

EFFECT OF ACADEMIC STAFF RETENTION ON QUALITY
OF EDUCATION IN FAITH BASED PRIVATE UNIVERSITIES
IN KENYA

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GDE/M/0348/9/09

A thesis Submitted to the Institute of Post Graduate Studies, Kabarak University in Partial
fulfillment of the requirements for the Degree of Doctor of Philosophy in Education (Education
Administration)

KABARAK UNIVERSITY

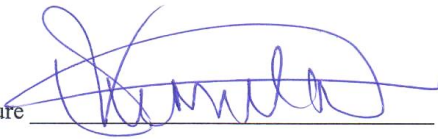
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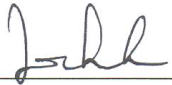
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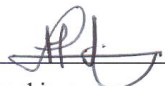
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RECOMMENDATION TO THE INSTITUTE OF POSTGRADUATE STUDIES

The research thesis entitled “Effect of Academic Staff Retention on Quality of Education in Faith Based Private Universities in Kenya” and written by Edwin Kimutai Too is presented to the Institute of Postgraduate Studies and Research of Kabarak University. We have reviewed the research thesis and recommend it for acceptance in partial fulfillment of the requirements for the Doctor of Philosophy in Education (Educational Administration).

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DEDICATION

To my dear wife, Anne Too and to my children, Edith, Judy, Cathy, Netty and Shirley who gave me the inspiration to do this study.

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I am grateful to God who has always helped me in my academic pursuits. Special thanks go to Kenya Highlands Evangelical University Council and to the Heart of Africa for meeting some of my expenses of this study.

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ABSTRACT

The demand for higher education has led the Kenyan government to encourage and grant charters to several private universities. These universities absorb qualified students who even after being admitted by the Joint Admission Board of public universities opt to study at the private universities. Therefore in recent years, there has been an increase of students' enrollment in private universities. In effect, there has been a great need to recruit and retain quality academic staff. Studies reveal that it has been difficult to retain academic staff especially in faith based private universities in specialized areas and required experience. This lack of retention is likely to affect quality of education in these universities. Thus, there was need to establish the effect of academic staff retention on the quality of education in these institutions. The study was based on expectancy theory and job satisfaction theory. The study utilized a descriptive survey research design. Purposive technique was used to arrive at the study population of 625. From this population, data was gathered from a sample of 336 respondents. The respondents were sampled using purposive, stratified, and simple random techniques. The researcher obtained both primary and secondary data. Questionnaires and interview schedules were used to obtain the primary data from the respondents. The researcher assessed the reliability and validity of data collection instruments with experts and through piloting which involved test re-tests method. Secondary data was obtained through literature review and document analysis. Descriptive statistics was used to analyze data. Data was presented using tables, cross-tabulations, frequencies and percentages. Multiple regression analysis was used to analyze data with the aid of SPSS version 19 programme. The findings revealed that there is a significant statistical effect of academic staff retention on quality of education in faith based private universities in Kenya. It was further discovered that most faith based private universities have not put in place academic staff retention policies. The study recommends a number of strategies that could be put in place to address academic staff retention. It was concluded that academic staff retention has a significant effect on quality of education without which quality would be compromised. The study recommends that faith based private universities should formulate and implement retention policies and allocate adequate resources to curb high academic staff turnover.

Key words: Retention, quality of education, academic staff, faith based private universities, staff development, terms of service, workload, and working environment.

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LIST OF ABBREVIATION AND ACRONYMS

CHE – Commission for Higher Education

CUE – Commission for University Education

ENQA - European Network of Quality Agencies

HELB- Higher Education Loans Board

HEI - Higher Education Institutions

JAB – Joint Admission Board

INQAAHE – The International Network of Quality Assurance Agencies in Higher Education

UK – United Kingdom

VIF – Variance Inflation Factor

OPERATIONAL DEFINITION OF SIGNIFICANT TERMS

In the context of this study, the following terms were defined as hereunder:

Academic staff – A member of teaching staff in a university.

Administration – The Human Resource Manager or its equivalent in the faith based private university.

Commitment – Meeting assignment deadlines, punctuality, submitting grades and course syllabi on time.

Effect – The extent to which variables (academic staff retention and quality of education) affect each other either positively or negatively.

Efficiency – The degree to which a faith based private university is able to achieve its goals of production of output relative to the amount of resource inputs that it uses.

Job satisfaction – The degree to which an individual like his/her job in terms of inner fulfillment, perception, and pride achieved when a task is performed.

Faith based Private University – A higher education institution that is managed and funded by a religious body.

Quality assurance – A continuous process by which an institution of higher learning can guarantee that standards and quality of its educational provisions are appropriately maintained or enhanced.

Quality of education – A commitment of academic staff in terms of meeting deadlines assignments for example, punctuality for lecturers, employing effective teaching methods, setting and marking examinations on time, submitting grades and course syllabi on time; employability of graduates, and involving students in research as well as lecturers' publication in recognized journals.

Qualified staff – A teaching staff who has attained a minimum academic qualification of a Masters degree and above and whose employability is augmented by the institutional policy (expertise, or experience) governing the hiring of academic staff.

Quality standards – Meeting objectives and goals of the institution based on predetermined policy framework of the concerned institution and quality assurance agencies.

Retention – A systematic effort by a higher learning institution to create and foster an environment that encourages academic staff to remain at the institution for at least five years by having policies and practices in place that address their diverse needs such as staff development, terms of service, work load, and working environment.

Research and publication – Lecturers and students undertaking research activities as a measure of quality of education.

Standard of performance – What enables one to decide whether a job has been done well. It leads to measuring the achievements of an objective against predetermined standards. It can be looked at in terms of quality, quantity and timelines.

Staff development – A process or attempt, through which a higher institution of learning develops, enhances and improves competencies, knowledge, skills and abilities of their teaching staff as a means of ensuring quality student learning.

Teaching effectiveness – Applying appropriate teaching methodology, mastery of content and coverage.

Terms of service – It covers issues like payment and rates of payment, allowances, benefits, compensations, bonuses, health care, leaves and job security.

Work load – The amount of work assigned to or expected from a teaching staff in a specified time period as stipulated in the institution's policy and indicated in the contract of employment.

Working environment – The prevailing conditions in the work place which promotes or hinders an employee's effective performance of his/her job.

CHAPTER ONE

INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objectives, research questions, hypotheses, significance of the study, scope of the study, limitation of the study, and assumptions of the study. The chapter seeks to examine the existing information on staff retention in faith based private universities in Kenya, an area which has not been dealt with.

1.1 Background of the study

The establishment of private higher institutions has been embraced both in developed and developing countries as a means of expanding access to higher education. Varghese (2004) points out that in many African countries, public universities for many years have nearly monopolized the provision of higher education. But due to market friendly reforms, deregulation policies and the financial crisis that many African states are experiencing, an enabling environment for the development of private higher education has been created. According to Teferran and Altbach (2004), private higher education is a growing trend in most African countries and although religious groups founded such institutions for specialized training, a good number of them have diversified their academic programmes so that at the moment they offer a wide range of academic and professional disciplines. Although the establishment of faith based private universities account for a small share of enrolment of students in comparison to those joining public universities, the private sector is a fast expanding segment of higher education in Africa.

In Kenya, private universities emerged in the 1980's and 1990's as a result of a policy shift that saw the recognition of private universities. For example the 1996 policy framework led the government to see the need for implementing policy that was to encourage private sector participation in the establishment and operation of higher education institutions (Republic of Kenya, 1996), a move that saw the development of several policy documents which included the revision of the master plan on education and training (Republic of Kenya, 1997-2010) and the report of the Commission of Inquiry into the Education System in Kenya (Republic of Kenya, 2000). The commitment of the government to expand higher education was through the report of

the Presidential Working Party on the Second University popularly known as the Mackay Report of 1981. This report recommended the removal of the Advanced “A” level of secondary education, and the expansion of other post-secondary training institutions. It further recommended the establishment of Moi University, the 8-4-4 system of education, and the Commission for Higher Education (Republic of Kenya, 2005). Another factor that catalyzed the rapid growth of institutions of higher learning was the economic down turn of the 1980’s, a condition that forced the government to reduce spending in public universities. This created a gap for private university involvement in the provision of higher education (Republic of Kenya, 1996).

The aforementioned scenario led to the formal recognition of private universities in Kenya which traces back to 1985 when all the degree granting institutions that had on 1st August 1985 graduated at least one class of students, qualified to be registered with the Government of Kenya. (Republic of Kenya: Kenya Gazette, 1985). Consequently, these institutions were required by the Commission for Higher Education (now the Commission for University Education) to continue operations in accordance with and subject to the Universities Act (Cap. 210A) and the Universities (Establishment of Universities) Standardization, Accreditation and Supervision) Rules, of 1989 (Republic of Kenya: Kenya Gazette, 1985).

The core functions of the Commission for University Education were: the accreditation and regular inspection of universities; planning for the establishment and development of higher education; mobilization of resources for higher education; co-ordination and regulation of admission to universities and documentation, information services and public relations for higher education and training (CHE, 2008). Therefore, these standards provide a framework to guide the advancement of university education and for quality assurance of private universities especially for those undergoing inspection for the award of charter as well as those that have already been chartered. The standards have also given impetus to the development of a number of private higher education in Kenya. This is evident by the growth in numbers of private universities. At the moment, there are twenty-six private universities. Fourteen have been chartered, ten are operating with letters of interim authority, and two are operating with certificate of registration (CHE, 2012). Of the fourteen (14) private chartered universities in Kenya, ten (10) are faith

based which contribute to 71.4% of the private universities in Kenya. These ten universities were identified as the focus for this study.

The growth of private universities in Kenya is largely attributed to the increasing demand for higher education and the limited capacity in public universities to accommodate the increasing number of those who attain the requisite qualification for university admission. Other factors that have contributed to increased demand for university education include the perception that university education guarantee lifelong career, the changing nature of the job market requiring further education and training, and the desire for advancement in current employment to create prospects for future careers. (Gudo, Olel, & Oanda, (2011). Although Sawyerr (2004) argues that the role of private universities has been that of absorbing the spill-over of students who qualify from the pool of those who could be admitted to public institutions, it can be said that private universities have not only created alternative learning avenues to potential candidates to higher learning, but they have also met the social demand by widening access to higher education. For instance, during the academic year (2011/2012) cohort, public universities through the Joint Admission Board (JAB) were expected to admit 32,611 students. This number is 8,311 more than the 24,300 students admitted in the previous academic year 2010/2011 (Gudo, et al, 2011). In 2013/2014 academic year public universities with the double intake will admit 53,010 out of 122,910 who attained the pass mark to join university. This then means 69,900 candidates will either seek admission in private universities or join public universities as self-sponsored students or pursue admission in overseas universities. It is projected that the number of students seeking university admission by 2015 will range from 160,000 to 180,000 while the number of those who will miss the opportunity to join public universities in 2015 will be over 100,000 unless additional opportunities for access are created (Kinyanjui, 2007).

Faith based Private universities are entirely self-supporting. Their sources of funding predominantly depend upon student fees, investments, endowments, consultancy, and private donors. Due to social demand for education as the main driving force for the country's economic development, private universities to a larger extent have and will continue to accommodate a considerable number of students. The failure of public universities to meet the high demand for university education as revealed in the statistics given earlier is as a result of

inadequate facilities. This situation is not affecting Kenyan public universities alone. An evaluation of higher education in Africa over the past decades suggests that institutions of higher learning are facing a myriad of challenges such as inadequate financial resources, run-down facilities and coping with bloated enrolments which have adversely affected their ability to function as the centres of intellectual excellence (Sawyer, 2004).

As a result of private universities in Kenya enrolling large number of students and meeting the requirements for accreditation with the Commission for University Education, several issues and challenges concerning the quality of education have arisen (Lam, 2009). The challenge of maintaining quality of education may be realized through retaining highly qualified academic staff. However, the struggle to retain well trained academic staff poses the most formidable challenge to these institutions and yet it is the most critical in ensuring quality of education.

In many countries, higher education faces a number of issues that range from lack of academic staff, quality of teaching, learning and doing research (Lam, 2009). On the basis of Lam's comments, it is very clear that the value of academic staff retention cannot be overemphasized. It should come as a high priority on the agenda of any academic institution that is ambitious to producing well skilled graduates. The excellence of higher education may only happen when an institution successfully retains qualified academic staff. Thus, if faith based private universities fail to retain their well trained academic staff, then it will not only impede the provision of quality of education and the certification of their programmes but will also adversely affect their academic reputation. Ng'ethe, Iravo, & Namusonge, (2012) argues that employees retention is one of the challenges facing many organizations both public and private, occasioned by globalization that has intensified competition and increased mobility of highly skilled employees. Retention of academic staff is a pertinent issue in institutions of higher learning yet these institutions are operating in a highly competitive environment and hence depend on these staff for success and sustainability. Indeed, it must be realized that retention of academic staff will help the universities accomplish their vision and mission and hence become centres of excellence.

Dee (2004) points out that high rate of teaching staff turnover can be costly to the reputation of an educational institution and to the quality of instruction. Lam (2009) observes that quality of education could be seen as one of the most crucial and greatest challenge facing higher institutions and there is need to urgently address it. Therefore, if academic staff strongly affects quality of education, then there is need to critically examine if faith based private universities in Kenya are able to retain their academic staff after recruiting them and the effects such retention has on the provision of quality of education in such institutions.

1.2 Statement of the problem

Due to the increase in the number of students seeking higher education, the Government of Kenya has encouraged and granted charter to twenty six private universities. This is because these universities make a major contribution towards the development of higher education in the country. Also in Kenya currently, there are parents who prefer the private universities for their children's higher education for various reasons such as quality of education in some of those universities, or relatively shorter period taken by their children to complete their education due to absence of long breaks as witnessed in the public universities. However, studies that have been done reveal that due to global competition for academic staff, it is often difficult for private universities in developing countries to retain staff with specialized skills and academic experience. It is even more difficult to recruit and retain foreign staff of similar calibre. Since no study has been done on the effect of retention of academic staff on quality of education in faith based private universities in Kenya, this study was undertaken to meet this gap.

1.3 Objectives

This study was guided by one main objective and five specific objectives.

1.3.1 Main Objective

The main objective of this research was to determine the effect of academic staff retention on quality of education in faith based private universities in Kenya.

1.3.2 Specific Objectives of the study

The study was conducted based on the following specific objectives:

- i) To study academic staff and students' views on quality of education indicators in faith based private universities in Kenya.
- ii) To examine the strategies used by faith based private universities in Kenya on academic staff retention
- iii) To assess the existing policies for retaining academic staff in faith based private universities in Kenya.
- iv) To study the expectations of academic staff for their retention in faith based private universities in Kenya.

1.4 Research questions

- i) What are the views of academic staff and students' on quality of education indicators in faith based private universities in Kenya?
- ii) What strategies are in place for retaining academic staff in faith based private universities in Kenya?
- iii) What policies exist for retaining academic staff in faith based private universities in Kenya?
- iv) What are the expectations of academic staff for their retention in faith based private universities in Kenya?

1.5 Hypothesis

This research was done to test the following hypothesis:

H_{01} : There is no significant effect of academic staff retention on quality of education in faith based private universities in Kenya.

1.6 Significance of the study

Recognizing the contributions that faith based private universities in Kenya are making towards the provision of Higher Education, the findings of this study are of benefit to these universities by recommending factors for retaining their academic staff. The findings would also provide information on how to improve quality of education that faith based private universities in Kenya are offering. In addition, the findings of this research would be useful for developing favorable working conditions that would retain potential academic staff who are seeking employment in

faith based private universities in Kenya. Furthermore, the findings will serve as a point of reference for educators, policy makers, researchers and proprietors of faith based private universities in Kenya.

1.7 Scope of the study

The study was conducted in four faith based private universities in Kenya that have been chartered by the Commission for Higher Education. The study was delimited to the length of retention of academic staff and its effect on the quality of education in those institutions. The retention of academic staff was assumed to affect quality of education. The study respondents were the Human Resource Manager or its equivalent, the academic staff, third and fourth year students. The academic staff that were chosen for the study were those who had been at their institutions for at least five years between 2005 to 2010.

1.8 Limitation of the study

Although the research achieved its objectives, there was unavoidable limitation. The unavailability of previous research data on academic staff retention in faith based private universities in Kenya was a major limitation. Therefore the researcher heavily relied on primary data that informed this study.

1.9 Assumptions of the study

The study was conducted with the following assumptions:

- i. The academic staff who are being retained in faith based private universities are qualified.
- ii. The participants of the selected institutions were willing and honest to share information regarding the quality of education in their respective institutions.
- iii. Faith based private universities operate with different levels of resources depending on the ability of the supporting organization.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the relevant literature on academic staff retention in private universities and in particular faith based private universities and their impact on quality of education. It gives an overview of the regional and the national trend on the challenges of retaining academic staff in private universities and a theoretical and conceptual framework. Relevant literature on education development, policies in higher education, university act, examination policies and retention policies are reviewed. The chapter provides information on the challenges of retention on academic staff facing private universities and how various universities are addressing it.

2.2 Academic staff retention in higher education

The problem of academic staff retention is a worldwide issue that is experienced by most institutions of higher learning both in the developing and developed countries. Invariably, institutions of higher learning are confronted with the tremendous challenge of identifying, recruiting and retaining high caliber staff, particularly lecturers (Bushe, Chiwira, and Chawawa, 2012). Some researches that have been conducted focus on the role of academic and non-academic factors in improving university retention (Lotkowski, Robbins, and Noeth, 2004). Others examine the staff capacity erosion as a factor that threatens to reduce the impact on retention reforms. Obviously, these researches failed to link retention with quality of education in institutions of higher learning more so in faith based private universities. This study therefore, sought to fill this gap of linking academic staff retention with quality of education in faith based private universities in Kenya.

Faith based private universities have different needs and character different from the non faith based or public universities. Mungai (2002) elucidates the seriousness with which denominational matters are taken in private universities with theological education as well as the strengthening of links between theological and secular knowledge. However, denominational issues have tended to incline more to the management and running of universities (as already discussed) than academic staff retention which affects quality of education.

Previous researches that have been conducted show that the private education sector, has witnessed a significant demographic shifts. For instance Franz (2007) states that according to the United States Department of Education, there are about 4,200 degree-granting institutions of higher education. Approximately 1,600 of those are private, non-profit campuses and about 900 of these colleges are self-defined as “religiously affiliated.” (2007). While all faith-based institutions were founded on a religious principle, the extent to which those principles are evident on campus, in the classroom and in the daily activities of student life varies greatly from institution to institution. As private entities, these institutions rely on tuition and institutional endowments for funds to allocate to enrollment and retention initiatives.

It has been found out that each institution has its own challenges of retaining academic staff. For instance, in the United States of America, during the 1997-1998 academic year alone, about 7.7% of all full-time academic staff left their institutions for other places. Of these, only 29% were retirees and the remaining 71% left their institutions for variety of reasons (Tettey, 2003). Although the reasons for faculty exit to other places are not given in this study, it confirms the fact that faculty retention is a real challenge that needs to be addressed.

During the early 21st Century, Australian Higher institutions of learning were faced with a crisis of academic staff labor shortage of about 20,000 (Mathew, 2003). This is a large figure for academic institutions that intends to maintain credible academic standards. Such a trend would need to be urgently addressed in order to attract and retain the teaching staff so as to curb the possible causes of high turnover of academic staff.

The situation in Africa is no different from what is happening elsewhere. Nge’ethe, Assie-Lumumba, George, & Esi (2003) observe that staff retention remains a major challenge in most African universities. Also Bolag (2003) notes that many higher education establishments in Africa have been struggling with retaining their academic staff for a variety of reasons. This is mainly attributable to low salary and low benefit structures as well as other causes of dissatisfaction. In particular, insufficient pay and unfavourable working conditions have been the major reasons why many academic staff members of African universities decide to leave their institutions in search of better pay and working conditions elsewhere. Furthermore, African

universities have been experiencing brain drain which is described as a process through which a significant number of academic staff is lost to other sectors of the economy within the country or to other countries (Ishengoma, 2007). A study conducted in five universities of sub-Saharan Africa indicated that universities are losing sizable amounts of their human capital which significantly limits their capability to provide quality training to their students, with some fields affected more than others (Tettey, 2006). From the preceding information, it can be argued that higher education globally is faced with the problem of retaining their academic staff albeit for various reasons.

2.3 Retention of academic staff policies in higher education

Academic staff retention issue and the need for higher learning institution leadership to support retention initiatives are major concerns emerging across the globe as a means of ensuring quality of education for students. The need for more effective policies for retaining quality academic staff has developed overtime and new and innovative approaches to academic staff retention are taking place in diverse institutions of higher learning settings involving a broad range of stakeholders (Tettey, 2006).

Institutions of higher learning that have developed retention policies have also incorporated strategies for supporting the role of administrators, improving working conditions, and providing mentoring and induction programmes. Research done at the University of Zambia (UNZA) reveals that retention policies development revolves around addressing the retention challenges which includes high staff turnover, inability to retain experienced and qualified staff. Others are lack of explicit routines and procedure manuals, succession planning, sustained leadership, policies and procedures on training, and promotion of academic staff, and ineffective information management (IOTA Consulting Services, 2001). Further, this research revealed that without significant attention being paid to the retention, motivation and commitment of critical staff in the university, quality in the core functions of the university would be in jeopardy. For instance, it would result in disruption of services provided, overworking of academic staff, and lack of effective and efficient operational continuity. It is therefore imperative that for effective operational activities of institutions of higher learning, proper policy governing retention should be put in place.

In view of the aforementioned arguments, it is critical that the planning, implementation and evaluation of retention initiative policies be built on a permanent data collection strategy (such as staff turnover, work load, working environment, and terms of service) or system that provides the contextual needs for personnel in institutions of higher learning. Without accurate and timely information that informs policy development and subsequent activities, retention initiatives can be ineffective and inefficient, wasting valuable professional development resources. Among other ways of addressing academic staff turnover is to include retention policy in the strategic plan of institutions of higher learning and creating a policy in which institutions of higher learning can share their highly qualified academic staff. Schmid (2007) observed that European Union and other developed regions have spent the last two decades removing legal and other obstacles to the migration of highly qualified experts to their economies. But most countries in Africa do not have the necessary organizational structures and frameworks for developing policies to retain their scarce human resources. Instead some of the policies that have remained operational in several countries in Africa actually promote negative factors that compel people to leave the continent. Migration laws do not make it easy for experts to circulate within the region. It has been noted that it is easier for African experts to migrate to overseas countries than to move within the region even for short visits. The biggest constraint however has been in the area of policy formulation and implementation at regional and national level aimed at enhancing quality of education in higher institutions of learning.

2.4 Possible causes of academic staff turnover in private higher education

There are various reasons that may lead to academic staff leaving the institution. According to Daly and Dee (2006), concerns have been raised about stress, workload and burnout among university academic staff. The experience of burnout where teachers work for too long without rest causes exhaustion and loss of stamina to maintain quality teaching. For instance, heavy teaching loads, and community and professional service responsibilities may contribute to an overwhelming set of role expectations which may lead to burnout. Ng'ethe et al (2012) cited in Daly et al (2006) observes that heavy workloads, including assignments to teach large classes, may generate hostility toward the organization and diminish levels of faculty commitment to the institution. If these stressors are not urgently addressed, they may be detrimental to academic

staff commitment to the concerned institutions and thus may be a major cause to academic staff leaving the university.

However, it should be noted that there are a number of other reasons that may make academic staff to leave the institution. For instance, Morice and Murry (2003) investigated on compensation and teacher retention and found out that monetary incentives do affect recruitment, retention and attendance. The findings of this investigation revealed that good remuneration package is a good incentive and may attract qualified academic staff and which on the other hand may reduce the rate of high turnover. Kelley, Odden, Milanowski, and Heneman (2000), argue that although teachers may derive self satisfaction from developing/training students, they also value salary bonuses for meeting performance targets. Furthermore, Griffeth, Hom, and Gaertner (2000) agree that pay and pay-related incentives have a great effect on employee turnover. Management must compensate employees adequately. They should pay employees based on their performance and in addition they should give employees incentives like individual bonus, lump sum bonus, sharing of profits and other benefits. If these incentives are put in place they would greatly minimize employee turnover.

It is important to note that inadequate staff remuneration has negatively affected quality of education in universities (Owino, Ogachi, and Olel, 2011). Therefore, if faith based private universities desire to retain their qualified academic staff as has been argued, they should consider offering attractive salary package so as to reduce the high academic staff turnover to other high paying academic and non academic organizations. The major gap in this finding is the failure to concretize these high turnovers with actual quality of education in higher education and specifically in private universities. Most researchers only focus on the causes of high staff turnover and the general effect.

It can be further argued that remuneration is the key to retaining academic staff. That is why in every academic institution, academic staff salaries constitute a higher percent of the operational budget to meet those obligations. However, higher education institutions that are faced with shrinking economic resources to meet high salaries may resort to recruiting academic staff for less pay. In this scenario, Robinson (1985) proposes two basic ways to do this. One way is to get

more teaching out of fewer teaching staff, and the other way is to reduce the number of academic staff with higher salaries by replacing them with staff that can be paid less. It can therefore be concluded that whatever the approach an institution may take from the foregoing two options, it may adversely compromise on quality of education due to either high lecturer student ratio or hiring less qualified academic staff because of low salaries.

The none salary challenges that may make academic staff to leave the institution include leadership problems, lack of academic freedom and good management, ethnicity, political and sometime even religious patronage. For example, Owino, Ogachi, and Olel, (2011) notes that leadership controversy has been reported in one of the religious private universities in Kenya. A Presiding Bishop of the sponsoring church dismissed the Vice Chancellor of the church sponsored university without regard to procedure or policy which regulates and licenses institutions of higher learning in Kenya. Another case is where a faculty member of a private university, was sacked for holding a different view on the draft constitution from that of the church associated with the university (Owino, Ogachi, and Olel, (2011). This un-procedural decision not only denied the concerned staff his constitutional right but it also deprived him/her freedom of expression. It needs to be mentioned that the kind of leadership in any organization can adversely cause the staff to either stay or leave the organization. Leadership style is crucial in staff retention. For instance, Chew (2004) observes that leadership behaviour has a positive influence on organizational commitment and turnover intention. On the other hand, Gwavuya (2011) affirms that incompetent leadership results in poor employee performance, high stress, low job commitment, low job satisfaction and turnover intent. Furthermore, Muindi (2011) points out that leadership style, specifically lack of involvement in decision making and inadequate communication are some of the issues that can cause dissatisfaction among the academic staff.

Owino, Ogachi, and Olel, (2011) found the existence of negative ethnicity and intolerance from university administrators which greatly affects the retention of academic staff. Their view is that university administrators should instead create conducive environment for the generation of new knowledge. Employers of academic staff have a great responsibility of ensuring that those who are recruited do not leave the institution for other employment. Proper measures need to be put in

place to retain qualified academic staff in private universities which may in turn play a key role in providing quality education.

In summary, it is clear that institutions of higher learning globally face challenges in academic staff retention and most of them have not developed the policy framework for addressing academic staff retention. It has also emerged that academic staff turnover in most universities and in faith based private universities in particular is attributed to heavy teaching loads, lack of monetary incentives, inadequate remuneration, leadership problems, and negative ethnicity.

2.5 Approaches to retaining academic staff in universities

The universities that are faced with the problem of retaining academic staff due to unattractive salaries have considered proactive initiatives. For instance, contrary to Robinson's (1985) argument, institutions that have succeeded in retaining their academic staff have taken the approach of paying high salaries particularly in departments with projected academic staff shortages. They have also embraced the concept of equity demands that employees be "fairly" compensated for the work they perform and the benefits they get from the employer (Megginson, 1981). However, the approach of offering high salaries to some departments may create some disparity and discontent among the academic staff. Therefore, in order to avoid this, there must be a salary policy in place that treats the academic staff equally regardless of the department they are serving. In this way they will all feel needed and that all the departments are equally important.

Another approach that some universities have taken in retaining qualified academic staff is engaging part-time lecturers. James (1991) supports this idea by indicating that part-timers are cheaper because they are paid less per course/unit and they are not entitled to pensions and other benefits. This approach may sound good but it has its own disadvantage in that it may affect the faculty students' relationship since they are not full time and available for students outside class hours for they cannot be role models or monitor students' academic progress and offer counseling to those having academic difficulties. Chepchieng, Mbugua, and Kariuki (2006) point out that a healthy relationship between lecturers and students influences students' academic,

personal and social integration into higher education. It also promotes good learning environment, which can happen when lecturers are full time and close to students.

It is important to know that there are non-salary solutions to staff retention problems. As mentioned earlier, monetary rewards are not the only incentives that retain and motivate teaching staff in an institution. Tetley (2003) points out that there is a tendency to assume that problems with recruitment and retention of academic staff can be solved only through salary-based interventions. This may be true but on critical examining, there are other factors that come into play. For instance, Provencal (2002), cited by Tetley (2003), found out that the leading assumption that lies behind proposing salary-based solution to the problem of retention is that since the problems are market driven, they are also salary based. But evidence suggests that non-salary based solution can in many cases, make up for concerns that are generated by inadequate salaries. Based on the research findings on job satisfaction, Fredrick Herzberg (1968) shows clearly that salary payment is not the only solution to performing the job and for retaining employees.

Mihyo (2007) comments that job satisfaction in relation to academic staff retention is now becoming very crucial in human resource management in both public and private institutions as the competition for talented personnel intensify. In relation to this, studies done by Kiugu (1999) on lecturer job satisfaction revealed that a relatively smaller number of lecturers were satisfied with their job. However, it is of great importance to note that in the same study, lecturers were least satisfied with administration in relation to participation in decision-making, promotion, pay and benefits, and facilities. It can be argued that when a lecturer is satisfied with his/her job even if the salary is not as expected, the likelihood to stay longer in an institution may be high. Equally, it can be further noted that when lecturers are satisfied and happy with their jobs they are more dedicated, productive, and creative and are likely to be retained by the institution.

It has also been realized that when members of an organization are satisfied with their jobs, their bonds with the organization are strengthened, and the likelihood of quitting is drastically reduced (Daly, and Dee. 2006). In addition, Ng'ethe et al (2012) noted that the working environment that is comfortable, relatively low in physical psychological stress facilities and attainment of work goals will

tend to produce high levels of satisfaction among employees. In contrast, stressful working environment results in low level of satisfaction. Academic staff requires office space, research and library resources. Therefore, job satisfaction is a key element of employee retention. Satisfaction in this context could mean the institution taking the initiative to offer opportunities for advancement in their careers, creating conducive and enabling working environment which may lead to greater sense of job satisfaction.

Huisman, Weert, and Bartelse, (2002) researched on the attractiveness of academic careers in higher institutions and found out that in the United Kingdom and the Netherlands, recruitment and retention of academic staff was worsening by the year. The finding of this research suggests that academic teaching careers as compared to non teaching careers were not desirable and attractive to encourage adequate supply of qualified academic staff to higher institutions. In such a situation, those who would have considered teaching as a profession would instead look for alternative careers. Moreover, what has affected staff retention and made academic positions in the United Kingdom to be less attractive include an increase in staff load, long-term decline in salaries, and rewards biased in favor of research (Huisman, Weert, and Bartelse, 2002).

The situation is different in Germany as far as academic staff recruitment and retention is concerned. For example, studies that have been done (Baldauf, 2000; Enders, 2000, cited in Huisman, Weert, and Bartelse, 2002) show that in the Germany a number of issues are addressed in staff recruitment and retention. First, the state grants a professor life-long tenure and a high degree of autonomy. Second, aspiring professors are legally required to take their first position outside of their home university. Thus aspiring scholars must focus more on personal achievements than on university needs to better prepare them for subsequent academic employment. Third, the gap in status between the privileged professoriate and the larger group of less privileged, predominantly untenured assistants, researchers, and lecturers is substantial and built into the German pattern of academic staffing. The German situation may sound to be more attractive to academic staff and could be adopted by those institutions that are facing the problem of academic staff retention. As much as professors give credibility to an academic institution, there is also an opportunity for personal development, promotion and better prospects of employment.

Another non-salary solution that can address the academic staff retention problem is motivation which is an important factor in the retention of academic staff. To attract and retain good academic staff, private universities in Kenya must understand the intrinsic and extrinsic motivators. To distinguish between intrinsic and extrinsic motivation, Donnelly, Gibson, and Ivancevich (1984) state that intrinsic motivators are part of the job and occur when the employee performs the work. It is further argued that the opportunity to perform a job with intrinsic motivational potential is motivating because the work itself is rewarding. On the other hand extrinsic motivators are external rewards that have meaning or value after performing the work, or away from the work place. In this case pay is an extrinsic motivator (Donnelly, Gibson and Ivancevich, 1984).

It needs to be mentioned that people are motivated to do things and to reach to their goal only if they believe in the worth of that goal and if it will help them to achieve it. Anything that a person does is determined by the value they place on the outcome of their effort whether positive or negative (Wehrich & Koontz, 2005). This then suggests that a person would not be motivated to achieve a goal if the expectancy is negative. It should be realized that motivation can take the form of developing academic staff to attain higher qualification which on the other hand will enable them have greater job satisfaction as well as offering the best services to the institution. Ng'ethe et al (2012) argues that opportunities for training and development are among the most important reasons why employees stay especially young and enthusiastic ones. Aldag and Stearns (1997) suggest that if those handling the academic staff could understand what causes them to be satisfied or dissatisfied, they could get a handle on ways to motivate them. Michael (2008) notes that one of the critical roles of management in an institution is to create a conducive working environment that attracts employees to an organization. This would definitely make the staff to be committed and remain with the organization even when other job opportunities exist outside the organization. In addition, employees are more likely to remain with an organization if they believe that their managers shows interest and concern for them, know what is expected of them, have a role that fits their capabilities and receive regular positive feedback and recognition. When academic staff is highly motivated, they may have high tolerance for dissatisfaction and in turn will be satisfied and may develop long term commitment to the institution.

In summary, the approaches to retaining academic staff are attractive salaries, engaging part time lecturers as a means of reducing work load, tuition reimbursement programmes, involvement in decision making, clear promotion guidelines, conducive working environment, and motivation through staff development.

2.6 The effects of retaining academic staff on quality of education

It is not only academic staff retention that makes higher education credible. There is the issue of quality of education that is being offered. Assuring and enhancing quality teaching is critical to any institution of higher learning (Biggs, 2001). The threshold standards for assessing quality of education may include the calibre of teaching staff that are hired, teaching methods that will enable students to attain the desired learning outcomes, course/unit designs, faculty student assessments, and adequate facilities that support the academic programmes. Naris & Ukpere (2010) observe that every educational institution wants to have a competitive edge in order to attract more students and potential employees. It is through retention of academic staff that they will be able to have competitive advantage by ensuring continuity in provision of quality services and products.

A factor that needs to be considered and which Biggs (2001) supports is that quality of teaching should transform the student's perception of his/her world as well as equipping him/her with the necessary skills to apply his/her knowledge to real life situation and challenges. Such provision of education should be geared towards challenging the students to solve problems. Vivienne (2001) infer that the use of student outcome assessment and alumni follow-up could be another way in giving feedback to the institution on the extent to which the major educational objectives and the mission statement of the institution are being met. This may also reveal quality of education in terms of their performance after graduation.

Another aspect to ascertain quality of education is through lecturer student ratios. The Commission for University Education threshold for lecturer student ratio is given in Table 1.

Table 1: Recommended ratio per department of academic staff to students

Programme	Lecturer/Student Ratio
Applied Science	1:10
Arts and Humanities	1:15
Medical and Allied Science	1:7
Pure and Natural Science	1:10
Social Sciences	1:18

Source: CHE (2010)

If the ratio is higher than recommended, it may seriously impair the quality of learning and teaching. It would also be impossible to conduct tutorials for those students who may need further assistance beyond classroom lectures.

In summary, it has come out clearly in this section that for quality education to be realized, retention of qualified academic staff is critical. This then will be reflected in the course delivery and assessment of students. Provision of adequate facilities and low lecturer student ratio are important in ensuring quality of education.

2.7 The concept of quality of education in relation to retaining academic staff

An area of concern in this research is that of quality and its measures. To evaluate the concept of 'quality' and its related elements are important to understand. Thus, quality evaluation, quality assurance, quality measurement and quality audit are the key elements in understanding the concept of quality. It needs to be mentioned that the word quality means different things to different people. For instance, to policy makers, quality maintenance in colleges is possible only with autonomy, semester pattern, student exchange programmes, accreditation, and job oriented courses (Rameezd, 2002). Rameezd points out that to students, quality could mean the grades attained in the units they take irrespective of the means of achieving such grades. Academic staff on the other hand may judge quality from the content they give in lectures while academic institutions believe that they have rendered quality of education if their students succeed in securing high profile jobs. From the perspective of Rameezd, it is tricky given that different

institutions or universities offer different degree programmes which attract different employers in the job market.

Rameezd (2002) further argues that it is not possible to introduce these tools of judging quality if the classroom enrollment is beyond 100. There has also been an argument from the academic staff that policy makers tend to make the institutions of higher learning as servants of industries or job market oriented needs (Peace, 2004). Peace argues that this perception is dangerous if the choice of the subjects, the framing of the syllabi, the selection of the work projects and the direction of research, are only geared towards industrial demands. This poses a highly commercial attitude that may sidelines other courses such as languages and social sciences. If this is the case, it will mean liberal arts courses will have no place in universities. It also implies that the industries dictate the academic programmes offered in universities. The equation is even complicated when we consider the employers' perception of quality in the job market. Peace (2004) points out that to the employer, quality is not only measured in the grades attained in the university, but rather the ability to translate the knowledge and skills gained in higher education to meaningful productivity in the workplace. However, according to Peace, if quality is taken in that literal understanding, then quality of education becomes "static" because no mechanisms are provided in the education system to monitor the performance of the graduates in the field after graduation. Based on the foregoing discussion, it is obvious that the term quality cannot be subjected to a single definition. It therefore, calls for further research on the estimates of quality and excellence of education in the context of university system.

In conclusion, it is noted that quality of education is perceived differently in terms of its meaning by different stakeholders. It is also noted that different parameters are used by these stakeholders to measure quality of education. However, it seems all the stakeholders are in agreement with the fact that quality of education should be seen from holistic point of view.

2.7.1 Concretizing quality of education in faith based private universities

Despite the varying perceptions of quality of education, attempts have been made by various scholars to concretize quality in the context of higher education. Houston and Prebble (2008) define quality from different perspectives of operations. In this case quality in teaching is defined

predominantly in relation to the value added to or gained by students. This implies that the teaching staff should focus on the ability of graduates to perform in the workplace which then gives the impression that the threshold for quality of teaching outcome is employability of graduates. This would require employer's feedback which may lead to measuring quality. Another aspect of quality in this definition is quality research. The definitions and perspectives of quality presented by participants in any learning environment encompass both research and output of new knowledge as well as problem solving. This involves not only determining indicators of quality, but also operationalization of quality evaluation in all institutions of higher learning. This then means that quality is judged in conformance to certain standards.

According to Szanto (2003), quality evaluation compares professional objectives with the operation of the institution in respect of results, efficiency and quality on the basis of a system of indicators prepared together with professional community concerned. The quality assurance which has its origin in the industrial field is generic in higher education (ENQA, 2009). It has several meanings and until today there is no quality assurance definition which includes all existing interpretations. Each quality assurance agency in higher education gives its own definition of quality assurance. The closest definition of quality assurance that could be generally embraced in higher education is given by Harvey and Green (1993) who states that it is a set of predetermined systematic actions or continuous process of evaluating the quality. Standa (2008) supports this by stating that quality assurance is a continuous process by which an institution can guarantee that standards and quality of its educational provisions are being maintained or enhanced. This implies that institutions of higher learning should come up with their own parameters of quality and continue evaluating these parameters to meet the standards of quality assurance as prescribed by accrediting bodies.

2.7.2 Components of quality of education in higher education.

A quality assurance system in higher education is a combination of one or more components. The main ones are: accreditation, assessment and quality audit (Lenn, 2004). These are the most recognized components and most used by countries worldwide. These components also differ in their definitions from one country to another. For better understanding, it is important to discuss each element individually.

In regards to accreditation, it is seen as a formal assessment by an external body based on predetermined of at least minimum requirements a higher education institution must meet to be legitimate in offering reputable academic programmes. The Universal Council for Online Education Accreditation (2003) gives a more specific definition by stating that accreditation is a system or process for providing public confidence and a tool for improvement used by educational institutions. It guarantees basic level of quality in an educational institution through a process that examines the quality of academic staff and facilities, course content, recruiting practices, and admissions procedures. The purpose of accreditation is to ensure quality in the educational programmes and provide a system for public trust and accountability. Accreditation has a time-limit of validity at which time re-accreditation process is instituted normally done through re-inspection.

Assessment on the other hand is the evaluation of the quality itself. Assessment tries to collect data, information and evidence of the quality of Higher Education Institutions (HEI), (institutional assessment) or its core activities (education, research and community service) separately (programme-assessment). It goes beyond quality procedures and tries to judge the quality of input, process and output (INQAAHE, 2001). Quality audit is the process of quality assessment by which an external body ensures that the institution's overall (internal and external) quality assurance procedures are adequate and are actually being carried out. Quality audit looks to the system for achieving good quality and not at the quality itself. It is a mechanism in which an institution explicitly or implicitly claims about itself. For example, an institution sets objectives of what it will do and a quality audit checks the extent to which that institution is achieving the claimed objectives. In other words audit asks the question how well the institution is doing as opposed to what it says it is doing (Lenn, 2004).

A quality audit can be realized only by persons (quality auditors) who are not directly involved in the areas being audited (Viasceanu, Gruinberg, & Parlea, 2004). From these analyses, it implies that universities should come up with a range of statistical and none statistical indicators intended to offer objective measures of how an institution of higher learning is performing. It can be further noted that the purpose of quality assurance is not only centered on assessment, but also for enhancing the level of educational quality.

Chande (2006) points out that quality in higher education can be viewed from three perspectives: educational inputs, educational processes and educational outputs. Educational processes refer to all processes from curriculum development to final assessment including admission, teaching and learning while education output refers to the consequences of the educational process as reflected in measures such as levels of knowledge, skills and values acquired by students. The multidimensional concept of quality in higher education according to Chande (2006) includes all the related functions and activities that form part of the academic life in a university system. Some of the main indicators of quality in education are identified as quality of support staff and the teaching staff. Chande (2006) points out that quality of staff can be seen from two perspectives. The first is faculty development which seeks to change the structure, policies and organization and environment in which instruction takes place and secondly, is the instructional development which focuses on the systematic design (e.g. course content, semester patterns), development, implementation and evaluation of instructional materials, lessons, courses and curriculum.

Another indicator of quality of education is the quality of students admitted to a particular institution. The quality of students constitutes the raw materials of any higher education which requires special attention to their problems of access in light of criteria related limit (abilities and motivation), proactive policies for the benefit of the disadvantaged who would not have qualified to join certain course. This is followed by quality of the curricula. This category calls for special care in the definition of the objectives of training provided in relation to the requirements of the world of work and the needs of society, an adaptation of teaching methods to make students more active and to develop an enterprising spirit; an expansion of, and greater flexibility in training facilities so as to make full use of Information Technology (IT) and networking of curricula, students and teachers. Then there is quality of infrastructure: This has to be internal and external and the basis through which research is done. This is possible where effective and efficient technology has been put in place.

Finally, there is the quality of management and governance. This is the quality of the management of the institution as a co-ordinate and coherent whole, interacting with its environment, as institutions of higher education do not exist as isolated enclaves. This means that

rapid growth of knowledge useful to management will demand a higher quality of managers and other scholars. Dill and Maanja (2005) have operationalized key performance indicators into five, more so, from the perspective of academic staff. These are teaching and supervision, research and innovation, writing and publication, consultancy, and service to the university. From these arguments, it can be pointed out that quality in higher education is a multivariable concept, involving policies and programmes which revolves around both the student and the academic staff and whose realization is dictated by its design and the nature of higher institutions. Based on the studies done on the expected quality of education in higher education, this research addressed three indicators of quality namely: commitment of academic staff, employability of graduates, teaching effectiveness, and research and publication.

In summary, the major components of quality of education encompass three major areas, educational input, education outputs and educational processes which should be integrated in a holistic approach to achieve quality of education. The integration should factor in policies and programmes that promote academic staff development, research, management, and governance issues. It should also be noted from the preceding literature review that available information mainly relates to public universities and thus, this research will add knowledge on faith based private universities in Kenya and the role they play in the provision of quality of education. The findings will provide another perspective of evaluating quality of education and retention in private universities and mainly faith based.

2.8 Theoretical Framework

This study was informed by two theories namely: the expectancy theory and the job satisfaction theory.

2.8.1 Expectancy Theory

The expectancy theory was developed by Mobley (1977) and used by Daly and Dee (2006) in researching on teacher turnover in Urban Public Universities. The study examined teacher intent to stay or leave the university. The expectancy theory states that people enter work organizations with expectations and values, and if these expectations and values are met, they are likely to remain a member of the organization for a longer period (Kim, Price, Mueller, & Watson, 1996)

cited by Daly and Dee (2006). This theory presupposes that if the perceived expectations are not met then people will most likely leave the organization. Aldag and Stearns (1987) expounded on the expectancy theory by stating that there is a link in the process from effort to ultimate rewards. That is if an employee puts more effort in his work there is high expectation for a reward.

In order for this theory to be applied, organizations should relate rewards to performance and to ensure that rewards provided are those that are desired by the recipients (Montana & Charnov, 2008). The logic behind expectancy theory is that putting much effort in an activity will result in reward or recognition. It also brings in the issue of satisfaction which comes as a result of intrinsic or extrinsic rewards.

The expectancy theory in the context of academic staff in faith based private universities in Kenya assisted the researcher to examine and analyze the kinds of expectations they look forward to at the time of recruitment and if such expectations have any effect on the retention of academic staff. The expectations examined included the working conditions, work load that is commensurate with good remuneration, fairness in promotion and appointments, academic progression/upward mobility, motivation incentives such as health insurance cover, study leave and sabbatical leave with pay. It is assumed that when these expectations are met the academic staff may definitely show commitment to stay and hence strengthen provision of quality of education. The expectancy theory also looked at the external factors which are intervening variables that influence academic staff to stay or leave. Such influences may include age, marital status, labor market opportunities, motivation and institutional management. Employers of faith based private universities should not assume that the academic staff do not have expectations when they are recruited.

The shortfall of the expectancy theory however, does not link the achievements of an individual to the achievement of the desired objective which correlates to the quality. According to Nzuve (1999) the expectancy theory recognizes that there is no universal principle that explains what can motivate everyone. Furthermore, knowing what personal needs one seeks to satisfy does not ensure that the individual would perceive high performance to necessarily lead to the satisfaction of those needs. The theory therefore is concerned with the individual's own expectations of

performance, reward, and goal satisfaction outcomes determined by his/her level of effort but not the objective outcome themselves. It means then that meeting an individual expectation may lead to motivating that individual to be productive irrespective of maintaining quality standards. How to mediate this shortcoming is addressed in the job satisfaction theory.

2.8.2 Job satisfaction theory

Research on job satisfaction have also focused so much on possible causes of employee turnover and factors that are likely to compel them to stay in a particular organization (Rappaport, Bancroft, & Okum, 2003). For example, Maertz and Campion (1998) pointed out that less turnover research has been conducted on what makes the employee to leave the organization than what makes them to stay. In other words retention processes should be studied along with quitting processes. The job satisfaction theory is associated with Fredrick Herzberg (1968). The theory has been called motivator-hygiene theory of job satisfaction (two factor theory). Job satisfaction is defined as a sense of inner fulfillment and pride achieved when performing a particular job Nzuve (1999). It refers to an employee's general attitude towards his/her job to the extent that it must fulfill his/her dominant needs and is consistent to his/her expectations and values (Tripathi & Reddy, 2006). This is an important attribute which occurs when an employee feels that he has accomplished a task. Obviously, it is not possible for every employee to feel fully satisfied, but at least there should be some degree of enthusiasm and satisfaction in whatever the employee is doing.

Herzberg (op cit) found separate and distinct clusters of factors associated with job satisfaction and dissatisfaction in work place. The first cluster of factors which were related to outcomes associated with content of the task being performed, were called motivators which included achievement, recognition, characteristics of the work, responsibilities and advancement. These were called motivators because each one was associated with strong effort and good performance and it caused a person to move from a state of no satisfaction to satisfaction. Herzberg (op cit) predicted that managers can motivate individuals by incorporating "motivators" into individual's job (the job content). In the context of this study, it would mean that institutions of higher learning should come up with mechanism of motivating the academic staff and thus retaining them. Herzberg (op cit) further found the second cluster of factors to be associated primarily with

work context or environment which cause job dissatisfaction and these include company policy and administration, technical supervision, salary, interpersonal relation with one's supervisor and working conditions. These factors were called hygiene factors because they were not motivational.

Other researchers on applying Herzberg's theory found out that there is a relationship between the age of an employee, his/her marital status and job longevity and the job satisfaction. Okumbe (1999) comments that married employees have fewer absences, undergo fewer turnovers, and are more satisfied with their job. This then suggests that marriage seems to bring some measure of stability to the employee especially if he/she is living with the family in the work place. As far as the age of the employee is concerned, Okumbe (1999) notes that workers who are in their middle twenties to early thirties are the least satisfied group. This may be so because when a young employee is hired he/she comes to employment with high expectations that may not be fulfilled and as a result (may be due to lack of experience) such an employee becomes disillusioned and dissatisfied with his/her work. From the foregoing discussion, the criticism attributed to this theory is that there is no attempt made to measure the relationship between satisfaction and performance.

In this research, the two concepts of satisfaction and performance were assessed from academic staff and students' perspectives and whether performance meet the desired standards and thus quality. The conceptual framework is illustrated in figure 1

2.9 Conceptual framework

The conceptual framework illustrates the various variables which are to be investigated to find out whether there are implications within them. Quality of education is the dependent variable while retention of academic staff which is being investigated to establish whether it affects quality of education, is the independent variable. The framework suggests that the elements of retention affect the measurers of quality of education. Factors that are conceptualized to promote retention include staff development, terms of service, work load and working environment. There are other intervening variables which determined whether retention can affect quality of education directly or indirectly. These include age, marital status, labor market opportunities,

motivation and institutional management. The quality of education is conceptualized to be commitment of academic staff (in terms of meeting datelines assignments, punctuality, submitting grades and course syllabi on time), employability of graduates, teaching effectiveness and student research based as well as lecturer’s publication in recognized journals.

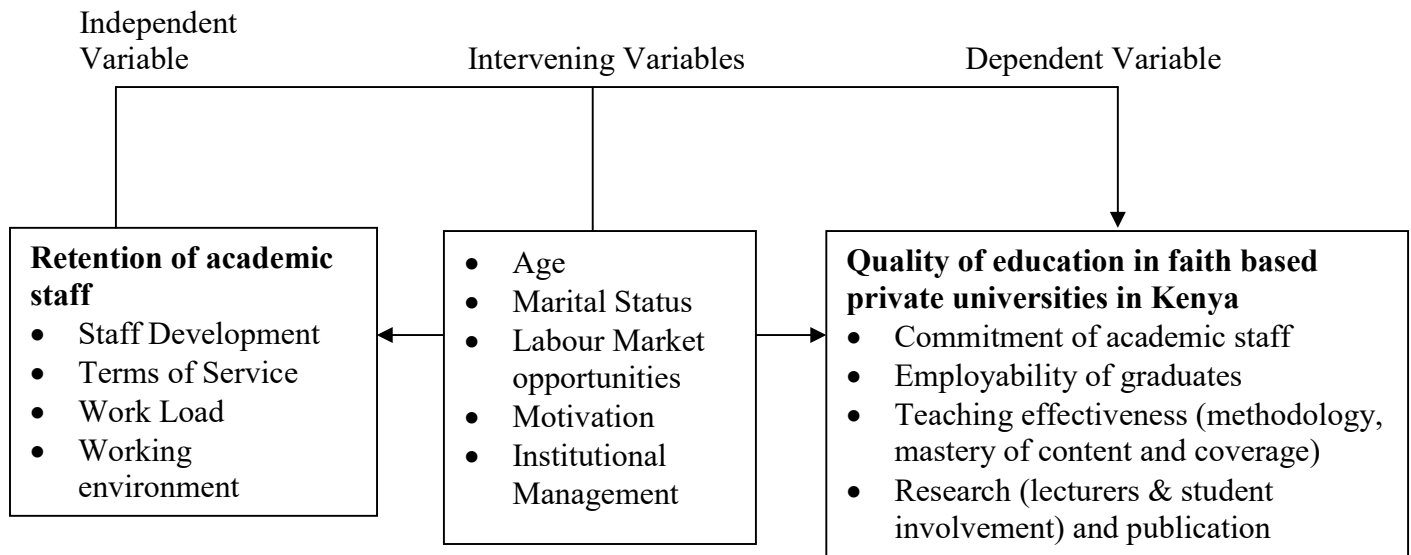


Figure 1: Conceptual Framework

Source: Researcher.

The direction of the arrows shows the relationship between the variables. For example the retention of academic staff which is independent variable affects the quality of education which is dependent variable and the degree of these effects may be dictated by the presence or absence of the intervening variables.

In concluding this chapter, it has become evident from the foregoing literature reviewed on academic staff retention that there is a problem affecting both the private and public higher institutions. Central to the realization of any university’s goals and objectives are the academic staff whose roles are crucial in ensuring the provision of quality of education. Therefore, from the literature reviewed it has become clear that the undertaking of this study would immensely contribute to the body of knowledge that ensures sustainability and quality of education offered in any university.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the methodology used in conducting the research. It identifies and justifies the research design, the population, the sampling procedure and sampling size, instrumentation, validity and reliability of the instruments and the data. It concludes with detailed data collection procedure and data analysis methods.

3.2 Research design

This research utilized the descriptive survey design. This type of design was used to collect information from a sample that was drawn from a predetermined population and using a predetermined set of questions (Fraenkel & Wallen, 2000). An advantage of using survey design is that it draws a sample of the population and then generalizes the finding from the sample to the population (Graziano & Raulin, 2007). It also helps to assess people's thoughts, opinions, and feelings and provides a flat form to summarize and generalize the views of all respondents succinctly (Shaughnessy, Zechmeister, & Zechmeister, 2000). The predetermined population included those subjects that have the expertise of the information relevant to the study.

Additionally, a descriptive survey is used to obtain a description of a particular perception about a situation, phenomena or variable and their views are taken to represent those of the entire population (KIM, 2009). This design therefore enabled the researcher to obtain information concerning opinions or practices from a sample representing a population through the use of interview or questionnaire technique. The information provides a basis for making comparison and determining trends, reveal current weaknesses/and or strengths in a given phenomena under study and provides information for decision making (Frankfort-Nachmias & Nachmias, 1996). It needs to be mentioned that the survey design has some limitations. For instance, the information unknown to the respondents may not be obtained. To overcome this limitation, questions were clearly framed both in the questionnaires and interview schedules to ensure their reliability and validity and thus minimize the possibility of obtaining biased information.

3.3 Study population

According to the Commission for University Education statistics, the number of private universities that have been chartered in Kenya are fourteen (14) (CUE, 2012). In this study, four (4) chartered faith based private universities were sampled using purposive technique which formed 28.5% of the total chartered private universities in Kenya. The four institutions were chosen since they have been established for a long period of time as faith based institutions. The other reason for selecting these institutions was because they have been re-inspected by the Commission for University Education. From the four selected faith based private universities, 625 subjects were selected using purposive sampling technique due to time constraints. The 625 subjects comprised of all employees and students in their third and fourth year of study, which translated to a population size of 2,500. The main reason for choosing the third and fourth year students was that they had been in their respective universities longer and therefore, had the capacity to assess the quality of education offered.

3.4 Sampling procedures and sample size

Participants for this research were selected using purposive, stratified and simple random techniques. Purposive sampling technique enabled the researcher to target a group of people believed to have the characteristics of interest to the research. The technique has an advantage in that it can be used with both quantitative and qualitative studies (Kombo & Tromp, 2007). This is important because this research utilized both quantitative and qualitative data. Purposive technique was used to sample the faith based private universities from which respondents were drawn. It was also used to sample members of the management from whom data were obtained. The teaching staff, including the part-time teaching staff, were also sampled using purposive sample technique.

Stratified sampling technique involves dividing population into homogenous subgroups to ensure that the interest of each subgroup in a population is captured (Kombo & Tromp, 2007). Stratified sampling technique in this study was therefore used to group subjects based on their responsibilities. Three strata were formed: the management (Human Resource Manager or its equivalence), the teaching staff (Full time and Part-time) and the students (Third and Fourth year). In the students' strata, two sub strata were formed: male students and female students

based on their year of study. The reason for using stratified sampling was to obtain specific information on perception from each segment of the population. From the two strata of teaching staff and that of students, simple random sampling technique was applied to obtain the actual respondents. The lottery method was utilized at this stage. Using this method, the numbers were written on the small slips of papers which were of the same size. The slips were thoroughly mixed and the population was allowed to pick from the mixed slips. All those who picked even numbers were included in the unit of the sample.

To arrive at the sample size, the researcher used a modified table of population sampling (Krejcie & Morgan, 1970) and setting the confidence level at 95% (significance level $P < 0.05$) the sample size was 336 respondents (The Research Advisors, 2006). The researcher therefore, obtained data from 336 respondents which represented 13.44% of the total target population. This then formed the sample size of the study. Table 2 indicates how respondents were purposively sampled.

Table 2: Sample Size

University Code	Management Staff	Full-time Academic Staff	Part-time Academic Staff	Students	Total
A	4	42	8	30	84
B	4	42	8	30	84
C	4	42	8	30	84
D	4	42	8	30	84
	16	168	32	120	336

3.5 Instrumentation

This research utilized questionnaires and interviews to collect data from the four selected faith based private universities (Appendix VII, VIII, and IX). The reliability threshold of the two instruments was set at 95% confidence level with a marginal error of 0.05%. The open-ended and closed-ended questionnaires were used. The closed-ended questions are easier to analyze since they are in an immediate usable form, easier to administer because each item is followed

by alternative answers as well as being economical to use in terms of time and money (Mugenda & Mugenda, 1999). The items in the close-ended questionnaires were formulated based on the Likert (a summated rating scale used for measuring attitudes in terms of level of strongly agreed, agreed, undecided, disagreed, and strongly disagreed. It is a scale that is balanced on both sides of a neutral option which ensures less biased measurement) method. The open-ended items on the other hand provide greater depth of response that fairly reveals the mind of the respondent (Chepchieng, 2001). The reason for selecting this instrument was to determine the opinions, attitudes, preferences and perceptions of the target groups under study. The questionnaires were used to obtain data from both full time and part-time teaching staff, as well as from the students.

3.5.1 Interview schedule

The interview schedule was used by the researcher to obtain data from the management represented by the Human Resource Manager or its equivalence. The structured interview schedule was used to obtain in-depth data which could have been impossible to obtain using questionnaires. It also assisted the researcher to explain the nature and purpose of investigation and clarify questions to the respondents. A structured interview schedule has an advantage in that it is comprehensive and systematic since questions are formulated before the interview and the data collected is quantifiable. This helped to achieve objectivity in this research. The researcher conducted the interviews and took the notes.

3.5.2 Questionnaires

The questionnaires were developed by the researcher and were divided into five sections giving information on five different objectives of the general study. The first section aimed at providing information for determining staff and students' views on quality of education indicators in faith based private universities in Kenya. The second section aimed at providing information on identifying and assessing the policies for retaining academic staff. The third section aimed at establishing the expectations of academic staff for their retention. The fourth section aimed at determining the effect of academic staff retention on quality of education. The last section solicited the views from academic staff and students' on the perceived factors affecting quality of education.

3.6 Reliability and Validity of the instruments

A research instrument must be both valid and reliable. One way of ensuring the reliability and validity of an instrument is to pre-test it using a pilot study. According to Stachowiak (2008), a pilot study refers to a smaller version of a larger study that is conducted to prepare for that study. A pilot study can involve pre-testing a research tool, like a new data collection method. It can also be used to test an idea or hypothesis. Pilot studies are used as feasibility studies, to ensure that the ideas or methods behind a research idea are sound. In this study a pilot study was undertaken to test the reliability of the instruments and the feasibility of the study.

3.6.1 Validity

Based on this study, validity of a test is a measure of how well a test measures what it is supposed to measure (Kisilu, 2006). The validity of the instrument is acceptable if it produces consistent data (Frankfort-Nachmias & Nachimias, 1996). To ensure validity, the instruments were developed based on the objectives and the variables of the study. The researcher specified the domain of indicators which were relevant to the concept being measured (Mugenda & Mugenda, 1999). These domains were based on the objectives and reflected the contents of the instrument. A content-valid measure should contain all possible items that should be used in measuring the content. The researcher assessed the validity of the instruments with experts who were mainly the supervisors. The validity considered in this research was content validity which encompasses face validity and sampling validity. Face validity is concerned with the extent to which the research instruments measures what it appears to measure according to the researcher's subjective assessment while sampling validity refers to the extent to which the research instruments adequately samples the content population of the characteristics being measured. (KIM, 2009). The rationale for using content validity was because the researcher was dealing with perceived factors that determined quality of education.

3.6.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. It is a measure of how consistent the results from a test are (Kombo Tromp, 2007). To ensure the reliability and validity of the research instruments, the researcher subjected the instruments to a pilot study in which test re-test method was involved. The pilot

study was done in one faith based private chartered university which was not included in this study. During the pilot study, 84 subjects were randomly sampled (representing 25% of the proposed final sample for the research). In this pilot study, four members of the management were interviewed and fifty members of the academic staff were issued with questionnaires. Thirty students were also issued with questionnaires (fifteen from each year of study). The rationale for the 84 subjects was based on the actual subjects who were to be eventually sampled from each institution for the final research. The same exercise was repeated after a span of 30 days. The data obtained was analyzed and the two sets of scores were correlated so as to establish the reliability and validity of the instruments. The reliability threshold was set at 95% with a marginal error of 0.05%.

3.7 Data collection procedures

Before beginning to collect data, the researcher secured a research permit from the National Council for Science and Technology (NCST) now National Commission for Science, Technology and Innovations (NACOSTI) one month prior to carrying out the research. The researcher trained the research assistants on the administration of the research instruments, interpretation of research items and ethical issues involved in research. The researcher then visited sampled faith based private universities notifying them of the research intention. The selected institutions and respondents were assured that their anonymity and confidentiality would be guaranteed. Thereafter, the researcher administered the research instruments to the participants which took a period of five months inclusive of data analysis. To ensure confidentiality of institutions under study, codes were used to conceal their identity.

3.8 Data Analysis

The obtained data was edited, coded, analyzed and summarized in readiness for analysis. The researcher used both qualitative and quantitative methods for data analysis. In the qualitative data analysis, content analysis was carried out which included examining the size and frequency of the respondents on the issues under study. In quantitative analysis, frequency tables, cross-tabulations, nominal, and intervals were used. The data was presented using frequency tables. For comparative purposes, and to get reactions from various sub-groups cross-tabulations were used.

The statistical relations between the variables were tested using. According to Aggarwal (2007), the goal of multiple regression analysis is to identify statistical effect between the variables. In this research, three variables were involved: independent variable, dependent variables and intervening variables. An attempt was made to examine the effects between these variables. Multiple regression analysis method was a key tool in this research because of its ability to incorporate multiple variables and helped in understanding complex relationships of variables in a given phenomenon. The variables subjected to multiple analysis were: staff development, terms of service, work load and working environment which were perceived to affect quality of education. A unique aspect of multiple regression analysis is that it determines the relative predictive importance of each independent variable by simultaneously assessing the relationship between each independent variable and the dependent variable (Aggarwal, 2007). The confidence level was set at 95% (significance level was $P < 0.05$). This is the point at which the researcher tested the hypothesis which determined the statistical effects between the variables. This was followed by a discussion for the purpose of interpretation of data, recommendations, and conclusions. Data was analyzed using Statistical Package for Social Sciences (SPSS) version 19.0 for windows.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction:

This chapter deals with data analysis, presentation and discussion. An overview of the research is first presented followed by analysis, presentation and discussion of the findings. Data is presented using frequency tables, pie charts and bar graphs.

4.2 An overview of the research

This research sought to examine the effects of academic staff retention on quality of education in faith based private universities in Kenya. The research utilized a descriptive survey design. Sampling was done using stratified, simple random and purposive sampling design. The data was collected from four faith based private universities using structured questionnaires and interview schedules. The management's interview schedule contained background information on the respondents, factors that retain academic staff, staff remuneration and retention rate of academic staff. The students' questionnaire contained background information of the respondents, items covering indicators of quality of education, factors that determine quality of education and strategies for improving quality of education. The academic staff questionnaire had background information, indicators of quality of education, determinants of quality of education, academic staff task and turnover, and strategies of improving quality of education. The main objective of this research was to determine the effects of retention of academic staff on quality of education in faith based private universities in Kenya. Specific objectives of the study were to determine staff and students' views on quality of education indicators in faith based private universities in Kenya, to identify and assess the policies for retaining academic staff in faith based private universities in Kenya, and to establish the expectations of academic staff for their retention in faith based private universities in Kenya.

4.3 Demographic characteristics of respondents

Data was collected from 336 respondents of which 120 were students and 200 were academic staff. In addition, 16 members of the management were involved. The major characteristics in each of these sub groups were their gender, age, education level, experience, duration of service and position particularly for the management. Table 3 shows that students male respondents were

56 (46.7%) while student female respondents were 64 (53.3%), academic staff male respondents were 113 (56.5%) and female respondents were 87 (43.5%), management male respondents were 10 (62.5%) while female respondents were 6 (37.5%).

Table 3: Gender distributions

Respondents	Female in percentage	Male in percentage	Total
Students	53.3	46.7	100
Academic staff	43.5	56.5	100
Management	37.5	62.5	100

Concerning members of management, most of them were between the ages of 36-40 years and fifty-one (51) above years each of this group formed 25% of the total respondents in management. Only 30-35 years of age and 41-45 years of age contributed to 18.8% each and the rest 46-50 years were 12.5%. It appears that most members of management of age 36-40 and 50 and above formed the highest percentage of those involved in decision making as seen in Table 4.

Table 4: Distribution of management staff based on age

Age Bracket	Frequency (f)	Percentage %
30-35	3	18.8
36-40	4	25.0
41-45	3	18.8
46-50	2	12.4
51+	4	25.0
Total	16	100

As shown in Table 5, the members of management had served in their respective universities for a period of 0-5 years (43.8%). Those who had served for 6-10 years were 31.3% while 11-15 years and 21 years and above were 12.5% each. It can be concluded therefore, that most members of management in private universities either transfer or retire after serving for a period not exceeding 15 years. This information is summarized in Table 5.

Table 5: Distribution of management staff based on duration of service

Duration of service	Frequency	Percentage
0-5 Years	7	43.8
6-10 Yrs	5	31.2
11-15	2	12.5
21+	2	12.5
Total	16	100

In regards to duration of service of academic staff, it is only 82 out of 200 who had been in service between 0-5 years which forms 41% of the total respondents. The rest 58 (29%) had served for a period between 6-10 years, while 34 (17%) had served between 11-15 years. Only 13 (6.5%) had served between 16-20 years and 20 years and above respectively. It is therefore, evident that most academic staff had been in service for a relatively shorter period of service which means there is a high staff turnover hence the quality of education could be compromised. The information is summarized in Table 6.

Table 6: Distribution of academic staff based on designation and duration of service

Designation	0-5	6-10 Years	11-15 Years	16-20 Years	21+	Total
Prof	4	3	1	1	3	12
Dr	3	11	8	7	4	33
Mr.	37	27	16	3	5	88
Mrs.	17	17	8	2	1	45
Miss	21	0	1	0	0	22
Total	82	58	34	13	13	200

4.4 Indicators of Quality of education

The first objective of this study was to study staff and students' views on quality of education indicators in private universities in Kenya. A number of perceived factors were cited by students and academic staff as indicators of quality of education in the selected faith based private universities. Among these were: course completion in good time, taking a course that is relevant to the job market, student involvement in research, attainment of high grades in the course, comprehensive course content coverage, excellent job performance in their place of work, high ranking jobs after graduation, and quality tests, assessments and evaluations. These factors were

rated differently by the respondents. For instance in Table 7, 88.3% of the students' respondents supported the assertion that course completion in good time was an indicator of quality of education. Only 6.7% of the respondents did not see timely course completion as an indicator of quality, while the rest of the respondents (5.0%) took a neutral position on the issue. Timely course completion presumably is taken to mean that its contents has been fully absorbed and integrated into quality deliverable as a show of what education has done to an individual. Such a kind of response is expected given that one factor that was also rated high as indicator of quality of education is quality tests, assessments, and evaluation. In this case then, timely course completion is likely to influence the content of the tests and general evaluation of the course. Thus, this will eliminate negative skew of the course where the course syllabus varies with what is being examined. If quality of education will be subjected to external quality assurance team as proposed by IMQAAHE (2001), the input in terms of content will most likely dictate the output reflected in tests and evaluation results.

Similarly, a greater percentage of respondents pointed out that quality of education is indicated by taking the course that is linked to the job market. From Table 7, 85.8% % of the students respondents agreed that taking a course that is relevant to the job market is an indicator of quality of education. Only 5.8% of the respondents were undecided; the rest 8.4% did not agree with this. This claim portrays quality as a process of shaping product to a finished valuable form. It tends to support Chande's (2006) argument that students are the raw materials which are transmitted for organization utility and Rameez (2002) that job oriented course is a concept of quality of education. Here quality of students (which is determined by the education they receive) constitutes the raw materials. From employer's perception, quality seems to be measured by how they perform in place of work. The same item was similarly rated by academic staff (85.5% respondents in Table 8) accepting that offering job oriented courses is a significant indicator of quality of education. This is a slight variation of 0.3% when compared with 85.8% respondents of students who supported this view. Generally then, the academic staff like the students supported this assertion with 85.5% agreed, 9.0% undecided and 5.5% disagreed. Related to taking the course that is linked to job market was the student's involvement in research. This factor was supported by 85.0% of the respondents who agreed. Only 10.8% were undecided while 4.2% disagreed with that view. The higher percentage of students' respondents

who supported this view implies that students' involvement in research is an indicator of quality of education. This supports Dill and Maanja's (2005) argument that research and innovation is one of the key performance indicators of quality of education.

Another indicator that was pointed out by both the students and academic staff is that of attainment of high grades by the student. This research revealed that students' attainment of high grades in the course was supported by a relatively high number of respondents with 55.9% agreeing to this. Out of the remaining respondents, 25.0% were undecided while 19.2% disagreed with this statement. Though this factor was cited by a relatively low number of respondents compared to the other factors, the number of those who supported this fact is still high. This could be attributed to the fact that students' graduation achievement is determined by the quality of the grades attained which will also extend to the work place as employers tend to pick those with high academic honors. The attainment of high grades is what Houston and Preble (2008) termed as value added to or gained by students. This then presupposes that by adding the value to students' knowledge and abilities, the institutions would be increasing employability of their graduates if what the employer use to determine quality is by attaining good grades.

On the same issue of attainment of best grades, the academic staff rated this factor relatively high compared to the students' response. Whereas 35.8% of student respondents supported this assertion, 80.0% academic staff respondents supported the same resulting in a standard deviation of 24.2% between the two groups of respondents. Only 9.5% academic staff were undecided whether attainment of best grades was an indicator of quality while the rest 7.5% and 3.0% disagreed and strongly disagreed respectively. A standard deviation in high ratings of this factor by students and academic staff reflects the perspectives the two groups have on the immediate product of education. Given the fact that academic staff are the ones doing the evaluation they understand the content of quality with regards to examination. The students on the other hand are likely to be seeing quality from different perspectives, where they probably believe that quality is not just attaining grades but the utility of what one is endowed with.

Attaining high grades may be related to comprehensive course content coverage. This was supported by 40.8% of the student respondents who strongly agreed that comprehensive course content coverage is an indicator of quality of education, 40.3% agreed with this view while the

rest 10.9% and 5.0% were undecided and disagreed respectively. This could be attributed to two things: first, course content determines course evaluation which in turn determines individual performance in terms of the grade students get in their assessment. Second, it is also possible that what is comprehensively covered in the course could be utilized in work place and not necessarily in the examinations. This could explain the reason why a greater percentage of student respondents (84.2%) were of the opinion that comprehensive course content coverage is an indicator of quality of education. This is even further amplified by academic staffs' response when considered that 93.5% of them argued that comprehensive course coverage is one of the critical indicators of quality. When it is compared to students' response, academic staff's view is high. A total of 93.5% academic staff agreed that comprehensive course content is an indicator of quality of education. This leaves only 6.5% academic staff who were undecided.

Comprehensive course content coverage as an indicator of quality of education is supported by the Universal Council for Online Education Accreditation (2003) which uses course content among other factors to guarantee basic level of quality in an educational institution. Additionally, excellent job performance in the work place was cited among the factors that indicate quality of education. It is clear from Table 7 that 86.6% of the student respondents observed that excellent job performance in work place is an indicator of quality of education. Only 11.7% of the respondents were undecided leaving the rest 1.7% disagreeing with this.

It needs to be noted that academic staff rated high ranking jobs after graduation as an indicator of quality of education with 48.0% supporting it. However, taking into consideration of those who were undecided (21.5%), it leaves 30.5% respondents who disagreed with this, which means that high ranking jobs after graduation to some extent is not a strong indicator of quality of education when we take 48.0% respondents who supported against 30.5% who objected to this. The rationale here is that not all those who occupy high ranking jobs were necessarily of high academic caliber. Some rise through experience, continuous training and development while others through innate talents of leadership which may not necessarily be related to quality papers they have or grades attained. On one hand it means they have quality of education as well as inherent leadership and management skills which are likely to put one at a pedestal of high ranking jobs. On the other hand, it implies that individuals may have best grades, best education

but their poor leadership skills, and poor commitment to work may make them never to rise above the positions they occupied immediately after recruitment.

Unlike the preceding factor “high rank jobs after graduation”, academic staff rated ability of students to perform in workplace highly with 89.5% supporting this assertion. The rest 10.0% were undecided, and 0.5% disagreed. This response strongly points out that job performance remains the key indicator that denotes the kind of education a student obtained in his/her university education. It can therefore assertively be argued here that job performance by students after graduating is a significant indicator of their quality of education attained during training. It is that part that enables the employer and the lecturer to observe and evaluate the practical part of the student that is, if the graduates have been able to translate the skills, knowledge and abilities obtained while undergoing training into work set up. The success or failure to utilize what is learned in the workplace denotes the success or failure of the student to reflect the quality or substandard of what has been learning.

Quality tests, assessments and evaluations was ranked high among the indicators of quality with 90% of student respondents supporting this. Only 10% were not sure whether quality tests, assessments and evaluation are indicators of quality of education. Quality test is highly linked to the other factors already discussed such as comprehensive course content coverage. This statistics shows that quality tests and assessment is a leading indicator in determination of quality of education. It supports Biggs’ (2001) findings that the threshold standard for assessing quality of education may include among other things, faculty students assessments. Generally then, student respondents rated highly the following items as indicators of quality of education: course completion in good time (88.3%), course linked to job market (85.8%), student involvement in research (85.0%), attainment of high grades in the course (55.8%), comprehensive course content coverage (84.2%), ability to performance in workplace (86.7%), and quality tests, assessments and evaluation (90.0%). All of these perceived factors from the students’ and academic staff respondents are summarized in Table 7 and 8. The abbreviation SA, A, UD, D, and SD throughout this study are used to mean: SA (Strongly Agree), A (Agree), UD (Undecided), D (Disagree), and SD (Strongly Disagree).

From the preceding discussions, it is clear that for quality of education to succeed, certain pre-requisites have to be in place. For effective interpretation of the links between academic staff retention and quality of education, an attempt was made to establish the factors that determine quality of education, those that retain academic staff as well as the strategies of improving quality of education. A comprehensive discussion of this is provided in the following discussion.

Table 7: Indicators of quality of education (students' response)

Indicators	SA	A	UD	D	SD
Course completion in good time	44.2	44.1	5.0	4.2	2.5
Students' course link to job market	52.5	33.3	5.8	5.0	3.4
Students' involvement in research	45.0	40.0	10.8	4.2	0.0
Students' attainment of high grades	16.6	39.2	25.0	19.2	0.0
Comprehensive course content coverage	40.8	43.3	10.9	0.0	5.0
Ability of students to perform in work place	35.8	50.8	11.7	1.7	0.0
Quality tests, assessments and evaluations	45.0	45.0	10.0	0.0	0.0

Table 8: Indicators of quality of education (Academic staff' response)

Indicators	SA	A	UD	D	SD
Job oriented courses	35.5	50.0	9.0	4.5	1.0
Attainment of best grades by students	32.5	47.5	9.5	7.5	3.0
Comprehensive course content coverage	52.5	41.0	6.5	0.0	0.0
Ability of students to perform in work place	42.5	47.0	10.0	0.5	0.0
High ranks jobs after graduation	12.5	35.5	21.5	26.0	4.5
Quality tests, assessments and evaluations	42.0	49.5	5.5	2.5	0.5

4.5 Factors that affect Quality of education

In order to determine the effects of academic staff retention on quality of education, it was important to examine first the factors that affect quality of education. Various factors that affect quality of education were scored differently by the students and academic staff respondents. The factors that were perceived as affecting quality of education were: quality of teaching staff, age of the teaching staff, extensive research, proper syllabi design, teaching methods, course syllabi coverage, working/learning environment, nature/status of the university, student entry points, students' study technique, students' initiative, innovation and creativity, teacher/student ratio (workload), and student-lecturer relationship. Other factors perceived to affect quality included evaluation policy, availability of infrastructure/facilities, coordinated semester pattern, and Commission for University Education assessment. From the onset, it is important to note that all these perceived factors influence quality of education in one way or another though with varying degrees.

Among the factors rated high by the students' and academic staff were: quality of teaching staff, students' initiatives, innovation and creativity, teaching methods, working environment, proper syllabi design, nature or status of the university and course syllabi coverage all of which scored 80.0% and above in support (agreed). In the factor of quality of teaching staff as a determinant of quality of education, 86.7% respondents strongly supported this assertion (51.7% strongly agreed and 35.0% agreed). Only 10% of the respondents were undecided while the rest 3.3% disapproved.

On the other hand, the academic staff respondents rated quality of teaching staff highly with a total of 92.0% supporting this fact compared to 86.7% of student respondents who supported this view. A small margin of (5.5%) academic staff were undecided with the rest 1.5% and 1.0% disagreeing and strongly disagreeing respectively. It is important to note here that academic staff are conveyers of knowledge and to a greater extent determines the syllabi design and also dictate the pace at which the content is delivered. They are at the centre of determining the teaching methodology; quality assessments and course content design and coverage which as revealed in this research are some of the indicators of quality of education.

Academic staff in universities are presumably vetted to determine their minimum academic qualifications. The teaching staff essentially is involved in curriculum development, processing of the content and delivering the same based on course objectives. Essentially then quality of the teaching staff, based on this research is one of the determinants of quality of education. Though at the peripheral, the findings here supports Biggs's (2000) argument that assessing and enhancing quality teaching staff is critical to any institution of higher learning. It can be assertively said that the caliber of teaching staff plays a pivotal role in quality of education determination. It is imperative to note therefore, that quality of teaching staff become avenues through which knowledge, which is an aspect of quality dissemination is realized. Quality of teaching staff goes beyond the mere minimum academic qualification needed to teach in a university. It incorporates other aspects like delivery and their ability to demonstrate commitment in their work. This finding is consistent with Chande's (2006) view that quality of teaching staff among other things is reflected by instructional development which focuses on the systematic design like course content, semester patterns among other things as well as development, implementation and evaluation of instructional materials, lessons, courses and curriculum.

A related factor that was also rated high was that of proper syllabi design. Of the 120 students' respondents, 84.2% agreed with this fact as one of the determinant of quality of education. Suffice to say then that quality of academic staff greatly influences quality of education. A part from quality of teaching staff, an attempt was made to examine if the age of teaching staff determines quality of education. Student respondents were asked if in their opinion the age of the teaching staff is a factor when it comes to quality of education. A total of 54.2% respondent agreed that age of the teaching staff is a determinant factor to quality of education. A relatively small number 19.2% respondent were undecided while 26.6% disagreed.

Based on the results in the preceding discussions, it can be argued that age of the teaching staff is important to quality of education. However, the significant role it plays is relatively small. Such a kind of response is justifiable in two perspectives: first, the age factor could reflect a repertoire of knowledge which comes with experience, which when related to duration of teaching considerably contributes to quality. Second, there is also a possibility that lecturers who have

settled down in one particular institution of higher learning are likely to pursue the academic development resulting in improving quality of education in their institutions. But in whichever perspective one sees, age of the teaching staff contributes to quality of education.

This affirmation is further supported by one other factor pointed out by the academic staff respondents; that of extensive research and comprehensive work by academic staff. From this data, it reveals that 49.5% academic staff respondents strongly agreed that extensive research and comprehensive work by academic staff determines quality of education, 37.0% agreed on the same issue adding up to 86.5% respondents who supported this fact. Only 7.5% were undecided while the rest 6.0% disagreed with this assumption.

Another factor pointed out as determining quality of education is proper syllabi design. From the table, only 9.2% of student respondents were undecided compared to the previous 10.0% (in the case of quality of teaching staff), and 6.6% disagreed with this contention. Arguably then, the way the syllabi is designed undoubtedly reflects the quality of the teaching staff. This is because as already pointed out; the lecturers determine the content and structure of the courses. Through constant research and innovation, quality teaching staff “weed” out obsolete academic programmes and introduce new courses that are tailored towards meeting the ever changing market demands. This view was also supported by academic staff.

The two groups (academic staff and students) of respondents rated syllabi design highly as a determinant factor of quality of education with 88.5% academic staff supporting it, while 84.2% students supporting the same. Only 9.2% student respondents were undecided compared to 7.0% academic staff. The rest 6.6% students disapproved this assumption and 4.5% academic staff did not see any relationship between syllabi design and quality of education. It should be noted that syllabi design is a crucial core component of quality of education. The course content and objectives if well adhered to produce students who have internalized concepts that can be utilized in work performance. Chande (2006) cites quality curricular as one major factor that determines quality of education. Based on the high ratings, it can be emphasized here then that quality graduates with quality of education are products of proper syllabi design.

Other perceived factors rated highly as determining quality of education is that of student's initiative, innovation and creativity, quality of teaching staff, and teaching methods. The data indicates that 87.5% of students' respondents were of the opinion that teaching methods determines quality of education in higher institutions. A relatively low number of student respondents (9.2%) were undecided while 3.3% could not see teaching methods as determining quality of education. The academic staff on the other hand also pointed out that teaching method is a crucial determinant of quality of education with 88.0% agreeing and 5.5% disagreeing. Only 6.5% were undecided on this issue.

As in the other cases, teaching method is a determinant factor (in fact the second one after student's initiative, innovation and creativity) in this category of factors that determines quality of education. The argument here is that, it is not enough to have qualified staff (quality teaching staff) and creative students, but it is equally important for the staff to utilize effective and efficient teaching methods to communicate the content to the students. Content delivery is important because it forms an integral part of quality knowledge of students. Teaching methods is the conveyor channel through which quality content is passed. It is part and parcel of what Chande (2006) calls educational process and it is one of the threshold standard of assessing quality of education (Biggs, 2001). Effective quality methods will incorporate those innovative techniques that will lend itself to proper design of teaching materials or resources which will help to unlock learner's creativity. In this case, teaching method is seen as one of the major determinant of quality of education. It is imperative to note that universities that are endowed with better facilities, teaching resources or teaching aids, will benefit its staff when it comes to utilization of such facilities to support teaching. A methodology that is student centered as opposed to lecturer centered will not only improve work coverage on time but will also fosters a holistic learning environment which promotes interactive learning. Such a method according to Biggs (2001) challenges students to solve problems in a creative and innovative manner which is an element of quality output in education.

The choice of teaching methods determines whether syllabi will be correctly covered or not. A number of students 80.8% pointed out course syllabi coverage as a crucial factor in quality of education determination. Some student respondents (10.8%) however, were undecided while

8.4% disagreed. Such a high ranking is expected given that the assessment and evaluation of students is usually determined by the syllabi coverage. Additionally, in internship, industrial attachments where evaluation or assessment is practical in nature; a deeper understanding of theory must come first, thus there is need for effective course syllabi coverage.

A total percentage of 84.2% student respondents observed that working environment is an important determinant factor of quality of education. Only 10.0% were undecided, while 5.8% did not see any links between working environment and quality of education. A work environment that is conducive motivates both the learners and staff. Whereas students enjoy the comfort of such an environment, they are motivated to pursue their learning because stress is greatly reduced. On the other hand academic staff are motivated to stay on if the environment they are working in motivates them. A significant number of academic staff respondents pointed out that working environment affects quality of education in higher learning. The academic staff respondents who supported this was 85.5% with only 7.5% undecided and 7.0% disagreed. From the students' response, almost a similar number (84.2%) supported the fact that the work environment plays a role in quality of education. From this group of students' respondents, 10.0% were undecided while the rest 4.9% could not see the relationship between work environment and quality of education.

On the basis of these responses, it is clear that the work environment and the work conditions have significant effects on quality of education. This response confirms Tetey's (2003) findings that unsatisfactory working conditions have led many universities to have difficulty in retaining their academic staff which leads to the compromise on quality. It is important to note here that working environment is a product of many other related factors since satisfaction is a relative term. From these findings, it is clear then that work environment contributes extensively to quality of education.

The nature or status of the university as defined as length of existence, quality of programmes offered and adequate financial resources was also highly rated. Data from this study revealed that the nature or status of the university is crucial when it comes to determining quality of education. Both the student and academic staff respondents rated this factor highly, with 83.4% students supporting it, while 77.5% academic staff supported this view. There was a small number of

respondents who were undecided. While 12.5% student respondents were undecided, 12.0% academic staff remained neutral (a deviation of 0.5%) The difference in high ratings regarding the university status (83.3% student response and 77.5% academic staff response) could be attributed to the attitude of the respondents regarding the status of the university.

The number of student respondents who did not see the relationship between status of the university and quality of education was 4.1% while that of academic staff was 10.5% who disagreed. The status of the university may be a factor of many things. One of which is the length of existence, the quality of programmes offered, the financial endowments among other things. It is obvious to note that well established universities that are endowed with financial and human resources, and infrastructure significantly contribute to quality of education. Financial resources are significant in financing research and physical development, staff remuneration, scholarships, staff development all of which notably contribute to motivation necessary for quality service delivery by the teaching staff. However, it needs to be noted that certain academic programmes cannot be established without proper infrastructure. For instance, science oriented courses cannot be established without prerequisite infrastructure like laboratories or practical rooms. The quality of training that one gets in these courses, considerably depends on the availability of these infrastructural facilities. The construction of such facilities demands hefty financial investment.

From the preceding discussion, it is clear that the nature of the university can be judged from different perspectives. Some can be judged on the basis of age. Others can be judged on the basis of their financial resources. Universities that have large student population are expected to plough back finances to fund infrastructure, expand programmes and pay employees relatively better salaries. This would mean that such universities will attain the status of the long established universities within a short period of time. Additionally, some universities attract donors for projects to fast track infrastructural development. It is important to note that in some cases the status of the university influence public perception on the university. Some employers perceive graduates of one university to be “more qualified” than others. Such a perception, more often than not, is informed by the way they look at university’s existing infrastructure and academic programmes offered in the university.

Students' entry point was also cited by both student and academic staff respondents as a determinant of quality of education in faith based private universities in Kenya. While 27.5% of respondents strongly supported this assertion, 34.2% agreed making a total of 61.7% of the total cases of respondents who argued that students' entry point determines quality of education. In total 20.0% of the respondents took a neutral stand and 18.3% did not support this view. It is important to note here that students' entry points do not necessarily determine how they will perform in higher intuitions. Instead, it determines the kind of course and eventual careers they will choose. Competitive courses, which are considered challenging, usually take students with relatively high cluster points. It means that when such a group of students go through their courses successfully, quality is realized in their performance and entry points only becomes a gate way to such courses. Nevertheless, from this data, it is obvious that student entry point is a determinant of quality of education.

The response of academic staff on student entry points is also closely related to that of students' response. Data obtained revealed that 73.5% of academic staff agreed that students' entry points during intake determine quality of education. This is slightly higher compared to the 61.7% students who supported this view. A relatively lower number of academic staff could not decide if students' entry points contribute to quality (12.5%) compared to (20.0%) students who were undecided. Additionally, 14.0% disagreed with this view. Based on these statistics, it can be conclusively said that students' entry points plays a crucial role when it comes to quality of education.

Related to students' entry points is the factor of students' study technique define as self directed or student centred learning. A relatively higher number of respondents cited this as a determinant factor of quality. A total number of 75.0% students' respondents accepted this claim. The number of those who did not approve this as a determinant of quality of education stood at 9.2%. This leaves 15.8% respondents in a neutral position. Students study technique here is seen as a determinant factor of quality. As noted earlier, studies in institutions of higher learning is more of self directed or student centered with lecturers only offering guidance. Therefore, learners' creativity and initiative comes in handy when it comes to quality of education.

Moreover, study technique among other factors may show the extent to which the student is creative and innovative; a factor that was also highly rated as determining quality of education. From Table 9, 90.8% of students' respondents agreed that student's initiative is a key determinant of quality of education leaving 5.0% undecided and a negligible 4.2% who did not agree with this view.

Table 9: Factors that affect Quality of education (students' response)

Indicators	SA	A	UD	D	SD
Quality of teaching staff	51.7	35.0	10.0	2.5	0.8
Age of the teaching staff	25.0	29.2	19.2	20.0	6.6
Proper syllabi design	37.5	46.7	9.2	5.8	0.8
Teaching methods	37.5	50.0	9.2	2.5	0.8
Course syllabi coverage	35.8	45.0	10.8	6.7	1.7
Working environment	39.2	45.0	10.0	4.1	1.7
Status of the university	34.2	49.2	12.5	2.4	1.7
Students' entry points	27.5	34.2	20.0	14.2	4.1
Students' study techniques	24.2	50.8	15.8	7.5	1.7
Students' initiative, innovation and creativity	50.8	40.0	5.0	2.5	1.7
Lecturer to student ratio & work load	39.2	39.2	13.3	6.7	1.6
Lecturer-student relationship	31.7	40.0	17.5	7.5	3.3
Evaluation policy	26.7	51.7	17.5	0.8	3.3
Availability of infrastructure & facilities	36.7	37.5	15.0	8.3	2.5
Coordinated semester patterns	22.5	41.7	22.5	11.6	1.7

It is important to point out that a study technique does not act in isolation with other factors. It is assumed that quality of teaching staff will employ effective methods that will facilitate learners to attain desired learning outcomes. In other words, quality teaching staff selects and develops quality content which transforms students to quality learners. Chande (2006) points out that quality in higher education is viewed from three perspectives: education inputs, educational outputs and educational processes. Based on these results, educational inputs can be seen as the

quality content developed while the output is knowledge, skills and values acquired by students. The educational processes (from students' perspective), in this case will be how he/she internalizes, develops and utilize the acquired knowledge, skills and values in the most innovative ways. Based on these responses then, we can strongly argue that the quality of teaching staff and student's initiative and creative skills plays a crucial role in quality of education.

Another factor cited as determining quality of education is that of lecturer-student ratio. This factor was equally rated high by students' respondents. A total percentage of student respondents who pointed out that lecturer-student ratio influence quality of education was 78.4% (agreed). The number of those who were undecided among student respondents was relatively high (13.3%). Moreover, a relatively lower percentage of students (8.4%) were of the contrary opinion. It is imperative to note here that lecturer-student ratio determines the workload. The higher the number of lecturers to students, the more quality is compromised since the lecturer cannot give individual attention to the students.

The concept of teaching method was one factor that was examined to determine if indeed it affects quality of education. Like most of the other issues raised, teaching methods was rated high among the two groups of students and academic staff. The students' respondents who supported this opinion were 87.5% while 88.0% academic staff was of the same opinion. Additionally, 9.2% students and 6.5% academic staff were undecided. The rest 3.3% students and 5.5% academic staff disagreed with the view that teaching methods affect quality of education in institution of higher learning in private universities. Despite these close variations in contrary opinions, it is clear that teaching methods affects quality of education. Science oriented course are practical in nature, and in a situation where practical aspects is avoided, quality is compromised. Of significance to methodology, are the development, implementation and evaluation of instructional materials, lessons, courses and curriculum which Chande (2006) points out as part and parcel of staff quality and which significantly affect quality of education. In Chande's view, an adaptation of effective teaching methods make students more active and imparts enterprising spirit.

In addition to the aforementioned perceived factors, lecturer-student relationship was examined to establish its contribution to quality of education. The response shows that 71.7% students pointed out that lecturer-student relationship significantly contributes to quality of education in institutions of higher learning, while 17.5% remained undecided, and 20.8% disapproved this assertion. Based on this result, it can be concluded that lecturer-student relationship influence quality of education. These findings confirms Chepchieng, Mbugua, and Kariuki's (2006) research which points out that healthy relationship between lecturers and students influence students' academic, personal and social integration into higher education. Where a lecturer develops a mutual mentoring approach to students, it is likely to influence their direction of career development mostly in research and practical oriented courses. It can be concluded from these observations that lecturers who influence their students positively or create strong bonds with them are likely to be taken as role models by their students.

In education, for quality to be said to have been realized, evaluation of procedures and processes have to be done. Such an evaluation should always be governed by policies and quality indicators must be established. In this case then, lecturers play a critical role when it comes to evaluating students. Student respondents were asked to rate if evaluation/assessment policy is a determinant of quality of education. A greater percentage of respondents were of the opinion that quality of education is also determined by evaluation policy. In total 78.4% respondents supported this assumption. Only 17.5% were undecided while the remaining 0.8% disagreed and 3.3% strongly disagreed; thus a strong functioning evaluation policy that is in place influence quality in terms of grades attained by students. Quality evaluation policy is a component of fulfilling educational output. Such a policy will measure levels of knowledge, skills and values acquired by students. Evaluation policy here then, becomes a yardstick or a parameter of evaluation to determine if the objectives have been met. Whereas evaluation policy examines the contents, peer assessment examines the man power in terms of their performance standards. This will also play a crucial role in quality of education.

The respondents cited available infrastructure as significantly contributing to quality of education. The response of 74.2% student respondents supported this fact while 86.0% academic staff also supported it. The students who could not decide the links between infrastructure facilities and quality of education was 15.0% while academic staff contributed to 9.0%. Those

who disagreed among students added up to 10.8% while academic staff constituted 5.0%. Clearly then, it can be pointed out that infrastructure significantly contributes immensely to quality of education. For instance, universities that have put in place technological infrastructure can perform duties like advertising, open distant learning, and on line evaluation among other things.

Another factor that was cited as a determinant of quality of education included well coordinated semester pattern. A total number of 64.2% student respondents pointed out that well coordinated semester patterns significantly contributes to quality of education. Those who were undecided were 22.5% of the total respondents; while the rest 13.4% disagreed. Well coordinated semester patterns imply comprehensive syllabi coverage will be achieved. It also means that curricular is followed to the latter and that quality will not be compromised. Coordinated effective semester pattern is an indication of quality time utility which plays a critical role when it comes to quality assurance.

The management also cited performance of graduates and Commission for University Education's assessment, as means of evaluating quality. On the issue of performance of graduates, 93.8% of respondents argued that this consideration is paramount when evaluating quality of education with 37.5% strongly agreeing while 56.3% agreeing. Only 6.2% were undecided whether this strategy could be used to evaluate quality of education.

It is important to note here that most of the perceived factors discussed have either direct or indirect effect on academic staff retention in private universities. A critical examination of factors that retain academic staff in private universities revealed a close link between those that determine quality of education. A discussion on what actually retains academic staff is provided in the following discussion. All these perceived factors from the students' and academic staff respondents are summarized in Table 9 and 10.

Table 10: Factors that affect Quality of education (Academic staff' response)

Indicators	SA	A	UD	D	SD
Quality of teaching staff	55.5	36.5	5.5	1.5	1.0
Extensive research and comprehensive work	49.5	37.0	7.5	6.0	0.0
Proper syllabi design	47.0	41.5	7.0	4.0	0.5
Teaching methods	50.0	38.0	6.5	5.0	0.5
Working environment	41.0	44.5	7.5	5.5	1.5
Status of the university	33.0	44.5	12.0	9.5	1.0
Students' entry points	27.0	46.5	12.5	9.0	5.0
Availability of infrastructure & facilities	41.0	45.0	9.0	4.5	0.5
Performance of graduates (Management)	37.5	56.3	6.2	0.0	0.0
Commission for Higher Education assessment (Management)	87.5	6.3	6.2	0.0	0.0

In conclusion, the perceived factors that determine quality of education fall under two categories: student factors and academic factors. The students' factors include quality of teaching staff, students' initiative and innovation, teaching methods, teaching methods, nature of university, course syllabi coverage, lecturer student relationship, evaluation/assessment policy, infrastructure, and well coordinated semester pattern. The academic staff factors include quality of teaching, extensive research, teaching methods, working environment, proper syllabi design, student entry points, student study technique, and lecturer student ratio. All the factors cited do not operate independently but are highly interdependent on each other and that for quality of education to be realized their interdependence must be synchronized.

4.6 Factors that contribute to the retention of academic staff in faith based private universities

After identifying factors that affect quality of education, it was important to examine those factors that retain academic staff in private universities. This formed a basis for understanding how the absence of the said factors would affect retention and quality of education. Based on the preceding discussions, a number of suggestions were given on how staff can be retained in faith based private universities. The management pointed out that clear guidelines on promotion policy are important. A total number of 81.2% of management respondents were of the opinion

that clear guidelines on promotion policy would facilitate staff retention; while 18.8% disagreed with the view that providing clear guidelines on promotion is likely to retain academic staff. The management also supported provision of training opportunities as a consideration of retaining staff with 50.0% supporting it while 31.2% of management respondents were undecided, 18.8% disagreed on the statement that training opportunities could retain staff.

Job security was also pointed out as one of the factor that is likely to retain staff in private institutions of high learning. Unlike academic staff that saw job security as a means of reducing staff turnover, most of the management respondents did not consider job security as a factor when it comes to staff retention. For example, whereas 78.0% (see Table 27) of academic staff respondents argued that lack of job security encourage staff turnover; 25.1% of management respondents were of the opinion that job security could retain academic staff. The rest 37.4% were undecided while 37.5% disagreed with this. The management then, arguably, is pointing out that it is not enough to have job security in order to retain staff, it is important to address other issues like salary payment and working conditions if staff will be retained. Presumably, staff can still seek other well paying opportunities despite the fact that their security in terms of work is assured.

The management respondents also cited location of the university defined as geographical location of the university and provision of study leave as a crucial factor that promote academic staff retention. On the issue of location of the institution, 62.4% of management respondents pointed out that location of the institution plays a critical role when it comes to staff retention. The rest (18.8%) were undecided, while 18.8% disagreed. The argument here is, when the institution's location is accessible, the lecturers (mostly part-timers) will find it easy to continue rendering services because of flexibility in making for classes especially when they are engaged in other institutions of higher learning.

On the other hand, a relatively few respondents supported the view that academic staff sabbatical or study leave promotes staff retention. In total, only 25.0% supported that indeed study leave contributes to staff retention. A relatively bigger number (56.2%) were undecided while 18.8% argued against this. This could be attributed to the fact that study leave is either paid by the

lecturers themselves or are followed by the signing of a bond compelling the lecturers to remain in the institution after completing their studies.

From this response, the key findings that retain academic staff in faith based private universities in Kenya are: guidelines on promotion policy, provision of training opportunities, job security and location of the institution. The factors discussed are summarized in Table 11.

Table 11: Factors that retain staff in faith based private universities

Factors	SA	A	UD	D	SD
Clear guidelines on promotion	18.8	62.4	18.8	0.0	0.0
Training opportunities	12.5	37.5	31.2	18.8	0.0
Job security	6.3	18.8	37.4	37.5	0.0
Location of the institution	0.0	62.4	18.8	12.5	6.3
Academic staff sabbatical/study leave	0.0	25.0	56.2	6.3	12.5

4.7 Strategies for improving quality of education

Having identified key determinants of quality of education in institutions of higher learning, it was necessary to explore the strategies that various private universities use in improving quality of education and to examine how these strategies are linked to retention policy. This helped to address the second objective which was to find out the strategies that faith based private universities in Kenya have put in place to retain academic staff. A number of strategies were cited by respondents as some of the important ways of improving quality of education. These strategies can be grouped into three major categories: institution related strategies, human resource related strategies and policy issues. The institutional strategies included financial allocation to universities, developing and implementing transparency in promotion and staff development, embracing participative approach in decision making, improving staff working conditions, ensuring proper coherent uninterrupted semester and academic year, and constant salary review. On the other hand, human resource related strategies are those that directly or indirectly relate to the teaching staff. These included employing more part-timers, narrowing

down lecturer-student ratio to allow student centered teaching and improving on teaching methodology. The policy issues covered were: formulation and implementation of retention policy, improving on testing policies of universities and reviewing on institutional management policies and styles.

In the first instance, it needs to be realized that the function of all departments heavily relies on availability of finances. Financial resources allocation as a strategy of improving quality of education was rated highly among all groups of respondents. Among the student respondents, those who pointed out this as a strategy were 90.0% while almost a similar number of academic staff respondents also supported this view that is 91.0%. From these results, 8.3% of the student respondents were undecided while only 5.0% were undecided among the academic staff members, 1.7% students' respondents disagreed with this and accumulative percentage of 4.0% academic staff disagreed with this view. This slight deviation in terms of those who disagreed is highly expected given that while student respondents looked at financial allocation from two perspectives; that is funds necessary for fees payment in terms of loans, and funds necessary for equipping institutions of higher learning, the academic staff could have looked at financial allocation from the perspective of salaries and allowances, facilities and funds necessary for facilitating research and staff development. Despite this variation, both groups of respondents are of the opinion that allocation of finances to private universities like their counterparts in public universities will play a significant role in improving quality of education.

It is imperative to note here that sound financial capability and sustainability determines the ability of the institutions to pay their employees. It is presumed that a motivated employee will deliver quality services. One can therefore infer from this data that pay related incentives have a great effect in ensuring adequate service delivery. The argument is that there is need to allocate sufficient funds to private universities so that they can compete in equal footing with public universities.

Developing and implementing transparency in promotion and staff development is one of the institutional strategy that was cited as improving quality of education by the academic staff respondents. The information shows that 91.0% agreed on this issue. A relatively smaller

percentage (7.0%) of the respondents was undecided while a negligible 2.0% disagreed). It goes without saying then that institutions of higher learning should institute transparency in promotion and staff development criteria. This research has confirmed Maurice and Murray (2003) findings who pointed out that program development and implementation among other factors significantly contributes to retention of academic staff who in turn contributes to quality of education. This can be possible due to motivation from transparency in promotion and development programs.

Additionally, ensuring proper coherent uninterrupted semester and academic year was cited as another strategy of improving quality of education. In order to address quality of education, student respondents argued that institutions should ensure proper coherent uninterrupted semester and academic year. In total, 76.7% respondents supported this view. Those who could not decide formed 16.7% of the total respondents on this item while only 6.6% argued that the two issues were not related at all. Coherent uninterrupted patterns provide space and time for comprehensive course coverage which is crucial in quality of education as already discussed under indicators of quality of education. When there is a coherent academic year program schedules, institutions of higher learning will avoid or eliminate the crash programmes whose intentions may be to clear the course work for the sake of doing so, or to do away with a given cohort as a result of time lapse which has been negatively perceived as producing half baked graduates.

In order to arrive at quick solutions and reach effective decisions, most academic staff pointed out that there is need to allow participative approach in decision making. This strategy was positively supported by 91.0% of the total respondents. Only 4.0% were undecided while 5% disagreed. It is important to point out here that management of institutions of higher learning heavily relies on strategic decision making. Decisions regarding market oriented academic programmes, employing effective human resource, prioritizing in institutional projects and generation of income and expenditure plays a crucial role when it comes to management. By embracing participative approach to such issues, the management is likely to come up with the best solutions that can fast track institutions of higher education to their peak. Needless to say then that by allowing participative management style, all the stakeholders will be brought on

board. The response is even supported by students' response in which 83.3% pointed out that there is need to review on institutional management policies or leadership styles. There were only 12.5% student respondents who could not decide if reviewing institutional management policies will affect quality of education. The rest 4.2% disagreed with this view. Considering this percentage (83.3%), it can be conclusively said that by reviewing institutional management policies and allowing participative approach, private universities will be paving way for quality of education. Policy issues will not only address management style, but it will incorporate other areas that are likely to improve on staff retention. This, as pointed out by respondents in the following discussion, will cover working conditions, and testing policy.

The information shows that both academic staff and students are of the opinion that working conditions should be improved if retention of staff has to be achieved. This was supported by 92.5% of academic staff compared to 85.8% student respondents who also supported the assertion. Only 4.0% academic staff members were undecided compared to 11.7% student respondents. While 3.5% academic staff respondents did not support the idea that staff working condition affects their retention and thus quality of education, 2.5% student respondents disagreed on the same, a slight drop. Nevertheless, this study has revealed that working conditions affects retention of staff which in turn affects quality of education. By addressing the working conditions, academic staff is likely to be motivated to stay on a little longer. Policy makers in institutions of higher learning should therefore consider working conditions as they endeavor to formulate retention policy in the workplace.

As already pointed out, quality is a measure of so many issues depending on the context of what is desired. This will dictate the parameters, standards and indicators to be used to determine if what was being measured has been achieved. One such parameter used in education is tests or examinations. In exploring strategies of improving quality of education, an attempt was made to examine if testing was a factor and what would be done to improve quality of education. Clearly, 86.7% of student respondents pointed out that by improving one testing policy of the university, quality of education will be ensured. From this response, 86.6% agreed to this assertion. There were only 11.7% respondents who were undecided while 1.7% disagreed. It is important to note that tests in education institutions are a means of determining the success in academic field,

quality of the certificates (degrees) attained in a given field mostly have become a means through which employers select their employees for job placement. The argument being put forward here is that by improving on testing policy of the university, institutions of higher learning will be addressing quality of grades obtained by the students and thus quality of education if grades attained is a yardstick of measuring quality in that particular university.

However, it should also be noted that in addressing quality in testing, practical aspect should be factored in. As already mentioned, employers do not only look at quality in obtained grades, but also the ability to translate the knowledge and skills gained in higher education to meaningful productivity in the workplace. It presupposes then that the testing policy should factor in practical examinable units in which students can pre-test their skills, abilities and knowledge. Programmes like industrial attachments, teaching practice, internship should not just be taken as exposing students to working conditions, but should be a means of examining/testing the skills, knowledge and abilities obtained in their field of specializations. Grades and marks should be assigned to these practical tests as a way of preparing them to demonstrate the quality of their education obtained. The testing policy is preceded by proper teaching. The student respondents observed that teaching methodology plays a crucial role when it comes to quality of education and as such it should be improved. From the table 12, 89.2% student respondents were of the opinion that by improving on teaching methodology quality of education will be delivered. Those who were in a neutral position (undecided) were 6.7%, while 4.1% disagreed on this assumption. An effective teaching methodology should be that which, as Biggs (2001) puts it, transform the students' perception to his/her world as well as equipping him/her with the necessary skills to apply his/her knowledge to real life situation and challenges. By improving teaching methodology, academic staff will be putting in place mechanism that will enable students to attain the desired learning outcomes. This has been insistently supported in this research. However, the best methods applied have to be synchronized with the right teacher-student ratio.

When the lecturer to student ratio is narrowed, methodology definitely is enhanced as this enables the student to have individual attention from the lecturer. This was one strategy that was pointed out by both groups (students and academic staff). The academic staff respondents

observed that there is need to narrow lecturer to student ratio so as to allow student centered teaching. This was supported by 84.5% of the total academic staff respondents who agreed. A total number of those undecided were 8.0% while the rest 7.5% objected this assumption. One way of narrowing lecturer to student ratio is by employing more lecturers to address these disparities. This was an issue highly recommended by student respondents where 95.8% respondents were of the opinion that institutions of higher learning should employ more lecturers to cater for student-lecturer ratio. Insignificant 4.2% student respondents disagreed with this.

One major cause of labor turnout identified in this study is heavy workload leading to burnout and stress. A higher lecturer to student ratio compromises on quality of teaching and by extension quality of education. It has been noted from this research that exceeding the lecturer to student ratio as revealed in Table 12 and 13 will compromise quality of education. It is therefore, imperative to note that, in order to achieve quality of education, more lecturers should not only be recruited to narrow lecturer to student ratio, but also those already employed should be retained to reduce staff turnover. The emphasis here is very clear on retention of permanent and pensionable academic staff. This is because whereas 84.5% academic staff advocate for narrowing lecturer to student ratio; the same respondents took a different view when it comes to employing part-time lecturers as a stop gap measure. Interestingly, only 30.0% supported this view with 24.5% being undecided and 45.5% disagreed. Such a kind of response is possible given the fact that most of the staff who participated in this research were those on permanent and pensionable terms (168 permanently employed academic staff against 32 part timers). The argument here then is employing part-timers should be a temporary solution because commitment of the said staff may be relatively low. Additionally, academic staff observed that institutions of higher learning should endeavor to constantly review staff salaries as a way of motivating staff and therefore retaining them. This was the view of 92.0% of the respondents who agreed. Only 4.0% were undecided and 4.0% were of contrary opinion.

Frequent salary review is a factor that is likely to raise the hopes of staff and motivate them to stay on as they expect better package. On the other hand, student respondents observed that there is need to allocate loans equally in private and public universities. This strategy will help students to concentrate in their academic work and hence quality of education. Out of the total

student respondents, 86.7% agreed on this fact. The rest 8.3%, 3.3% and 1.7% were undecided, disagreed and strongly disagreed respectively. Equal loan allocation to students facilitates fee payment which indirectly becomes a means of financial collection needed to boost salaries to the lecturers. This is because, loans that are mainly allocated to students are meant for tuition.

In concluding this section, it is imperative to note that there was a general consensus from both academic staff and students that in order to address staff turnover and to build a sound strategy for improving quality of education, effective retention policy was the way forward. However, the rating of this factor slightly varied from both the academic staff respondents and the students respondents. Whereas 95.5% academic staff said that universities should put in place proper and effective retention policy, 86.7% student respondents argued that the universities should formulate and implement retention policy. From the academic staff only 2.0% were undecided compared to 7.5% from students' side. A total of 2.7% staff disagreed with this view against 5.8% students who objected to this perspective. This scenario is expected due to the fact that the retention policy indirectly affects the students. Despite all these, it can be concluded that in order to curb high staff turnover, and to improve quality of education, faith based private universities should formulate and implement sound effective retention policy. These strategies are summarized in Table 12 and 13 from students' and academic staff respondents.

Table 12: Strategies for improving quality of education (Students' response)

Strategies	SA	A	UD	D	SD
Allocate financial resources like other universities	49.2	40.8	8.3	1.7	0.0
Ensure coherent uninterrupted semester & academic year	41.7	35.0	16.7	5.8	0.8
Review on institutional management policies/style	45.0	38.3	12.5	2.5	1.7
Improve staff working conditions	47.5	38.3	11.7	1.7	0.8
Improve on testing policy of the university	38.3	48.3	11.7	1.7	0.0
Improve on teaching methodology	49.2	40.0	6.7	3.3	0.8
Narrow the lecturer-student ratio to allow student centered teaching.	58.3	37.5	0.0	2.5	1.7
Allocate loans equally to students in private universities like those in public universities	52.5	34.2	8.3	3.3	1.7
Formulate and implement retention policy	46.7	40.0	7.5	5.0	0.8

Table 13: Strategies for improving quality of education (Academic staff response)

Strategies	SA	A	UD	D	SD
Allocate financial resources like other universities	47.0	44.0	5.0	2.0	2.0
Institute transparency in promotion and staff development criteria	50.5	40.5	7.0	2.0	0.0
Allow participative approach in decision making	55.0	36.0	4.0	2.5	2.5
Improve staff working conditions	53.0	39.5	4.0	3.5	0.0
Narrow the lecturer-student ratio to allow student centered teaching	45.5	39.0	8.0	5.0	2.5
Employ more part time lecturers	11.0	19.0	24.5	26.5	19.0
Constantly review staff salaries	45.5	46.5	4.0	2.5	1.5
Formulate and implement retention policy	57.0	38.5	2.0	2.0	0.5

In conclusion, faith based private universities in Kenya can put in place a number of strategies as a means of improving quality of education. Such strategies will cover policies like management policy, promotion policy, term dates, and staff development policies. Additionally, resource allocation should be prioritized so as to fast-track effective service delivery.

4.8 Policies for retaining academic staff in faith based private universities in Kenya

The third objective for this study was to identify and assess the policies for retaining academic staff in private universities in Kenya. Given that this research focused on policy issues, an attempt was made to examine policy framework available in private institutions of higher learning so as to establish if retention policy was one of them. The response showed that the universities studied have policy framework that explicitly addresses mainly issues of recruitment while retention has not been clearly addressed. The respondents who were sampled, only 57.5% supported the view that universities they were working in had policy framework for recruitment, selection and placement. 28.0% of them contested this while 14.5% were not sure. The information is tabulated in Table 14.

Table 14: University has policy framework for recruitment and retention

Response	Frequency	Percentage
Yes	115	57.5
No	56	28.0
Not sure	29	14.5
Total	200	100

This research has found out that most crucial policies are not constantly reviewed to conform to the emerging issues. The failure to improve and review promotion policies for academic staff has a negative impact on retention because academic staff stagnates in one job group for a longer period of time which leads to staff de-motivation. Reviewing promotion policies is not enough because such policies must be linked to the salary package if retention has to be realized. Previous researches such as IOTA Consulting Services (2001) have shown that unfairness in promotion and appointments, lack of policies and procedures on training, and promotion of academic staff, among other factors militate against staff retention in institutions of higher

learning. It is important to point out that in these findings the research failed to link promotion to salary improvement. This is supported by information in Table 15 which shows that private institution of higher learning does not regularly review salary policies compared to promotion policies with a total of 93.8% management supporting this view while 6.2% disagreed. Therefore, one can argue that it is not enough to review promotion policies and fail to link to salary review.

Additionally, 43.8% of management (as reflected in Table 15) accepted that their institutions review salaries regularly. The others (25.0%) were undecided while (31.2%) disproved this claim. This is another indication that less attention is given to salary issues compared to other issues like policies that relates to promotion. It is important to note that inadequate staff remuneration may negatively affect quality of education in universities as pointed out by Owino (2011). Another aspect that was of importance in determining the existence of retention policies was to critically examine the issues that were addressed in the available policies in private universities in Kenya.

Table 15: Frequency of reviewing existing policies (Management response)

Review of Policies	SA	A	UD	D	SD
Institutions review promotion policies regularly	37.5	56.3	0.0	6.2	0.0
Institutions review salary policies regularly	12.5	31.3	25.0	31.2	0.0

In regards to issues addressed in available policies, the respondents in Table 16 showed that where recruitment policy existed, it was presumed that accepting the assigned job with its terms and conditions, retention is implicitly indicated. In other words, there is no explicit policy that addresses issues of retention. Even where the policy existed, its contents covered various issues. For instance, policies (mainly recruitment) had clauses on retention on permanent and pensionable after indicating time of probation and confirmation. The clause on retention is covert and only sandwiched on clauses like ‘permanent and pensionable’. From Table, 16, 60.5% of the academic staff respondents supported this view. Only 36.0% were undecided and 3.5%

disagreed. It is very clear then from the forgoing data that most institutions therefore, have not distinctively formulated policies on retention per se. The other issues covered by policies existing are those of staff motivation programmes on an annual basis and recruitment based on performance. On staff motivation, 66.0% of academic staff respondents were of the opinion that the policies addresses staff motivation; the other 30.5% were undecided while 3.5% disagreed with this.

Similarly, 66.0% academic staff respondents pointed out that recruitment as reflected in existing policies is based on performance and 5.0% argued against this. This essentially is what was misconstrued as retention policy by many respondents. From the findings, it was also noted that all the private universities from which data was collected were faith based. This explains why 75.0% respondents pointed out that the policies available in these institutions are faith based recruitments. The academic staff who took a neutral position (undecided) accounted for 23.0% while 2.0% were of the contrary opinion. It implies then that recruitment policies in most of the faith based private universities have their recruitment policies sandwiched with faith issues. Furthermore, there are times when faith is more emphasized than one's qualification, experience and performance or even demanding allegiance to existing church leadership particularly where the church is considered as having powers of control in the running of the institution. This confirms research done by Owino (2011) who noted that leadership controversy happened in one of the religious private universities in Kenya. This was where a Presiding Bishop of the sponsoring church reportedly dismissed a Vice Chancellor without regard to procedure or written law which regulates and licenses institutions of higher learning in Kenya. In such a case policy issues on retention is flouted if it truly exists. Such a scenario more often than not compromise quality of education. It appears that academic staff in faith based private universities may not be even aware of the contents of the existing policies on their institutions a situation which may compromise quality of education. Owing to the fact that policies changes from time to time, a further examination was taken to assess emerging issues that various policies cover. These issues are provided in Table 17.

Table 16: Issues addressed in available policies in faith based private universities

Issues	SA	A	UD	D	SD
Retention on permanent and pensionable basis	20.5	40.0	36.0	1.5	2.0
Staff motivation programmes annually	19.5	46.5	30.5	1.5	2.0
Recruitment based on performance	21.5	44.5	29.0	2.5	2.5
Faith based recruitment	48.5	26.5	23.0	1.5	0.5

After examining if universities have policy frameworks, academic staff respondents were asked to cite some of the emerging issues that should be captured in policies as they keep changing with institutional development. A greater number of respondents (59.5%) pointed out that policies should detail issues to do with salary increment based on performance. This will avert constant antagonism between the employees (lecturers) and the management and government (in case of public universities) on issues to do with salaries. It needs to be clearly noted that private university lecturers have not publicly gone on strike demanding for salary increment, but instead they take a cue from public university lecturers whenever the latter go on strike as it is an opening on how they compare themselves with their colleagues in terms of their earnings. It is important for universities to elucidate clearly the policies governing salary, reward, incentives and other financial allocation to staff as this has been evidently shown as the major impediment in meeting quality of education.

Other academic staff respondents (32.5%) argued that the policies should reflect on emerging issue of research based employment. Lecturers have realized that when universities enter into agreement with development partners especially on research issues, a lot of financial allocations from these partners are given to the universities. Universities more often end up directing such finances to other areas and in most cases, the actual personnel involved in undertaking such researchers only get a relatively low pay compared to the general allocated fund. By instituting research based employment, lecturers would know that apart from teaching in class, they may from time to time be called upon to undertake a research in their relevant field which directly benefits them and the universities they work for. Such a move would encourage a lot of research and publication engagement by both the lecturers and students which on the other hand would

boost quality of education. Others pointed out that university policy should reflect concepts of job security (6.0%), competitive package (1.0%) training and development (1.0%). This was ranked low due to the fact that most respondents felt that they were not emerging issues as such. There is a possibility that the concept of salary increment based on performance was cited as an emerging issue given that the labour market of late has been saturated with ideas on performance contracting issues. All these are an attempt to link reward with performance. The information on emerging issues is tabulated in Table 17.

Table 17: Emerging issues covered by the policy

Emerging issues	Frequency	Percentage
Research based employment	65	32.5
Salary based on performance	119	59.5
Institute job security	12	6.0
Offer competitive package	2	1.0
Institute training and development	2	1.0
Total	200	100

4.9 Expectations of academic staff for their retention in faith based private universities.

The fourth objective of this study was to establish the expectations of academic staff for their retention in private universities in Kenya. The preceding discussion has clearly shown that most issues that affect quality of education in faith based private universities hinges around demotivated staff or/and students. To understand the role of motivation on staff retention and how it is linked to quality, the researcher examined first the major approaches that universities use when motivating their staff. In order to address this objective, academic staff were asked if their current institutions meet their expectations. The findings revealed that only 25.5% of academic staff respondents accepted that the institutions they were working in met their expectations while 72.0% refuted or argued that their universities as an employer does not meet their expectations. Only 2.5% of the respondents were not sure. The findings are given in Table 18.

Table 18: Faith based private universities meet lecturers' expectations (Academic staff and Management response)

Respondents	Yes	No	Not Sure	Total
Academic Staff	25.5	72.0	2.5	100
Management	12.5	87.5	0.0	100

This research further revealed that faith based private universities do not meet lecturers' expectations with 87.5% of management respondents concurring with this. This is contrary to the normal belief that management always meets lecturer's expectations. Only 12.5% of the respondents pointed out that institution where they worked met their expectations. The 87.5% who said that institution of higher learning did not meet their expectations also cited the areas in which these expectations were not met. For example, 12.5% (in Table 19) of them said that the institutions they worked in always complained probably more so when salary increment was demanded while 87.5% argued that the salary payment in their place of work was very low. This is summarized in Table 19.

Table 19: Reasons for faith based private universities not meeting academic staff expectations

Response	Frequency	Percentage
Always complain	2	12.5
Salary payment is low	14	87.5
Total	16	100.0

One of the expectations of academic staff is creating a motivating environment. An examination of ways in which academic staff are motivated in faith based private universities showed that provision of monetary incentives was the main strategy with 43.8% citing this strategy. Training and development was cited by 25.0% of the management respondents while 25.0% of academic staff cited recognition as a way of motivating staff. The rest of the respondents 6.2% pointed out that provision of subsidized housing and medical allowance was one of the strategies of staff motivation in faith based private universities. It can be argued that private institutions of higher learning are aware that provision of monetary incentives plays a significant role in motivating the teaching staff. This information is tabulated in Table 20.

Table 20: Academic staff motivation in faith based private universities

Respondents' Views	Frequency	Percentage
Monetary incentive	7	43.8
Training and development (Management)	4	25.0
Recognition	4	25.0
Free house and medical allowance	1	6.2
Total	16	100

The management on the other hand observed that motivation has a significant effect on staff retention. For example, emphasis on training and development was said to make staff stay in an institution by 6.3% of the respondents. This is because pursuance of training program “forces” the trainees to be in the institutions as long as the training and development program is still on especially when the trainee has not completed the course. This is applicable more so in a situation where the teaching staff is given scholarship by the institution and required to sign a bond. Additionally, provision of monetary incentives as a strategy of motivating staff was said to enable the lecturers make extra pay to supplement their salaries. This was an opinion of 75.0% of the management respondents. There were however, 18.8% who observed that motivation of staff has no significant effect on academic staff retention as revealed in Table 21.

Table 21: Management responses on effect of motivation on academic staff retention

Response	Frequency	Percentage
Development and training has made staff stay for long	1	6.2
Enable lecturers make extra Pay to supplement their salaries	12	75.0
Has no significant impact	3	18.8
Total	16	100

Despite the preceding response (18.8% in Table 21), those who argued that their expectations were met, showed that these revolved only around provision of adequate free housing. This was the case of 6.2% of the respondents who were for this notion (as shown in Table 20).

Academic staff expectations were examined to find out the extent to which the universities meet or do not meet these expectations. The expectations cited included working conditions, monetary incentives, rating of graduates in place of work, and semester coordination.

On the issue of working conditions, 48.0% agreed with the view that universities meet lecturers' expectations through provision of good working conditions. However, 14.0% of them were undecided while 10.5% disagreed. This clearly indicates that working conditions plays a role in the life of the staff a strategy if not provided, leads to high staff turnover and thus militates against quality of education. Positive and motivating working condition is an effective ingredient in promoting learning. The response shows that some universities do not provide good working conditions which compromise quality of education.

The respondents also observed that universities they worked in provide monetary incentives as a strategy of meeting their expectations. However, this was not as strongly supported as expected because only 46.0% of the respondents agreed with this. Those who were undecided were 14.5% while the rest 12.0% disapproved this contention. Obviously, it can be seen that provision of monetary incentives is one of the expectations that lecturers would wish to enjoy and which are lacking in the private universities in this study. As already seen in the preceding discussions, low monetary incentives was ranked as one of the major factors causing academic staff turnover in private universities. It can therefore assertively point out here that insufficient provision of monetary incentives, the manner of provision and the amount allocated to these are the expectations that most private universities have not met and still grappling with it which on the other hand is causing high staff turnover and thus compromising quality of education.

It would be expected that university teaching staff would take pride in the success of their students in the work place. From the results of this research, a relatively smaller number (25.5%) of respondents supported this assertion that graduates have been rated high everywhere. A bigger number were not sure (34.5%). Such response is rational and could mean that as a result of all problems already pointed out, quality of education has been compromised making graduates not to be rated high wherever they go. A greater number of those undecided (34.5%) could be attributed to the fact that the lecturers are too preoccupied with their own challenges in work

place at an expense of monitoring the performance of their graduates outside university life. This implicitly would mean that motivation is low, thus the expectation of the lecturers that their graduates would be rated high in their place of work is not met.

To some extent, academic staff pointed out that in their workplace, there is a well coordinated semester patterns, which is their expectations. Most respondents 61.0% supported this view. Only 9.5% were undecided while 5.5% disagreed. Additionally, it can be that there were mix reactions regarding semester coordination a strategy of meeting staff’s expectations. A well coordinated semester patterns is a necessity for effective planning especially for lecturers who engage themselves in part-time teaching in other institutions. Well coordinated academic year enables lecturers to prepare, and allocate resources including time for their courses. At a departmental level, a well planned semester pattern would enable Heads of Department and Deans to allocate both Human and Financial resources to the teaching and other activities of their departments. Such a proactive strategy is essential where quality is concerned. This information is tabulated in Table 22.

Table 22: Lecturers’ expectations in faith based private universities (Frequency in Percentage)

Parameters	SA	A	UD	D	SD	NA
Provide good working conditions	19.5	28.5	14.0	27.5	10.5	0.0
Provide monetary incentives	19.5	26.5	14.5	27.5	12.0	0.0
Graduates have been rated high everywhere	7.5	18.0	34.5	30.5	9.5	0.0
Well coordinated semester patterns	24.5	36.5	9.5	24.0	5.5	0.0
Provide adequate housing (Management response)	6.2	0.0	0.0	0.0	0.0	93.8

4.10 Causes of academic staff turnover

As a result of inability to meet academic staff expectations the faith based private universities identified in this study have experienced high staff turnover. For instance, the management respondents (93.8%) supported the fact that academic staff retention in institutions of higher learning has greatly affected quality of education with only 6.2% having a contrary opinion. As a

result of these findings, it is very clear that quality of education has been compromised particularly when academic staff leaves in the middle of the semester. It would then mean that either the course is deferred or someone else has to step in which on the other hand compromises the content and methodology. This information is summarized in Table 23.

Table 23: Effects of academic staff retention on quality of education (management response)

Response	Frequency	Percentage
Strongly Agree	11	68.8
Agree	4	25.0
Disagree	1	6.2
Total	16	100

This research has also shown that 50.0% of the sampled faith based private universities had their retention rate between 0-16 percent while 25.0% of the institutions had their retention rate between 17-32%. Only 6.3% of the sampled institutions had their retention rate being 65-80%. This indicates that there is high staff turnover in the faith based private universities in Kenya as revealed in Table 24.

Table 24: Retention rate (management response)

Response	Frequency	Percentage
0-16%	8	50.0
17-32%	4	25.0
33-48%	1	6.3
49-64%	2	12.4
65-80%	1	6.3
Total	16	100

Additionally, this research has also shown that only 18.8% of the universities studied conduct exit interviews to determine what causes academic staff turnover while 81.2% do not. A summary of this is given in Table 25.

Table 25: Conduct exit interviews (management response)

Response	Frequency	Percentage
Yes	3	18.8
No	13	81.2
Total	16	100

Where exit interview are conducted, it was pointed out that it benefited institutions in many ways. Among these are those of Human Resource Planning constituting (6.3%) and helping in Human Resource Development (12.5%). This information is provided in Table 26.

Table 26: Benefits of exit interviews (management response)

Response	Frequency	Percentage
Help in HR-Planning	1	6.3
Help in HR-Development	2	12.5
Not applicable	13	81.2
Total	16	100

Specifically, the inability of faith based private universities to retain staff is attributed to many factors that have led to staff turnover. The respondents in this research cited a number of these factors which cause staff turnover. These include: monetary incentives being low, lack of proper policy formulation, poor working conditions, heavy work load leading to burn out and stress, lack of policy on personal development programmes, job security and compromise terms of contract.

The respondents rated these factors differently depending on the perceived magnitude of how they cause staff turnover. Low monetary incentives were cited as a major cause of staff turnover by a large percentage of respondents. A total of 90.5% supported this view. Only 6.0% respondents were undecided, 2.5% disagreed and 1.0% strongly disagreed. This is an indication that monetary incentives play a crucial role in retaining staff in institutions of higher learning. This is one of the reasons pointed out by Bolag (2003) who observed that salary and low benefits structure is one of the factors contributing to dissatisfaction among teaching staff. Previous research (Morice & Murry, 2003) also indicates that monetary incentives affect recruitment, retention and attendance. Therefore, a good remuneration package is a good incentive which may not only attract qualified academic staff but also retain them.

The second ranking factor cited as causing staff turnover is lack of proper policy formulation. This was supported by 36.5% who strongly agreed and 47.5% agreed contributing to a total of 84.0% of those who said that low monetary incentives are a reason why many teaching staff leave the teaching profession. Others 7.5% were undecided, 6.5% disagreed and 2.0% strongly disagreed. Policy making and implementation is crucial towards realization of institutional objectives. Policies cover areas of training and development, salary and remuneration, recruitment and retention. The absence of appropriate policy to explicitly address these issues brings dissatisfaction among academic staff. An important emphasis in this area is the retention policy; the argument here is that policy should revolve around retention among other areas that promote quality of education. This revelation confirms IOTA consultancy services (2001) that lack of policies and procedures on training is one of the key factors that contribute to high staff turnover. It is important to incorporate retention policy in strategic plan of institutions of higher learning.

Heavy work load leading to burn out and stress was also pointed out as a major contributing factor to high staff turnover. This was pointed out by 81.5% of the respondents agreeing while 8.5% were undecided and 10.0% disagreed. Heavy workload is a resulting factor of university's inability to retain the staff which paves way to high lecturer to student ratio. Such a scenario will cause a ripple effect action because it compromises on teaching methodology which has an implication on quality of education. In order to address this issue, the gap between student-lecturer should be narrowed as discussed in the preceding sections. Narrowing such a gap will enable academic staff to have a personal contact with the student and address some of the issues regarding academic work of students.

There were also those who pointed out that job security was a course of staff turnover. This was a view of 78.0% of academic staff respondents who agreed to this view. Others however, (12.5%) were undecided and (9.5%) disagreed with this assertion. Job security like all other factors cited is important in promoting motivation of employees. If employees are contented with security of tenure, they are motivated to work because this is an indicator that the service rendered by that individual plays a significant role in the institution.

One specific policy cited in this research is personal development program. From Table 27, 33.0% of respondents strongly agreed that lack of policy on personal development programme was a contributing factor to high staff turnover in institutions of higher learning in private universities; this was also supported by 44.0% who agreed making a total of 77.0% of all those who supported this declaration. There was a group of 12.0% respondents who were undecided and 11.0% who disagreed. It needs to be pointed out that an effective policy that promotes personal development will help in motivating the staff.

Another factor cited was poor working conditions; the teaching staff pointed out that working condition plays a significant role when it comes to employee turnover. This factor was supported by 35.5% respondents who strongly agreed, 37.0% agreed making 72.5% respondents who were for this idea. On this issue 12.5% were undecided, and 15.0% disagreed. This research revealed that working conditions is a very significant factor that contributes to high staff turnover in institutions of higher learning. Working environment according to Herzberg (1968) is a crucial factor which causes job satisfaction or dissatisfaction. In Herzberg's view, work context or environment include company policy and administration, technical supervision, salary, interpersonal relation with one's supervisor and working conditions. To improve on employee satisfaction, institutions need to address working conditions which on the other hand will indirectly influence quality of education.

Additionally, respondents also pointed out that compromised terms of contract are a factor that causes staff turnover. A large number of respondents (76.5%) supported this fact. Those who were undecided were 14.0% while 4.5% disagreed, and 5.0% strongly disagreed. It is imperative to point out that in most cases, compromised terms of contract mainly revolved around salary payment and back tracking in original agreement regarding issues like re-employment, withdrawal of sponsorship, training privileges and scholarships. Table 27 provides a summary of these factors.

In concluding this section, it is very clear from the preceding discussions that the major causes of staff turnover revolve around institutional and individual factors. It is also imperative to point out here that in order to address these high rates of staff turnover; faith based private universities

should deal with these factors effectively. This research has shown that if private institutions of higher learning take the initiative to address quality issues in education, they would be indirectly reducing high staff turnover.

Table 27: Causes of Academic Staff turnover

Causes	SA	A	UD	D	SD
Monetary incentives being low	51.0	39.5	6.0	2.5	1.0
Lack of proper policy formulation	36.5	47.5	7.5	6.5	2.0
Heavy work load leading to burn out and stress	44.0	37.5	8.5	8.0	2.0
Job security	33.5	44.5	12.5	7.0	2.5
Lack of policy on personal development programmes	33.0	44.0	12.0	8.5	2.5
Poor working conditions	35.5	37.0	12.5	12.5	2.5
Compromised terms of contract	37.5	39.0	14.0	4.5	5.0

4.11 Effects of academic staff retention on quality of education

An important area of study in this research was to analyze the effect of academic staff retention on quality of education in faith based private universities in Kenya. The preceding discussions have highlighted various indicators of quality of education, determinants for quality of education, various causes of staff turnover and possible strategies of improving quality of education in private universities in Kenya. Therefore, in this study, what were examined were not only the possible causes for staff turnover and retention but also how retention of academic staff affects quality of education in faith based private universities in Kenya. In order to address this critical area and to test the hypothesis, respondents were asked how academic staff retention affects quality of education. The findings of this research revealed a clear strong view that academic staff retention has a significant influence on quality of education. For example, student respondents who supported this view that retention affect quality of education accounted to 87.5% of the total respondents while the academic staff respondents who shared the same view that retention affects quality of education were 84.0% of the total respondents. Additionally, 87.5% of management respondents supported the view that retention of academic staff affects quality of education with only 12.5% of them not supporting this. Those who refuted that retention affects quality of education (among the students) were 12.5% compared to that of academic staff respondents who refuted this were 16.0%. The students' respondents identified

three main areas which relate to quality of education and which retention of academic staff directly or indirectly affects. The information in Table 28 gives a summary of the findings.

Table 28: Academic Staff retention’s effects on quality of education

Statement	Yes	No	Total
Academic staff retention’s effects on quality of education in private university (Students’ response)	87.5	12.5	100.0
Academic staff retention’s effects on quality of education in private university (Academic staff response)	84.0	16.0	100.0
Academic staff retention’s effects on quality of education in private university (Management’s response)	87.5	12.5	100.0

According to the management respondents, retention of academic staff affects quality of education in many ways. Some of these include: promoting motivation which affects quality (31.3%), policies on staff development help built quality in staff which translate to quality delivery (37.4%) and that of facilitating research (31.3%). Table 29 gives a summary of the findings.

Table 29: Management response on retention’s effects on quality of education

Response	Frequency	Percentage
Promoting motivation which affects quality of education	5	31.3
Policies on staff development which help built quality in staff which translate to quality delivery	6	37.4
Facilitates research	5	31.3
Total	16	100

A greater number of student respondents 88.4% (in Table 30) observed that by instituting effective retention policy among academic staff members, it will give staff enough time to pursue other things related to teaching and research. This is because when the staff is assured of their job security, among other issues, the academic staff would dedicate their time teaching and conducting research. As already observed in indicators of quality of education and determinants of quality, students’ as well as staff’s response, involvement in extensive research determines

quality of education. Additionally, student respondents observed that academic staff retention leads to smooth flow of teaching which determines quality of education.

The academic staff respondents (81.5%) pointed out that staff retention provides a common ground for smooth flow of teaching which determines quality. The results also showed that by instituting effective retention policy, academic staff are motivated in their task. Student respondents (65.8%) argued that it motivates lecturers to stay and develop while those undecided on this issue were 31.7% with only 2.5% who disagreed. On the same vein, 80.0% of academic staff respondents argued that retention policy is likely to lead to motivating academic staff hence good quality. Lecturers can pursue their careers and develop both academically and economically if the policy caters for their needs. Moreover, 70.0% of student respondents pointed out that retention policy enable lecturers to have time to mentor students. This can be through work like close guidance in the field of their specializations more so in research. This response indicates that mentoring as part of career development still plays a great role in most universities. It is upon private universities to provide career development, mentoring alongside guidance and counseling services in their institutions. It could also be integrated in curriculum.

In addition, it can be seen from the same findings that the teaching staff (83.5%) observed that retention policy ensures tenure among staff which boosts commitment and productivity while only 7.5% were undecided, and 2.0 disagreed and those who did not agree that retention policy (not applicable) affects quality of education constituted 7.0%; there were however, respondents who observed that retention policy may negatively impact on quality of education. The following data indicates one negative effects of staff retention observation by the respondents.

These groups however, were relatively small compared to the rest with only 34.0% pointing out that the length of stay of lecturers in an institution may lead them to favor students in their academic pursuit. The rest (28.5%) were undecided, (30.5%) disagreed, and 7.0% said this was not applicable. Such a response could be attributed to the notion that the longer the lecturers stay in a particular institution there is the possibility that makes them get used to their students and not be objective in their evaluation. These findings are summarized in Table 30.

Table 30: Areas of quality of education that are affected by Academic staff retention (Academic staff and Students' response)

Areas	SA	A	UD	D	SD	NA
Give staff enough time to pursue other things related to teaching and research (students' response)	24.2	64.2	10.8	0.8	0.0	0.0
Lead to smooth flow of teaching which determines quality (academic staff response)	31.0	50.5	9.5	1.0	1.0	7.0
Motivates lecturers to stay and develop themselves (students' response)	23.3	42.5	31.7	2.5	0.0	0.0
May lead to motivation hence good quality (academic staff response)	36.0	48.5	7.0	1.0	0.5	7.0
Lecturers can have time to mentor students	14.2	55.8	30.0	0.0	0.0	0.0
Ensures tenure which boosts commitment and productivity	39.5	44.0	7.5	1.5	0.5	7.0
May lead to favoring of students	13.0	21.0	28.5	23.5	7.0	7.0

4.12 Significance of staff retention on quality of education

Given that this research has revealed that quality of education is not a single component but a combination of more than one determinant, an attempt was made to correlate the independent variable (retention) with various determinants of quality of education so as to establish the relationship between the variables. Multiple regression analysis was utilized in this section to establish the significant of each variable vis-à-vis retention of academic staff. The following findings provide a critical examination of the significance of each correlation of variables in this research which forms components of major variables of quality of education. The response showed that retention of academic staff affect main areas of quality of education which includes: Students' general performance (39.0%), Research and development by students and lecturers (18.5%), Motivation and commitment to academic tasks (11.5%), Effective curriculum design and content delivery (19.5%), and quality examinations and general evaluations (11.5%). A summary of the findings is given in Table 31.

Table 31: Specific areas of quality of education influenced by retention

Response	Frequency	Percentage
Students' general performance	78	39.0
Research and development by both students and lecturers	37	18.5
Motivation and commitment to academic tasks	23	11.5
Effective curriculum design and content delivery	39	19.5
Quality examinations and general evaluations	23	11.5
Total	200	100

4.13 The extent to which retention affect quality of education

Having established that academic staff retention influence quality of education, the researcher focused on establishing the extent to which academic staff retention affect quality of education. The researcher zeroed in on academic staff since the concept of retention mainly focused on academic staff. The data showed that 83.5% of academic staff believed that academic staff retention affected quality to high extent with 46.5% argued that its effect was to a very high extent (VHE) and 37.0% to a high extent (HE). Only 10.0% observed that academic staff retention affect staff but to a moderate extent (ME) while only 6.5% said that its effect was to a low extent (LE). This information supports the view that indeed staff retention influence quality of education. From this research, academic staff retention has been shown to generally influence key specific areas of quality of education. These are: student general performance (39.0%), effective curriculum design and content delivery (19.5%), research and development by both students and lecturers (18.5%) motivation and commitment to academic tasks (11.5%) and quality examinations and general evaluations (11.5%). In order to test the hypothesis of this research, various aspects of quality of education were correlated with retention to establish individual significance of these factors. A Pearson's correlation analysis was utilized in this case to examine how each aspect correlates with staff retention. A summary of this information is given in Table 32.

Table 32: Extent to which academic staff retention affects quality of education

Response	Frequency	Percentage
Very High Extent	93	46.5
High Extent	74	37.0
Moderate Extent	20	10.0
Low Extent	13	6.5
Total	200	100

Based on the preceding discussions, the major key indicators according to management and academic staff are: commitment of the teaching staff (34.2%), performance of university's graduates in the job market (77.8%), effectiveness of teacher-student assessment (63.9%), number and quality of academic publications (76.9%), quality of academic staff peer review (66.7%), and experience of the teaching staff in their areas of specialization (58.8%). In further probing on the indicators, the information showed that 77.8% of academic staff and management pointed out that students' ability to perform in work place is crucial in indicating quality of education. As already been seen in the preceding discussion, performance of graduates reflect the level and scope of content covered during training and the ability or inability of graduates to translate what has been learned during the course of training. This reflect the success or failure of the training and thus quality. It is important to note that Commission for University Education plays a significant supervisory role of private institutions of higher learning ensuring that quality programmes are offered.

This gives a different dimension or perspective of quality of education as judged from outside the institution or in the workplace. This is a perspective that was given by Chande (2006) as a component of quality of education. Excellent job performance is an output of an input (teaching and training). In other words, one can judge the nature of input by closely examining the output. It can be seen then that excellent job performance is one of the indicators of judging quality. The results here supports Chande (2006) who argued that Education output refers to the consequences of educational processes as reflected in measures such as levels of knowledge, skills and values acquired by students. It is important to note that the place of work is the area where these output can be tested. Additionally, these responses emphasized the fact that quality of education does not stop at attainment of honors, but also should be translated to job

performance. This tends to emphasize Peace's (2004) postulation that quality to the employer is not only measured in the grades attained in the university, but also the ability to translate the knowledge and skills gained in higher education to a meaningful productivity in the workplace. A relatively higher number (66.7%) pointed out that peer assessment is a determinant of quality of education. Peer assessment significantly determines improvement on the delivery of service in education. It was also pointed out that using student-teacher assessment as a way to evaluate quality of education is a strategy of quality of education. Those who cited this as a strategy of quality of education were 63.9%. Student-teacher assessment has been adapted as the quickest means of soliciting immediate feedback on what is going on in the classroom situation, to verify how well institutions are doing what they said they are doing as proposed by Lenn, (2004), and as a way of monitoring quality. Assessment plays a greater role in quality determination in any academic programme.

Research and publication was rated highly as a crucial strategy of evaluating quality of education among members of academic staff and management. A total respondent of 76.9% rated as good. Such a response is expected given that what an individual has published and the researches done are crucial when it comes to recruitment and promotions in universities. It is obvious that extensive research which contributes to knowledge is a factor of time and experience which may significantly share the same perspective with the age of the teaching staff. This response supports Dill and Maanja's (2005) assertion that operationalized performance indicators from the perspective of academic staff and argued that research and innovation is one of the significant factors in quality of education.

Furthermore, the management and academic staff respondents observed that experience of the teaching staff in their areas of specialization plays a crucial role in quality of education. A total number of 58.8% of respondents supported this view. It is important to note that experience relates to duration of the teaching staff in university and goes hand in hand with research and publication. It can be arguably contended here that the longer the period a staff has taught at university teaching position the more quality the assessment, delivery, research and thus quality of education. This information is reflected in Table 33. The abbreviations VG, G, A, P, and VP

in this study are used to mean **VG** = Very Good, **G** = Good, **A** = Average, **P** = Poor, **VP** = Very Poor.

Table 33: Key indicators of quality by Management and Academic staff

Indicators of quality	VG	G	A	P	VP
Commitment of the teaching staff toward their duties and responsibilities	4.6	29.6	37.5	17.2	11.1
Performance of university's graduates in the job market	11.1	66.7	12.0	6.0	4.2
Effectiveness of Teacher- student assessment	12.0	51.9	30.6	3.7	1.8
The number of publications that meets academic standards	5.6	71.3	18.1	4.2	0.8
Quality of academic staff peer review	15.3	51.4	27.8	4.2	1.3
Experience of the teaching staff in their areas of specialization	13.9	44.9	37.5	1.8	1.9

4:14 Key areas of academic staff retention by the Management and Academic staff

The major key finding in this research has indicated that four key areas are fundamental in academic staff retention which also affects quality of education in faith based private universities in Kenya. The identified factors were perceived and rated highly as crucial in academic staff retention. These areas can be broadly classified as: staff development, terms of service, work load and working environment. The reason for selecting these factors over and above others was because they were conceptualized to promoting retention of academic staff in faith based private universities in Kenya. A summary of each aspect constituting these areas and the extent to which they affect staff retention and quality of education is provided in Table 34, 35, 36 and 37 where academic staff and management were asked to rate the four identified areas.

4:14.1 Academic Staff Development

This research has revealed that there are adequate training opportunities available to the academic staff in faith based private universities with 75.0% members of management and academic staff respondents supporting this assertion (28.2% strongly agreed and 46.8% agreed). However, it was also clear that even though these opportunities were available, providing funds

for these training opportunities was a major impediment that faith based private universities face. It is for this reason that 56.1% of academic staff and management respondents supported the view that university policies should support or enhance academic staff development. This kind of support is where most faith based private universities foots half the cost of training by employees or simply organize training at departmental levels so as to minimize the cost. Moreover, the respondents also noted that scholarships opportunities are equally available to all academic staff with 60.2% backing this view. It was noted that scholarships available were competitive and respondents were satisfied with the process of selection. The findings also revealed that there are linkages with other institutions that promote staff development, more so linkages in universities of the same caliber in terms of curriculum and faith issues. Total respondents of 69.5% (both management and academic staff) argued that such linkage either at a departmental level or the whole institution was a means of benchmarking their institutions with the rest in terms of quality. This was even more emphasized given that most of the academic staff interviewed also took part time teaching in other private universities which not only gave opportunity to compare, but also facilitated effective linkage. The information is summarized in Table 34.

Table 34: Staff Development (Management and Academic staff)

Staff Development	SA	A	UD	D	SD
There exist a favorable environment that support individual development at the university	28.2	46.8	13.0	10.2	1.8
There are adequate training opportunities available to the academic staff	21.3	39.4	29.6	5.1	4.6
University policies support academic staff development	16.7	39.4	26.9	13.8	3.2
Scholarships opportunities are equally available to all academic staff	20.4	39.8	26.9	8.3	4.6
There are linkages with other institutions that promotes staff development	20.4	49.1	17.6	9.7	3.2

4:14.2 Terms of service

The information from the management and academic staff also pointed out that attractive salaries and benefits are likely to retain academic staff in private universities in Kenya. A relatively high number of respondents argued that attractive terms of service especially the salaries awarded determines retention of academic staff in private universities. The fact that 9.7% of the total management and academic staff respondents agreed with the contention that the university has favorable terms of service compared with other universities, is a clear indication that the salaries paid is not commensurate with the services rendered by these employees. Only 9.7% were of the opinion that the university has favorable terms of service compared with other universities with 5.1% taking a neutral position (undecided). This response help to emphasize the fact that monetary incentives is very crucial to staff retention. It is important to point out here then that such a relatively little payment militates against facilitation of other services like welfare services and staff development. Regarding career development, a relatively higher number of respondents (60.7%) observed that there exists a clear career path for every member of staff. Such kind of respondent is expected given the fact that most private institutions strive to retain their teaching staff through intentional strategy of staff development. A summary of this information is provided in Table 35.

Table 35: Terms of Service (Management and Academic staff)

Terms of Service	SA	A	UD	D	SD
Salaries paid to academic staff are adequate and commensurate with those of other institutions	5.1	14.8	22.7	56.9	0.5
There is a welfare facility to support the academic staff	11.1	36.1	27.8	24.1	0.9
The university has favorable terms of service compared with other universities	5.1	4.6	5.1	24.5	60.6
There exist a clear career path for every member of Staff	25.5	35.2	24.1	12.0	3.7

4:14.3 Workload

One other factor cited as determining quality of education is that of teacher-student ratio. This factor was equally rated high by both groups of respondents. Most respondents could not agree

with the assertion that the academic staff-student ratio is within recommended levels with 81.5% disputed on this view. Only 9.3% agreed with the view that the academic staff-student ratio is within recommended levels, while the rest 9.3% were undecided. As already noted teacher-student ratio determines the workload. The higher the number of students to lecturers, the more quality is compromised since the lecturer cannot give individual attention to the students. The Commission for Higher Education recommends lecturer-student ratio of 1:7 for Medical and Applied Science and 1:18 for Social Sciences. A ratio that is higher than this will definitely compromise quality. This data then reveals that lecturer-student ratio plays a role in quality of education. When there is a higher disparity in the ratio, tutorials, marking, grading, supervision, and regular consultations with students brings a great challenge indeed as well as compromising on methodology of teaching.

Such assertion is further amplified by another in which 7.4% management and academic staff respondents agreed with the observation that the number of units assigned is within the recommended number. This is attributed to the fact that at some points, students are forced to take less units because the lecturers to teach the other units were either taking heavier loads to accommodate other loads or were not available all together and have to be sourced from other institutions. Additionally, the respondents argued against the claim that the number of students assigned for supervision is manageable and promote close interactions. Only 7.8 % had similar opinion while the rest 14.8 % were undecided and 77.3% arguing against this claim. The research similarly revealed that the assumption that additional responsibilities are given taking into consideration individual workload is not true as only 5.6% supporting it and the rest 85.7% argued against this. Suffice to say then, it is obvious that workload does not only determine quality but it is a key factor when it comes to staff retention. The information is given in Table 36.

Table 36: Workload (Management and Academic staff)

Workload	SA	A	UD	D	SD
The Academic staff- student ratio is within recommended levels	7.9	1.4	9.2	21.3	60.2
The number of units assigned are within the recommended number	4.6	2.8	13.0	27.3	52.3
The number of students assigned for supervision are manageable and promote close interactions	4.6	3.2	14.9	30.1	47.2
Additional responsibilities are given taking into consideration individual workload	4.2	1.4	8.7	20.4	65.3

4.14.4 Working Environment

As already seen in the previous discussions, institutions that offer job security for their employees are likely to retain a relatively high percentage number of employees than those whose working environment are insecure. The assertion that there is job security for the academic staff in private universities was viewed differently by both management and academic staff respondents with only 38.9% supporting it. Those who were undecided were 14.4% while the remaining 46.8% were of a contrary opinion. It was clear that most private universities apart from applying labour relations policies in their management of employees had their own internal employees' policies that emanated mainly from the sponsors most of whom were churches sponsoring those institutions. In most cases the internal policies supersedes other labour issues and one's deviations from these policies was met with adverse consequences including termination. The respondents pointed out that these policies were dogmatic and rigid and did not always conform to new labour laws; as such there was a feeling that job security in faith based private universities in Kenya was minimal. This is further supported by those who argued that policies in faith based private universities are generally not friendly to all academic staff. For instance, 67.6% of the respondents pointed out that policies in faith based private universities were not friendly to all academic staff while 29.6% of respondents supported it, 2.8 % of them were undecided. As previously pointed out in policies on staff development which help built quality in academic staff and thus translate to quality delivery was ranked high (56.1%) as a prerequisite for both quality and retention that retain academic staff in faith based private

universities also revealed that in most cases policies may be present but the content and implementation of these policies is what is mostly challenging.

One of the significant importance in this research was the realization that teamwork and collaboration is encouraged by the university administration. The respondents here (63.9%) generally agreed that faith based private universities where they work encouraged both team work and collaboration with only 12. 5% disagreeing on the same. The rest 23.6 % were undecided. It is important to note that collaboration and teamwork is crucial when it comes to staff motivation. It is therefore a valuable ingredient when it comes to staff retention. There was also mixed reaction in the assumption that all Staff are treated equally in private universities. Whereas 50.2% supported this view 11.4% objected it and 38.4 % were undecided. Such a response is expected given that the concept of ‘equality’ is very subjective in that one cannot expect a part time lecturer to enjoy the same privileges with a full time lecturer and likewise the full time lecturer may not enjoy the same privileges with a dean or a head of department. Therefore, equal treatment was viewed differently by respondents hence the rise in the number of those who were undecided (38.4%). Based on these and other issues, the argument that the university has created a conducive environment to work in was also disputed by many respondents. Regarding this issue, only 25.5% agreed on this, while relatively smaller respondents 7.9% were undecided. The rest 66.6% did not agree with this argument. A summary of the findings is given in Table 37.

Table 37: Working Environment (Management and Academic staff)

Working Environment	SA	A	UD	D	SD
There is job security for the academic staff	32.4	6.5	14.3	45.4	1.4
Teamwork and collaboration is encouraged by the university administration	24.1	39.8	23.6	8.3	4.2
All Staff are treated equally	9.5	40.7	38.4	10.8	0.6
The university policies are friendly to all academic staff	22.7	6.9	2.8	36.1	31.5
The university has created a conducive environment to work in	20.4	5.1	7.9	62.5	4.1

4.15 Determining the statistical significance of the research variables

The key factors identified in this research were closely examined to determine how significant they were to quality of education. Various aspects of quality of education were examined in relation to retention of academic staff with the aim of addressing the main objective of this research which was to determine the effect of academic staff retention on quality of education in faith based private universities in Kenya. In doing so the researcher also tested the hypothesis of this study. This research hypothesized that: there is no significant effect of academic staff retention on quality of education in faith based private universities in Kenya. An analysis of obtained data showed that quality of education is a factor of many variables all of which are dependent on academic staff retention.

A statistical analysis of the obtained data showed that the two groups of respondents (academic staff and management) were of the opinion that academic staff retention has a significant effect on quality of education. The regression analysis of this is provided in Table 38.

4.16 Regression Analysis Report

To determine the effect of the four factors considered as key determinants of academic staff retention in faith based private universities on quality of education, multiple regression analysis was performed with quality of education being the dependent variable while staff development, terms of service, workload, and working environment were taken as the independent variables.

$$Y = C + K_1X_1 + K_2X_2 + K_3X_3 + K_4X_4 + \varepsilon$$

Where:

X₁, X₂, X₃ and X₄: Staff development, Terms of service, Workload and Working environment respectively.

K₁, K₂, K₃ and K₄: Regression coefficient for Staff development, Terms of service, Workload and Working environment respectively.

C : Constant

ε : Standard Error of estimate (standard error of residuals)

The outcome of the analysis were first examined to ensure that it does not violate the key requirements of regression analysis specifically existence of multi- Collinearity among the variables. Pearson's correlation between the four independent variables was used together with the Model's Variance Inflation Factor (VIF) values. All the four independent variable were found to have correlation of between 0.3 – 0.7 recommended as a minimum and maximum indication of substantial correlation (Pallant, 2011) and hence indication of lack of Multi-Collinearity. This was also corroborated by Variance Inflation Factor values being less than 10.

To evaluate the contribution of each of the independent variables in explaining the dependent variable when the variances of the other variables are controlled, standardized beta coefficient was evaluated. The R Square Value for the model was found to be 0.516 indicating that the four independent variables; staff development, terms of service, workload, and working environment significantly explained 51.6% the variance in the level of quality of education attained by the universities. From the results, work load and staff retention factor were found to make a significant contribution to quality of education with a beta Value of 0.351, followed by terms of service (0.221), working environment (0.177) and staff development (0.161) respectively. All the four variables were found to make a statistical significant contribution ($\text{sig} < 0.05$) to quality of education provided by faith based private universities in Kenya. The model returned a standard error of estimation (ϵ) of 2.117 indicating that there was a variance of 2.117 of the regression model residuals. Based on these results, the null hypothesis of this research which state as “there is no significant effect of academic staff retention on quality of education in faith based private universities in Kenya” is rejected. The findings of these variables are summarized in Table 38.

Table 38: Regression analysis

Model Coefficients	Un Standardized Coefficients		Standardized Coefficients		VIF	
	B	Std. Error	Beta	Sig.		
(Constant)	6.126	0.589		0.000		
Terms of service	0.251	0.073	0.221	0.001	1.785	
Workload	0.383	0.070	0.351	0.000	1.779	
Working Environment	0.112	0.035	0.177	0.001	1.305	
Staff Development	0.124	0.047	0.161	0.009	1.616	
Model Summary	R Square Change			F Change	df1	df2
	0.516	56.296	4	211	2.117	0.000

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the research findings, conclusions and recommendations.

5.2 Summary of Research Findings

Data from the four faith based private universities was collected on the issues relating to academic staff retention and quality of education offered in these institutions using questionnaires. This research has revealed that quality of education as perceived by different stakeholders takes different dimensions. The key indicators from this study that received dominance are excellent job performance of graduates in their place of work, comprehensive course content coverage, quality test assessments and evaluations, students' involvement in research, completion of course in good time and a job market oriented course. Additionally, attainment of high grades was cited as an indicator of quality though with varying ratings from different groups of respondents. Based on the findings, this research has shown that quality should be seen from holistic point of view and not fragmented into small aspects. This however is a big challenge given that different stakeholders such as lecturers, students, government through policy issues, and employers are involved in quality of education. Furthermore, infrastructure and other facilities play a crucial role in enhancing quality of education. Besides, this research has also revealed that quality of education is a product of many factors some of which are institutional while others are individual factors. Among the perceived institutional factors that were cited as determinants of quality of education are status of the university, coordinated semester patterns, availability of facilities, syllabi design, evaluation policy and the working environment. These perceived factors were rated as the key players in shaping the environment where effective learning would take place.

Individual factors that were cited included those that are more of student-oriented factors. However, there were those factors that could be said to combine the two individuals, the lecturer and the student. Individual factors from lecturers' point of view are: quality of teaching staff, age of the teaching staff, teaching methods, and their involvement in research and publication.

Among all these perceived factors, lecturers' involvement in research and publication was ranked high as a key determinant of quality of education.

Excellence of teaching staff also was pointed out as a significant indicator in quality of education. However, age of the teaching staff, though mentioned as a factor was rated low in this group. On the other hand, student-oriented factors that were seen as determining quality of education included students' initiative, innovation and creativity, students' entry points, students study techniques and their involvement in research. Because quality is judged from student's perspective, which is the input given to them and the output results they give both in grades and job performance; these factors are crucial in the determination of quality of education.

There were also those perceived factors that could be grouped as linking both student and lecturers. These are lecturer-student ratio and lecturer-student relationship. The study has shown that the interplay of all these factors significantly affect quality of education. Quality of education should meet desired predefined objectives. The findings of this research has clearly shown that quality of education perform a wide range of functions and the most crucial one is that of enabling the students to practically perform in work place as well as facilitating students' research based tasks. Since quality of education is vested in the student's success, a reflection of this quality was said to transform the student's worldview as well as equipping students with knowledge and skills to meet emerging challenges.

Faith based private universities have put in place a number of strategies in improving quality of education. Most of these strategies revolve around formulation of relevant policies including retention policy, testing policies and institutional management and promotional policies. Other strategies revolve around addressing institutions issues like working conditions, infrastructure, financial resource allocation and coherent semester and academic year. Such quality of education can be ensured through employers, scorecard and feedback mechanism as well as facilitating students' research after graduation.

Although faith based private universities have put in place strategies to improve quality of education, this study has revealed that academic staff retention in these institutions is very low

ranging between 0-16% with the major causes being those of monetary incentives and policies issues. As a result, the high staff turnover has greatly affected quality of education. It has also emerged from this study that quality and retention of academic staff is used by many faith based private universities as a mechanism for evaluating quality of education in addition to using performance of the graduates and research publication. In a nutshell, retention has been shown by the preceding findings that it is a factor that greatly influences quality of education.

Retention policies were also said to be highly linked to other policies like those of staff development which help to build quality in staff. It was shown that where staff development policies existed, retention was implied in that academic staff would choose to pursue these developments. Effective staff development was seen as a necessary ingredient to quality delivery which is a pre-requisite to quality of education. Additionally, retention policy was said to greatly influence facilitation of research both by the academic staff and students. A more direct influence of retention to academic staff (at an individual level) was that of giving staff enough time to pursue other things related to teaching and research, smooth flow of teaching which determines quality, and time to motivate and mentor students. Moreover, retention was said to boost commitment and productivity/performance. However, the research also revealed that retention of academic staff may have some negative influence. One example of this is the existence of favoritism among the students. This was said to occur if teaching staff teaches the same students over a relatively longer period of time. Getting used to how the same students have been performing in difficult unit courses would influence the teaching staff either to favor those who have been performing well and to be biased on those who are perceived to be low performers. Retention policy was also said to influence university curriculum design and content delivery as well as ensuring quality examinations.

Regarding retention policies, this research has shown that faith based private universities in Kenya have not put in place retention policies to address academic staff turnover but instead they have put in place policy framework for recruitment which presumably give details on when employees would be confirmed as permanent and pensionable. This is what was taken by some employees to be an aspect of retention; which in actual sense is not. Recruitment policy mainly addressed issues on performance, faith based and on permanent and pensionable issues. It also

emerged that policies in faith based private universities tend to capture emerging issues like research based employment, salary increment based on performance, job security, competitive package and aspects of training and development.

On the issue of staff expectations, it emerged that irrespective of changes in policies in the universities, attractive salaries remain the key thing in staff retention. The argument in this research has pointed that proper guidelines on promotion policy, training and development, policy and conducive work environment should be put in place. Emphasis should be put on developing an effective retention policy which should factor in monetary incentives if quality of education would be realized. Generally, it came out clearly that faith based private universities in Kenya do not meet academic staff expectations especially in areas to do with working conditions and monetary incentives.

The findings showed that academic staff retention in faith based private universities in Kenya has a wide effect on quality of education. The response generally showed that a lot of aspects of quality of education correlate with academic staff retention in a number of ways. For instance, retention was seen to influence graduates job performance in work place, content of course coverage, students' involvement in research and designing and implementation of job market oriented courses.

In summary, this research examined the effects of academic staff retention on quality of education in faith based private universities in Kenya which was also the main objective of the research. The specific objectives were: to study academic staff and students' views on quality of education indicators in faith based private universities in Kenya, to examine the strategies used by faith based private universities in Kenya on academic staff retention, to assess the existing policies for retaining academic staff in faith based private universities in Kenya, and to study the expectations of academic staff for their retention in faith based private universities in Kenya.

In order to address the above objectives, research questions were used. In objective one the question utilized was what are the views of academic staff and students' on quality of education indicators in faith based private universities in Kenya? In response to this question the

respondents provided data that can be grouped into three categories: those indicators that are considered as related to course which covers content, the scope of coverage, and its marketability, the students' related indicators which includes their involvement in research, grades achieved, performance in work place, and ranks after graduation, academic staff related indicators which covers course design (job oriented courses), quality tests assessment and evaluation and comprehensive course content coverage. This research therefore has revealed that the indicators of quality of education in faith based private universities can be seen from three major perspectives: the course, the students and the academic staff. For quality of education to be achieved, careful thought should be considered in designing courses that are market oriented and that shall put the universities in the cutting edge. Additionally, the quality of students admitted should be in tandem of the course. On the other hand faith based private universities should put in place policies that retain academic staff who designs and teach those academic programmes if quality of education is to be realized.

The second objective was to examine the strategies used by faith based private universities in Kenya on academic staff retention. To address this objective the research question used was: What strategies are in place for retaining academic staff in faith based private universities in Kenya? This research revealed that various strategies can be used to improve quality of education in faith based private universities in Kenya. These strategies can be grouped into two main approaches: management strategies, and academic staff strategies. The management strategies include adequate financial resource allocation, instituting transparency in promotion policies and staff development, allowing participating decision making, improving working conditions, reviewing staff salary policies, formulating and implementing retention policies, hiring more lecturers to address teacher to student ratio, and ensuring a coherent semester patterns. Academic staff strategies include improving testing policy of the university, and teaching methodology. It can be seen from these strategies that a greater percentage hinges on management intervention in implementing these strategies.

The third objective of this study was to assess the existing policies for retaining academic staff in faith based private universities in Kenya. This was guided by the question "what policies exist for retaining academic staff in faith based private universities in Kenya?" It was found out that

retention policies are not in place in faith based in Kenya. However, in the existing recruitment policies in these institutions, there were clauses that were mistaken by most respondents for retention especially those that addressed confirmation of employees as permanent and pensionable. It can be concluded that faith based private universities in Kenya have not put in place explicit retention policy as a means of addressing staff turnover. This in essence has affected quality of education in these institutions. Nevertheless, the findings revealed that other policies like promotion policy existed and are reviewed regularly. Despite this, the research findings showed that salary review as a policy is not regularly done. Given that the monetary incentive contributes to a greater academic staff motivation as discussed in this study, the delayed salary review undermines academic staff retention hence quality of education.

The fourth objective was to study if the expectations of academic staff for their retention in faith based private universities in Kenya were met? To achieve this objective, the research question used was “what are the expectations of academic staff for their retention in faith based private universities in Kenya met?” The research findings revealed that the expectations of academic staff were not met. Areas in which the institutions failed to meet the academic staff expectation include: salary increment, lack of training and development, and a times unfavorable working environment. It can be observed from the findings that the overriding expectation of academic staff is salary package. This therefore creates a big challenge in faith based private universities in Kenya given that a greater percentage of them rely on fees, sponsors, donors and endowments for their financial operational obligations. It can be concluded that the financial inadequacy of faith based private universities pose a great challenge in staff retention and adversely affect quality of education.

The key area of this research was to analyze the effect of academic staff retention on quality of education in faith based private universities in Kenya. This research has revealed that academic staff retention affect main areas of quality of education which includes: smooth flow in staff teaching, facilitating lecturers and students with enough time for research, motivating academic to develop themselves, facilitating mentoring of students and leading to commitment and productivity. On the other hand academic staff retention was also seen to have some negative

effect in that overstaying may lead to favoring of students. In addition, the research findings have also shown that academic staff retention affects staff policy formulation and research.

5.3 Conclusion

Based on the findings of this study, this research concluded that the indicators of quality of education include completion of course syllabi on time, taking a course that is linked to job market, student involvement in research, attainment of high grades, and quality test assessment. This means then that each of these groups had their own understanding of what quality of education is all about.

It was noted in this research that the management of the faith based private universities play a crucial role in laying down strategies that can address staff retention. Most of these strategies are geared towards resource allocation, and policy issues. Additionally, academic staff contributes a great deal in formulating and implementing strategies that address quality of education.

This study has also revealed that faith based private universities in Kenya have not put in place explicit retention policy to curb high academics staff turnover. As a result private institutions of higher learning have experienced unprecedented staff turnover which has negatively impacted on quality of education. The studies showed that faith based private universities in Kenya have a relatively low retention rate since policy issues have not been keenly observed. Existing policies only revolve around recruitment, promotion, training and development. Private institutions of higher learning therefore, need to be aware that if less attention is given to retention policies it can adversely compromise quality of education a great deal.

It needs to be noted that academic staff in faith based private universities in Kenya have certain expectation when they join a particular institution. Although these expectations may be perceived as perceptions, yet they play a major role in ensuring retention of staff. Such expectations (good working conditions, monetary incentives, rating of graduates in place of work and proper coordination of semester) may be clearly stated in the recruitment policy so that every staff will be aware of their expectations.

Another key area in this research was to determine the effect of academic staff retention on quality of education. It was evident from the findings that indeed academic staff retention greatly affects quality of education offered in faith based private universities in Kenya. However, it was noted that for this to be realized faith based private universities should ensure that issues such as staff development, terms of service, work load and working environment should be in place. It is therefore on the basis of these summary conclusions that the following recommendations are given to address retention of academic staff in faith based private universities in Kenya.

5.4 Recommendations

- (i) An important strategy that faith based private universities in Kenya should consider in determining the quality of their graduates is to develop some monitoring systems that can enable them to know how their graduates are performing in the field.
- (ii) Faith based private universities should also put in place parameters or indicators of quality that apply across the board so that any institution aspiring to offer higher education will benchmark itself against these indicators.
- (iii) As it has been established globally that faith based private universities contribute a lot to the educational sector, they need to maintain the needed resources which in turn will keep the required standards. The resources referred to include both physical and the human resources (the teaching and the students). One way of doing this is for the government to allocate resources for capital development as well as supporting students in the area of tuition fees. Although faith based private universities in many countries do not receive state funding, there has been some consideration for students to receive state loan for tuition. For instance, in Kenya under the Higher Education Loans Board (HELB) students in faith based private universities have been allowed to access the loan just like their counterparts in public universities.
- (iv) It needs to be noted that faith based private universities should not only narrow lecturer-student ratio by increasing the number of teaching staff, but they should also develop strategies of motivating those that have been already recruited through putting in place

effective policies like promotion, provision for sabbatical leave, leave of absence schemes for training and development, maintaining links with industry or professional consultancy and developing best recruitment practices/strategies. If faith based private universities have to achieve quality of education, they have to formulate and implement effective retention policy. Such an effective policy must capture all aspects of employees' expectations including motivation and staff development. Decisions regarding formulation of policies should be decentralized for proper implementation. Good suggestions can be generated by devolving some decision-making authority to units such as departments or sections instead of centralizing. Devolution helps expedite action on issues and gives the departments the latitude to be innovative in ways that are relevant to their particular circumstances. To address high staff turnover rates, faith based private universities should put in place mechanisms that enable them to track academic staff members' reasons for leaving, such as exit surveys/interviews. Information collected through this process will be very useful not only in understanding the reasons why academic staff leave their institutions but also in determining the significant problems that need to be addressed so as to avoid unsustainable attrition rates. Furthermore, such information could as well be used to formulate and implement retention policy where it is missing.

- (v) The government through Commission for University Education should allocate financial resources in form of scholarships and bursaries to faith based private universities to enable them competes with their counterparts in public universities at equal footing. Such financial resources would in turn be used to improving salary payment of lecturers as well as improving infrastructure and other necessary facilities needed to improve quality of education. Similarly, faith based private universities should offer various allowances which supplement academic staff base salaries. Such allowances could include salary 'top-ups' or bonuses which come from student fees and housing allowance. To support research efforts.
- (vi) It is recommended that faith based private universities should build institutional linkages/collaborations which incorporate elements of equipment support, networking

among scholars, and access to library resources in the partner institutions. Such linkages/collaborations if pursued aggressively provide avenues to enhance achievement of learning, academic exchange, research, development goals and innovation among academic staff and students.

- (vii) Another significant recommendation is for private institutions of higher learning to formulate, implement and constantly review policies on fast tracking promotion and permanent appointment. Through Human Resource department, universities should have a database that tracks the career path of all academic staff, and notify all appointees who are coming up for permanent employment. Such a policy should embrace culture of reasonable, clearly articulated criteria for promotion, and enforced deadlines for processing applications for promotion and terms of service.
- (viii) Given that monetary incentives is the major expectation of academic staff and that faith based private universities are not well endowed financially, there is need for these institutions to venture into income generating projects which will subsidize their financial base and thus enable them meet their financial obligations.
- (ix) Since academic staff retention in faith based private universities affect quality of education, lecturers and students should be facilitated to conduct research as a means of motivating and improving quality of education. Additionally, staff development policies should be formulated and implemented so as to address high staff turnover and thus maintain quality.

5.5 Suggestions for further research

In order to maintain quality of education in institution of higher learning, first, there is need to undertake a research on the strategies that faith based private universities in Kenya have put in place in developing their academic staff after recruitment which on the other hand would retain them and hence ensures quality of education.

Second, there is need to undertake a correlation study on the links between the students' grades attained at the university level and actual work performance as a way of establishing the extent to

which grades attained in university studies affect actual work performance. This hinges on the fact that in most cases universities graduate students based on their level of performance such as first class honors, second class honors and a pass. Such a study will reveal gaps in content delivery at the university level and actual work performance after graduation.

Third, there is also need to do a replica research in the non faith based private universities in Kenya as a basis of comparison. Such a research will give an insight on issues of academic staff retention from a different perspective.

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APPENDIX I Letter of request to institutions

Edwin Kimutai Too
Kenya Highlands Evangelical University
P.O. Box 123
Kericho, 20200.

December, 2011

To the Vice Chancellor

Dear Sir/Madam

Re: Request to include your institution in the research study

I am a postgraduate student pursuing a PhD degree in Educational Administration Planning and Curriculum at Kabarak University. At the moment I am preparing to collect data for the dissertation on the topic: Effect of Academic Staff Retention on Quality of education in Faith Based Private Universities in Kenya.

Since your institution has been accredited by the Commission for Higher Education in Kenya, I have chosen it to be included in the proposed study. Specifically, I will request the Dean of School/Human resource manager/Head of department/Finance Officer; the academic staff both full-time and part-time, as well as the third and fourth year students to fill the questionnaire. I want to assure you that the information gathered will be treated with confidentiality. Also the names of those who will fill the questionnaires will not be disclosed.

I kindly request that you grant me permission to include your esteemed institution in the proposed study. Let me make a commitment to submit a copy of the findings to your institution. If you need further information on this, please do not hesitate to contact me.

Enclosed please find the research authorization from the National Council for Science and Technology. I look forward to your favorable response.

Yours faithfully,

Rev. Edwin K. Too (Tel: 0722-757265, email: edwintoo@yahoo.com)

Cc:

Deputy Vice Chancellor - Academic Affairs

APPENDIX II Letter of request to participants

Edwin Kimutai Too
Kenya Highlands Evangelical University
P.O. Box 123
Kericho, 20200.

Dear participant,

I am a postgraduate student pursuing a PhD in Educational Administration Planning and Curriculum at Kabarak University. I am doing a study on “Effect of Academic Staff Retention on Quality of education in Faith Based Private Universities in Kenya”. Since you are one of the key person to help me in this study, I have requested permission from the administration to include your institution in the study.

I want to assure you that the information given to facilitate this study will be treated with strict confidentiality. Your participation will be concealed since the data will be presented in aggregates. Also your institution will not be known since data will be presented using coding.

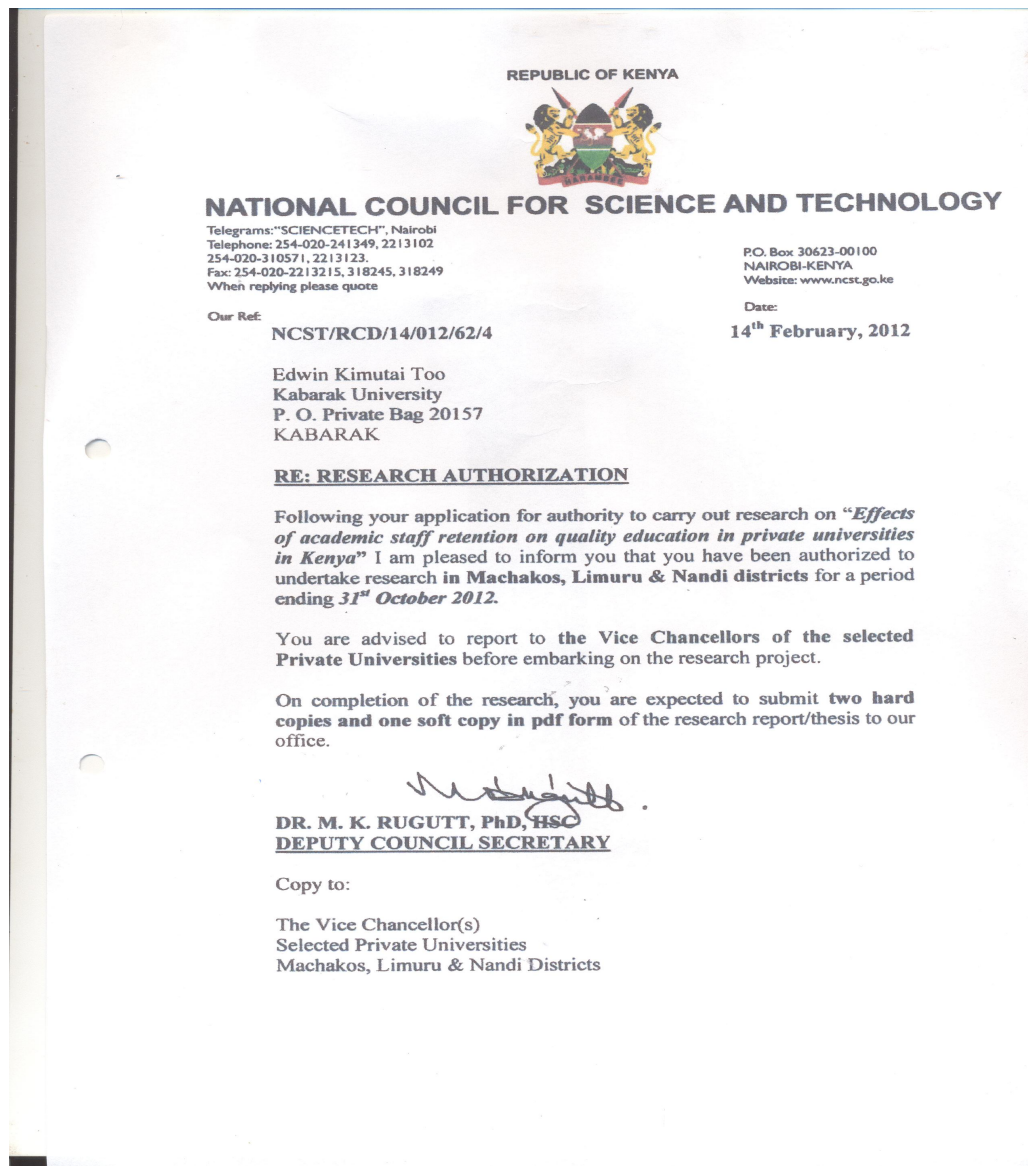
The findings of this research will assist in addressing the issue of academic staff retention as well as establishing the effects on quality of education in your institution. I would therefore request that you kindly participate in this very important study by sparing a few minutes to fill the questionnaire.

Let me appreciate very much your time and interest to participate in this study.

Yours faithfully,

Rev. Edwin K. Too

APPENDIX III Research Authorization



APPENDIX IV Required sample size

Required Sample Size†

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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APPENDIX V Table for Determining Sample Size from a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: “N” is population Size

“S” is Sample Size

Source: Krejcie, Robert and Morgan, Daryle (1970)

APPENDIX VI Students enrolment in private universities (Bachelors, Masters and PhD)

Chartered Private Universities)

Bachelors

Code	Field of Education	Baraton	Catholic	Daystar	Scott	USIU	Nazarene	KEMU	Total
141	Education (Arts)	106	0	19	69	0	0	43	237
21	Arts	3	0	0	0	0	0		3
22	Humanities	105	0	8	0	0	16	12	141
31	Social and Behavioral Sciences	75	0	125	0	159	0	9	368
32	Journalism and Information	0	0	170	0	0	0	0	170
34	Business & Administration	351	0	324	0	583	105	409	1772
38	Law	0	0	0	0	0	0	0	0
81&76	Services(tourism & social services)	0	0	0	0	0	0	0	0
86	Security & conflict resolution	0	0	0	0	0	0	0	0
142	Education (Science)	0	0	0	0	0	0	0	0
42	Life Sciences	0	0	0	0	0	0	0	0
44	Physical Sciences	0	0	0	0	0	0	0	0
46	Mathematics & Statistics	0	0	0	0	0	0	0	0
48	Computing	0	0	0	0	0	0	0	0
52	Engineering	0	0	0	0	0	0	0	0
54	Manufacturing	0	0	0	0	0	0	0	0
58	Architecture	0	0	0	0	0	0	0	0
62	Agriculture forestry and fishery	0	0	0	0	0	0	0	0
72	Health	5	0	0	0	0	0	0	5
85	Environment	0	0	0	0	0	0	0	0
64	Veterinary	0	0	0	0	0	0	0	0
	Totals	645	0	646	69	742	121	473	2696

Bachelors Chartered Private Universities Contd.

Code	Field of Education	St. Paul's	PACU	Strathmore	Kabarak	Mt.Kenya	Total
141	Education (Arts)	0	0	0	0	0	0
21	Arts	0	0	0	0	0	0
22	Humanities	0	0	0	0	0	0
31	Social and Behavioral Sciences	0	0	0	0	0	0
32	Journalism and Information	0	0	0	0	0	0
34	Business & Administration	0	0	65	26	0	91
38	Law	0	0	0	0	0	0
81876	Services(tourism & social services)	0	0	0	0	0	0
86	Security & conflict resolution	0	0	0	0	0	0
142	Education (Science)	0	0	0	0	0	0
42	Life Sciences	0	0	0	0	0	0
44	Physical Sciences	0	0	0	0	0	0
46	Mathematics & Statistics	0	0	0	0	0	0
48	Computing	0	0	58	0	0	58
52	Engineering	0	0	0	0	0	0
54	Manufacturing	0	0	0	0	0	0
58	Architecture	0	0	0	0	0	0
62	Agriculture forestry and fishery	0	0	0	0	0	0
72	Health	0	0	0	0	0	0
85	Environment	0	0	0	0	0	0
64	Veterinary	0	0	0	0	0	0
	Totals	0	0	123	26	0	149

Masters

Code	Field of Education	Baraton	Catholic	Daystar	Scott	USIU	Nazarene	KEMU	Total
141	Education (Arts)	19	0	19	69	0	0	43	150
21	Arts	0	0	0	0	0	0	0	0
22	Humanities	0	0	8	0	0	16	12	36
31	Social and Behavioral Sciences	0	0	125	0	159	0	9	293
32	Journalism and Information	0	0	170	0	0	0	0	170
34	Business & Administration	44	0	324	0	583	105	409	1465
38	Law	0	0	0	0	0	0	0	0
81&76	Services(tourism social services)	0	0	0	0	0	0	0	0
86	Security & conflict resolution	0	0	0	0	0	0	0	0
142	Education (Science)	0	0	0	0	0	0	0	0
42	Life Sciences	0	0	0	0	0	0	0	0
44	Physical Sciences	0	0	0	0	0	0	0	0
46	Mathematics & Statistics	0	0	0	0	0	0	0	0
48	Computing	0	0	0	0	0	0	0	0
52	Engineering	0	0	0	0	0	0	0	0
54	Manufacturing	0	0	0	0	0	0	0	0
58	Architecture	0	0	0	0	0	0	0	0
62	Agriculture forestry and fishery	0	0	0	0	0	0	66	66
72	Health	5	0	0	0	0	0	400	405
85	Environment	0	0	0	0	0	0	0	0
64	Veterinary	0	0	0	0	0	0	0	0
	Totals	68	0	646	69	742	121	939	2585

Masters cont'd.

Code	Field of Education	St. Paul's	PACU	Strathmore	Kabarak	Mt. Kenya	Total
141	Education (Arts)	0	0	0	0	0	0
21	Arts	0	0	0	0	0	0
22	Humanities	0	0	0	0	0	0
31	Social and Behavioral Sciences	0	0	0	0	0	0
32	Journalism and Information	0	0	0	0	0	0
34	Business & Administration	0	0	65	26	0	91
38	Law	0	0	0	0	0	0
81&76	Services(tourism& social services)	0	0	0	0	0	0
86	Security & conflict resolution	0	0	0	0	0	0
142	Education (Science)	0	0	0	0	0	0
42	Life Sciences	0	0	0	0	0	0
44	Physical Sciences	0	0	0	0	0	0
46	Mathematics & Statistics	0	0	0	0	0	0
48	Computing	0	0	58	0	0	58
52	Engineering	0	0	0	0	0	0
54	Manufacturing	0	0	0	0	0	0
58	Architecture	0	0	0	0	0	0
62	Agriculture forestry and fishery	0	0	0	0	0	0
72	Health	0	0	0	0	0	0
85	Environment	0	0	0	0	0	0
64	Veterinary	0	0	0	0	0	0
	Totals	0	0	123	26	0	149

PhD

Code	Field of Education	Baraton	Catholic	Daystar	Scott	USIU	Nazarene	KEM U	Total
141	Education (Arts)	0	0	0	0	0	0	0	0
21	Arts	0	0	0	0	0	0	0	0
22	Humanities	0	0	0	0	0	0	0	0
31	Social and Behavioral Sciences	0	0	0	0	0	0	0	0
32	Journalism and Information	0	0	8	0	0	0	0	8
34	Business & Administration	0	0	0	0	0	0	0	0
38	Law	0	0	0	0	0	0	0	0
81 & 76	Services (tourism & social services)	0	0	0	0	0	0	0	0
86	Security & conflict resolution	0	0	0	0	0	0	0	0
142	Education (Science)	0	0	0	0	0	0	0	0
42	Life Sciences	0	0	0	0	0	0	0	0
44	Physical Sciences	0	0	0	0	0	0	0	0
46	Mathematics & Statistics	0	0	0	0	0	0	0	0
48	Computing	0	0	0	0	0	0	0	0
52	Engineering	0	0	0	0	0	0	0	0
54	Manufacturing	0	0	0	0	0	0	0	0
58	Architecture	0	0	0	0	0	0	0	0
62	Agriculture forestry and fishery	0	0	0	0	0	0	0	0
72	Health	0	0	0	0	0	0	0	0
85	Environment	0	0	0	0	0	0	0	0
64	Veterinary	0	0	0	0	0	0	0	0
	Totals	0	0	8	0	0	0	0	8

PhD Cont'd.

Code	Field of Education	St. Paul's	PACU	Strathmore	Kabarak	Mt.Kenya	Total
141	Education (Arts)	0	0	0	0	0	0
21	Arts	0	0	0	0	0	0
22	Humanities	0	0	0	0	0	0
31	Social and Behavioral Sciences	0	0	0	0	0	0
32	Journalism and Information	0	0	0	0	0	0
34	Business & Administration	0	0	0	0	0	0
38	Law	0	0	0	0	0	0
81876	Services(tourism & social services)	0	0	0	0	0	0
86	Security & conflict resolution	0	0	0	0	0	0
142	Education (Science)	0	0	0	0	0	0
42	Life Sciences	0	0	0	0	0	0
44	Physical Sciences	0	0	0	0	0	0
46	Mathematics & Statistics	0	0	0	0	0	0
48	Computing	0	0	0	0	0	0
52	Engineering	0	0	0	0	0	0
54	Manufacturing	0	0	0	0	0	0
58	Architecture	0	0	0	0	0	0
62	Agriculture forestry and fishery	0	0	0	0	0	0
72	Health	0	0	0	0	0	0
85	Environment	0	0	0	0	0	0
64	Veterinary	0	0	0	0	0	0
	Totals	0	0	0	0	0	0

Source: Commission for Higher Education (2011)

**APPENDIX VII INTERVIEW SCHEDULE FOR THE DEAN OF SCHOOL
DEAN/HR/HOD/FINANCE OFFICER/REGISTRAR**

INTRODUCTORY PAGE

1. Purpose of the study

This interview schedule is aimed at providing data that will be used to evaluate, assess and identify the difficulties, implementation and effectiveness of retaining academic staff in selected faith based private universities and their effects on quality of education in Kenya.

2. Informant's consent

Clear expression of consent from the informant that demonstrates understanding on the subject and implications.

3. Assurance of confidentiality of data obtained

The information gathered in this questionnaire will be treated with utmost confidentiality. Participation will be concealed as the data will be presented in aggregates. Your institution will not be revealed as the data will be presented in coded format.

**EFFECT OF RETENTION OF ACADEMIC STAFF ON QUALITY OF EDUCATION IN
FAITH BASED PRIVATE UNIVERSITIES IN KENYA**

This questionnaire is designed to collect data about your institution. The data will be processed objectively and the final results will be relayed. Please answer the questions truthfully. There are no right or wrong answers.

Case number:

1. Gender (tick): Male Female

2. Age bracket

30-35

36-40

41-45

46-50

50 and above

3. Designation: _____

4. Duration of service:

0-5 yrs

6-10

10-15

16-20

21 and above

5. a) The year when your institution was chartered _____

b) Has your institution been re-inspected? Yes No

c) If yes how many times? _____

6. What are the factors that retain academic staff in your institution?

Please rate the following by *ticking the appropriate answer*. The abbreviation SA, A, UD, D, and SD are used to mean: SA (Strongly Agree) A (Agree) UD (Undecided) D (Disagree) SD (Strongly Disagree)

i) The academic staff who join and stay in your institution is/are due to:

	SA	A	UD	D	SD
a. Attractive salaries and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Job Security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Location of the Institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Conducive/friendly environment/atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Training opportunities/upward mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Clear guidelines on promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Academic staff welfare provisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Academic staff sabbatical/study leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ii) The reason why academic staff leave our institution is due to:

	SA	A	UD	D	SD
a. Lack of career growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Lack of clear guidelines on promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Unattractive salaries and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Lack of job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- e. Unfavourable environment/atmosphere
- f. Lack of training opportunities
- g. Unclear guidelines on promotion
- h. Inadequate academic staff welfare provisions
- i. Lack of guidelines for sabbatical/study leave

iii) Of those who have left your institution, what is their age bracket?

- 30-35
- 36-40,
- 41-45,
- 46-50,
- 50 and above

ii) Does your institution provide scholarship(s) for academic staff development?

- Yes No

If Yes,

i. Who provides the scholarship?

- Self
- Institution itself
- Other. Specify _____

ii. Are academic staff required to sign a bond? Yes No

7. How would you describe the working relationship amongst the academic staff in your

institution? (Tick one) Rate the following statements on how you describe your staff in terms of working relationship:

- | | SA | A | UD | D | SD |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Easy to work with | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Complex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Relatively easy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No idea/cannot describe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. In your own opinion, are the salaries paid to academic staff commensurate with those of other institutions of your level? (Tick one)

	SA	A	UD	D	SD
Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. In the last five years, how many academic staff have left your institution? (Tick one).

	SA	A	UD	D	SD
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Between 1-10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11-15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 and above	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Based on information in question 9, rate the following statements:

	SA	A	UD	D	SD
i) The academic staff turnover has greatly affected quality of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) The turnover of academic staff has not affected quality of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. What is the retention rate for academic staff in your institution? (Tick one)

	SA	A	UD	D	SD
0-16%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17-32%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33-48%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49-64%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65-80%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81-100%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Please explain how academic staff in your institution are motivated?

**13. What impact has motivation contributed to academic staff retention in your institution?
Explain briefly**

14. Do you conduct exit interview(s) for academic staff? (tick one)

Yes No

a. If Yes, is the information given helpful in making any improvements on retention of academic staff in your institution? Explain briefly

b. If No, how else do you know why academic staff leave your institution? Please explain

15. Would you say the academic staff-student ratio in your institution is within the recommended standards (Tick one) Recommended standards for Science is 1:7 and for Social Sciences (Arts) is 1:18.

	SA	A	UD	D	SD
Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Does your institution have academic staff retention policy?

Yes No

17. If yes, in 16 above, how effective is the policy? (Rate using this scale i.e. SA Excellent, A Good, UD Fair, D, Poor, SD Very poor)

SA	A	UD	D	SD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Rate the following statements on policies undertaken by your institution.

	SA	A	UD	D	SD
i) The institution reviews promotion policies regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) The institution reviews salaries regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. In your opinion do you think retention of qualified academic staff affects quality of education? Yes No

If yes, how briefly explain

20. What mechanisms do you use in evaluating the quality of education in your institution? (you can tick more than one option)

	SA	A	UD	D	SD
• Quality and retention of academic staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Performance of the graduates
 - Facilities provided
 - Research and publication
 - Student-Teacher assessment
 - Peer review of academic staff
 - Commission for University
- Education assessment

21. Part of this questionnaire is to gather information about the number of your academic staff that have served in your institution between the years 2006 – 2010.

YEAR	2006	2007	2008	2009	2010
Recruited					
Retained					
Promoted					
Developed					
Sabbatical leave					
Resigned					
Retired					
Moved to another institution					
Total academic staff available presently					
Total					

22. In what ways are the academic staff catered for in your strategic plan?

23. Do you think your institution meets the expectation of your academic staff?

Yes No

24. If Yes, in which areas?

Thank you for your time and for providing the requested information. More information may be needed and we will appreciate your willingness to participate.

**Thank you for your help
End of questionnaire**

TIME ENDED: 0000hrs

APPENDIX VIII: QUESTIONNAIRE FOR THE STUDENTS

This questionnaire is designed to collect data about your institution on the quality of education offered. Kindly respond to all the items in this questionnaire. Put a tick (✓) alongside the option that is applicable to you or fill in the spaces provided. Please do not indicate your name in this questionnaire. The data will be processed objectively so answer the questions truthfully. There are no right or wrong answers.

Case number:

1. Gender (tick):

Male

Female

2. Age bracket

15 – 19 yrs

20 – 24 yrs

25 – 29 yrs

30 – 34 yrs

35 yrs and above

3. Year of study

Third year

Fourth year

4. Indicators of quality of education

The following statements describe some of the things considered as indicators of quality in university set up. Rate them according to your perceived meaning of quality of education.

Answer by ticking the appropriate answer. The abbreviation SA, A, UD, and SD are used to mean: SA (Strongly Agree) A (Agree) UD (Undecided) D (Disagree) SD (Strongly Disagree)

Statement	SA	A	UD	D	SD
▪ Completion of the course in good time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Taking a course that is linked to job market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Students involvement in research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Attainment of high grades in the course
- Comprehensive course content coverage
- Excellent job performance
- Quality, tests, assessments and evaluation

5. Factors that determines quality of education

- Rate the following factors in what you consider most/least in determining quality university education.

Statement	SA	A	UD	D	SD
▪ Quality of the teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Age of the teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Students' initiative, innovation and creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Proper syllabi design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Nature/status of the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Teacher/student ratio (work load)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Students entry points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Coordinated semester patterns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Availability of infrastructure/facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Students' study technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Student-lecturer relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Course syllabi coverage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Evaluation/testing policy
- Working environment

6. Strategies for improving quality of education

The following are suggested strategies for improving quality of education in higher education.

Rate them bases on your opinions

Statement	SA	A	UD	D	SD
▪ Employ more lecturers to address student-lecture ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Formulate and implement retention policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Allocate financial resources to improve facilities in faith based private universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Improve on testing policy of the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Improve on teaching methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Allocate loans equally to students in private and public universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Improve on working environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Ensure proper coherent uninterrupted semester and academic year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Review on institutional management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

policies/styles

7. In your opinion, do you think retention of academic staff influence quality of education in higher education?

Yes No

8. If yes in (9), how? Briefly explain

9. Please give further comments on:

What are the most enjoyable aspects of learning at your institution?

10. Would you recommend anyone to study at your institution?

	SA	A	UD	D	SD
i) Most definitely Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) I'd be reluctant to do so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Absolutely not	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for your help

End of Questionnaire

Time Ended: 0000hrs.

APPENDIX IX: QUESTIONNAIRE FOR THE ACADEMIC STAFF

This questionnaire is designed to collect data about your institution on the quality of education offered. Please take a few minutes to answer the questions below. Kindly respond to all the items in this questionnaire. Put a tick (✓) a long side the option that is applicable to you or fill in the spaces provided. Please DO NOT indicate your name in this questionnaire. The data will be processed objectively so answer the questions truthfully. There are no right or wrong answers.

Case number:

SECTION A: BACKGROUND INFORMATION

1. Gender (tick):

Male

Female

2. Age bracket

Below 35 yrs

36 – 40

41 – 45

46 – 50

52 and above

3. Designation: Prof Dr. Mr. Mrs. Miss

4. Duration of service (in academic work/teaching)

0 -5 yrs

6 -10 yrs

11- 15 yrs

16 – 20 yrs

21 yrs and above

5. Indicate the terms of your service

▪ Permanent and pensionable

▪ Part-time

6. If full time or permanent, do you teach in another university (as part-time?)

- Yes No

7. If Yes, indicate what has made you to take up teaching in another university

- The need to raise income
- Desire to work in a different set up
- An assignment from the other university (e.g. supervision of students)
- Any other reason (specify) _____
- Not Applicable

8. If you work as a part-time lecturer, how long have you served in that capacity?

- 0 – 3 yrs
- 4 - 6 yrs
- 7 – 9 yrs
- 10 years and above
- Not Applicable

9. Indicators of quality of education

The following have been widely used by various institutions. Rate them according to the one your institution uses as best way of determining as quality of education. *Answer by ticking the appropriate answer. The abbreviation SA, A, UD, and SD are used to mean: SA (Strongly Agree) A (Agree) UD (Undecided) D (Disagree) SD (Strongly Disagree)*

Statement	SA	A	UD	D	SD
▪ A well followed uninterrupted semester pattern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Achievement of accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Credit based systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Job oriented courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Attainment of best grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Comprehensive course content
- High ranks jobs after graduation
- Ability of students to perform high in work place
- Well regulated and managed assessment and evaluation

10. Determinants of quality of education

Rate the following factors in terms of how they dictate the quality of education

- | | SA | A | UD | D | SD |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ▪ Extensive research and comprehensive work by academic staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Extensive research and students' innovation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Proper syllabi design | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Students entry points during intake | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ The nature and status of the university | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Available infrastructure/facilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Teaching student ratio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Teaching methods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Quality of teaching staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Peer assessment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- Conducive working environment

11. Academic staff task

Rate the following basing on what you consider as the main task that academic staff involve themselves with today.

Statement	SA	A	UD	D	SD
▪ Effective teaching and supervision of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Staff research and publication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Consultancy within and outside the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ A mixture of teaching and personal businesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Involve in both academic and administrative tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Academic staff turnover

The following are some of the causes of high staff turnover in faith based private universities. Rate them depending on how in your opinion, leads to high staff turnover. Causes of high staff turnover in faith based private universities

Statement	SA	A	UD	D	SD
▪ Monetary incentives being low (low pay)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Lack of proper policy of promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Poor working conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Heavy workload leading to burnout and stress
- Lack of policy on personal development Programmes
- Job security
- Compromised terms of contract

13. Improving quality of education

The following are considered as some of the ways to improve quality of education in private higher education institutions. Rate them accordingly.

Statement	SA	A	UD	D	SD
▪ Allocate financial resources like other universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Narrow-student-lecturer ratio to allow student centered teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Constantly review staff salaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Put in place proper and retention Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Institute transparency in promotion and staff development criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Allow participative approach in decisions affecting academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Improve staff working conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Employ more part-timers

14. In your opinion, does retention of staff affect quality of education in faith based private universities?

- Yes No

15. Based on your answer in (14) above indicate by ticking the information below the areas you think academic staff retention has influenced quality of education)

- i) Students' general performance []
- ii) Research and development by both students and lecturers []
- iii) Motivation and commitment to academic tasks []
- iv) Effective curriculum design and content delivery []
- v) Quality examinations and general evaluations []

16. Does the university you are working in have any policy framework in place that governs recruitment and retention of academic staff?

- Yes No

17. If yes briefly outline what the policy entails

18. In your opinion, what other emerging issues should be covered in the retention policy?

19. How in your opinion should the perceived quality (attained in university) be monitored outside the university (after graduation)?

20. In your opinion does the university you are working in meet your expectations?

Yes No

21. If Yes, how? Briefly explain

**Thank you for your help
End of questionnaire**

TIME ENDED: 0000hrs