An Assessment of the Seventh-Day Adventist Church Teacher Recruitment Process on the Achievement of the Church's goals. A Study of Adventist Schools in Bulawayo

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Abstract

This paper aimed at unearthing practices driven by the Adventist-Teacher recruitment process in order to determine achievement of the organization's goals. The study was conducted in Adventist Schools in Bulawayo. The schools have a population of about 218 teachers. The study followed a mixed method of research, where quantitative-descriptive statistics were used to discuss findings. A sample of 106 teachers was chosen using the stratified sampling to respond to a self-administered questionnaire. Simple random was used to choose teachers from within each stratum among the three Secondary and Five Primary Schools. In the schools selected, the teachers' list was used, and either odd numbers or even numbers were used as respondents. Through purposive sampling, three Secondary and five Primary School heads were chosen to respond to interview questions indicated in this study. It is important to note that teachers and school heads did not agree on issues regarding induction and mentoring. Primary data was collected and analyzed using SPSS. Tables and graphs were used in the presentation and discussion of findings. The study established the link between the Recruitment process- which aims at the integration of faith and learning- and Redemptive practices to be positive at Pearson's r 0,696. The interaction of the Recruitment process and the cutting-edge practices recorded a Pearson's r of 0,589. The recruitment process appeared to be operating below the ideal standard. The study revealed a poor teacher induction and mentoring process in the schools studied.

Keywords: Achievement, Cutting Edge Principle, Integration of faith and learning, Mentoring, induction, Process, Recruitment.

Introduction

The seventh day Adventist Church (SDA) retains a general 'working policy` for all its operations in different countries. This study falls under the Southern African Indian Ocean Division (SID) Constituency of the Seventh-Day Adventist Church. The Adventist view of education is derived from Biblical Content, which upholds a translucent, self-existent God who is just and loving in nature. The views further assert that at creation, God and humans enjoyed a close relationship that was severed when man fell into sin. (The education Code-East Africa Division of SDA, 1995). Seventh-day Adventists seek to use education as a vehicle to restore the harmony that existed between God and man in the beginning. The philosophy of the Seventh-day Adventist Education purposes to further develop a whole person through the pursuance of holistic Christian education that develops the physical, mental, moral, and spiritual aspects of the individual [1].

Reviewed recruitment literature highlighted the need for one to carry out the study on the Seventh–Day Adventist recruitment process to assess its effectiveness in the pursuit of its educational goals. Particular reference is made of a conference of Adventist leaders on 19-20 May 2004. The conference focused on the Adventist education system, and there was an

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allusion to the fact that there were gaps that existed in desire performance. It was recommended that there was a need for a serious study of the education system in order to reconstruct a competent system. [2] purports that a number of American Adventist Schools seem not to be practicing the philosophy of Adventist Education which is redemptive in nature. He goes on to quote philosophe Gordon Clark who asserted that some Christian education could be likened to pagan education with a chocolate coating of Christianity. He further advanced that Adventist educators and institutions need to conduct a thorough ongoing examination, evaluation, and correction of their educational practices to ensure that they align with the church's basic philosophic beliefs.

Further literature review shows that recruitment as a human resource management function impacts directly on the performance of an organization. [3] assert that organizations must recognize the crucial part played by their employees in achieving and sustaining a competitive edge. There is a need to attract and keep people of the right caliber if that goal is to be achieved. The obvious shortage of skills leading to the (war for talent-talent management has become a priority and recognized as strategic to business organizations operations. organizations recruit their triumphs and disasters, their creativity, sustainability, and growth. Recruitment is of prime importance as a vehicle for obtaining the best possible person-to-job and enhance the achievement of the Organization's effectiveness.

Purpose of Study

The research aimed at finding out if the Adventist Recruitment process was aligned to the Church's Religious philosophy of Education. It further sought to establish if the process promoted the induction and mentoring of teachers to ensure teacher readiness in the integration of faith and learning. The study further aimed at finding out if the process was aligned to cutting-edge thinking in education.

When successfully carried out, the research project will benefit the directors of education in Adventist Schools in Zimbabwe and even abroad through sharing findings. The paper should generate interest in carrying out research in other regions in Zimbabwe to enable comparing findings and promote the authenticity of results got.

Conceptional Background

This study is based on the Human capital theory. A Study defines human capital as all human abilities to be either innate or acquired attributes that are valuable and can be augmented by appropriate investment. This theory recognizes the significance of the human resource element in the success of any organization. [4] further defines Human capital theory as the economic value of a worker's experience and skills. The human resource must develop its skills through activities like education, training, intelligence, skills, health and even loyalty, and punctuality. The theory further advances that employer can improve the quality of their capital by investing in the workers' education, skills, and abilities. Investing in employees' education and training is likely to produce positive results. There is a common belief that an organization is as good as its people [4]. Leaders are seen as drivers of the theory towards the achievement of set objectives [1].

This study considered the following aspects of the human capital theory: employee engagement, employee creativity, employee innovation, social-adjustive, knowledge-restrictive, D, and utilitarian function. Employee engagement deals with the courses of action taken by employees. It answers to diligent and deliberate aim in doing the best at work. [5] warns against workaholism that can impact negatively for the employee. Employee creativity and assistance in carrying it out is likely to improve output and accounts for employee attitudes. [6] argue that employee attitudes can disrupt or prevent innovation.

Employees can be affected by social teams within the organization. Such teams are likely to hamper progress in the achievement of set organizational objectives. [6] postulate that employees may resist ideas that do not align with their own areas of expertise, and this behavior is likely to disrupt progress in the organization. lastly, the utilitarian function was considered because it states that employees tend to reject programmes that ignore their input.

Table 1. Conceptual Framework

Independent Variables	Depended variables
Recruitment Policy	Cutting-edge Practices
Integration of Faith and Learning	Redemptive Practices

Literature Review

Recruitment Policy

[7] defines 'Recruitment' as the process of finding and hiring the best and most qualified candidate for a job opening, in a timely and cost-effectives manner. A Recruitment policy is designed to provide a flexible framework that promotes good practice and adopts a proactive approach to equality and diversity of issues that fully support the organization's core business.

The employee's Energies are directed towards the organizational goals by the Recruitment policy. The Adventist School System upholds the goals of establishing schools where evangelism should be practiced. According to Ellen White, an Adventist prophetess, schools have to be established where there is a company of believers [8]. The 21st century has seen a paradigm shift in Adventist Recruitment policy, where demand is put forward to maintain standards that fit the century's values that include, Bible-based instruction which promotes academic excellence (www.adventisteducation.org/abt.html) [9].

Teachers as Agents for the Integration of Faith and Learning

[10] argues out that Adventist educators advance the thought that students should be developed to manifest a Christian worldview. He further postulates that implantation of the Adventists philosophy of education where faith is integrated to learning leaves a lot to be desired. He further suggests the importance of a Centre for 'Integrating Faith and learning' – (IFL Centre). Attempts have been made by the South Pacific Division of the Adventist Church, where curriculum guides for Adventist secondary education were introduced. According to [10], there still exists a gap in the implementation of the Adventist philosophy of education. Research need to be carried out on how to improve the status quo. It is impossible to achieve written goals without putting in place efforts to direct educational agents [10].

[11] asserts that the integration of faith and learning in Adventist school's manifests more often as part of the teacher's modeling and propitious but sporadic relations are not adequate for the realization of 'Integrating of faith and learning'. Rasi in [11] defines 'Integration of faith and learning' as a deliberate and systematic process of approaching the entire educational enterprise from a biblical perspective. Its aim is to ensure that students under the influence of Christian teachers and by the time they leave school will have international biblical values and a view of knowledge, life, and destiny that is Christ-centered, serviced–orientated, and kingdom – 'directed'. It is imperative, therefore, for organizations to come up with educational models for 'Integrating of faith and learning'. [12] asserts that a multi-faceted integration approach is required for a balanced implementation of the hidden and informal curriculum, which involves teacher modeling and a condusive classroom

environment, and a deliberate formal connection of faith and learning.

The major aim should be bringing students under the influence of Christian teachers who should be capable of approaching the entire educational enterprise from a biblical perspective. [13] further suggests that there should be a move by the school to align the entire campus culture and draw mission statements that articulate how faith and learning can be integrated. [14] postulates that integration of faith and learning should involve the whole person-heart, soul, and mind in all activities such as worship, work, thinking, feeling, studying, decision and interpreting.

A Christian school should, above Bible classes and prayer, engage in the purposeful academic experience. [15] Carried out a study that showed that spirituality affects academic progress positively. Students were seen to respond positively to spiritual motivation to do well in classes. Therefore, the spirituality of the students must not be neglected because it produces positive results-which is academic excellence.

Aspects of Redemptive Practices in Adventist Schools

[2] quotes Shane Anderson, who argues that Adventist parents are developing reservations about sending their children to Adventist schools for having lost their original uniqueness. Anderson further argues that there is evidence of declining literacy among Adventist laity, clergy, and educators as to the meaning and mission of Adventism in an evangelical context. [2] suggests three always takes that can remedy the situation; namely, a deliberate move to prepare students for the earthly life where attention must be paid to intellectual, social and professional development.

The Adventist philosophy of education demands that students should be prepared for the world of work and for the world to come. Failure to produce a learner to who can fit in this world of work cancels the viability of Adventist education; the second takeaway is preparing learners for life to come. The third takeaway is that Adventist learners should maintain the apocalyptic understanding and the worldwide mission on the second coming if Jesus. The learner must be ready to take out the gospel to those who have not heard it. [2] Cites Ellen White-a well-known Adventist writer who argues that the role of education is to help the learner to return to the original image that God created, where the body, mind, and soul were to fulfill the divine purpose the work of redemption. The teacher is essentially in need of mentoring. Rao in [16] further asserts that Adventist education imparts more than academic education. It aims at the development of the whole person spiritually, academically, intellectually, physically, and socially. [2] in [16] noted that when teachers clearly understood the Adventist philosophy of education and examined its implication for daily use in a Christian setting, then can they be effective in reaching their personal goals and of the school where they teach. Adventist teachers are supposed to be helped in their bid to foster spiritual activities. [17] advances that a school that has a prayer, scripture reading, devotions, and sharing of faith in the classroom may be the difference Christian schools have with any other educational institution. Religion must be practiced even in schools.

Aspects of Cutting-edge Practices in a School

Adventist philosophy of education has been influenced by Ellen G. White- an inspired Adventist's writer in the late nineteenth century. She wrote extensively on the philosophy and practice of Christian education and its goals. It is interesting to find that her work still finds space in the circles of the 21st educational concepts. [18] have identified the following educational concepts that Ellen G. White also, in her own way, addressed in the late 19th-century Neuroplasticity unlocking student potential through differentiation, Holistic education, and

well-being, Metacognition, Education for employability, and visible learning and heutagogy.

[19] postulate that Ellen, G. White- the inspired Adventist writer and spiritual educator, promoted high scholastic standards in Adventist schools and Colleges. In fact, schools, in general, pursue excellence in varying degrees. Excellence is a cutting-edge virtue that educators thrive to get. [19] further allude to the fact that an effective journey to excellence hinges on planning where attention is given to what students are to learn.

Resources are to be used to support innovative approaches to learning. [19] assert that focus on excellence in Adventist schools relies heavily on the calibs of teachers and school leaders. A deliberate professional development for teaching personal will be ideal for Adventist schools.

Methods

This study used a quantitative – descriptive method to numerically measure the status quo. A questionnaire was be used to measure the perceptions of the teachers. The school heads were interviewed to get their perceptions on the research questions. The findings were statistically deduced and in the study.

Population of Study

The population of the study was drawn from 3 Adventist Secondary Schools and 5 Primary schools in Bulawayo. The schools have a population of about 218 teachers.

Sample of Population

Through random sampling, individuals were selected to give some knowledge about the total population concerned.

Instrumentation

A self-constructed questionnaire was used. The questionnaire captured the perceptions of the teachers on the recruitment process as indicated in the conceptual framework. A five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) was used to qualify the perceptions of respondents. The data collected were analyzed using the SPSS computer software. The extracted data were tabulated in the form of frequency tables indicating the mean of respondents and their standard deviation as relates to each question asked. The average mean scores and the significance levels were used to establish the differences and hence provide the solutions to the research questions which sought to measure the effectiveness of the recruitment process. A pilot study was carried out in School x with 14 teachers. This was done to establish the validity and reliability of the questionnaire. A Cronbach's reliability coefficient of 0.907 was recorded. The tables below show the reliability of the 3 research questions.

Results

The researcher sought to find the relationship between the redemptive practices and the integration of faith and learning. In this, the researcher used the Pearson correlation analysis.

Table 2. Redemptive Practices and the Integration of Faith Learning

Correlations		Question1	Question2	Question3
Question1	Pearson Correlation	1	.696**	.589**
	Sig. (2-tailed)		.000	.000
	N	106	106	105
Question2	Pearson Correlation	.696**	1	.632**
	Sig. (2-tailed)	.000		.000
	N	106	106	105
Question3	Pearson Correlation	.589**	.632**	1
	Sig. (2-tailed)	.000	.000	

		105	105	105
N				

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

In this research, the researcher used the bivariate Pearson Correlation to find the correlation coefficient, *r*. The correlation coefficient, *r, is used to* measure the strength and direction of the linear relationship between the continuous variables that the researcher is interested in. this will provide evidence as to whether there is statistical evidence for a linear relationship between the variables which will be shown by the correlation coefficient, ρ ("rho").

It should be noted that when the correlation coefficient is 1 or close to one, it proves that there is a strong relationship between the variables being measured. In this research, the correlation coefficient between the three variables is positive. This shows that as recruitment policies improve, so does the redemptive practices, and cutting-edge practices are also promoted. Similarly, this also shows that as the recruitment policies retrogress, so do the redemptive practices and the cutting-edge practices.

In this research, Pearson's r value between the recruitment policies and redemptive practices is 0.696, which is a positive. Since the result of Pearson's r is positive, it can be concluded that if recruitment policies improve, so does the application of redemptive practices. This relationship is a strong correlation since it is above 0.5. On the other hand, the correlation value between recruitment policies and cutting-edge practices is 0.589, which is also a positive and a strong positive at that since it is also above 0.5.

The researcher also sought to find the level of significance for these results. In this, the correlation analysis used a Sig (2-Tailed) value. The importance of the Sig (2-Tailed) value is to find out if there is a statistically significant correlation between the variables. In this research, the Sig. (2-tailed) value is 0.000 between recruitment policies and redemptive practices and also between recruitment policies and cutting-edge practices. It can therefore be concluded that there is a statistically significant correlation between recruitment policies on one hand and cutting-edge practices and redemptive practices on the other. This shows that improvement or retrogresses of recruitment policies will significantly impact the redemptive and cutting-edge practices.

Paired Samples T-Test

The researcher also carried out a paired samples t-test analysis to find out if the means of three variables are equal.

Table 3. T-Test of Variables

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	Question1 & Question2	106	.696	.000
Pair 2	Question1 & Question3	105	.589	.000

Regression Analysis

The research also used linear regression after carrying out the correlation analysis. This predicted the value of one variable basing on the results produced by another variable. In this case, integration of Faith and Learning as causal variables while Redemptive and Cutting-Edge practices as dependent variables.

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.696[a]	.485	.480	2.97651
a. Predictors: (Constant), Question1				

The model summary table gives the R and R square values. The R-value is the simple correlation found in the "**R**" Column, and in this case, the result is 0.873, which shows that there is a very strong degree of correlation between recruitment policies and the redemptive practice. On the other hand, there is the R^2 value recorded in the "**R Square**" column. This represents the total variation in the dependent variables as a result of the independent variable. For this research, the R Square is 48.5% which is moderately large.

The regression analysis also produced the ANOVA test. The aim of this test was to show how well the regression equation can be used to predict the dependent variable.

Table 5. Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	867.063	1	867.063	97.867	.000b
	Residual	921.399	104	8.860		
	Total	1788.462	105			
a. Dependent Variable: Question2						
b. Predictors: (Constant), Question1						

The results in Table 5 shows that the regression model can predict the dependent variable moderately accurately. This is because the statistical significance of the regression model is $p < 0.0005$, which is less than 0.05, and therefore it can be concluded that the regression model can significantly predict the dependent variable.

Table 6. Student Spiritual Program is Monitored

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.9	1.9	1.9
	Disagree	14	13.2	13.2	15.1
	Undecided	28	26.4	26.4	41.5
	Agree	53	50.0	50.0	91.5
	Strongly Agree	9	8.5	8.5	100.0
	Total	106	100.0	100.0	

Research Question 2(Depended Variable 1)

Does the recruitment process uphold redemptive practices?

Student Spiritual Development is Monitored

Table 6 shows that 50% of the respondents agree to some monitoring of student spiritual programs. However, those undecided's percentage is quite high at 26.4%. Considering the percentage of 13.2% of those that disagree, one is led to conclude that there could be a lack of consistency in the monitoring of the student's spiritual program.

Table 7. There is a Religious Induction for Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.8	2.8	2.8
	Disagree	19	17.9	17.9	20.8
	Undecided	44	41.5	41.5	62.3
	Agree	34	32.1	32.1	94.3
	Strongly Agree	6	5.7	5.7	100.0
	Total	106	100.0	100.0	

Table 7 shows that the system is not really oiled enough to function. Respondents that agreed to some induction stood at 32.1%. Those who strongly agreed were at 5.7%. Both groups are far below half of the respondents. This may reveal that induction may either be ineffective or not practiced at some Schools. The undecided group stood at 41.5%, and this is just too high.

Teachers who are undecided on this serious redemptive objective could politely say there is nothing serious happening. This is further compounded by those who disagree at 17.9%. The undecided and disagreeing group are almost half of the respondents. This lends one to agreeing that induction may not be effective or not even practiced in some schools.

Table 8. There is Religious Mentoring for Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.8	2.8	2.8
	Disagree	28	26.4	26.4	29.2
	Undecided	36	34.0	34.0	63.2
	Agree	30	28.3	28.3	91.5
	Strongly Agree	9	8.5	8.5	100.0
	Total	106	100.0	100.0	

Table 8 shows a low percentage of 28.3% for agree and 8.5% for strongly agree. Account for far less than half of the respondents. The undecided group stood at 34%, while those disagreeing were at 26.4%. The undecided group and those disagreeing are over half of the respondents.

This may mean that mentoring it is either ineffective or not practiced in some schools at all. In the study, reference will be made to Heads view on mentoring teachers. This paper considers mentoring teachers critical in the attainment of an organization's objectives.

Research Question 3 (Depended Variable 2)

Does the recruitment process promote cutting-edge practices?

Academic Excellence is Highly Valued in the School

Figure 1 shows that respondents who strongly agreed to the presence of academic excellence pursuance stood at 44.3%, while those who just agreed were at 19.8%. The two groups show that Schools are trying to follow activities that promote learning. This could be a result of stiff competition from public schools. However, an undecided response of 23.6% and 12.3% who disagreed may indicate that some schools are not pursuing academic excellence decisively. This could be a challenge from a lack of resources. The teacher's attitude can be questioned as well because they should be leading in producing good results. Academic excellence is becoming number two after spiritual development in Adventist Education.
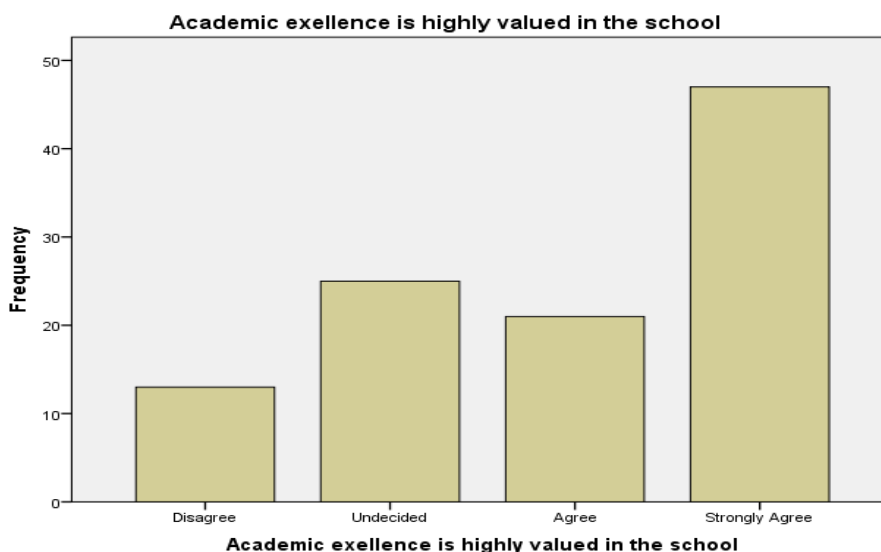
Figure 1. Academic Excellence is Highly Valued in the School

Student-Driven Learning is Perused at the School

Figure 2 shows that those who are agreeing to the existence of student-driven learning to be about 33% and strongly agreeing stood at 23.6%. Both groups accounted for more than half of the respondents. However, the undecided group stood at 31.1%, and this was too high. There is a strong feeling that student-driven learning is not up to the teachers' expectations. Those who disagreed were at 12.3%. When the undecided group is put with those who disagree, it really paints a picture that something is not going on well in the classrooms. Close monitoring is desired in classroom practices. Student-driven learning is the call of 21st century Education, learning for employability or self-reliance.
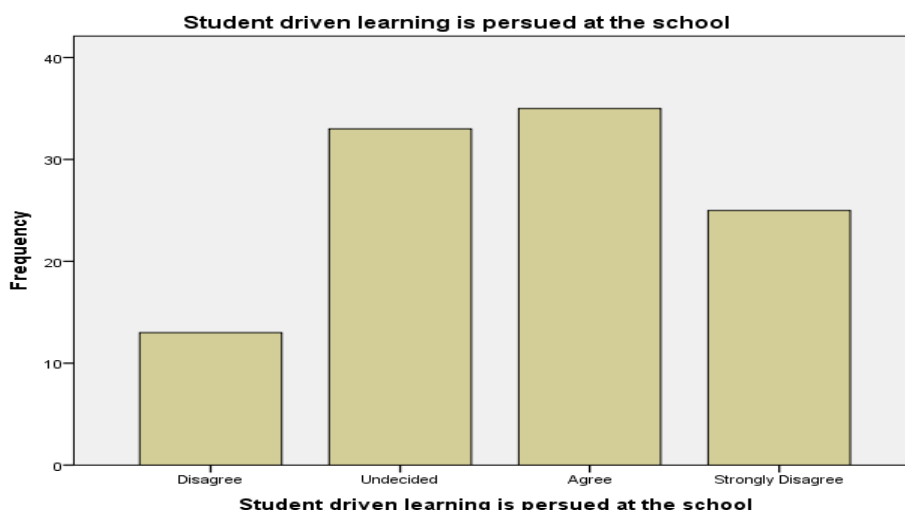
Figure 2. Student driven learning is perused at the School

There is Wide use of Technology in Student Learning

Figure 3 shows that those who agree with the view of wide usage of technology stood at about 26.4%, while those who strongly agreed were at about 8.5%. Both groups account for the lesson than half of the respondents. The undecided group was at 33% and was the highest. When

considered together with those that disagree 28.3%, one can conclude that technology is not widely used. The technology could also carry attitude signals with it. Teachers who have problems with technology may have responded negatively, showing failure to adjust. The other possibility is that equipment may be scarce hence affecting effectiveness.
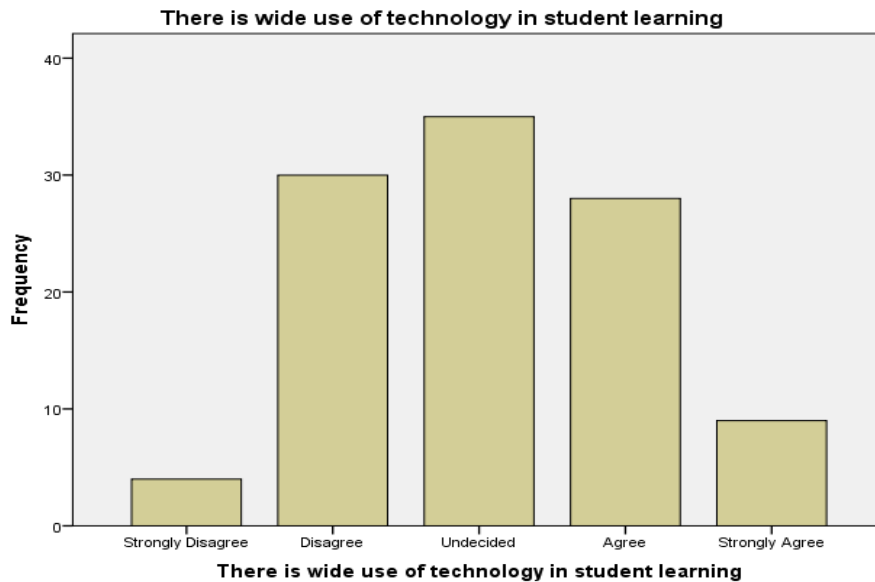
Figure 3. Use of Technology in Student Learning

There is low Staff Turnover at the School

Figure 4 indicates an interesting response with the disagree group and the undecided are at 24.5%. Both groups account for almost half the respondents. If one considers the 10.4% of those who strongly agree to a staff turnover, this lends three groups over half of the respondents. This is an indication that teachers are leaving the schools studied, although it could be widespread. The agree group stood at27.4% while strongly agree at 13.2%. Both groups account for less than half of the respondents. One may infer that some Schools that could be having somewhat stable teacher retention, it could be out of teacher's choice or failure to find alternatives.
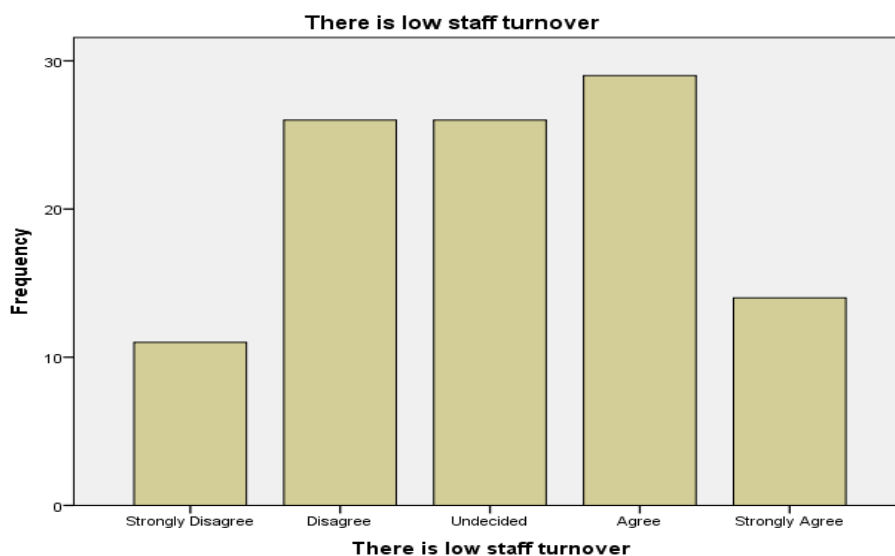
Figure 4. There is Low Staff Turnover at the School

H04: The Adventist Recruitment process does not embrace cutting-edge practices.

Basing on the bar charts 1to 4 above, the null hypothesis is rejected. However, it should be noted that the margin between respondents who acknowledged the presents of cutting-edge practices and those opposed was narrow. This could be a future problem to solve through further research. Cutting-edge Practices are there in the schools but are beset, maybe by theory and practice.

Discussion

The aim of the paper was to find out if the Adventist recruitment process was effective in helping the organization to achieve its philosophy of education. The data captured from the teachers was analyzed through IBM SPSS statistical analysis software. Extracted data were tabulated in frequency tables that indicated the mean of respondents and their standard deviation in relation to questions asked.

Findings established a positive correlation between the integration of faith and learning as a casual recruitment policy and redemptive practices and cutting-edge practices as outcomes desired from the recruitment process. In the research, the correlation coefficient between the three variables was positive. The Pearson's r value between the integration of the faith and learning and redemptive practices was 0. 096, while between recruitment process and cutting-edge practices was 0.589. Both values were above the 0.5 correlation value, which indicates a strong positive correlation. Statistically, the study could be trusted in answering the research questions.

Does the Recruitment Process uphold Redemptive Practices?

Student Spiritual Development is monitored

The respondents scored a mean of 3.50 in the question on monitoring the student's spiritual program. The mean of 3.5 indicates the existence of some monitoring, although one can conclude that it could not be usual practice. The frequency tables recorded 50% of the respondents agreeing to spiritual monitoring of students. For a Christian school, one would expect a higher score because spiritual development is a key element in a Christian school.

Student's Prayer Groups are Encouraged

The mean score of 3.56 shows that the respondents agree that some prayer groups are encouraged. Although the mean is on the upper scale of Likert, as shown in chapter 3, this is not representative of schools that are faith-based. A standard deviation of 0.954 further shows that teachers' responses are rather varied. Respondents again were almost divided in half. The undecided group was at 28.3%. When these are put together, one can infer that there could be an attitude problem in the schools. Teachers are either not on board or they feel someone else should attend to religious matters while their concentrating on academics.

Teachers and Students Engage in Spiritual outreach Programs

The response to the question is painting a serious attitude problem. This study is built on the human capital problem theory, which places the teacher as key in the success of the schools, and therefore, there should be investment put on the teacher to enable positive results. The outreach mean was 3.55, and the standard deviation at 0.947. Although one can agree to some outreach programs existing in schools, it could be at a slow rate. Teachers are not agreed on the objective. This leads one to question what the schools are not doing right since they seem to be playing around average scores that could lead to negative performance.

There is a Religious Induction for Teachers

The induction of teacher's mean recorded response was 3.20, and this is below the 3.5 scale to indicate that there is no induction of teachers at all. A standard deviation of 0.899 further points out that teachers are not quite agreed. One could guess that maybe there is some kind of induction in some schools. It could also be

possible that teachers consider any available induction inadequate.

There is Religious Mentoring for Teachers

This objective was key in this study. Respondents registered a mean of 3.13 and is a standard deviation of 0.996. This revelation indicates an absence of a viable system to ensure that teachers meet the goals of the Adventist philosophy of education. The undecided group stood at 34%, while those who agreed were at 28.3%. If one considers those who strongly agree at 8.5%, the positive response is less than half the respondents. One can conclude that religious mentoring is non-existent in schools.

Does the Recruitment Promote Cutting Edge Practices?

Academic Excellence is Highly Valued in the School

The objective recorded a mean of 3.96. This mean registered the fact that school value academic excellence. However, a standard deviation of 1.086 is indicating that teachers are at variance about this serious matter. Respondents who strongly agreed on the pursuance of academic excellence stood out at 44.3%, while those who agreed were at 19.8%. The picture painted was that schools could be doing their best in producing good results, probably due to the competition from public schools. An undecided response of 23.6% and a 12.3% disagree could mean some schools are not posed for academic excellence.

Student-Driven Learning is Highly Valued Jk

The response on the objective scored a mean of 3.68. This meant some student-driven learning exists, but some schools could be facing problems that include a lack of resources and even low teacher morale. A standard deviation of 0.997 indicates a large variance of responses. Teachers viewed the objective differently. They agree respondents were at 33%, and those who strongly agreed at about 23.6%. The two accounted for over half of the respondents. The

undecided group of 31.1% are ringing a bell that leaders should do all they can to establish the cause.

There is Wide use of Technology in Student Learning

The mean recorded for the use of technology was 3.08. This can be interpreted to mean that technology is not wildly used because in the scale used, this could be an undecided response. The standard deviation of 1.02 shows a wide spread of responses. This could further mean schools are at different levels of technological appreciation. Education leaders should stand up to the challenge. Those who agreed that technology was used at 26.4% and those who strongly agreed stood at 8.5% of the respondents. Both account for less than half of the respondents. This must be a cause for concern. Learners and even teachers could be legging behind in the use of technology. The teachers who were undecided were at 33%, and that was quite a big group. This is group had the highest of the responses.

There is a Strong System of Rewarding Student Academic Achievement

The mean recorded on this objective was 3.47. This can be interpreted to mean students are not meaningfully rewarded because teachers are undecided. A standard deviation of 0.968 reveals a tendency of rather varied responses. One could then conclude some schools may be having some form of rewards for their students while others could have a challenge either of resources or lack of a systematic way of giving rewards. The frequency tables showed an interesting result where the undecided group and the agree were locked at 33%. If one can add 17.9% of the disgraced group to the undecided, both groups account for half of the respondents. One cannot rule out the question on the part of teachers. Some may feel external rewards are not good enough, while others claim these may lead to intrinsic motivation. The bottom line is that rewarding students seems to be ineffective.

Interview Summaries for Heads

The research sought to interview 5 heads out of the possible 8 in the area studied. Responses got were not very far from identifying with the teacher's sentiments.

How do you Help Teachers understand the Role of Prayer in the School?

Heads gave similar responses by referring to time-tabled religious programmes that include class prayers for students and special devotion for teachers. School x expressed the benefit from a resident chaplain. Some heads indicated the existence of outreach some heads indicated the existence of outreach to the community where the schools could also market themselves. What was of much interest was the existence of a learner's programme where students are taught spiritual and life skills in progressive classes. The paradox is that the teacher's responses were not implying the existence of lucrative programmes as alluded to by the headmasters.

How does the School Induct Teachers?

This one was interesting because what the heads were saying tallied with the teacher's responses. Heads expressed that when teachers arrive at the school, they are taken through expectations. One head went on to say, 'the dos and don'ts', must be put across to the teacher. Some heads talked of staff handbooks as the most effective way to orient the teachers. The paradox is that the induction of teachers goes far above the rules and laws of school X.

What does the School do to Mentor, its Teachers?

This proved strange to most heads who felt that induction was a form of mentoring. One head explained that after supervision, sessions to focus on the needy areas are conducted, and the teachers helped. Mentoring could be introduced in schools as something to be tried. Once off, workshops, conferences, and seminars have been seen to be out of the 21st expectations. The 21st calls for standing systematic and continuous ways of helping the teachers perform. Such systems need assessment and environments. Teachers were undecided on their mentoring. A call on introspection on the part of the heads.

How does the School Peruse Academic Excellence?

All heads spoke with one voice as they agreed that academic excellence is core in the school. One could read that the heads sounded like saying if students have failed, all is lost. Teachers also seemed to agree that the concept of excellence is embraced at the schools. Standards that are to be met are given to teachers as they join the school. Pass rates in some schools are stipulated. One could suspect that some teachers worry much about academics and are casual on spiritual matters.

Conclusion

This study exposed weak induction, and mentoring programs for teachers in the area studied. Whatever is done, as heads interviewed asserted, is regarded as inadequate by the teacher's responses. Something has to be done to invest in teachers for them to perform as reviewed literature expounded. One area that needs decisive improvement was the area of staff development. Almost half of the respondents disagreed and were undecided on help given to the teachers to improve delivery. Adventist authorities can further verify what respondents implied. Heads alluded to workshops and seminars when needs have been identified. It is possible that such practices were seen as inadequate by teachers. The study concluded that there was a lack of effective induction for teachers, and mentoring was not embraced at all. However, the null hypothesis that stated lack of embracing cutting edge practices was rejected because schools appeared to be pressing for higher educational standards, and heads echoed the same sentiment. Usage of technology appeared to be limited by the availability of resources, but students were encouraged to use laptops and even smartphones.

Acknowledgement

Conflict of Interest Statement

Although I am a member of the Seventh-Day Adventist Church, may I point out that the research for this article followed standard methods that include the test of the research instrument using a Pilot Study. I did not influence the outcomes. The findings are intended to be an open letter to our leaders to continue the research even in other parts of the country for authenticity.

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