

PROJECT ABSTRACT

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Adventist University of Africa

School of Postgraduate Studies

**TITLE: RECRUITMENT, SELECTION, AND RETENTION OF TEACHERS
IN SEVENTH-DAY ADVENTIST SCHOOLS IN NORTH
CAMEROON CONFERENCE**

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Hiring the right people at the right place is important for every organization. Moreover, retaining qualified employees is a daily challenge for managers. The purpose of this study was to develop a program to be utilized by school administrators and other decision-makers to identify and retain qualified Seventh-day Adventist teachers in North Cameroon. The study used a cross-section descriptive research design to address the research questions.

The study findings revealed that Adventist primary and secondary schools in the northern part of Cameroon use word of mouth as the main recruitment strategy. Also, teacher benefits, the image of the school, the attitude of administrators are the three most important factors that influence teachers' decision to remain with their current employers. The study recommends a continuous improvement of the current efforts and strategies to maintain teachers in order to be more attractive. Also, a

program for recruitment, selection, and retention of qualified teachers has been proposed.

Adventist University of Africa
School of Postgraduate Studies

RECRUITMENT, SELECTION, AND RETENTION OF TEACHERS
IN SEVENTH-DAY ADVENTIST SCHOOLS IN NORTH
CAMEROON CONFERENCE

A project
presented in partial fulfillment
of the requirements for the degree
Master of Business Administration

by

Abiné

April 2018

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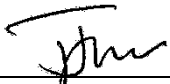
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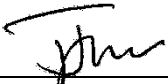
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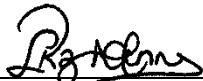
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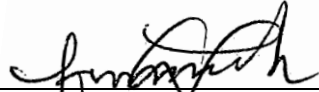
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Dedicated to my family.

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CHAPTER 1

INTRODUCTION

Background of the Study

Nowadays, every country which plans to emerge should mostly emphasize on education and citizens' training. Illiteracy is a real handicap to any form of development. Yet, in many countries in Africa, the illiteracy rate is very high. The ultimate solution to this problem is to invest in education. This investment requires creating schools equipped with qualified teachers. In Nigeria, Jokthan's (2013) research revealed that there are shortages of teachers and the demand for qualified teachers is evident and profound because students' enrolments have also increased. Such problems of education are encountered also in Cameroon.

Nkuo (2009) asserted that the big problem facing the Republic of Cameroon is school dropout as some parents do not allow their children to complete the secondary school, especially in the Grand Nord where the rate of illiteracy is high. The Far-North Region, for example, is among the most populated regions in Cameroon and has limited access to healthcare, education and clean water. Significant disparities exist in regard to access to education or full completion of education cycle.

In order to strike a balance between the demographic growth and the number of schools, the strategies adopted by Cameroon government include creating many public schools in diverse places, granting free education to all children in public primary schools and encouraging private organizations and individuals to invest in the

domain of education free of taxes. As result, the number of private schools has considerably multiplied and demand for quality teachers is increasingly high.

In Cameroon, the Seventh-day Adventist (SDA) Church is counted among the biggest private school owners. In addition to its investment in the creation of multiple hospitals, the SDA Church plays an important role in the domain of education and achieves remarkable performance. Actually, its commitment to citizens training has been noted since 1962. Currently, the SDA Church has more than hundred primary and secondary schools and one University (Université Adventiste Cosendai). Some of these are named among the oldest in the country and others among the best ones. Indeed, the church is well known in the country mostly through the brand name of its schools.

However, when it comes to the number of employees, Adventist schools in Cameroon are among institutions that have few full-time workers. Most of their teachers come from outside; which is a significant weakness when it comes to transmitting the Adventist philosophy of education. Every year, there is an interesting movement among teachers: while new teachers are hired, the existent ones are leaving. These teachers 'turnover is costly in terms of time, energy, money and continuity. According to Norton (1999), there is no organization that gains when losing its best employees at any time. Yet, Adventist schools in North Cameroon are indeed losing almost all their most talented teachers.

Though the private schools (whether Adventist or not) are not-for-profit organizations, there is a keen competition among the schools. Every school wants to be more attractive and more productive. Their success depends mostly on the quality of teachers they have. In this kind of competitive environment, the cost of losing valuable teachers goes beyond money, time and energy; it provides competitive

advantages to rivals or competitors. Therefore, the greatest challenge faced by private schools is to gain a competitive advantage by finding and retaining skilled teachers, Adventist schools are no exception.

Problem Statement

Qualified Seventh-day Adventist teachers are urgently needed in Adventist schools to educate young minds for life. However, most qualified Adventist teachers prefer to teach in government schools where salaries are more attractive. In 2015, Adventist schools in North Cameroon including primary and secondary schools counted only five permanent teachers who are trained. Finding and retaining qualified Seventh-day Adventist teachers who understand the Adventist philosophy of education and are ready to serve in Seventh-day Adventist owned schools is a real concern for Church leaders in Cameroon. Therefore, the main aim of this study was to propose a strategy to be utilized by school administrators and other decision-makers to identify and retain qualified Seventh-day Adventist teachers.

Research Questions

Specifically, the study sought to answer the following questions:

1. Which hiring techniques do Adventist schools in North Cameroon use to recruit and select teachers?
2. What strategies are the Adventist schools in North Cameroon using to retain their teachers?
3. What factors affect retention in Adventist schools in North Cameroon?
4. What strategies should Adventist schools adapt to recruit, select and retain committed teachers?

Conceptual Framework

The dependent variable of teachers' retention in school is influenced by the two independent variables – teachers' selection process and Teachers recruitment

process. A successful selection predicts staffing school with persons who have decided to serve the school and probably for a long time. Before any hiring decision, the potential employee should be subjected to the selection process including interview, reference check, personal and technical test, etc.

The selection process and the recruitment process are two interdependent variables highly interrelated, since the pool of teachers to be selected are provided by the recruitment process, which is even considered by Cobb (2008) as the first step of the selection process. A selection process is entirely built on the recruitment. There is no selection without recruitment, and recruitment without selection is futile and doesn't make sense. Successful recruitment provides quality teachers in number and leads to an effective selection. Otherwise, if the recruitment doesn't provide skilled teachers, the selection process will be weak whatever the principles put in place by the school. Furthermore, the method and sources of recruitment may impact teachers' retention in the school. For instance, teachers who are referees are likely to stay in the organization.

On the other hand, as remarked by Ingersoll (2001), younger teachers are highly tempted to look for another job outside of the organization. They think that they can get better elsewhere. Looking forward, a school that is able to retain its employees is likely to have a good image and becomes more attractive. As Arthur et al. (1987) stated, recruitment efforts depend on the school's reward system and working conditions. A school that meets teachers' needs is likely to build an attractive brand name and has the potentiality to retain its employees. Thus, teachers' retention process in the long-run may impact recruitment process, since potential employees willingly apply in the school where they assume their expectations will be met. Figure 1 shows the conceptual framework of the study.

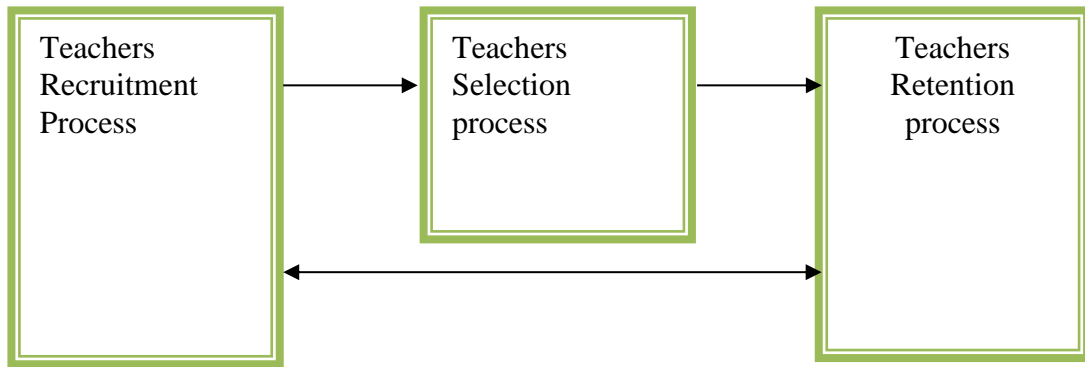


Figure 1. Conceptual Framework for the Study

Significance of the Study

For a long time, employees' recruitment, selection, and retention have been neglected and their processes have been generally misused in many organizations, mostly in private institutions. In a world where competition is very high and the survival and success of organization depend on the quality of employees they have, this study will play a determinant role in outlining strategies to be attractive institutions and the importance of employees' retention. The findings of this research will create the awareness on the importance of setting and implementing rigorous hiring process and the necessity of paying particular attention to employees' recruitment, selection, and retention in private schools. Furthermore, this study will provide church leaders practical tools in their human resources management in order to be more effective in the retention of valuable employees. This research also forms the basis for future research that may be needed to further the study.

Scope and Limitation of the Study

The North Cameroon Conference covers three northern regions of Cameroon including the Far-North, the North, and Adamaoua region. This study focused on the four secondary schools and two primary schools belonging to the North Cameroon

Conference, hence limiting its generalizability. Despite the relevance of the topic, this study doesn't pretend to be exhaustive. There are many factors which may affect employees' recruitment, selection, and retention which are outside the scope of this study. Also, the limited time and the distance made it difficult to meet the entire sample targeted. Some were not available, for others, the researcher didn't get any information about where they live.

Operational Definition of Terms

Contractual teacher: Teachers who are employed for the period of school activities (from September to May) and don't receive other benefits apart from salary.

Employee Compensation: represents all the rewards that an employee receives because of the work he provides and not just the salary

Permanent Teacher: These are regular teachers working fulltime in a school and receive monthly salary and benefits.

Recruitment: the process of generating a pool of qualified candidates for a particular job in an organization.

Retention: an effort by school administration to maintain a working environment which supports current staff in remaining with the school.

Selection: The process of choosing from a group of applicants the individual best suited for a particular position and for the organization.

Stand-in-teacher: Teachers coming from other schools and paid per labor hours.

CHAPTER 2

REVIEW OF LITERATURE

Recruitment, selection and employees' retention have become the key issues in many organizations and business literature. This chapter presents the review of the concepts and process of recruitment, selection, and retention, and highlights studies from the literature that are related to the major variables of this research.

The Concept of Recruitment

The recruitment of suitable employees is an important issue in management activities. Breaugh & Starke (2000) remarked that the amounts of research on recruitment topics have increased “dramatically” over the last thirty years. The reason is that reviewers think that a great deal about the effects of recruitment activities is still unknown. Many organizations in the past focused their recruitment goal on attracting a large number of job applicants rather than establishing clear objectives. Therefore, it is important to understand the concept of recruitment, the objectives, and strategies of recruitment and the intervening in the recruitment process.

Richardson (n.d.), citing Schuler and Jackson (1987), defines recruitment as the set of activities and processes used to obtain a sufficient number of qualified potential employees, enabling the organization and the applicant to select each other in their best interest. Cameron (2008) in his doctorate thesis, citing Cooke (1998, p. 29), defines recruitment as the effort of an organization to induce a sufficient number of desirable candidates to apply for jobs available in the organization. The purpose of the recruitment is to attract a maximum of appropriate and competent individuals by

making them aware that employment vacancies exist in the organization. Years later, Heathfield (2014) argued that recruitment process is about finding suitable people, assessing applicant credentials, screening potential employees, and selecting employees for an organization. She argued that effective recruitment leads to select competent employees who are skilled, experienced, and have good fits with the corporate culture of the organization. Thus, recruitment methods should ensure engaged competent and productive employees who will be loyal to the organization. Therefore, recruitment involves following a procedure.

Recruitment Process

Breaugh & Starke (2000) asserted that the first stage of the recruitment process should be to establish clear objectives. Once a core set of objectives are established, an organization can more intelligently develop the strategy of achieving them. In planning a strategy for generating applicants, a fundamental question that should be addressed is, what type of individual does the organization want to recruit and where and how to acquire them?

Having developed a recruitment strategy, an employer can then undertake the recruitment activities that are likely to lead to its desired objectives. This point of view is well developed in the "Harvard Business School Pocket Mentor "(2008), wherein recruitment process begins with understanding the job requirement. Thus, before recruiters start to search candidates, they should define the qualities needed to perform the job vacancy. Once job requirement is well defined, recruiters should use as many channels as possible to increase the number of applicants in their candidates' pool by using their personal network including colleagues who left the organization, members of clubs or other social organizations recruiters belong to. However, in order to ensure that the number and diversity of qualified candidates in the pool is as high as

possible, recruiters should not rely solely on their own contacts, rather they should also use relevant channels of recruitment including recruiting agencies, newspaper ads, referrals from colleagues, trade publication, professional associations, networking, Colleges and Universities, Internet, and Job fairs. And, when recruiting for an open or new position, the recruiters should always have in mind to consider internal as well external candidates. He argued that hiring from within the organization develops the organizational culture that attracts talented people seeking a promising future within the firm.

According to Richardson (n.d.), a successful recruitment process should include several processes of development of an effective policy on recruitment and retention of employees, assessment of current and potential human resource requirements, identification of internal and external potential talented applicants pool, definition of job requirements through job analysis and job evaluation, assessment of qualifications profiles through a clear job description that determines responsibilities and required skills, knowledge, abilities and experience, determination of the organization's ability to pay salaries and benefits within a defined period; documentation of this process of recruitment and selection to ensure equity and respect laws and procedures.

Cobb (2008) suggested that, during recruitment process, recruiters should attempt to identify in candidates some essential characteristics including high levels of integrity who enjoy helping others grow and learn, an affinity for students with diverse backgrounds, especially students' experiencing difficulty with learning, a desire to be a part of the team, a longing for intellectual stimulation through professional development activities, and a Strong content area knowledge. Mayhew (2015) proposed three important ways to the organization to attract the most qualified

and talented applicants including demonstrating to the community that your organization is an employer of choice, organizing a job fair or participating in a job fair that is widely publicized as being a promising event for job seekers, and offering sign-on bonuses mostly when there are shortages in the workforce or in particular occupations. In a more widely encapsulating description, Carroll, Marchington, Earnshaw, & Taylor (1999) recommend a systematic procedure in recruitment process comprising four stages: (1) an assessment of whether the vacancy needs to be filled, (2) a job analysis, (3) the production of a job description and (4) a person specification. However, they argued that in the small business, these steps could be followed or not depending on whether the job vacancies can be filled internally or externally.

The recruitment is an important management activity in securing effective employees of an organization (Labor Market framework, n.d). Therefore, the capability to find the right person for a job within an organization and determines whether a recruitment is good or not.

Sources of Recruitment

Carroll et al. (1999) remarked in their study that there are usually four sources to recruit desired candidates. But whatever the method chose, it tended to rely heavily on tried and trusted techniques. These sources include current employees to enhance their motivation and loyalty to the organization, referrals from existing employees, former applications, and external recruitment. However, they suggested that small organizations may just consider some important aspects of the job' and its requirements rather than implementing the whole recommended procedure.

According to Breaugh & Starke (2000), current employees are good sources of recruitment. And, an internal promotion creates another job that has to be filled.

However, they suggested other sources of employees' recruitment including internet advertising and career sites, employment agencies, temporary workers, college recruitment (college campus, job fairs), nontraditional labor pools (prisoners, welfare recipients, senior citizens, foreigners), social media outlets (Facebook) inevitably. Cameron (2008) asserted that the varieties of recruitment sources used by the organizations are not closely tied to the type of job. Newspaper ads, employee referrals, direct applications, and recruiting at schools are commonly used sources. Evans, Guerrier, Wilson, & Glover (2007) found that employee referral appears to be the most popular and is used as a measure of employees' organizational commitment. The number of organizations that recruit employees by this method has increased from 38% in 2005 to 47% in 2006.

Strategy of Recruitment

According to Sullivan (2008), there is no theory of recruitment. He proposes a guideline that emphasizes on workforce planning, branding, continuous sourcing, an onboarding, building an excellent external image, setting a continuous competitive approach of recruitment based using employee referrals, rewarding recruiters' team including managers and employees. Cooper, Alvarado, International Institute for Educational Planning, & International Academy of Education (2006) have discovered that internationally, the problem of recruiting quality teachers is due to the low status of teaching and the lack of appeal in the profession. They recommended the simplification of the hiring process so that teachers will not be discouraged from teaching and working conditions should be addressed so that schools become learning communities for both educators and students.

The strategy of successful recruitment of teachers proposed by Daniel (2016) includes clear definition of the vision and core value of the organization, sharing

values and culture of the organization, sharing the organizational vision of the future and how the potential candidates can help the institution to achieve it, setting up a lightning rod event in the school through career fairs to recruit effective teachers, using an effective education professionals as ambassadors in the strategies to recruit teachers, often they have opportunities to present to large groups of needed teachers, promising better working conditions and better benefits, providing realistic job previews through online videos and interviews on the school's website, using a referral program from existing effective teachers, parent teacher group and colleges, and finally using social media to recruit teachers.

McClellan (2006) has identified several recruiting strategies for personnel administrators including screening with teacher perceivers, enhancing teacher salaries, providing professional development stipends, providing housing stipends, attending college recruitment fairs, implementing internet employment processing, and providing budgets for classroom resources and technology. The Montgomery Township school strategy to attract candidates is to participate in job fairs, take advantage of college recruiting opportunities, and advertise in advance for a job position (Sargent, 2003).

Wallace, Lings, Cameron, & Sheldon (2014) emphasized on organization's brand. As well as product differentiation is one of the strategies used to attract consumers, employers should differentiate their brand in order to attract potential employees. Therefore, every organization that wants to be more attractive should develop potential employees' awareness' and perceptions of organization's brand through ads, personal experience, and marketing strategies. Citing Berthon, Ewing, & Hah (2005), they concluded by saying that an organization who has a high brand

name is more attractive than those who have a lower reputation. Schools who intend to attract quality teachers' school invest in building its own reputation.

Selection Process

Recruitment is the first and most crucial phase of selecting teachers. A good recruitment can lead to good selection, which can be done successfully if managers care during selection activities (Cobb, 2008). A rigorous and thoughtful selection process is crucial in hiring a quality teacher. This process should not be rushed or delegated carelessly to others (Sargent, 2003). This research suggests some important work to perform including reviewing and screening, interviewing, reference check, selection, and testing candidates.

Reviewing and Screening

Once the position has been posted, candidates will apply. All applicants must be reviewed and considered so that the employer could develop a short list. Myrna & Gusdorf (2008) asserted that screening interview usually conducted by telephone is the starting point in many organizations whereby the applicant's skills and appropriateness for the job are determined. In the same point of view, Suttle (2015) argued that reviewing lead to match each candidate skills to the job requirements. Screening interviews help narrow the field of candidates and to determine whether the candidate has the necessary competence approving him to come for an interview. The Harvard Business School Pocket Mentor (2008) recommends two steps during the screening résumé: *first* eliminating candidates who do not meet the basic requirement, *second* developing a list of best candidates by considering subtle differences among qualified candidates.

Interview

The interview gives an opportunity to the employer and potential employee to learn more about each other and helps the employer to have the necessary information to properly evaluate skills and abilities of candidates and make a good choice (Suttle, 2015). In the same point of view, the Harvard Business School Pocket Mentor (2008), states that interview gives an opportunity for both interviewer and job applicant to get important information before making a decision. This series recommends some important task to perform including understanding the interview process, choosing an appropriate approach (structured or unstructured interview), preparing for the interview by developing a guideline, conducting the interview, maintaining control of the interview, and asking right questions.

Managers should avoid prematurely discriminating against the candidate, or reacting negatively during the interview. Rather, they should encourage the candidate to talk as much as possible. For Tooms & Crowe (2004), the way the interviewer perceives the interview has an impact on attracting best applicants. Therefore, they emphasized the importance of the interview process and propose to Principals to sell an attractive image of their schools during that process. Thus, Principals should thoroughly be prepared for each interview. The candidate should feel comfortable and welcomed. The interviewer should ask thoughtful questions and should carefully listen to the candidates' responses, which will help applicants to demonstrate their competence and skills.

In Montgomery school , Sargent (2003) remarked that the selection process requires a series of three interviews: the first one is conducted by the administrators in order to identify good candidates, the second involves a demonstration lesson taught by the applicant in a live classroom and observed by Principal and curriculum

supervisors, and the final interview is conducted by the superintendent in order to ease applicant's anxiety and establish a professional relationship between the Principal and the new teacher. Stronge & Hindman (2003) stated that before an interview begins, the interview team should define job requirements, the objective sought after, the strategy to achieve it, and the base of making a decision. Myrna & Gusdorf (2008) went better by recommending to interviewers to have a deep understanding of job requirements and to develop their interview questions based on the job competencies required.

Though many authors agree on the importance of the interview, others highlight the weakness of the interview. For instance, Bowen, Ledford, & Nathan (1991) stated that interviews have poor reliability and low validity, because sometimes interviewers may not agree with one another on candidate assessment. The human judgment has limitations and the interviewers' biases. Holliday (1995) asserted that interview process is less profitable for small business. Owners spend too much time talking about their business to potential employee, rather than taking sufficient time to find out enough about the applicants. Furthermore, she believes that during interviewing process, the small business managers frequently do not integrate the opinions of the other employees, and finally, they don't obtain best fit in their organization (Holliday, 1995, as cited in Cameron, 2008).

Reference Checks

The Guideline of the Human Resources Department of the University of California (n.d.), states that the past performance is the best predictor of future success and a hiring mistake is costly in time, energy, and money. Therefore, the reference check must be done carefully in order to obtain information about a candidate's behavior and work performance from prior employers that could be

critical to hiring decision. Myrna & Gusdorf (2008) remarked in his book that most of the information provided by candidates about their past performance and educational background are inaccurate. Therefore, according to the University of Bristol Human Resources Department, (n.d.), references should be used to inform the final decision-making process by confirming the information provided by the candidate during the selection process. For Research and Teaching roles references should be taken up for all candidates short-listed for an interview to confirm their academic performance. All candidates are therefore asked to provide the contact details of three referees.

Though reference check provides outside opinion on candidates and helps to verify the information they gave during the interview, Managers should make sure to obtain the permission of candidates to check their references (Harvard Business School Pocket Mentor, 2008). Potential employee should sign the proper release form (Myrna & Gusdorf, 2008). The series recommends questions about applicant's style, character, strength, and weakness and the use of telephone and e-mail for checking references.

Testing Candidate

Testing of candidates is essential to successful employees' selection and retention. Generally, selection tests precede interviews (Myrna & Gusdorf, 2008). It is four times greater at predicting employee success than interviews. The common tests include personality tests, skills and aptitude testing, credit checks, background investigations and medical examinations (Huebsch, 2016). Psychological tests are helpful in the selection processes, as they provide an objective means of measuring and better understanding candidate's key features for the requirements of various jobs within the organization. These applicant characteristics include general ability, personality, professionalism, and attitudes towards leadership. These tests help to

determine if the candidate is actually the appropriate person to hire in the organization for that specific position. For the sake of equity, the test should be the same for all candidates (Myrna & Gusdorf, 2008).

It is undeniable that the academy excellence is highly linked to the quality teachers. Arthur et al. (1987) have pointed out that poor selections may have far-reaching consequences for students, other teachers and the effectiveness of the entire institution. Therefore, a well-designed teacher selection process must include procedures to screen qualified candidates according to well-defined criteria, enables the school to influence whether their new teachers will remain in teaching, and defines the expectations of the school. Therefore, during the selection process, schools must express how they value teachers and teaching and determine if the candidate has the necessary skill to be an effective teacher who will use its skill and knowledge to best fit the school expectations.

Effective teacher selection depends mostly on the predictive power of the measures used. However, Cooper et al. (2006) pointed out that in certain situation especially when there is a shortage of highly qualified teachers and it is difficult to find a sufficient numbers of quality teachers, school administrators are generally obliged either to hire less-qualified teachers, to assign teachers trained in one area to teach in another area, or to make extensive use of substitute teachers. As a consequence, the academic excellence is sacrificed. They recommend that Governments should use multiple strategies for attracting qualified teachers.

Retention

Wikipedia defines employee's retention as the ability of an organization to retain its employees. It consists of a systematic effort of an organization to foster an environment that encourages employees to stay in the organization. Retention of

skilled employees is critical to maintaining a competitive advantage. And, the success of the most competitive company depends on their highly-qualified employees. It is in this context that Hussein Alkahtani (2015) citing Andrew Carnegie said: “Take away my factories, my plants; take away my railroads, my ships, my transportation, take away my money; strip me of all of these but leave me my key employees, and in two or three years, I will have them all again” (p.152). Moreover, employee’s turnover is associated with costs which may be both direct and indirect cost. In a world where globalization has enabled organizations to recruit skilled employees from around the world, the ability to attract and retain qualified employees is critical to the survival and competitiveness of the organization.

Unfortunately, retention of key employees is still a challenge today. As such, every organization which wants to be competitive and the top in the industry must know how to attract and retain its talent (Fukofuka, 2014). Thus, finding right people at the right place are very crucial but not enough; the most important is to be able to keep them for the organization as long as possible. Hence different constructs have been used in the literature in an attempt to understand employees’ retention better. Therefore, in order to develop an effective strategy to retain qualified employees, it is essential that managers should understand both the factors that influence employees’ willingness to stay within the organization and those that favor employees’ turnover.

Factors Affecting Employees’ Retention

There are many factors that influence employees’ retention. In this study, a special interest is taken in the best efforts of the organizations to retain their employees including employees’ training and development, employees’ working conditions and employee’s compensation, and employees’ attitude that contribute to retaining them in an organization.

Employee training and development. According to Hussein Alkahtani (2015), some scholars agree that training and employees' turnover have a positive correlation. Actually, organizations train both to replace the skills and competencies of the outgoing personnel and to increase employee loyalty in the future. Training increases the value of the employees. Monitoring and coaching are among valuable form of employee development (Yazinski, 2009). When employees are well equipped, they perform better and achieve their goals. And, people prefer to stay where they are doing well. Therefore, training employees boost the chance to retain them in the organization (Harvard Business School Pocket Mentor, 2008). According to Kyndt, Dochy, Michielsen, & Moeyaert (2009), employees who are eager to learn are less inclined to remain in the company. And, citing Rodriguez (2008), they claim that employees who do not feel that they are learning and growing are likely to look for new jobs elsewhere. Learning culture in an organization encourages employees' commitment which leads to empowerment, self-managed learning, and long-term capacity building (Cavanagh, MacNeil, & Reynolds, 2004, as cited in Armstrong, 2009). Setting a sound program based on teacher training, support, and retention leads to support, develop and cultivate an attitude of lifelong learning in new teachers. (Wong, 2002, as cited in Sargent, 2003).

Organization climate and work conditions. The organizational culture is the biggest and important factor to attract and retain key employees. The latter need to feel as being part of the organization and linked to the organization vision and direction. Organization climate affects job satisfaction and in turn employees' turnover (Alkahtani, 2015). For teachers, working conditions play a determinant role in job satisfaction. The latter include some important factor such as administrative leadership and support, school climate, teacher autonomy in the classroom, and

students' behavior (Norton, 1999). According to Sargent (2003), teachers need environmental factors that enable them to teach, learn, and grow. Schools should establish supportive work conditions based on development opportunities and address the emotional and professional needs of new teachers through providing a social setting in which teachers enjoy working. Teachers who feel welcomed in their new school are likely happy to stay for years to come. Schlechty & Vance (1983) have pointed out that a school that fails to provide a supportive environment eventually drives teachers away. The more schools are attractive the better they can retain their employees. Thus, neglecting to make schools more attractive is likely to be dysfunctional and disruptive. Certain values including honesty, excellence, attitude, respect, and teamwork are essential to attract and retain employees.

Employees' compensation. According to the Harvard Business School Pocket Mentor (2008), compensation is the starting point for any organization that wants to be competitive in the "hunt" of talent. Thus, the organization should design the right compensation policies and offer attractive benefits based on a good understanding of employees' needs and interest. Compensation should include all the components of the compensation package that meet employees' needs. A survey conducted in the United States by Goldberg & Proctor (2000) revealed that salary is not the only issue that teachers face today. Some other important issues which discourage teachers are also identified as additional obstacles. Although many other authors such as Nelson (1994) and Fukofuka (2014) agree that salary is not an only one issue of employees' retention, Schlechty & Vance (1983) have found in their research that salary increment is within the first third of teacher's priority in their working life. However, according to "the Labor Market Framework for Yukon" (Administrator, 2008), the strategy to attract and retain employees goes beyond

compensation and benefits. It includes recognition, positive work environment, work-life balance, employee engagement, health and safety, communication, workplace diversity, formal wellness programs, inclusion and employee development. Despite the efforts of organizations to maintain their top-employees, it is undeniable employers' attitude is a determinant and plays an important role in retaining employees.

Attachment to the mission. Mission attachment is defined as the fit between employees and the organizational mission. Studies suggest that employees are tied to their organizations not so much because of benefits acquired from the organization but rather because they are attached to the mission of the organization. Therefore, if an employee is attached to the mission of the organization, the chance of the employer to retain him is high (Fukofuka, 2014).

Organizational commitment. Fukofuka (2014), citing Allen & Meyer (1990), defined organizational commitment as a “psychological state that binds the individuals to the organization.” Employees with high organizational commitment are likely willing to work for their organization. Alkahtani (2015) argued that organizational commitment is the relative “strength of an individual’s identification with, and involvement in, an organization.” It rises from work experiences, job satisfaction, trust in management, and attractive remuneration and rewards. Committed employees are more productive. They make a significant and personal contribution to the organization. They perform better and engage in organizational citizenship behaviors. For Waddell (2010), employee commitment is crucial to keep an employee in an organization.

Employee engagement. According to Fukofuka (2014), when an employee is engaged, he will perform better, and he is likely to be committed to the organization.

As such, the organization has a better chance of retaining that employee, although the primary purpose of employee engagement may not be retention.

Although there are many strategies employers can adapt to maintain their employees, the effectiveness or ineffectiveness of a strategy depends on the type of employee managers want to retain. Armstrong (2009) has classified employees in by age and suggested that different strategies should be adapted to meet the age class needs. Therefore, early-career employees (30 years and under) are interested in career advancement, mid-career employees (age 31–50) care on working condition, career development, and job satisfaction; and security will be significant for late-career employees (over 50). Other factors such as employees' recruitment, selection and deployment, company reputation, management leadership, learning opportunities, performance recognition and rewards play also an important role.

CHAPTER 3

METHODOLOGY

Study Setting

Northern Cameroon covers three regions called Adamaoua Region, North Region and Far-North Region. This part of Cameroon is essentially characterized by poverty and a high rate of illiteracy. According to the Institut National de la Statistique (2011), Northern Cameroon has a total of 3,767 primary schools shared as follows: 3,192 public primary schools, 246 private schools and 329 primary schools of local communities. This represents about of 26.46% of the total primary schools for the 3 regions in Cameroon (14,232). There are about 17,890 teachers grouped as follows: 15,920 teachers in public primary schools and 1,464 in private primary schools, over a total of 77,236 primary school teachers in the country.

Furthermore, Northern Cameroon has 476 secondary schools including 424 public schools and 52 privates, representing a percentage of 15.12% of 3,147 secondary schools in Cameroon (including 2,074 public and 1,073 private schools). Also, the 9,442 teachers in the three Northern Regions represent 11.81% of teachers in Cameroon (a total of 79,943 teachers).

Research Design

The main intention of this study was to propose a strategy to identify and retain qualified Seventh-day Adventist teachers in Adventist schools in North Cameroon Conference. Therefore, this study used a cross-sectional descriptive research design to address the research questions raised.

Population and Sampling Procedure

This research was conducted among Adventist schools in the North Cameroon Conference with the 2 primary schools (École Primaire Adventiste de Dogba, École Primaire Adventiste de Koza) and 4 secondary schools (Collège Adventiste de Maroua, Collège Adventiste de Dogba, Collège Adventiste de Koza, and Collège Adventiste Ted Wilson de Ngaoundéré). The targeted population was divided into 4 categories of respondents:

1. Current teachers including permanent, contractual and ‘stand-in’ teachers as shown in Table 1;
2. Former teachers (those who left Adventist schools) including permanents, contractual and stand-in teachers displayed in Table 2;
3. The 3 Administrators of the North Cameroon Conference and;
4. Committee members in charge of teachers’ recruitment and selection, a total of ten members from each school.

Out of these four distinct categories of targeted participants, and considering the size of the population (313), the researcher involved all the population in the study. Therefore, the participants were all the teachers of Collège Adventiste de Maroua, Collège Adventiste de Koza, Collège Adventiste Bergstrom de Dogba, Collège Adventiste Ted Wilson de Ngaoundéré, École Primaire Adventiste de Dogba and École Primaire Adventiste de Koza. In addition, the three principal officers of the North Cameroon Conference, and all the sixty members of the Committee in charge of hiring teachers in these institutions were also participants. Tables 1 presents current teachers (academic year 2015/2016).

Table 1. Statistics of Current Teachers from 2015 to 2016

Schools	Permanent teachers	Contractual teachers	Stand-in teachers	Total
Collège Adventiste de Maroua	11	0	27	38
Collège Adventiste de Dogba	5	5	8	18
Collège Adventiste de Koza	3	8	13	24
Collège Adventiste Ted Wilson de Ngaoundéré	3	1	4	8
École Primaire Adventiste de Dogba	4	2	0	6
École Primaire Adventiste de Koza	2	4	0	6
Total (secondary+primary schools)	28	20	52	100

Table 2 shows the state of former teachers from June 2012 to June 2016.

Table 2. Statistics of Former Teachers from 2012 to 2016

Schools	Permanent teachers	Contractual teachers	Stand-in teachers	Total
Collège Adventiste de Maroua	4	6	42	52
Collège Adventiste de Dogba	2	3	7	12
Collège Adventiste de Koza	1	35	22	58
Collège Adventiste Ted Wilson de Ngaoundéré	0	0	0	0
École Primaire Adventiste de Dogba	0	7	0	7
École Primaire Adventiste de Koza	1	20	0	21
Total (secondary+primary schools)	8	71	71	150

Data Collection Instrument

The main instrument for data collection was a self-designed questionnaire. The researcher designed 4 similar questionnaires corresponding to the 4 groups of respondents including (1) current teachers, (2) former teachers, (3) members of the committee in charge of recruitment, and (4) Administrators of the Conference. Each questionnaire comprised four main sections: the section A of the questionnaire was designed mostly checklist closed questions to gather information on the hiring practices from the participants; Section B used a 7-point Likert scale to examine the working conditions and treatment of teachers; the Section C sought to find factors that

influence teachers to leave or to remain in the school using checklist question type; and the Section D section was about the general characteristics of respondents. The interpretation of the Likert scale questions based is displayed in Table 3. Further, an unstructured interview was administrated by the researcher to the respondents who were inclined to discuss conveniently.

Table 3. Likert Scale Rating of the Study

Scale	Responses	Mean Interval	Interpretation
1.	Strongly disagree	1.0-1.49	Excellent
2.	Disagree	1.5-2.49	Very good
3.	Somewhat agree	2.5-3.49	Good
4.	Undecided	3.5-4.49	Average
5.	Somewhat agree	4.5-5.49	Below average
6	Agree	5.5-6.49	Poor
7	Strongly agree	6.5-7.00	Very poor

Validity. Validity refers to the capability of an instrument to measure what it is supposed to measure and to perform as is designed. Therefore, face validity was used to establish the content validity of the questionnaire. Management experts in the area of study at AUA examined the questionnaire to ensure that the questions accurately measured the variables under investigation.

Reliability. Furthermore, the instrument was pretested using a small group of teachers with similar characteristics to ensure the appropriateness of the questions and their comprehension. Analysis of the internal reliability of the questionnaire (scale items) was tested using Cronbach Alpha and the result was 0.859 as shown in Table 4, indicating a high level of consistency.

Table 4. Reliability Statistics

Cronbach's Alpha	N of Items
.859	10

Ethical Considerations

Before the researcher started to collect data in the targeted institutions, authorization from AUA, from Conference and school Headmasters was secured. In addition, the researcher had fully explained the purpose of the study to the participants and sought their voluntary participation. The confidentiality of the respondents was safeguarded in the sense that their names were not required for the study and the data collected were coded and results were also reported in aggregates.

Furthermore, the researcher avoided bias by ensuring that the results, discussions, recommendations, and conclusions of the study were based on the data collected from participants. Also, the content of this research project is the original work of the researcher, appropriate credit for the work of others have been acknowledged with in-text citations and a reference page using the American Psychological Association (APA) referencing style.

Data Collection Procedure

Upon approval of the proposal and consultation with Adviser, the researcher sought the consent of the leaders of the targeted schools and the Conference for authorization to collect data from the respondents. The researcher discussed with the Principal/Headmaster of each school about the nature and purpose of the study and agreed about the date of appointment with workers. At the date selected of every school, the researcher went personally to the concerned schools to explain the purpose of the study to the participants to seek their informed consent. Some former teachers have been met at their workplace, others at home or other places proposed by the participants. Upon acceptance to participate in the study freely, the researcher administered the questionnaires to the participants. Further, when there is an

opportunity, an unstructured interview was administered by the researcher to the respondents who were inclined to discuss conveniently.

Method of Data Analysis

This research used simple descriptive statistics such as frequencies and percentages, means and standard deviations to analyze the data collected which formed the basis for the proposed strategy.

Product Design

Employing qualified teachers is crucial for the survival of Adventist institutions. It leads to gaining competitive advantages in the domain of education. Therefore, a sound procedure of recruiting, selecting and retaining best teachers is fundamental. This procedure aims to provide a framework for teachers' recruitment, selection, and retention. The following procedure is based on best practices which comply with relevant employment regulation in Cameroon.

The recruitment, selection, and retention of valuable teachers is not the duty of an individual only. It is the concern of the whole organization and requires the attention of everybody. Those who are involved in recruiting, selecting and retaining teachers need appropriate training. They should be impartial and objective in performing their role. The premium motivation should be retaining best teachers for the organization.

Recruitment

The main source of recruitment should be churches. The Seventh-day Adventist Church has many unemployed young people who have completed secondary schools or have a degree. Advertising in the churches, the website of the

Conference, social media and referral should be used to recruit candidates as much as possible.

Selection Process

This stage starts with shortlisting applications. Every school should have both shortlisting and interview teams. Once the shortlist is ready, candidates should be interviewed. Candidates who are shortlisted should be informed about the date, hour and venue of interview. Appropriate questions should be prepared and administered to all candidates. The latter should be appropriately welcomed and fully informed of what is expected of them, when and how they may get the feedback of the interview. Candidates should demonstrate their knowledge of Adventist Philosophy of education and their sincere desire to work for the church.

Offer of Employment

Once the interview is done, the team should decide on the best interviewees. The Principal/Director contacts the successful candidates to make a verbal offer of employment followed by official notification. Well planned orientation program must be organized to introduce the newly employed personnel to the philosophy, mission, and practices of the school. This will help both the employee and the employer to understand each other better.

Retention

Most teachers asserted that the primary causes of teacher turnover in Adventist schools: working conditions, low salary, and the lack or poor opportunities for career development. Other factors such as job security, the criteria of promoting teachers, the quality of feedback given by the supervisor on teachers' performance, the way teachers are treated in the organization, and the quality of the relationship between

teachers and administrators were also mentioned. Some of the former teachers are even ready to come back to work again for Adventist school. Therefore, the most important and urgent actions that should be taken to address the problem of high turnover in Adventist schools are to improve the working conditions, compensation package and many other important aspects in every school. The following actions are needed:

1. Improving working conditions in schools including promoting innovative redesign of the workday to create time for teacher professional development and collaboration and promoting policies and practices that support a quality work/learning environment in the school.
2. Improving the compensation package (salary, benefits, and incentives) in order to be more competitive and attractive. Though it is not an essential factor, compensation package plays an important role to maintain teachers in a school. Therefore, Adventist schools should think about how to provide additional salary (13th month), and to develop an effective program to increase salary based on teachers' performance. Provide salary augmentations to mentor and master teachers in order to compensate for increased responsibility and time commitment.
3. Treating teachers consistently with respect and consideration. Every human being needs to be treated with respect and dignity. Teachers should be valued as well as their accomplished work. It is the duty of the administrators to make sure that teachers are treated accordingly.
4. Developing a platform where teachers can express their selves with freedom. From that platform, administrators will get feedback the expectations of teachers, their degree of satisfaction, their suggestions etc. Administrators would take into account all the information and act accordingly.
5. Maintaining a good relationship with employees. Administrators should do their best to be servant leaders. Friendship and win-win partnership should be developed and encouraged among teachers and administrators.
6. Taking care of employees' well-being. Every school should be a workplace where teachers will feel comfortable and secured. Schools should promote policies that maximize time for individual and group planning and professional development. Fostering the teachers' success through career advancement opportunities, time for collaboration, and professional development.
7. Giving positive and constructive feedback on teachers' performance by supervisors. The later should know and do their work in order to help teachers improve their performance. Adventist schools should create opportunities for dialogue and collaboration among teachers, and provide technical assistance related to behavior and discipline issues in the classroom.

8. Promoting teachers based on objective criteria. Every school should prepare a performance appraisal to evaluate teachers. Those who are doing well should be rewarded and promoted, and those who are not doing well should be advised.
9. Providing adequate resources to teachers to properly do their job. As much as possible, every school should equip teachers with adequate materials. When they are well equipped, teachers would be motivated in accomplishing their job.
10. Encouraging teachers to get an adequate qualification. An effective program to send one teacher to training school should be developed. This program may seem costly at the beginning, but in the long run, teachers will be skilled and qualified, which will improve their performance, the school will be attractive for students, parents, and teachers, and the success of the students will not be compromised.
11. Establishing a sponsorship program. The Conference should negotiate partnerships with teachers' training schools for both primary and secondary schools. (École Normale, ENIEG). That partnership would provide an opportunity to every school to train at least one teacher per year. Thus, new teachers (who may be students) or current teachers will acquire skill and competence. A sponsorship program may share the tuitions fees. For example, The Conference can support 40% of tuition fees, the school 40% and the candidate (teacher) 20%.
12. All newly hired teachers are required to complete two years of probation before being confirmed as permanent employees. The school should provide a program of induction which is mandatory for new teachers. Managers should ensure that every new teacher has a mentor. The training program and career development should be provided to teachers. The hiring system should be reorganized for effective work. Factors which influence teachers to leave should be seriously addressed.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents the results and discussions of the study. Table 5 displays the response rates. The results are based on data collected from 213 respondents over 313 targeted populations, resulting in a response rate of 68.05%. Table 4 revealed 79% of current teachers responded, 68.6% of former teachers participated, 66.6% of administrators, and 48.33% of committee members. The low rate of committee members was due to their unavailability to fill questionnaires. They seemed to be very busy.

Table 5. Response Rate

Participants	Target Population	Number of Respondents	Response Rate
Current Teachers	100	79	79%
Former Teachers	150	103	68.67%
Administrators	3	2	66.67%
Committee Members	60	29	48.33%
Total	313	213	68.05%

General Characteristics of Respondents

This section presents the demographics of the respondents with respect to groups, gender, age, job status, religious affiliation, length of service, and highest educational attainment. Figure 2 reveals that 48% of respondents were former teachers, 37% were current teachers, 14% were committee members, and 1% administrators of the North Cameroon Conference.

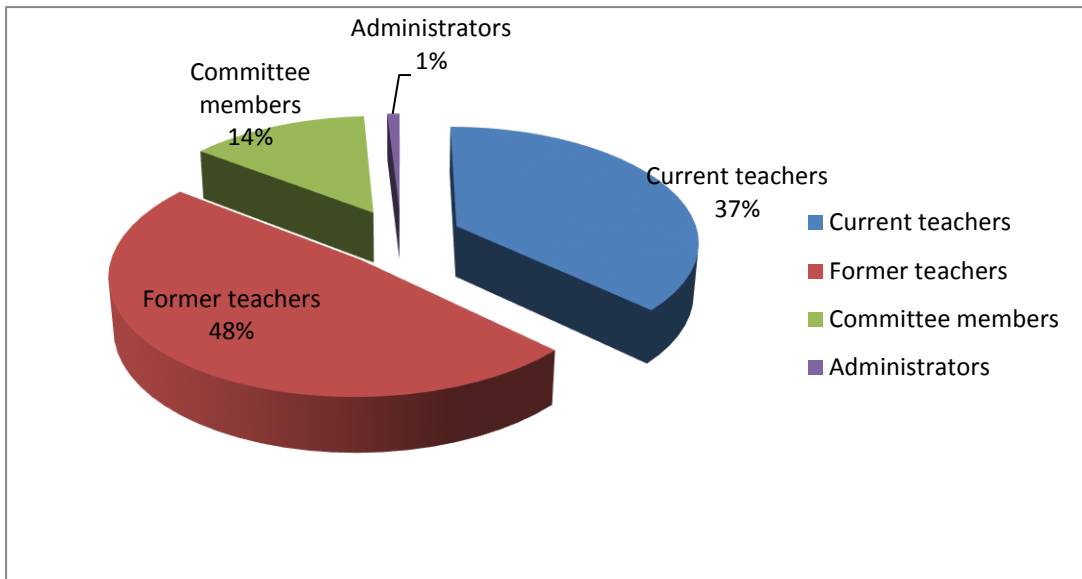


Figure 2. Classification of Respondents

Table 6 presents the gender of respondents: 81.9% were males and 18.1% females. The finding implies that there is a high gender imbalance as far as teachers' employment in Adventist school is concerned. The high rate of illiteracy of females in North Cameroon compared to male may explain this outcome.

Table 6. Gender of Respondents

Gender	Frequency (n)	Percent (%)
Male	149	81.9
Female	33	18.1
Total	182	100

Findings presented in Table 7 reveal that most respondents were young. 89.6% of respondents were below 46 years old. This means that in general, Adventist Schools employed youth.

Table 7. Age Distribution of Study Respondents

Age	Frequency (n)	Percent (%)
Below 25 years	27	14.8
25-35years	105	57.7
36-45 years	31	17.0
46-55years	17	9.3
56years and more	2	1.1
Total	182	100

Table 8 displays the different length of service of respondents. Findings reveal that 86.8% of respondents were below 9 years of service. This high percentage is probably due to the high rate of employment of stand-in and contractual teachers. Actually, because of labor law, Adventist schools employ contractual teachers for a maximum of 2 years.

Table 8. Length of Service

Length of Services	Frequency (n)	Percent (%)
Below 3 years	110	60.4
3-5 years	35	19.2
6-8 years	13	7.1
9-11years	10	5.5
12 years and more	14	7.7
Total	182	100

Findings presented in Table 9 reveal that out of 182 teachers who participated, 20.3% were permanents, 47.3% stand-in teachers, and 23.6% contractual teachers, and 8.8% missing system. The high rate of 47.3% suggests that Adventist schools employ more stand-in teachers. The reason might be they are less costly than permanents and contractual teachers. Actually, apart from their salaries paid per hour, stand-in teachers don't receive any benefits or any other compensation package. This includes former teachers and their former positions.

Table 9. Job Status

Job Status	Frequency (n)	Percent (%)
Permanent	37	20.3
Stand-in teacher	86	47.3
Contractual	43	23.6
Total	166	91.2
Missing System	16	8.8
Total	182	100

Table 10 shows that the highest educational attainment of teachers was dominated by secondary school, with a high rate of 50%, followed by, University/Tertiary (46.7%), and 3.3% were other. This connotes the problem of teachers' qualification with might impacts the academic performance of students.

Table 10. Highest Educational Attainment

Level of Education	Frequency (n)	Percent (%)
Secondary	91	50.0
Tertiary/University	85	46.7
Other	6	3.3
Total	182	100

Results displayed in Table 11 show that 75.8 % of participants were Adventists against 24.2 non-Adventists. That high difference may confirm the assertion of some respondents, that Adventists are given priority in the hiring process.

Table 11. Religious Affiliation

Affiliation	Frequency (n)	Percent (%)
Seventh-day Adventist	138	75.8
Non- Seventh-day Adventist	44	24.2
Total	182	100

Research Question 1

Which hiring techniques do Seventh-day Adventist schools in North Cameroon use to recruit and select teachers?

There are many techniques used to recruit and select teachers. The commonest are advertisements (newspaper, radio, media, etc.), school website, internet, application forms and resumes, recommendations from important people, word of mouth from friends and workers, interviews, reference checks, selection tests, etc. Based on their experiences, respondents were asked to identify techniques and tick as many as they consider are the techniques used to hire teachers in the Adventist schools. Every respondent had the chance to tick more than one technique. Consequently, data were analyzed through multiple response frequencies distribution. Table 12 presents the results.

Table 12. Multiple Frequencies Distribution on Hiring Techniques

Hiring Techniques ^a	Responses		Percent of Cases
	Frequency (n)	Percent (%)	
Word of Mouth	155	50.2	98.7
Churches	55	17.8	35.0
Recommendation	48	15.5	30.6
Application	36	11.7	22.9
Selection	9	2.9	5.7
References	6	1.9	3.8
Total	309	100	196.8

^aDichotomy group tabulated at value 1

Table 12, shows that among the 213 respondents who participated in the study, word of mouth ($N= 155, 98.7\%$) is the most common hiring technique used to hire teachers. This is followed by church announcements of vacancy ($N= 55, 35\%$) and recommendation from important people ($N= 48, 30.6\%$), application form ($N = 36,$

22.9%). Remarkably, the use of reference checks ($N= 6$, 4%) and selection $N= 9$, 6%) for hiring decisions were the least among the hiring techniques.

Generally, recruitment costs immensely to organizations. It requires many resources such as human and financial resources, and a lot of time. However, according to Nelson (1994), the word-of-mouth recruitment is the cheapest technique to hire employees, since it is costless. He argued that the word-of-mouth recruitment may be the most efficient and effective because candidates receive from employees' accurate information about the organization, its norms and working conditions. Many authors recognized that this technique is used not only by small business; it is among the most used by organizations of all sizes to recruit employees.

Also, Sathe (2013) asserted that more and more employers acknowledge the power of word-of-mouth recruitment. Therefore, one can assume that the preference of Adventist schools to use the word-of-mouth method may connote their desire to avoid or minimize the cost of recruitment, or/and the need to spread information about job vacancy as much as possible.

Follow-up investigation also revealed that some respondents asserted that in Adventist schools, Adventists are given priority in the hiring process. Hence, using word-of-mouth recruitment may hide a strategy established to let information flow among Adventists. The information about job vacancy is only spread among and by church members. Consequently, they have the chance to apply ahead before non-Adventists, and when it comes to the selection, they are given priority. This may justify why announcement in the churches came second to word of mouth. Thus, with these two methods, information about job vacancy flows faster, costs less, and occurs within certain limits (church members). So, Adventists Schools have all the chance to recruit Adventists as much as possible to the disadvantages of non-Adventists.

The reasons that can be evoked may be, on one hand, the quest of hiring people who already understand and believe in the educational philosophy of the school, in order ensure that the faith is integrated indeed in the academic programs. On the other hand, there are many Adventists who are jobless. There is a desire to hire them because their families are supporting the church by tithes and offerings. Therefore, the employment of Adventists jobless will reduce the number of church members who looking for a job, and tithe and offerings income of Conference will increase.

Although many organizations make extensive use of word-of-mouth recruiting for its advantages, this method alone is not sufficient. Actually, word-of-mouth recruiting provides a shrinking labor pool. Harris (2006) stated that word-of-mouth recruitment may be both a barrier to equal employment opportunity, and a cause of discrimination, which are illegal. He advised organizations to choose applicant sources that do not result in the exclusion of people. Furthermore, with announcements in the church, and the word of mouth within church members, there is a risk for Adventists schools to miss out on highly qualified teachers, which may affect both academic performance of students and the reputation of the school in the community.

Table 15 revealed that reputation of Adventist schools is just the average. Efforts should be made to improve not to ruin it. Further based on findings, one can observe that techniques such as the internet, school website, and advertising are not counted among techniques applied in Adventist schools. Actually, these schools are facing financial challenges and the self-support issue. The comfort of using existing system of recruitment, and the difficulty to switch to the new technology, in particular, the use of school websites, and online recruitment are other factors to

consider; sometimes, school leaders may think that the number of candidates recruited every year is much; and the desire to preserve Adventist philosophy of education leads to the recruitment of Adventists as much as possible. Considering all these factors, it is possible that, Adventist schools could not attract candidates as do other schools that use the full breadth of recruitment techniques.

Consequently, there is a risk both to not attract a maximum pool of qualified candidates and to hire unqualified and incompetent teachers. Such recruitment may have a negative impact both on the students' performance and the reputation of the schools. Therefore, despite the advantages offered by word of mouth and the emphasis on the educational philosophy, there is a need for Adventist schools to diversify their techniques of recruitment by adding to word of mouth and announcement in the churches other techniques such as the internet, school website, and advertising. The effectiveness and efficiency of online recruitment are well documented. According to Friend (n.d.), online recruiting allows reaching a much larger or more targeted audience than other methods do; it offers a variety of tools to screen candidates and select qualified ones who match the organization's values and culture with minimal human interaction at a lower cost.

Furthermore, findings revealed that 31% of respondents ($N= 48$) asserted recommendation from important people plays a role in the hiring process. Actually, the common practice in Cameroon is that an important person can place his relative in the organization, not because that person is qualified /skilled, but simply because the recommender has an influence on the decision makers. Thus, some people are hired not because they meet the job requirements of the organization, but because they have people who can use their influence to find a job for them. The danger is that there is no equal chance in the selection process and there is a risk of hiring unqualified

people. In this competitive world, Adventist schools need to be careful about recommendations from important persons. However, one should notice that recommendation of candidates is not a bad practice; rather it is good and important for decision-making. Many organizations offer their employees financial incentives to help fill job vacancies through referrals (Sathe, 2013). Therefore, Adventist schools should encourage referrals in order to find among referees the right person at the right place.

Also, findings revealed that the use of reference checks ($N= 6, 4\%$) and selection ($N= 9, 6\%$) for hiring decisions were the least among the hiring techniques. It seems that interviews and reference checks are not used probably because they imply certain costs in term of time and finances. Other reasons that can be mentioned are the fear to change an old system of recruitment, the ignorance of the leaders about the importance of these selections' tools. There is an urgent necessity to improve the selection process of Adventist schools by implementing selection tests, interviews, and reference checks, so the right peoples will be hired at the right places.

Objectivity of the Hiring Process

Furthermore, participants were asked to express their opinion based on their own experience as to whether the hiring process in the Adventist schools is based on objective criteria. Table 13 presents the results.

Table 13. Objective Criteria in the Hiring Process

Objective Hiring Process	Frequency (n)	Percent (%)
Yes	110	51.6
No	99	46.5
Missing	4	1.9
Total	213	100

Findings in Table 13 above indicate that the majority (N = 110, 51.6%) of the respondents believe that the hiring process applied in Adventist schools is based on objective criteria. The investigation revealed that 39.9% of respondents explained that teachers ‘selections are based on qualification. Recommendations are required from candidates, and the committee in charge of selection analyzes applications and decides accordingly.

Although the majority of respondents asserted that the hiring process is based on objective criteria, approximately 47% t said “no”. This result is meaningful and too high to be neglected. Results displayed in Table 14 further explain their opinions of the respondents.

Table 14. Reasons for the Perceived Opinions regarding Objective Hiring Process

Reasons	Frequency (n)	Percent (%)
Selection is based on qualification	85	39.9
Relatives in the Committee	51	23.9
By chance	28	13.1
Adventists are given priority in the selection	9	4.2
The committee adopts the list presented by the Administrators	9	4.2
Politics	4	1.9
Missing System	27	12.7

While the majority (N= 85, 39.9%) believe that the hiring process is based on applicants’ qualifications, a sizeable number of respondents also believe that some teachers are hired because of relatives in committee (N =51, 23.9%), and by chance (N = 28, 13.1%). In order to improve the hiring process, there is a need to train Administrators of the Conference, school leaders, and members of the committee in charge of recruitment and selection of teachers.

Research Question 2

What strategies are the Adventist schools in North Cameroon using to retain their teachers?

One of the central questions in this study was to find out strategies set up by Adventist schools to retain teachers. Consequently, respondents were required to indicate their level of agreement with statements regarding their general work experience. Table 15 displays results.

Table 15. Descriptive Statistics of Respondents' Employment Experience

Retention Strategies	Mean	Std. Deviation	Interpretation
Criteria for teachers' promotion	5.08	1.674	Below average
Administrators' relationship with workers.	5.05	1.858	Below average
Administrators care about employees' well-being.	4.90	1.974	Below average
Compensation package (salary, benefits, incentives)	4.88	1.990	Below Average
Belief in the SDA educational philosophy	4.81	1.983	Below Average
Opportunity for career development and growth.	4.80	2.062	Below Average
Teachers are treated with respect.	4.71	2.125	Below Average
Constructive feedback provided by the supervisor on teacher's performance.	4.50	2.024	Below Average
The reputation of the school in the community	4.42	1.895	Average

There are ten (10) strategies displayed in Table 15. Respondents were required to state their level of agreement with statements on strategies that contribute to retaining teachers. The scale was from 1 to 7, with 1 strongly disagree and 7 strongly agree. Findings revealed that mean scores vary from 4.42 to 5.08. Ranked in descending order, the criteria of teachers promotion has the highest mean of 5.08, followed by the administrators' relationship with workers (5.05), provision of adequate resources to employee to properly do his job (5.01), how administrators care about their employees' well-being (4.90), the compensation package (salary, benefits, incentives (4.88), Belief in the SDA educational philosophy (4.81), opportunity for

career development and growth (4.80), treatment of teacher with respect (4.71), Constructive feedback provided by the supervisor on teacher's performance (4.50), Reputation of the school in the community (4.42). According to the interpretation of the Likert scale, all the means scores are below average (see Table 3); except 4.42 (average) about the reputation of the school in the community.

This connotes that the Adventists schools in North Cameroun are not doing enough to retain teachers. Otherwise, the efforts made by these schools don't meet the expectations of teachers. This may have several implications including the increase of teachers turnover, the decrease of teachers performance which may have an impact on the academic performance of students, the risk to employ unmotivated people who plan to quit the organization, conflicts between teachers and both supervisors and administrators, the school may not be attractive both for teachers and students, the loss of Adventist school reputation in the community, which may result in the decline of the school enrollment.

In the competitive environment such as education, schools that want to survive are required to improve their image in order to be more competitive. Adventist schools bear no exception. Hence, administrators and school leaders should be aware of the urgency of this situation and put in measures to retain their teachers.

Teachers' Intention to Stay and Former Employees' Intention to Come Back

Generally, employees' decision to stay longer in an organization depends on the general work environment, conditions and experiences as exhibited in Table 15 above. Therefore, the researcher needed to find out about the intent of the current teachers to stay and continue their work in the school. On the other hand, there was a

need to also find out if former teachers had the intention of returning to their former workplace. Table 16 presents the findings.

Table 16. Teachers' Intention to Quit Current Job

Intention	Frequency (n)	Percent (%)
Definitely will	26	32.9
Probably will	13	16.5
Uncertain	24	30.4
Probably won't	8	10.1
Definitely won't	8	10.1
Total	79	100

Current teachers were required to express their intention on whether they would quit if the chance was granted to them. Findings presented in Table 16 indicate that almost 40% of the teachers will quit their current jobs. The high rate of uncertain (30.4%) may hide the intention to quit. As presented in Table 15 above, findings revealed that all the strategies established to retain teachers are below average. That may be the fundamental reason why most of them would probably quit. Therefore, there is an urgent need to improve the work environment, the working conditions, and the quality of the relationship between administrators and workers.

A cross-tabulation analysis of the status of respondents gives another perspective. Table 17 presents the statistics: 33% of permanent teachers will definitely quit against 22% definitely won't, and 44% are uncertain. For stand-in teachers, 19% definitely will, 26 % probably will, 30 % are uncertain, 15 % probably won't and 11% definitely won't. For contractual teachers, 61% of respondents will definitely quit, 4 % probably will, 26% uncertain, 4% probably won't and 4% definitely won't.

Table 17. Crosstabulation of Teachers' Intention to Quit according to Their Job Status

	Permanent		Stand-in		Contractual teachers		Total	
	n	%	n	%	n	%	n	%
Definitely will	3	33	9	19	14	61	26	33
Probably will	0	0	12	26	1	4	13	16
Uncertain	4	44	14	30	6	26	24	30
Probably won't	0	0	7	15	1	4	8	10
Definitely won't	2	22	5	11	1	4	8	10
Total	9	100	47	100	23	100	79	100

It appears that granted the chance, the majority of current teachers would quit. Although the high percentage of contractual teachers may be explained by the fact that schools hired them for a maximum of 2 years, and most of them are waiting for employment in the public schools, one can notice that the intention to quit is also perceived among permanents and stand-in teachers. These findings are extremely alarming, and consequently, require more attention in order to develop an appropriate strategy to retain teachers.

Table 18 reveals respondents' reasons to consider quitting. The major reasons include better hope and opportunities outside the church, (27.8%), working conditions and compensation (15.2%), disappointment and frustration (11.4%), and the search for better treatment (7.6%). These reasons confirm that the efforts of Adventist schools to retain teachers are below average noted in Table 15.

Table 18. Explanation of Intention to Quit

Explanation	Frequency (n)	Percent (%)
If I can get better out of the church	22	27.8
Working condition and compensation	12	15.2
Disappointment and frustration	9	11.4
Nothing to say	8	10.1
Love of the mission	7	8.9
Looking for good treatment	6	7.6
It is a choice	2	2.5
I hope that things will be better one day	1	1.3
I'm satisfied with my current employer	1	1.3

Further, it is interesting to notice that some teachers will continue to work for Adventist schools because they have the love for the mission. Schools should capitalize on that intention to recruit people who have the mission in their heart, but not those who are only looking job. For that reason, interview and reference check are crucial in the selection process of Adventist schools. Further, one can say that some teachers are willing to stay simply because they are not sure to get better elsewhere; this may explain the high rate of uncertain in Table 17. Otherwise, if they are sure to get better out of the church, they would quit without hesitation. However, this category of uncertain can easily change their intention if the existing strategies to maintain teachers are visibly improved. This should be done urgently before they get better elsewhere.

Research Question 3

What factors affect retention in Adventist schools in North Cameroon?

There are many factors that influence employees' retention. In this study, a special interest is taken to find out specific factors that influence teachers' retention in

the schools in North Cameroon and the relative importance of these factors as evidenced by the results presented in Table 19.

Table 19. Descriptive Statistics on the Relative Importance of Factors Affecting Teachers' Retention

Retention Indicators	Mean	Std. Deviation	Ranking
Benefits (retirement, medicals, housing, etc.)	5.96	2.59	1
Image of the school	5.70	2.56	2
Administrators	5.63	2.34	3
Salary	5.10	3.18	4
Recognition & Rewards	4.80	2.16	5
Opportunity for advancement	4.68	2.28	6
Job Security	4.62	2.26	7
Personal Commitment to SDA Education	4.34	2.60	8
Working Conditions	4.13	2.55	9

Respondents were asked to rank the factors indicated in Table 10 in terms of how they influence their decision to remain in their current workplace. In a descending order, benefits came at the top with the highest mean of 5.96, followed by image of the school in the community (5.70), administrators care about employees' well-being (5.63), salary and compensation packages (5.10), recognition and rewards (4.80), opportunity for advancement (4.68), job security (4.62), personal commitment to SDA Education (4.34), and at last working conditions (4.13).

According to the Seventh-day Adventist working policy, employees' allowances include medical reimbursements, houses, cost of living, education, transport, and utilities (gas, electricity, water) among others. Although these benefits depend on the availability of funds, it appears that they are the most important factors that teachers in Adventist schools look for. A study made in Delta State also revealed that teachers generally agreed that incentives and benefits are given to public secondary school teachers impacted on their retention in the job including the interest

and the moral boasting, development of positive attitude, the respect of the school authority, development of a sense of belonging (Oshemughen, 2014). Therefore, Adventist schools should provide more incentives and benefits in order to retain their teachers.

Further, since findings revealed that teachers are interested in the reputation of the school, this implies that if nothing is done about their reputation, Adventist schools will lose teachers when the reputation of the school goes below the average. Though working conditions ranked as the least important factor, it should not be considered less important.

Furthermore, the standard deviations of the mean scores ranged from 2.16 to 3.18, measured the degree to which the scores in the distribution deviated from their mean values. These high standard deviations imply that opinions are very divergent. Consequently, school leaders should be aware that the ranking order depends on every individual. Therefore, every factor should be considered as a priority that needs to be improved so the school may retain all its teachers and attract others.

Research Question 4

What program should Adventist schools adapt to recruit, select and retain committed teachers?

Program Development

In order to address the hiring and retention problems evidenced in this study, a good program of teachers' recruitment, selection, and retention needs to be developed. Therefore, this section proposes a program which will be useful to schools in their efforts to recruit, select and retain teachers both for primary and secondary schools.

Improvement of the hiring process. The hiring process should be done based on the objective criteria. This program proposes 8 important phases:

Phase 1: Recruitment of teachers. The main sources of recruitment are churches, secondary schools, university/college and training schools. There are numerous church members who do not have enough money to pursue big studies. Many young people in the churches have required diplomas (BEPC, Probatoire, Baccalaureat, and license) to teach in the primary school yet are unemployed. Many of them are willing volunteers to be trained in order to serve in Adventist schools, but they don't get an opportunity to apply. Some are not aware that the opportunity to serve in Adventist school is opened to everyone. A simple letter of information from Conference is enough to attract a great number of applicants. Every applicant should deposit his (her) demand to school where she/he want to work.

Although local churches may provide a large pool of applicants, Adventist schools should diversify the sources of recruitment by using all techniques to recruit candidates including advertising, announcement in the newspapers, internet, school website, etc. So, candidates from secondary schools, universities, school of educational training can be attracted. These schools should never be neglected, rather they should be considered as another important source of teachers' recruitment; because they help to address the issue of diversity and quality of teachers. Many students of these schools are not sure to get employment after their study; some are in lack of money to pursue their study; others are likely ready to stop study numerous reasons, and many of them are looking for a job. Therefore, such employment offer will be a great opportunity for many students.

Phase 2: Submission of applications. Individuals interested in obtaining a teaching position in Adventist school must complete and submit his/her application to the school, to Conference office or online via the school website. The later goes beyond boundaries of religion, localities, etc. and will allow everyone who is

interested to apply. The application form should be prepared and available in all the schools, Conference, and local churches. Every applicant should fill the application form. The period to receive an application should be known by the applicant (for instance from May to July). Applications coming after 31st July should be considered as for next year.

Job applications. Job application is the first step in obtaining needed information about candidates in a standard format. Therefore, it is important to the school to prepare and provide a job application form where every candidate will fill out to inform of his interest and availability for a job in the school. A standard format makes it easier to collect information from candidates in a systematic way. It easily helps to see whether the applicants match with the job. The application form should include the following information: personal information for an applicant (name, date and place of birth, address, etc.), the availability to be employed, the summary of education and training, including special training, academic awards or honors (name of institution, city/state, dates or years completed, diploma/degree), Employment (particularly teaching), the names and contact information for references check (2 to 3 references), and other information found necessary to be added.

Application package. In addition to the application form, candidates should provide the copies of the following documents as part of the application package:

1. The Letter of interest: it is a letter written and submitted by an applicant to express his interest and motivation for the job.
2. The resume: it is where candidates outline their work experience, skills, educational background, accomplishments, and other related information supporting their career goal.
3. The certified copy of the transcript and the highest diploma/degree: to valid, the copies of the transcript and diploma should be certified by a competent authority.

4. The certified copy of the training certificate (if available): Just like the transcript, the training certificate and (other certificates included in the package) must be authenticated by a competent authority.
5. A copy of birth certificate
6. A writing sample or essays: this part of application package provides to an applicant an opportunity to demonstrate his communication skill, to share her/his educational philosophy, reflections, and goals, ability to solve problems, etc. (a maximum of 2 pages with a limit of 400 to 800 words). It is the Conference department of education that proposes the topic of the Essay.

Phase 3: Sorting applications. The Conference Department of Education sorts out all the applications received in his office and on the website to identify the school requested by the candidate. After sorting out, all the applications are then sent to requested school for review.

Phase 4: Review applications. All the applications should be reviewed systemically on the basis of objective criteria. Therefore, it is important, to begin with establishing these criteria before reviewing applications. The Conference department of education must set up objective criteria for screening applications. A standard format will make the job easier and more objective. The board of director of every school should elect a team in charge of selection. Each component of the application package should be screened one after another by that team, based on the criteria established by the Conference Education department. Candidates who successfully pass the application and file review process will enter the ready to staff hiring pool. The review of applications should make in 2 to 5 days. However, the times may vary depending on the volume of applicants. Once candidates are in the hiring pool, they should receive a telephone call for an interview appointment.

Phase 5: The interview. After review applications, required qualifications are then evaluated using a structured interview, written performance activity or task, lesson observation, and reference check. The first thing to do is to determine a team of

interviewers: The board of director of every school should decide the interview team (at least 3 and 5 at most). The interview team should work following the steps below:

1. Identify job duties
2. Identify job requirement
3. Choose the most important job requirement that will be used for the interview
4. Write interview questions based on the analysis above including behavioral questions, situational questions, experience questions, self-evaluative questions.
5. Develop in advance a rating format for evaluating the answers to prepared questions.
6. Select candidates to be interviewed
7. Contact candidates for appointment
8. Conduct interview with candidates during 45 to 60 minutes.
9. Rate each answer
10. Review all the ratings when all interviews are done,
11. Rank the candidates and choose finalist(s).
12. Check references of top candidate(s).

Phase 6: Reference check. Information from former employers is more valuable than personal references gave by an applicant. Generally, there are two ways to check references:

1. Calling: The selection team calls the ex-employer to check information gave by applicants.
2. Writing: instead of call, the selection team sends the ex-employer the written release obtained from the applicants.

Phase 7: the decision of the board of directors. At the end of this stage, the selection team recommends the pool of the satisfactory candidates to the Board of Director of the school. It is the board that has the last decision on the hiring of teachers.

The principal who is the secretary of the Board of Director is in charge to notify teachers who are hired. The Conference officers should have the copy of that notification.

Phase 8: notification and contract. Applicants who are notified should come to sign a contract with the school. A standard form of contract prepared by the Education Department of the Conference should be available in each school. Applicant should read and sign the contract before being considered as hired. The contract should include the date of hiring, the type of contract, and the wage/salary. Within 7 days of the receipt of a signed contract, the Conference should confirm the status of the hire and the candidate will receive official notification.

Improvement of factors that maintain teachers. There are many factors that may impact teachers to continue to work for a long time for school. These factors include Benefits and incentives, the image of the school in the community, administrators care about employees' wellbeing, salary and compensation packages, recognition and rewards, the opportunity for advancement, job security, personal commitment, and working conditions. The program development to improve these factors can be designed as it follows:

Compensation package (salary, benefits, and incentives). Adventist schools should develop a strategy of the compensation package that motivates current teachers to remain, and attract new high qualified candidates. This should include salary, health benefits, houses or rents, retirement benefits, education reimbursement, travel and telephone allowances, cost of living allocation, bonuses like 13th-month salary, utilities such as reimbursements of gas, electricity, and water bills, etc. Through benchmarking, Adventist schools should benchmark in order to offer competitive

compensation package in the region. The compensation should be structured and based on employees' performance and in the compliance with labor law.

The image of the school in the community. Year after year, schools need to enhance their reputation in the community in order to be viewed as an exceptional institution. Therefore, they not only need to do their job properly, but they also need to take initiative to stand out from the other schools. In order to increase their value in the community, there are many techniques to achieve that goal including using local and national media, newspapers, advertising in radio and TV to spread special events where parents, students and public are warmly welcomed; and use social media platforms (Facebook, WhatsApp, etc) to celebrate success of the school, and to share information with parents and public about the performance of students and teachers. Parents, students, and visitors should be warmly welcomed whenever they visit an Adventist school. Further, improving working conditions and the treatment of employees is another way to enhance the reputation of the school and to attract new teachers. Encourage students and teachers to talk about the school to other peoples.

Recognition and rewards. Besides compensation packages, Adventist schools should motivate employees with recognition and rewards. Ceremonies of awards should be organized at least annually in order to reward best teachers who achieved goals. A culture of thanks, recognition, and appreciation should be encouraged in the schools. Administrators, supervisors, and coworkers should appreciate every effort of the individual in public or in private, during a ceremony or not whenever the job is well done. Like other organizations, Adventist schools should celebrate the success of individuals and teamwork.

Opportunity for career development and growth. Administrators are required to inform employees about the career advancement; they should be honest, transparent

and opened toward employees, and encourage them to learn more. The school should create time for professional growth for each teacher; provide an individualized career development plan for each teacher; implement a program that supports professionalism, collaborative planning, and quality of teachers' time's planning; create opportunities for collaboration among teachers; improve the quality of professional development by providing a technical assistance to teachers about behavior and discipline issues in the classroom through coaching.

Caring administrators. Administrators should know their employees, their strength, and weakness, their problems, and difficulties. School leaders should care about the health of the employees, treat them with empathy. The school can celebrate success and birthday of an employee with his family. The schools should assist employees when their family members are sick or died. The school should provide employees health benefits as well as other benefits.

Job security. Job security contributes to retaining teachers in schools. Among strategies that ensure job security, Administrators and school leaders should empower employees, value their work, encourage creativity and the sense of responsibility, make employees feel comfortable in the school; allow them to contribute to solving problems; assign responsibility and share goals; the school should provide employees with benefits, create a happy environment.

Working conditions. Working conditions should be improved through the following efforts: Every school should involve all employees in the improvement of working conditions through survey or suggestion box; create policies working conditions related to teachers' empowerment, time at work, leadership, resources and facilities (offices, desks, chairs, computers, telephones, conference room, library, lighted and clean classrooms, etc.), and professional development; provide to teachers

good environment of learning that allows creativity and productivity, and adequate resources to increase teachers' performance, efficiency and effectiveness. The working conditions should meet the expectations of workers as much as possible, and enhance the reputation of the school.

Provision of resources to teachers. Providing adequate resources to qualified teachers allows them to properly perform their job and to achieve the best academic performance. Consequently, the school will be more competitive and more attractive for teachers, students, and as well for parents. Actually, there is no one of them that has a little library. Sometimes, teachers use their own books. Therefore, every year, Adventist schools should make provision in their budget for adequate resources and books 'allowance to teachers. Every school should have a library with books that meet the expectations of teachers.

Administrators' relationship with workers. The quality of the relationship between administrators and employees may determine the length of service of workers. A good relationship may keep an employee for a long time while a bad one may shorten it. Administrators should be aware that they are working with human beings who are their collaborators but not their slaves. Administrators should be accessible, simple, comprehensible, respectful, and loving others like themselves. Boundaries between Administrators and employees should not exist, and information should flow among them as much as possible.

The treatment of employees. Everyone likes to be treated with respect and dignity. Teachers should be treated consistently with respect so that they can feel comfortable in the school. Employees should be informed at the time about what the institution, the goals, and the strategies; they should receive constructive feedback on their performance.

Feedback on the employees' performance. The supervisor should give constructive feedback on the performance of teachers that they supervise. Therefore, the school should provide to supervisor a standard format of feedback; administrators are required to ensure the quality of feedback given to teachers. Teachers should be encouraged to report about the quality of feedback they receive on their performance; they should be well informed about their job and the goals.

Promotion of teachers. The criteria for promoting teachers should be clearly defined and established based on employees' performance. All workers should be well informed about these criteria. Every school should develop performance appraisals of teachers. The criteria of evaluation should be clearly defined and known by all teachers so that in case of promotion, everybody agreed that is a right decision.

The educational philosophy of the school. Generally, denominational institutions and Adventist institutions, in particular, have their philosophy of the education to which teachers are required to adhere. Since Adventists are looking for qualified teachers with the best performance, they may hire people coming from various religious confessions including Muslims, Buddhists, Catholics, Protestants, animists, etc. Sometimes, they don't have any concern for the educational philosophy of the Adventist school. Therefore, every year Adventist schools should organize training and seminars on the educational philosophy of the school, with certification of teachers.

Program Implementation

In addition to the announcement made in local churches, Adventist schools must diversify their method of recruiting teachers. Other effective methods to attract a great number of applicants should be used including the creation of a website where people can get information about schools; online application via the website;

advertisements on local, regional and national radios and on the private and public televisions; etc.

Reviewing applications. Once applications are received, the selection team should as soon as possible review each component of the applications. Though the period of screening may vary from school to another, the mean of 5 days is enough to get the job done. The documents to review include:

Interest letters. When screening interest letters, reviewers should focus at least on the following points:

1. Is the interest letter handwritten?
2. Is it presented according to the standard form?
3. Does the applicant write his complete contact information?
4. Is it personalized for the job?
5. Does the letter mention the motivation of the applicant (why he/she is applying for the job)?
6. Does it list the documents what is included in the application?
7. Does the applicant mention his (her) qualification, skills, accomplishments, competence, experiences to the job?
8. Is it free of spelling, grammatical, and syntax errors?
9. Is it signed by the applicant?

Resumes. When reviewing resumes, the following aspects should be examined:

1. What is the applicant's highest level of education and when did he get his highest diploma?
2. What were the major courses in the transcript?
3. Do the major subjects match with the job requirements?
4. What is the applicant's Grade Point Average (GPA)?
5. What are the qualifications of the applicant (training school)?
6. Is the applicant working or jobless? If he is working where?

7. Does applicant have labor certificate?
8. Does the applicant have teaching experience? When, where, and how many years?
9. What classes and subjects has the applicant taught? For how long?
10. Does the applicant have other experience that may be relevant to the job?
11. In addition, the selection team should make sure the resumes are written in a professional manner and is free of spelling, grammatical, and syntax errors.

Transcripts. Reviewing transcript helps to determine whether the candidate has the competence required by the position. Therefore, when reviewing the transcript, examine the following aspects:

1. Does the personal information in the transcript match with the applicant personal information in the birth certificate?
2. Does the degree(s) match the degree(s) on the resume?
3. When was the transcript delivered?
4. What is the applicant's Grade Point Average (GPA)?
5. What are the major courses in the transcript?
6. Do the major subjects match with the job requirements?
7. If the major subjects don't match with the job requirement, does the applicant have enough minors' subject that may allow him to fill the job requirement?
8. What is the reputation of the school where the applicant earned his transcript?
9. Is the copy of the transcript certified by the competent authority?

Training certificate and birth certificate. The selection team must examine the following information:

1. Does the personal information contained in these certificates match (name, birth date, etc.)?
2. Are they certified by the competent authority?
3. Where was the Training Certificate issued?
4. Where did the applicant train?
5. Is the certificate relevant to the job?

Review of writing samples. The screening criteria should be based on the following competencies:

1. Does the applicant show knowledge?
2. Is s/he analytical and convincing in his/her reasoning?
3. Does he demonstrate effective communication skills?
4. Does he demonstrate critical thinking?
5. Is the Essay free of spelling, grammatical, and syntax errors?

Classification of applicants. Once the screening of applications is completed, the team of selection must group applications in order of priorities:

First class. This is a group of applicants who have the qualifications which closely match the job requirements. Applicants in this group should be admitted to the next step of the selection process.

Second class. A group of applicants who may have some of the qualifications and meet some requirements. Applications in this group may be reviewed more closely;

Third class. A group of applicants who do not meet any of the minimum qualifications and requirements. Applicants in this group must not be excluded or neglected. They may be selected to be sent to training schools to acquire required qualifications. However, it is important to say that, depending on the vision of the management and what the administration is looking for, applicants in each group have their own chance to get to the next step of the selection process, which is the interview.

Interview. The selection team should arrange an appointment with each applicant in hiring pool. A place for an interview should be prepared and known by candidates. When conducting an interview, the interviewers should never forget that the purpose is to:

1. Gather information from the applicant;
2. Provide information to the applicant, and
3. Allow to the two parties (applicant and employer) to determine whether there is a good fit with the job.

Therefore, it is recommended to ask the same questions to each candidate; use the same interviewer(s) for all candidates; use panel interviews; use the best types of interview questions; use longer interviews or larger number of questions; rate each answer and take detailed notes.

Reference check. When checking the reference, the selection team should at least verify the factual, objective information the applicant gave. It important to ensure the employer that the information that he will provide will be kept in a strict confidentiality. The following information is needed to be verified from the ex-employer about his/her ex-employees include nature of the tasks performed, work habits, sense of responsibility, and ask whether the former employer would hire the individual again.

For further references check, the selection team may extend its investigation to churches of applicants. Church leaders/clergy of applicants may be contacted to get more information about the applicants' spiritual life.

Retention of teachers. Every school should implement an effective program of mentoring for new teachers which include choosing mentors based on the length of service and good behavior and training for mentors and support for behavior management and discipline.

Every school should implement a program to train both unqualified and new teachers to get an adequate qualification. The school should budget for provision of adequate resources, recognition, and rewards; the compensation packages should be attractive; many actions should be taken to improve working conditions,

administrators' relationship with employees, administrators care about employees' well-being, opportunities for career development and growth, the reputation of the school in the community; provision of feedback by supervisors on teachers' performances; and the criteria of teachers' promotions.

CHAPTER 5

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary of the information and findings presented in the previous chapters and ends with the conclusion and recommendations. Thus, the chapter is structured into summary, conclusions, and recommendations.

Summary

The purpose of this study was to develop a program to be utilized by school administrators and other decision-makers to identify and retain qualified Seventh-day Adventist teachers in North Cameroon. The study used a cross-section descriptive research design to address the following questions:

1. Which hiring techniques do Adventist schools in North Cameroon use to recruit and select teachers?
2. What strategies are the Adventist schools in North Cameroon using to retain their teachers?
3. What factors affect retention in Adventist schools in North Cameroon?
4. What program should Adventist schools adapt to recruit, select and retain committed teachers?

Findings of this study revealed that Adventist primary and secondary schools in the northern part of Cameroon use word of mouth as the main recruitment strategy. In addition, a recommendation from important people and application form/resume are useful means of recruitment. Other techniques such as advertisement (newspaper, radio, media, etc.), school website, and internet are purely ignored. Besides, a significant number of respondents (53%) do not believe in the objectivity of the hiring process.

The study also revealed that the Adventist schools are making some efforts to retain their teachers in various domains including providing adequate resources to teachers to properly do their job, maintaining good relationship with workers, treating teachers with respect, and providing constructive feedback on job performance by supervisors, caring about wellbeing of workers, providing opportunity for career development and growth, job security, giving compensation package, promoting teachers based on their performance. However, the general perception is that these efforts are viewed as 'below average.' Consequently, if granted the chance, most current teachers are unlikely to remain in the Adventist schools

Concerning the relative importance of factors that affect teachers' retention in Adventist schools in North Cameroon, the findings reveal that teacher benefits, the image of the school, the attitude of administrators are the three most important factors that influence teachers' decision to remain with their current employers.

Conclusion

Based on the findings of this study, it appears that Seventh-day Adventist schools in North Cameroon Conference have their own way of recruiting, selecting and retention practices. However, it is important for these schools to review their strategies and techniques in order to improve and also reduce potential high teacher turnover. Actually, Adventist schools can capitalize on the good image of the school in the communities, the personal commitment of some teachers and their belief in Adventist philosophy of education to retain most of them.

Recommendations

Based on the findings and conclusions above, the following recommendations will be useful to Adventist schools as far as teachers' recruitment, selection, and retention are concerned. These recommendations are classified into 4 groups

including recruitment and selection committee, Conference Administrators, schools, and teachers.

Recruitment and Selection Committee

1. Every school should have its own team in charge of recruitment and selection.
2. The Principal/Director should be the chairman of the team in charge of selection, and member ex-officio of the recruitment team.
3. The recruitment team should use techniques of recruitment as much as possible (announcement in the churches, internet, school website, online recruitment, advertising, etc.) in order to have a large pool of candidates.
4. It is recommended to the recruitment team every year to write letters to inform all local churches about vacancies in the school. That letter should provide the important information including, the number of vacancies to be filled, the minimum level of qualification required, etc.
5. The recruitment team is required to assure applicants that their application will be received and studied on the base of objective criteria.
6. The selection team recommends to the Board of Director a list of teachers who are ready to be hired (the last decision of hiring belong to Board of Director). Their work should be based on objective criteria pre-established by the Conference Education department.

Conference Administrators

1. Conference officers are required to allow each school to recruit and select their teachers.
2. They should ensure that the teams in place are working based on objective criteria.
3. It is recommended to the Conference department of education to prepare a standard set of questions for interviews and other important documents. Therefore, Conference Administrator should ensure the quality of the document prepared by the education department and their implementation in schools.
4. They authorize and facilitate the transmission of recruitment letters in local churches.
5. It is recommended to the Conference to negotiate a partnership with teachers' training school both for primary and secondary school so that at the end of the day all teachers will be trained and qualified. The program of sponsorship may include conference, school, and candidate where each party has its percentage to support tuition fees.

6. The Conference should subsidize schools that are facing financial challenges in order to avoid the problem of unpaid salaries.

Schools

1. Schools should be engaged in the continuing improvement in order to be more competitive.
2. Every school should develop strategies to attract teachers from universities and training schools. These strategies include scholarships, sponsorship, paid internships, and opportunities to work toward an advanced degree. By making such efforts, every school will have a pool of diverse applicants; high quality and diverse students will be attracted.
3. Adventist schools are recommended to diversify their strategies of recruitment by using new technologies such as the internet, creating school website, posting an announcement in the strategic places (universities, churches, main streets of the town, public places, etc.), advertisings through radio and social media, etc.
4. It is recommended that Adventist schools use objective criteria of recruitment and selection process. Although recommendations from friends and worker are important and helpful, they should never replace the selection process. In the beginning, all the applicants have the same chance; it is the criteria in place that will gradually eliminate some of them.
5. Adventist schools should design and implement a good hiring process which includes, review applications, interview, reference checks, and signing contracts with all teachers.
6. Each school should have its own board of Director responsible to hire teachers. Every year, the Board elects a team in charge of recruitment and selection which follows the designed teachers' selection process. The team should have 2 to 5 members where the Principals/Directors are ex officio members. Whether permanent, contractual teachers or stand-in teachers, none can hire or be hired without following selection process.
7. School Administrators need to identify and satisfy the needs of teachers as much as possible to retain highly effective teachers. Through surveys and suggestion box, administrators may get information about teachers' job concerns and needs.
8. School Administrators must build a closer and work relationship with employees that will foster effective collaboration, transparency, and confidence. Teachers need to trust their leaders. That trust will lead them to feel comfortable in the school and reinsure their job security.
9. Each school needs to develop, implement and evaluate its strategies to retain teachers. These strategies include improving the compensation package, improving working conditions, providing opportunity for career development and growth, providing job security, promoting teachers based on their performance, providing adequate resources to teachers to properly do their job, developing good

relationship between administrators and workers, treating all teachers with respect and dignity, providing constructive feedback on job performance by supervisors, caring about wellbeing of workers, mentoring and coaching new teachers, developing a program of sending untrained teachers to school, always improving the image of the school in the community, developing a platform where teachers will have opportunity to express their opinion about the management, etc.

10. It is recommended to each school to create teachers' association and to provide suggestion box wherein workers may freely express their needs, their ideas, etc. Administrators are required to monthly check the box, collect the content, and adjust accordingly if necessary.
11. Considering the fact that it rare to find unemployed trained teachers because the government employs them, it is recommended to Adventist school to concentrate its effort on attracting untrained people. Once they are hired, a program to send them gradually to training school should be implemented. Contract and engagement to serve after training should be signed before sending each teacher to school
12. It is important for each Adventist school to establish exit interview process for all teachers leaving three months before the end of academic year; in order to get enough time of negotiation with the teacher that intends to leave. That program will help to identify the reason for teachers' departure and to react accordingly to anticipate future turnover. During the interview, the Principal/Director should try to convince effective teachers to remain in the school.
13. It is deeply recommended to every school to set up a system of incentives and rewards for effective teachers. Thus, every school must organize a regular recognition program to acknowledge the efforts of outstanding teachers.

Teachers

1. Teachers should attend all the meetings organized by the school
2. It is recommended for teachers to share their vision, to communicate their expectations, their problems, and suggestions to improve strategies to retain them for a long time.

Suggestions for Future Research

This study was small in scope; therefore, the following areas are suggested for further study:

1. The same topic can be replicated in different geographical contexts to find out a strategy to be utilized by administrators of schools and other decision makers to identify and retain qualified teachers.

2. It would be important to do a whole study on teachers' perception of the Adventist Philosophy of Education and integration of faith and learning. This could be a basis for hiring and retention.

APPENDICES

APPENDIX A
QUESTIONNAIRES

Questionnaire for Current Teachers

Dear Teacher,

I am a student at the Adventist University of Africa studying MBA. As part of the requirements of the program, I am currently undertaking a research designed to study employees Recruitment, Selection, and Retention in North Cameroon Adventist Schools. The purpose of this study is to improve the practice of recruitment, selection and employees retention in the schools.

Since you are a teacher in this school, I am seeking your voluntary participation in the study by responding to the questions below frankly and honestly. Be assured that any information provided will be treated in the strictest confidence and you will not be individually identifiable in the results. You don't need to write your name on the questionnaire or feel intimidated in any way.

Thank you in advance for your assistance and support in participating in this research project.

Cordially,

Abine, MBA Student, Adventist University of Africa

Instruction: Please read the questions carefully and answer accordingly.

Section A: How did you come to be a worker in this School? Based on your own personal experience, indicate the hiring process of your school by ticking [✓] all the ones that apply:

My school uses the following techniques in recruiting and selecting teachers . . .

- | | |
|---|--------------------------|
| Advertisement (newspaper, radio, media, etc.) | <input type="checkbox"/> |
| School Website | <input type="checkbox"/> |
| Announcement in SDA Churches about vacancy | <input type="checkbox"/> |
| Internet | <input type="checkbox"/> |
| Word of mouth from friends and workers | <input type="checkbox"/> |
| Application forms/Resumes | <input type="checkbox"/> |
| Recommendations from important people | <input type="checkbox"/> |
| Interviews | <input type="checkbox"/> |
| Reference checks | <input type="checkbox"/> |
| Selection tests | <input type="checkbox"/> |

What others methods does your school use to recruit and select teachers, please specify_____

Do you think the hiring process of your school is based on objective criteria?

Yes [] No [].

Please explain your answer: -

Section B: The following items ask about your work and your general work experience in the School. Please indicate your level of agreement with the following statements using the rating scale below

7=Strongly agree;

6=Agree;

5=Somewhat agree

4=Undecided;

3=Somewhat disagree,

2= Disagree;

1=Strongly disagree

My school provide me adequate resources to properly do my job	7	6	5	4	3	2	1
Administrators maintain good relationship with workers	7	6	5	4	3	2	1
I am consistently treated with respect in this School	7	6	5	4	3	2	1
My supervisor gives me constructive feedback on my performance	7	6	5	4	3	2	1
The Administrators care about their employees' well being	7	6	5	4	3	2	1
There's opportunity for career development and growth	7	6	5	4	3	2	1
The compensation package (salary, benefits, and incentives) is good.	7	6	5	4	3	2	1
The school has high reputation in the community	7	6	5	4	3	2	1
Teachers are promoted in this school based on performance	7	6	5	4	3	2	1
I believe in the educational philosophy of the School	7	6	5	4	3	2	1

Granted the chance, would you quit your current place of work?

[] Definitely will [] Probably will [] Uncertain [] Probably won't

[] Definitely won't

Please explain your answer: -

Section C:

Which of the following factors will influence your decision to remain with your current employer for a long period of time? Rank the following factors in order of importance, with **1** being the most important factor that will influence your decision and **9** being the least important reason.

- Good Salary []
- Benefits (retirement, medicals, housing, etc.) []
- Working conditions []
- Administrators/Management []
- Recognition & reward []
- Job security []
- Opportunity for career advancement []
- Personal commitment to SDA education []

Image and reputation of school in the community []

Please specify any other strategies that your employer should include or improve to retain its employees: -

Section D: Please tick () appropriately what is applicable to you

Gender: Male () Female ()

Age: Below 25 years () 25 – 35 years () 36 – 45 years () 46 – 55 years () 56 years and above ()

Length of service in your present school : Below 3 () 3-5 years () 6 -8 years () 9-11 years () 12 years and more ()

Job Status: Permanent () stand-in teacher () contractual ()

Highest Educational attainment: Secondary () Tertiary/university () others, please state_

Religious Affiliation : Seventh-day Adventist () Non-Adventist ()

Questionnaire for Former Teachers

Dear Former Teacher,

I am a student at the Adventist University of Africa studying MBA. As part of the requirements of the program, I am currently undertaking a research designed to study employees Recruitment, Selection, and Retention in North Cameroon Adventist Schools. The purpose of this study is to improve the practice of recruitment, selection and employees' retention in the schools.

Since you are a former teacher in this school, I believe you have some experience that will be relevant to my study. I am therefore seeking your voluntary participation in the study by responding to the questions below frankly and honestly. Be assured that any information provided will be treated in the strictest confidence and you will not be individually identifiable in the results. You don't need to write your name on the questionnaire or feel intimidated in any way.

Thank you in advance for your assistance and support in participating in this research project.

Cordially,

Abine, MBA Student, Adventist University of Africa

Instruction: Please read the questions carefully and answer accordingly.

Section A: How did you come to be a worker in this School? Based on your own personal experience, indicate the hiring process of your school by ticking [✓] all the ones that apply:

Adventist school uses the following techniques in recruiting and selecting teachers . . .

- 1. Advertisement (newspaper, radio, media, etc.) []
- 2. School Website []
- 3. Announcement in SDA Churches about vacancy []
- 4. Internet []
- 5. Word of mouth from friends and workers []
- 6. Application forms/Resumes []
- 7. Recommendations from important people []
- 8. Interviews []
- 9. Reference checks []
- 10. Selection tests []

What others methods does Adventist school use to recruit and select teachers, please specify _____

Do you think the hiring process of Adventist school is based on objective criteria?

Yes [] No [].

Please explain your answer: -

Which of the following factors have influenced you to leave Adventist school? Rank the following factors in order of importance, with **1** being the most important factor that influenced your decision to leave the Adventist school and **9** being the least important reason

- Low Salary
 - Bad benefits (retirement, medicals, housing, etc.)
 - Working conditions
 - Administrators/Management
 - Recognition & reward
 - Job security
 - Opportunity for career advancement
 - Personal commitment to SDA education
 - Image and reputation of school in the community
- Please specify any other strategies that your former employer should include or improve to retain its employees: -

Section B: The following items ask about your work and your general work experience in the School. Please indicate your level of agreement with the following statements using the rating scale below

- 7=Strongly agree;
- 6=Agree;
- 5=somewhat agree
- 4=Undecided;
- 3=Somewhat disagree,
- 2= Disagree;
- 1=Strongly disagree

The Adventist school didn't provide me adequate resources to properly do my job	7	6	5	4	3	2	1
Administrators didn't maintain good relationship with workers	7	6	5	4	3	2	1
I was not consistently treated with respect in this School	7	6	5	4	3	2	1
My supervisor didn't give me constructive feedback on my performance	7	6	5	4	3	2	1
The Administrators didn't care about their employees' well being	7	6	5	4	3	2	1
There was no opportunity for career development and growth	7	6	5	4	3	2	1
The compensation package (salary, benefits, incentives) was not good.	7	6	5	4	3	2	1
The school had not high reputation in the community	7	6	5	4	3	2	1
Teachers were not promoted in this school based on performance	7	6	5	4	3	2	1
I don't believe in the educational philosophy of the School	7	6	5	4	3	2	1

Granted the chance, would you come back to work again in Adventist school?

- Definitely will Probably will Uncertain Probably won't
- Definitely won't

Please explain your answer: -

Section C:

Rank the following factors in order of importance, with **1** being the most important factor that will influence your decision to come back to work again for Adventist School and **9** being the least important reason

- Good Salary
- Benefits (retirement, medicals, housing, etc.)
- Working conditions
- Administrators/Management
- Recognition & reward
- Job security
- Opportunity for career advancement
- Personal commitment to SDA education
- Image and reputation of school in the community

Please specify any other strategies that your employer should include or improve to attract its former employees: -

Section D: Please tick (✓) appropriately what is applicable to you.

Gender: Male () Female ()

Age: Below 25 years () 25 – 35 years () 36 – 45 years ()
– 55 years () 56 years and above ()

Length of service in Adventist school : Below 3 () 3-5 years ()
6 -8 years () 9-11 years () 12 years and more ()

Former Job Status: Permanent () stand-in teacher () contractual ()

Highest Educational attainment: Secondary () Tertiary/university ()

Others, please state _____

Religious Affiliation : Seventh-day Adventist () Non-Adventist ()

Questionnaire for Committee Members

Dear Sir/Madam,

I am a student at the Adventist University of Africa studying MBA. As part of the requirements of the program, I am currently undertaking a research designed to study employees Recruitment, Selection, and Retention in North Cameroon Adventist Schools. The purpose of this study is to improve the practice of recruitment, selection and employees retention in the schools.

Since you are a committee member in charge of hiring in this school, I believe you have some experience that will be relevant to my study. I am therefore seeking your voluntary participation in the study by responding to the questions below frankly and honestly. Be assured that any information provided will be treated in the strictest confidence and you will not be individually identifiable in the results. You don't need to write your name on the questionnaire or feel intimidated in any way.

Thank you in advance for your assistance and support in participating in this research project.

Cordially,

Abine, MBA Student, Adventist University of Africa

Instruction: Please read the questions carefully and answer accordingly.

Section A: How does Adventist school select teachers? Please, indicate the hiring process of your school by ticking [✓] all the ones that apply:

Adventist school uses the following techniques in recruiting and selecting teachers . . .

1. Advertisement (newspaper, radio, media, etc.)
2. School Website
3. Announcement in SDA Churches about vacancy
4. Internet
5. Word of mouth from friends and workers
6. Application forms/Resumes
7. Recommendations from important people
8. Interviews
9. Reference checks
10. Selection tests

What others methods does Adventist school use to recruit and select teachers, please specify _____

Do you think the hiring process of Adventist school is based on objective criteria?

Yes No .

Please explain your answer: -

Which of the following factors do you think influences teachers to leave Adventist school? Rank the following factors in order of importance, with **1** being the most

important factor that influenced teachers to leave the Adventist school and **9** being the least important reason

- Low Salary
- Bad benefits (retirement, medicals, housing, etc.)
- Working conditions
- Administrators/Management
- Recognition & reward
- Job security
- Opportunity for career advancement
- Personal commitment to SDA education
- Image and reputation of school in the community

Please specify any other strategies that Adventist schools should include or improve to retain its employees: -

Section B: The following items ask about your observations and your general knowledge about work in the Adventist School. Please indicate your level of agreement with the following statements using the rating scale below

- 7=Strongly agree;
- 6=Agree;
- 5=Somewhat agree
- 4=Undecided;
- 3=Somewhat disagree,
- 2= Disagree;
- 1=Strongly disagree

Adventist school don't provide adequate resources to teachers to properly do their job	7	6	5	4	3	2	1
Administrators don't maintain good relationship with workers	7	6	5	4	3	2	1
Teachers are not consistently treated with respect in this School	7	6	5	4	3	2	1
Supervisors don't give constructive feedback on job performance	7	6	5	4	3	2	1
The Administrators don't care about their employees' well being	7	6	5	4	3	2	1
There is no opportunity for career development and growth	7	6	5	4	3	2	1
The compensation package (salary, benefits, and incentives) is not good.	7	6	5	4	3	2	1
The school had not high reputation in the community	7	6	5	4	3	2	1
Teachers are not promoted in this school based on performance	7	6	5	4	3	2	1
I believe in the educational philosophy of the School	7	6	5	4	3	2	1

Granted the chance, do you think that former teachers would come back to work again in Adventist school?

- Definitely will Probably will uncertain probably won't
- Definitely won't

Please explain your answer: -

Section C:

Rank the following factors in order of importance, with **1** being the most important factor that would influence teachers to come back to work again for Adventist School and **9** being the least important reason

- Good Salary
- Benefits (retirement, medicals, housing, etc.)
- Working conditions
- Administrators/Management
- Recognition & reward
- Job security
- Opportunity for career advancement
- Personal commitment to SDA education
- Image and reputation of school in the community

Please specify any other strategies that your employer should include or improve to attract its former employees: -

Section D: Please tick (✓) appropriately what is applicable to you.

Gender: Male () Female ()

Age: Below 25 years () 25 – 35 years () 36 – 45 years ()
– 55 years () 56 years and above ()

Length of service as committee member of Adventist school : Below 3 () 3-5 years ()
6 -8 years () 9-11 years () 12 years and more ()

Highest Educational attainment: Secondary () Tertiary/university ()

Others, please state _____

Religious Affiliation : Seventh-day Adventist () Non-Adventist ()

APPENDIX B

STATISTICAL DATA

General Characteristics of Respondents

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	149	81.9	81.9	81.9
Valid Female	33	18.1	18.1	100
Total	182	100	100	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below 25 years	27	14.8	14.8	14.8
Valid 25-35years	105	57.7	57.7	72.5
Valid 36-45 years	31	17.0	17.0	89.6
Valid 46-55years	17	9.3	9.3	98.9
Valid 56years and more	2	1.1	1.1	100
Total	182	100	100	

Length of service

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below 3 years	110	60.4	60.4	60.4
Valid 3-5 years	35	19.2	19.2	79.7
Valid 6-8 years	13	7.1	7.1	86.8
Valid 9-11years	10	5.5	5.5	92.3
Valid 12 years and more	14	7.7	7.7	100
Total	182	100	100	

Job status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Permanent	37	20.3	22.3	22.3
Valid Stand-in teacher	86	47.3	51.8	74.1
Valid Contractual	43	23.6	25.9	100
Valid Total	166	91.2	100	
Missing System	16	8.8		
Total	182	100		

Highest educational attainment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Secondary	91	50.0	50.0	50.0
Valid Tertiary/University	85	46.7	46.7	96.7
Valid 3	6	3.3	3.3	100
Total	182	100	100	

Religious affiliation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Seventh Day Adventist	138	75.8	75.8	75.8
Valid Non Adventist	44	24.2	24.2	100
Total	182	100	100	

Research Question 1: Hiring Techniques Used

Hiring Frequencies

		Responses		Percent of Cases
		N	Percent	
Hiring Techniques ^a	Churches	55	17.8%	35.0%
	Mouth	155	50.2%	98.7%
	Application	36	11.7%	22.9%
	Recommendation	48	15.5%	30.6%
	References	6	1.9%	3.8%
	Selection	9	2.9%	5.7%
Total		309	100%	196.8%

a. Dichotomy group tabulated at value 1.

Others

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid By chance	128	70.3	70.3	70.3
Valid By God's grace	5	2.7	2.7	73.1
Valid Politics	2	1.1	1.1	74.2
Valid Favoritism	2	1.1	1.1	75.3
Valid Relatives	2	1.1	1.1	76.4
Valid There is no method	39	21.4	21.4	97.8
Total	4	2.2	2.2	100
Total	182	100	100	

Is the hiring process objective?

Objective

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	84	46.2	46.7	46.7
Valid No	96	52.7	53.3	100
Missing Total	180	98.9	100	
Missing System	2	1.1		
Total	182	100		

Research question 2 – Strategies to retain teachers

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
About providing adequate resources to the employee to properly do his job	182	1	7	5.01	1.665
About the quality of administrators' relationship with workers	182	1	7	5.05	1.858
About how the teacher is treated with respect in Adventist school	182	1	7	4.71	2.125
About constructive feedback provided by the supervisor on the teacher's performance	182	1	7	4.50	2.024
About how administrators care about their employees' well being	182	1	7	4.90	1.974
About opportunity for career development and growth	182	1	7	4.80	2.062
About the compensation package (salary, benefits, incentives)	182	1	7	4.88	1.990
About the reputation of the school in the community	182	1	7	4.42	1.895
About the criteria of teachers promotion in Adventist school	182	1	7	5.08	1.674
About teachers believe in the educational philosophy of the School	182	1	7	4.81	1.983
Valid N (listwise)	182				

Follow up questions about employees' intention to stay and former employees to come back

Current teachers

Intention to quit - current teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Definitely will	26	32,9	32,9	32,9
Uncertain	24	30,4	30,4	63,3
Probably will	13	16,5	16,5	79,7
Probably won't	8	10,1	10,1	89,9
Definitely won't	8	10,1	10,1	100,0
Total	79	100,0	100,0	

Explanation of the Answer – current teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid If I can get better out of the church	18	22,8	22,8	22,8
Working condition and compensation	12	15,2	15,2	38,0
	11	13,9	13,9	51,9
Disappointment and frustration	9	11,4	11,4	63,3
Nothing to say	8	10,1	10,1	73,4
Love of the mission	7	8,9	8,9	82,3
Good treatment	6	7,6	7,6	89,9
It depends	4	5,1	5,1	94,9
It is a choice	2	2,5	2,5	97,5
I hope that things will be better one day	1	1,3	1,3	98,7
I'm satisfy with my current employer	1	1,3	1,3	100,0
Total	79	100,0	100,0	

Former teachers

Intention to come back to Adventist School – former teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Definitely will	19	18.4	18.4
	Probably will	20	19.4	37.9
	Uncertain	13	12.6	50.5
	Probably won't	16	15.5	66.0
	Definitely won't	35	34.0	100
	Total	103	100	100

Explanation of the Answer – former teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	If the working conditions and compensation are better	26	25,2	25,2
	Adventist schools cannot pay more than the Government	16	15,5	40,8
		13	12,6	53,4
	Love for the mission	12	11,7	65,0
	Disappointment and frustration	11	10,7	75,7
	I'm not sure to get better	7	6,8	82,5
	Satisfied with current employer	7	6,8	89,3
	Search for better treatment	5	4,9	94,2
	It is a choice	3	2,9	97,1
	I'm looking for good treatment	1	1,0	98,1
	It depends on what they can offer	1	1,0	99,0
	Search for better compensation	1	1,0	100,0
	Total	103	100,0	100,0

Research question 3 – what factors affect teachers' retention?

Descriptive Statistics – Factors that Affect Retention

	N	Minimum	Maximum	Mean	Std. Deviation
Benefits	182	1	9	5.96	2.587
Image of the school	182	1	9	5.70	2.558
Administrators	182	1	9	5.63	2.335
Salary	182	1	9	5.10	3.182
Recognition & Rewards	182	1	9	4.80	2.164
Opportunity for advancement	182	1	9	4.68	2.281
Job Security	182	1	9	4.62	2.263
Personal Commitment to SDA Education	182	1	9	4.34	2.597
Conditions	182	1	9	4.13	2.552
Valid N (listwise)	182				

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