



Determinants of Teacher and Student Retention in Secondary Schools of Seventh-day Adventist Church in East Kenya union Conference

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ABSTRACT

The study aimed at establishing the factors which influence the 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 the expectancy theory of motivation which states that certain behaviour leads to the expected outcome. In the research, certain behaviours 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 the 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.

Key Words: Secondary Schools; Seventh-day Adventist Church; East Kenya Union Conference (EKUC); Approaches to improve student and teacher retention

I. INTRODUCTION

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). 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 were poor selection methods, poor recruitment procedures and lack of training for teachers. They were not developed and schools lacked performance management.

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 becomes 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 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 holistic 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.

1.1 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.



1.2 Research Questions

1. What is the evaluation rating of the following variables influencing the retention of teachers and students in school?
 - a. School administration
 - b. School socio-economic status
 - c. Motivational strategies
 - d. Wage administration
 - e. Religious commitment

II. LITERATURE REVIEW

2.1 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. Barnett, 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.

2.2 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.

2.3 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) ascertain 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 lives 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. Ndeti et 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.

2.4 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 title up to 20%.

2.5 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 statuses 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.

2.6 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.

2.7 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 vary 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 enable 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.

III. RESEARCH METHODOLOGY

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. The target population was the twenty Seventh-day Adventist Church maintained Secondary Schools in EKUC. The unit of analysis was eleven secondary school principals, 335 students, 98 teachers, five education directors and, eleven chairpersons of the school boards of management (BOM). The school principals' manner of administration could influence the retention, while the education directors make the policies which are responsible for retaining teachers in school. The SDA church maintained secondary schools were targeted because they struggle with retaining teachers. Teachers quit the church employment for TSC and other employments. Cluster sampling technique was used to get the samples. In this sampling technique, the target population was divided into five clusters (principals, teachers, education directors and, board chairpersons). Samples were obtained from each of these clusters.



The instruments used for data collection were questionnaires for teachers and students. Interview schedules were organized for education directors, the school BoM chairpersons, the principals 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 teachers in school was also captured here. The other instrument used was the tool for document analysis to collect data for 8 years.

Students (335) and teachers (98) were required to fill the provided questionnaire, but the eleven principals, five education directors 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 teachers (three per school) and students (ten 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 for eight years. Documentary analysis was done on records about teacher retention. Content analysis was done on responses from interviews and open-ended questions in questionnaires to identify the emerging themes.

IV. FINDINGS AND DISCUSSIONS

4.1 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.

4.2 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.

4.2.1 School Administration on teachers

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 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 1, 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 make them more efficient but also benefits the organization. Highly trained workforce enables smooth and competitive flow of organizations to run (Freedman & 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 1
Descriptive Statistics on School Administration

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

4.2.2 School Socio-economic Status

This section presents findings about socio-economic status of the school on teachers.

Table 2
Descriptive Statistics on Socio-economic Status

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

In table 2, 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.

4.2.3 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 3

Descriptive Statistics on Motivational Strategies

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

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.*

4.2.4 Wage Administration to Teachers

The findings obtained in table 4, 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 4

Descriptive Statistics on Wage Administration

Descriptive Statistics	Mean	Std. Dev.
The school wage administration and allowances is as per the church policy	2.40	1.206
The school pays the salary on time	2.66	1.272
My monthly tithe deduction gets remitted promptly	3.30	1.046
The school has a policy on salary advance	2.48	1.245
The school provides pay slips once the monthly payments are settled	2.73	1.229
Wage administration	2.71	0.805

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.*

4.2.5 Religious Commitment of Teachers

This section evaluates the religious commitment of teachers. The details about it are shown in table 5. 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 5

Descriptive Statistics on Religious Commitment

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



They were proud of the Adventist Education because they termed it holistic 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.

4.3 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:

4.3.1 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 6 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 6
Descriptive Statistics on Religious Commitment

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



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).

4.3.2 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 7 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 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 7

Descriptive Statistics on School Administration

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

4.3.3 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 8

Descriptive Statistics on Motivational Strategies

Descriptive Statistics	Mean	Std. Dev.
The school organizes prize giving days to recognize students who do well in academics	2.85	1.335
Teachers reward those who participate in class discussion and encourage slow learners	1.87	1.152
The school provides necessary learning facilities to boost academic achievement	2.46	1.208
My teachers encourage me to put more effort in my studies	3.72	0.678
The school recognizes personal talents and rewards to reinforce them	1.54	1.004
Motivational strategies	2.49	0.641

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).

4.3.4 Financial Assistance to Students

This section evaluates the financial assistance given to students. Table 9 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 9

Descriptive Statistics on Financial Assistance to Students

Descriptive Statistics	Mean	Std. Dev.
Our school provides work program to help those who cannot raise enough fees	2.38	1.376
The school allows parents who are low economically to pay fees gradually on an arranged manner.	3.1	1.218
Our school organizes for sponsors for the students who are unable to pay fees	2.24	1.328
The school organizes bursary funds for those who are unable to pay fees	2.42	1.338
Financial assistance to students	2.54	0.934

4.3.5 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 10.

4.3 Inferential Statistics

This section presents Pearson correlation and multivariate regression between 6 variables (School administration, School socio-economic, Motivational strategies, Wage administration and Religious commitment (independent variables) and intention to remain (dependent variable).



4.3.1 Independent Variables and Teacher Retention

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.

Table 10

Correlations (Teachers’ Responses)

		Correlations				
		School administration	School socio-economic	Motivational strategies	Wage administration	Religious commitment
Intention 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).

4.3.2 Best Predictors of Teacher Retention

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 6.8% is accounted for by school administration. The multiple correlation coefficient between teachers’ intention to remain in school on motivational strategies and school administration is .562.



Table 11

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				

4.3.3 Analysis of Variance (ANOVA)

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 12

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						

4.3.4 Coefficients

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:

$$Y = 0.988 + (0.408 * \text{Motivational Strategies}) + (0.325 * \text{School Administration})$$

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.

Table 13

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						



4.3.5 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.

4.3.6 Correlations (Students' Responses)

As shown in Table 14, 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. 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

Table 14

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).

4.3.7 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. 40.3% of the variance in students' intention to remain is accounted for by school administration while 1.9% is accounted for by religious commitment. The multiple correlation coefficient between the variables is .650.

Table 15

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				

4.3.8 Analysis of Variance (ANOVA)

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 16
Analysis of Variance (ANOVA)

ANOVA ^a						
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			
a. Dependent Variable: Intention to remain						
b. Predictors: (Constant), School administration						
c. Predictors: (Constant), School administration, Religious commitment						

4.3.9 Coefficients

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:

$$Y = 0.084 + (0.753 * \text{School Administration}) + (0.647 * \text{Religious Commitment})$$

Since the standardized B coefficients obtained in model 2 were significant (B=.634, t=14.956, p<0.05) and (B=.0546, 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 17
Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		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.

4.4 Predictive Model

As illustrated in Figure 1, 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 religious 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.

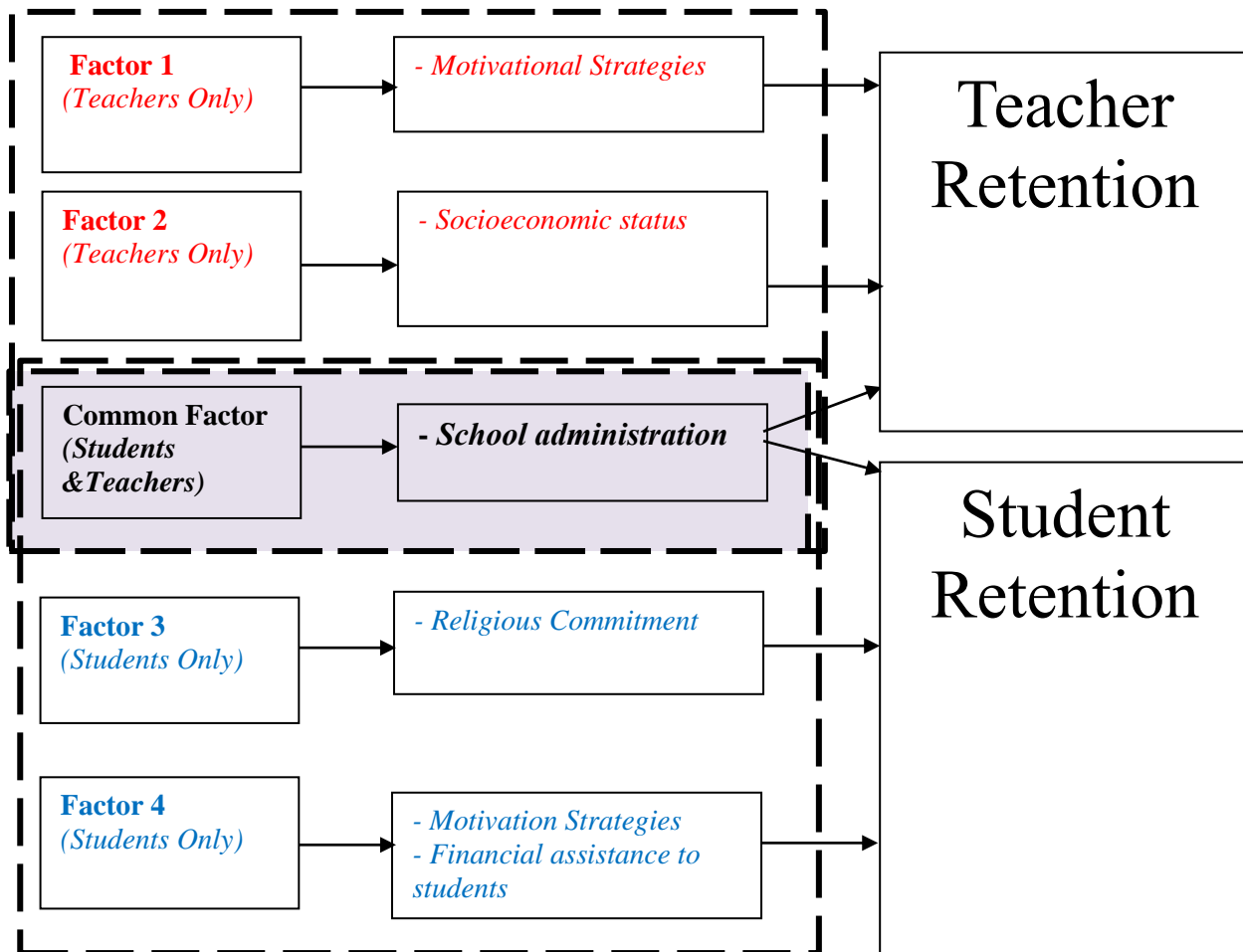


Figure 1
 Predictive model in SDA secondary schools in EKUC

V. 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.

5.1 Conclusions

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. 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. 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.



Teachers evaluated each of the variables and got the findings as indicated against each. In regard to 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. Teachers tended to agree with all but two of the statements on school socio-economic status presented to them (average rating of 2.56). To this, 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). The average mean was 2.28, an indication that teachers lacked motivation in schools. Further, 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. 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.

The students Evaluation Rating on Independent Variables was as follows. 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. With the average mean of 2.54 students tended to agree 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. 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. 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.

The researcher sought to identify how the following factors contributed to the teachers' retention: The information against each was given as indicated. School administration: this was the major variable contributing to low teacher retention in EKUC schools. 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. Motivational strategies: teachers agreed that the schools lacked motivational strategies. If motivated, they were ready to remain. School socio-economic Status: some schools operated in difficult financial status and were unable to provide the required learning facilities. Religious commitment: this variable was instrumental in the retention of teachers. They remained to serve God and humanity.

The following factors contributed to student retention as stated against each: School administration: students felt that this was the major contributing factor for their low retention. Motivational Strategies: some schools lacked motivation strategies to encourage students to remain. Financial assistance to students: the students with financial challenges lacked some assistance to remain in school. Religious Commitment: this was key in retaining students to remain in schools, especially the students of the SDA faith.

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 religious 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.

5.2 Recommendations

From the findings obtained the following recommendations were made. The school administration should be cooperative to both the students and teachers, by treating them with dignity, recognizing their talents and appreciating their efforts. 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. 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. Wage administration should be improved as per church policy. Before starting new schools, the infrastructure should be built first. Religious programs and materials should be improved.

Regarding students, the school administration should put in place strategies for ensuring that students learning facilities were available. The school administration also need to put in place various motivational strategies aimed at encouraging students remain in school. 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. Adventist schools should provide spiritual programs and materials for students' spiritual growth. 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.

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