation of School Conditions on Decision to Remain

Category	Observations
General	- Most schools had school gates. - Classrooms are generally good. - Staff house are pathetic in many schools - No single school had good houses for teachers - Some staff houses are built with iron sheets (mabati), while others have mud walls. - There was no electricity in some staff houses.
Physical Facilities	**Laboratory** - Many had no equipment. - 2 schools had laboratories whose equipment were covered with dust – not used for long **Classroom observation (School 1 and 2)** - In one of the schools every teacher attended the class late. - One was late for 19 minutes and students said it was normal. - No teacher prayed before starting a lesson even in CRE classes, in that school. - On the contrary, in another school, every lesson started with prayers.
Challenges	- No library, no dependable water source, low enrolment, poor KCPE results, principal (manager) not qualified, no security –no fence, low enrolment, poor and pathetic staff houses, low enrolment, no harmony among teachers, a poor dining hall and, pathetic some were moderate.
Achievements	**General Achievements in most Schools** - Equipped libraries, well-kept school environment, healthy dairy cows, guarded gate, new staff houses being built, spacious classrooms, moderate staff houses, offices/staffroom with ceiling, natural cool climate, available electricity, leveled playground, garden with vegetables, enough teachers, modern multipurpose hall, qualified staff, modern tiled dining hall, fenced schools, irrigation and domestic water available, modern dorms, computer lab with internet, modern science labs, tarmac roads available **Unique Achievements in one School** - Three school buses 62 seater (Isuzu), 67 seater (scania) and 29 seater (Isuzu), modern classrooms, modern guarded gate, well-kept pavements, new modern classrooms coming up, equipped laboratory and library, connected internet, dairy cows, enough teachers, has the highest enrolment and highest KCSE results for 2015(mean score, 8.9), Highest teacher/student retention.

ANNEX IX: Some of the Teachers' Houses in EKUC

ANNEX X: University Of East Africa, Baraton Application Form

UNIVERSITY OF EASTERN AFRICA, BARATON
Research Ethics Committee

APPLICATION FORM

Name: SHADRACK M.R. KAMUNDI   Date: 06/09/2016

Status: Faculty [ ]   Staff [ ]   Student: Undergraduate [ ]   Graduate [✓]   Other [ ]

Department: EDUCATIONAL ADMINISTRATION/School: EDUCATION

E-mail Address: kamushed@yahoo.com   Tel: +254722455647

Title of Research Project: TEACHER AND STUDENT RETENTION IN SDA CHURCH SECONDARY SCHOOLS IN E.K.U.C.

Complete the information requested below and submit three (3) copies of the completed form to:
The Secretary of UEAB Research Ethics Committee

GENERAL INFORMATION

Time Schedule: Starting Date SEPTEMBER, 2016 Ending Date DECEMBER, 2016
Place(s) where research is to be carried out ELEVEN COUNTIES: KISII, NYAMIRA, KERICHO, NAKURU, NAIROBI, MURANGA, KITUI, THARAKA-NITHI, MACHAKOS, MAKUENI AND MOMBASA

GENERAL INSTRUCTIONS AND INFORMATION

1. Submit together with this form the **research proposal** (hard copy and soft copy to be sent via email attachment to *obeykneinzehki@yahoo.com* and *ueabrec@gmail.com*) and the **receipt of payment of ethics review fee.**
2. If the research is undertaken as a graduate degree requirement, submit the **approval of the research proposal** (from the Department of the University where the degree is pursued).

AGREEMENT

I will ensure that changes in approved research protocols and all adverse or unforeseen problems arising from the research project are reported in a timely fashion to the UEAB Research Ethics Committee. I will provide notification when the study is complete and if it fails to start or is abandoned.

Applicant's Signature _____ Date 06/09/2016

RECOMMENDED BY:

Supervisor(s): Elisabeth Role _____ Date 23/9/2016

Lazarus Ndiku _____ Date 22/9/2016

....

Research Ethics Committee Action: _____

_____

Research Ethics Committee Chair _____ Stamp and Date _____

ANNEX XI: Request For Permission Letter

OFFICE OF THE DIRECTOR OF GRADUATE STUDIES AND RESEARCH

UNIVERSITY OF EASTERN AFRICA, BARATON
P. O. Box 2500, Eldoret, Kenya

22 September 2016

Dr. John Macharia
Education Director
East Kenya Union Conference
P. O. Box 42276-00100
Nairobi

Re: **REQUEST FOR PERMISSION TO GATHER RESEARCH DATA**

Pastor Shadrack Kamundi is a graduate student pursuing the degree **Doctor of Philosophy in Education** (Educational Administration) at the University of Eastern Africa, Baraton. He is currently writing his doctoral thesis entitled *Teacher and student retention in secondary schools of Seventh-day Adventist Church in East Kenya Union Conference.*

I am requesting your facilitation for him to gather data from teachers and form two students of SDA secondary schools in EKUC. He will administer his questionnaires, conduct interviews, and do observations in the schools within the months of September and October 2016.

Any assistance you will grant him will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours,

Prof. Elizabeth M. Role, PhD
Director

Cc: Chair, Department of Educational Administration, Curriculum and Teaching
Office File

ANNEX XII: Research Authorization for CC &CDE as Indicated

THIS IS TO CERTIFY THAT:
MR. SHADRACK MUTHURE R KAMUNDI
of UNIVERSITY OF EASTERN AFRICA
BARATON, 41352-100 Nairobi, has been
permitted to conduct research in
Kericho , Kisii , Kitui , Machakos ,
Makueni , Mombasa , Muranga ,
Nairobi, Nakuru , Nyamira ,
Tharaka-Nithi   Counties

on the topic: TEACHER AND STUDENT
RETENTION IN SECONDARY SCHOOLS OF
SEVENTH-DAY ADVENTIST CHURCH IN
EAST KENYA CONFERENCE

for the period ending:
5th December, 2017

Permit No : NACOSTI/P/16/55095/14118
Date Of Issue : 6th December, 2016
Fee Recieved :ksh 2000

....
Applicant's
Signature

Reported .

....
Director General
National Commission for Science,
Technology & Innovation

COUNTY EDUCATION OFFICER
AKA NITHI
4/01/2017

COUNTY DIRECTOR OF EDUCATION
KITUI
P. O. Box 1557, KITUI.

3/1/2017

Reported
4/01/2017
COUNTY COMMISSIONER
THARAKA NITHI COUNTY

Reported
03/01/2017

COUNTY COMMISSIONER
MACHAKOS
P.O. Box 1 MACHAKOS

Reported
Pale.

ANNEX XIII: NACOSTI Research Authorization – NAKURU COUNTY

MINISTRY OF EDUCATION
State Department of Basic Education

Telegrams: "EDUCATION",
Telephone: 051-2216917
Fax: 051-2217308
Email: cdenakurucounty@yahoo.com
When replying please quote
Ref. NO.
CDE/NKU/GEN/4/1/21 VOL.V/74

COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY
P. O. BOX 259,
NAKURU.

6TH FEBRUARY, 2017

Sub-County Director of Education
RONGAI SUB-COUNTY

RE: RESEARCH AUTHORIZATION:
SHADRACK MUTHURE R. KAMUNDI
NACOSTI PERMIT NO.P/16/55095/14118

Reference is made to letter ref. NACOSTI permit No. NACOSTI PERMIT NO.P/16/55095/14118 dated 6th December, 2016.

Authority is hereby given to the above named to carry out research on *"Teacher and student retention in secondary schools of Seventh-Day Adventist Church in East Kenya Conference,"* for a period ending 5th December, 2017.

Kindly accord him the necessary assistance.

MOSES KIARIE
FOR: COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY

Copy to:

University of Eastern Africa, Baraton
P. O. Bix 2599-30100
ELDORET.

ANNEX XIV: Research Authorization – NAKURU COUNTY (CC)

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No   Date

NACOSTI/P/16/55095/14118

6th December, 2016

Shadrack Muthure R. Kamundi
University of Eastern Africa, Baraton
P.O. Box 2500-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Teacher and student retention in secondary schools of Seventh-Day Adventist Church in East Kenya Conference,"* I am pleased to inform you that you have been authorized to undertake research in **selected Counties** for the period ending 5th **December, 2017.**

You are advised to report to **the selected County Commissioners and the selected County Directors of Education of the selected Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies** and one soft copy in pdf of the research report/thesis to our office.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioners
Selected Counties.

The County Directors of Education
Selected Counties.

COUNTY COMMISSIONER
NAKURU COUNTY
P.O. BOX 81 - 20100
NAKURU

ANNEX XV: Research Authorization KERICHO COUNTY (CDE)

MINISTRY OF EDUCATION

STATE DEPARTMENT OF EDUCATION

Email:cdekerichocounty@gmail.com

When Replying Please Quote:

County Education Office
P.O BOX 149
KERICHO

Ref: No.KER/C/ED/GC/2/VOL.II/

8th February, 2017

RE: RESEARCH AUTHORIZATION-SHADRACK MUTHURE R. KAMUNDI

The above named has been authorized by the National Commission for Science, Technology and Innovation to undertake research on *"Teacher and student retention in Secondary schools of Seventh-Day Adventist Church in East Kenya Conference"* for the period ending 5th December,2017.

Kindly accord him the necessary assistance.

08 FEB 2017

OSEWE F.M.
COUNTY DIRECTOR OF EDUCATION
KERICHO.

**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No   **NACOSTI/P/16/55095/14118**

Date

6th December, 2016

Shadrack Muthure R. Kamundi
University of Eastern Africa, Baraton
P.O. Box 2500-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Teacher and student retention in secondary schools of Seventh-Day Adventist Church in East Kenya Conference,"* I am pleased to inform you that you have been authorized to undertake research in **selected Counties** for the period ending **5th December, 2017.**

You are advised to report to **the selected County Commissioners and the selected County Directors of Education of the selected Counties** before embarking on the research project.
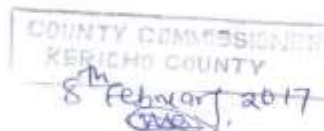
On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioners
Selected Counties.

The County Directors of Education
Selected Counties.

COUNTY COMMISSIONER
KERICHO COUNTY
8th February 2017

ANNEX XVII: Research Authorization KISII COUNTY (CDE)

REPUBLIC OF KENYA

MINISTRY OF EDUCATION

State Department for Basic Education

Telegram: "EDUCATION"
Telephone: 058-30695
Email address: cdekisii@gmail.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
KISII COUNTY
P.O. BOX 4499 - 40200
KISII.

REF: CDE/KSI/RESCH/30

DATE: 10th February , 2017

Shadarack Muthure R. Kamundi
University of Eastern Africa, Baraton
P.O. Box 2500 – 30100
ELDORET

RE: RESEARCH AUTHORIZATION.

Following your research Authorization vide your letter **Ref. NACOSTI/ P/16/55095/14118,** to carry out research in Kisii County, this letter refers.

I am pleased to inform you that you can carry out your research in the County on **"Teacher and student retention in Secondary Schools of Seventh-Day Adventist Church in East Kenya Conference;** for a period ending **5th December, 2017.**

Wish you a successful research.

Dr. William Sugut
County Director of Education
KISII COUNTY.

COUNTY DIRECTOR OF EDUCATION
KISII COUNTY
P. O. Box 4499 - 40200, KISII
Date......................................

ANNEX XVIII: Research Authorization KISII COUNTY (CC)

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

4th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No

NACOSTI/P/16/55095/14118

Date

6th December, 2016

Shadrack Muthure R. Kamundi
University of Eastern Africa, Baraton
P.O. Box 2500-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Teacher and student retention in secondary schools of Seventh-Day Adventist Church in East Kenya Conference,"* I am pleased to inform you that you have been authorized to undertake research in **selected Counties** for the period ending **5th December, 2017.**

You are advised to report to **the selected County Commissioners and the selected County Directors of Education of the selected Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioners
Selected Counties.

The County Directors of Education
Selected Counties.

Authorized

10/02/17

DEPUTY COUNTY COMMISSIONER
KISII CENTRAL SUB-COUNTY

ANNEX XIX: Research Authorization NYAMIRA COUNTY (CC)

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2341349,3310571,3219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No

NACOSTI/P/16/55095/14118

Date:

6th December, 2016

Shadrack Muthure R. Kamundi
University of Eastern Africa, Baraton
P.O. Box 2500-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Teacher and student retention in secondary schools of Seventh-Day Adventist Church in East Kenya Conference,*" I am pleased to inform you that you have been authorized to undertake research in **selected Counties** for the period ending **5th December, 2017.**

You are advised to report to **the selected County Commissioners and the selected County Directors of Education of the selected Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies** and **one soft copy** in pdf of the research report/thesis to our office.

~~DR.~~ STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioners
Selected Counties.

The County Directors of Education
Selected Counties.

COUNTY COMMISSIONER
NYAMIRA COUNTY
0 9 FEB 2017
P.O. Box 7 - 40500
NYAMIRA

Authorized
9th February 2017

ANNEX XX: Research Authorization NYAMIRA COUNTY (CDE)

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone:+234-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318349
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No   NACOSTI/P/16/55095/14118
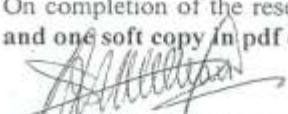
Date
6th December, 2016

Shadrack Muthure R. Kamundi
University of Eastern Africa, Baraton
P.O. Box 2500-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Teacher and student retention in secondary schools of Seventh-Day Adventist Church in East Kenya Conference,*" I am pleased to inform you that you have been authorized to undertake research in **selected Counties** for the period ending **5th December, 2017.**

You are advised to report to **the selected County Commissioners and the selected County Directors of Education of the selected Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies** and **one soft copy in pdf** of the research report/thesis to our office.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioners
Selected Counties.

The County Directors of Education
Selected Counties.

Reported and allowed to collect data.

9/2/2017

ANNEX XXI: Research Authorization NAIROBI COUNTY (CC)

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax +254-20-318245,318249
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

4th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No   NACOSTI/P/16/55095/14118

Date   6th December, 2016

Shadrack Muthure R. Kamundi
University of Eastern Africa, Baraton
P.O. Box 2500-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Teacher and student retention in secondary schools of Seventh-Day Adventist Church in East Kenya Conference,"* I am pleased to inform you that you have been authorized to undertake research in **selected Counties** for the period ending **5th December, 2017.**

You are advised to report to **the selected County Commissioners and the selected County Directors of Education of the selected Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioners
Selected Counties.

COUNTY COMMISSIONER
NAIROBI COUNTY
P. O. Box 30124-00100, NBI
TEL: 341666

The County Directors of Education
Selected Counties.

09 JAN 2017

ANNEX XXII: Research Authorization MAKUENI COUNTY (CC)

THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegram: COUNTY COMMISSIONER
Telephone: MAKUENI COUNTY
Fax: P.O. Box 1-90300
Email: makuenicc@yahoo.com   MAKUENI

Ref: MKN/CC/ADM.6/1 VOL.II/118   20th January, 2017
....

Shadrack Muthure R. Kamundi
University of Eastern Africa, Baraton
P.O Box 2500-30100
ELDORET

RE: RESEARCH AUTHORIZATION

Reference is made to Director General/Chief Executive Officer National Commission for Science Technology and Innovati letter**Ref: NACOSTI/P/16/55095/14118** dated 6th December 2016.

You are hereby authorized to undertake research on *"Teacher and student retention in secondary schools of Seventh Day Adventis Church in East Kenya Conference "* for the period ending 5th December 2017.

By a copy of this the Deputy County Commissioners Makueni County are requested to accord you the necessary assistance for the success of your research work.

FLORENCE OBUNGA
FOR: COUNTY COMMISSIONER
MAKUENI COUNTY

CC
County Director of Education
MAKUENI COUNTY

All Deputy County Commissioners
MAKUENI COUNTY

ANNEX XXIII: Research Authorization MAKUENI COUNTY (CDE)

REPUBLIC OF KENYA

Tel: ....
Fax: ....
Email:cdemakueni@gmail.com
When replying please quote

County Director of Education Office,
P.O. Box 41,
MAKUENI.

MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION

MKN/C/ED /5/33 / VOL II / 60   20th January, 2017

Shadrack Muthure R. Kamundi,
University of East Africa, Baraton
P.O BOX 2500-30100
Eldoret.

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – SHADRACK MUTHURE R. KAMUNDI.

This is to confirm to you that Shadrack Muthure R. Kamundi is a student at University of Eastern Africa Baraton, has been allowed to carry out research as per letter dated 6thDecember 2016 ref. no NACOSTI/P/16/55095/14118 on "Teacher and student retention in secondary schools of Seventh-Day Adventist Church in East Kenya Conference," . For the Period ending 5th December, 2017.

Kindly give him all the assistance required.

David Kobai Kuntai
For County Director of Education
Makueni.

ANNEX XXIV: Research Authorization MURANGA COUNTY (CC)

REPUBLIC OF KENYA

THE PRESIDENCY

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telephone: 060-2030467
Email: ccmuranga@gmail.com

When replying please quote

COUNTY COMMISSIONER
MURANG'A COUNTY
P. O. BOX 7-10200
MURANG'A

REF.NO.PUB.24/11/VOL.II/212

29TH January 2017

Shadrack Muthure R.Kamundi
University Of Eastern Africa,Baraton
P.o Box 2500-30100
ELDORET.

RE: RESEARCH AUTHORIZATION.

In reference to a letter NACOSTI/P/16/55095/14118 dated 6th December, 2016 from the National Commission for Science, Technology and Innovation regarding the above subject, You are hereby authorized to carry out research on " *Teacher and student retention in secondary schools of Seventh-Day Adventist Church in East Kenya Conference*" *for a period ending 5th December, 2017.*

Felix O.Chessa
For: **COUNTY COMMISSIONER**
MURANG'A COUNTY.

ANNEX XXV: Research Authorization – MOMBASA COUNTY (CC & CDE)

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegrams: "PROVINCER", COAST
Telephone: Mombasa 2311201
Fax No.041-2013846
Email: msacountycommissioner@yahoo.com
when Replying please quote

COUNTY COMMISSIONER'S OFFICE
P.O. BOX 90424-80100
MOMBASA
Tel.0715040444

Ref.No. MCC/ADM.25 VOL.1/1   28th February, 2017

Deputy County Commissioner
CHANGAMWE

RE: RESEARCH AUTHORIZATION

This is to authorize SHADRACK MUTHURE R. KAMUNDI Permit no.
NACOSTI/P/16/55095/14118 University of Eastern Africa, Baraton to
carry out research on "**Teacher and student retention in Secondary
Schools of Seventh- Day Adventist Church in East Kenya
Conference**" in Mombasa County for a period ending
5th December, 2017.

Any assistance given to him will be highly appreciated.

RASHID WERE
FOR: COUNTY COMMISSIONER
MOMBASA COUNTY

c.c:

Director of Education
MOMBASA

ANNEX XXVI: Research Authorization - KITUI COUNTY (CC)

THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

E-mail; cckitui@gmail.com
When calling or telephoning please ask for

OFFICE OF THE
COUNTY COMMISSIONER
KITUI COUNTY
P.O. BOX 1 - 90200

Ref.K.C.603/I/190

3rd Jan 2017

Shadrack Muthure R. Kamundi
University of Eastern Africa, Baraton
P.O.BOX2500-30100
ELDORET

RE: RESEARCH AUTHORIZATION

In reference to a letter NACOSTI/P/55095/14118 dated 6th December 2016 from the National Commission of Science,Technology and Innovation on the above subject matter.

You are hereby authorised to carry out research on **"Teacher and Student retention in Secondary Schools of Seventh – Day Adventist Church in East Kenya Conference"** for a period ending 5th December 2017.

M.G. MAUKI
FOR: COUNTY COMMISSIONER
KITUI COUNTY.

ANNEX XXVII: Pilot Study Research Letter

OFFICE OF THE DIRECTOR OF GRADUATE STUDIES AND RESEARCH

UNIVERSITY OF EASTERN AFRICA, BARATON

P. O. Box 2500, Eldoret, Kenya

06 September 2016

TO WHOM IT MAY CONCERN:

Re: PILOT STUDY OF RESEARCH INSTRUMENT

Pastor Shadrack Kamundi is a graduate student pursuing the degree **Doctor of Philosophy in Education (Educational Administration)** at the University of Eastern Africa, Baraton. He is currently writing his doctoral thesis entitled *Teacher and student retention in secondary schools of Seventh-day Adventist Church in East Kenya Union Conference.*

To establish the reliability of his research instrument, Pastor Kamundi is conducting a pilot study. Kindly allow him to administer his questionnaires to selected teachers and students in your school.

Any assistance you will grant him will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours,

Prof. Elizabeth M. Role, PhD
Director

0 6 SEP 2016

Cc: Chair, Department of Educational Administration, Curriculum and Teaching
Office File

ANNEX XXVIII: Ethics Clearance Research Proposal

**OFFICE OF THE DIRECTOR OF GRADUATE STUDIES
AND RESEARCH**

UNIVERSITY OF EASTERN AFRICA, BARATON

P. O. Box 2500-30100, Eldoret, Kenya, East Africa

3 October, 2016

Shadrack Kamundi
Department of Education, Curriculum and Teaching
UEAB

Dear Kamundi,

Re: ETHICS CLEARANCEFOR RESEARCH PROPOSAL (REC: UEAB/05/10/2016)

Your research proposal entitled *"Teacher and student retention in secondary school of Seventh -day Adventist church in East Kenya Union"* was discussed by the Research Ethics Committee (REC) of the University and your request for ethics clearance was granted approval.

This approval is for one year effective 3 October, 2016 until 3 October, 2017. For any extension beyond this time period, you will need to apply to this committee one month prior to expiry date.

We wish you success in your research.

Sincerely yours,

Dr. Jackie Obey
Chairperson, Research Ethics Committee

A SEVENTH-DAY ADVENTIST INSTITUTION OF H IGHER LEARNING
CHARTERED 1991

ANNEX XXIX: Curriculum Vitae

Personal Data: Name: Shadrack M. R. Kamundi

                                                  Marital Status: Married

Education: **Master of Education (1999-2002)**

                                                  University of Eastern Africa, Baraton

                                                  PGDE (2012-2013)

                                                  University of Eastern Africa, Baraton

                                                  Bachelor of Theology (1994-1999)

                                                  Bugema University

                                                  Certificate in Education, P1 (1989-1991)

Professional

Experience: 1991-1994 Teacher, Changamwe SDA

                                                  Primary School

                                                  1997 – 1999: Teacher/Chaplain

                                                  Bugema Adventist Secondary, school

                                                  1999-2000 Teacher, Baraton International

                                                  School (BIS)

                                                  2005- 2015 Education/Communication

                                                  Director, Central Kenya Conference,

                                                  Nairobi

                                                  2007-2015 Part Time Lecturer

                                                  University of Eastern Africa, Baraton

                                                  2004 -2005: District Pastor, Chuka/Meru

                                                  2003-2004: District Pastor, Githunguri

                                                  2001-2002: Chaplain/Teacher

                                                  Karura S.D.A. School