

**EFFECT OF TALENT MANAGEMENT STRATEGIES ON TEENAGER'S RETENTION
IN CHURCH**

A CASE OF ANGLICAN CHURCH OF KENYA, CATHEDRAL ARCHDEACONRY.

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**A RESEARCH PROJECT PRESENTED TO THE SCHOOL OF MANAGEMENT AND
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DECLARATION

This research project is my indigenous work and has not been handed over for the award in any other Institution. No part of this research should be emulated without the writer's consent or that of the Management University of Africa.

Signature _____ **Date** _____

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This Project has been submitted for examination with my approval as University Supervisor.

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Edna Bonareri.

The Management University of Africa.

DEDICATION

I commit this project to my adoring parents for raising me in a Christian way. They have continued to provide a conducive environment in my journey towards a true Christian. In this Church, I have had chance to interact and participate in various Teen friendly activities. Special thanks to the Anglican Church of Kenya, Diocese of Nairobi. Their continue support and opportunities to young adults is amazing.

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ABBREVIATIONS AND ACRONYMS

IGPs -	Income Generating Projects
E.I -	Emotional Intelligence
T.I -	Talent Identification
T.D -	Talent Development
A.C.K -	Anglican Church of Kenya

ABSTRACT

The main purpose of the study was to determine the influence of talent management strategies on teenager's retention in church: A Case of Anglican Church of Kenya, Cathedral Archdeaconry.

The study specific objectives included to; examine the effect of life skill training on teenager's retention in the church; establish the effect of community services on teenager's retention in the church; find out the effect of income generating activities on teenager's retention in the church and find out the effect of talent development on teenager's retention in the church. The study research design was descriptive and the population targeted by the study consisted of a total of 660 young people in A.C.K Cathedral Archdeaconry consisting of 7 parishes. Which includes; St Stephen Cathedral parish's Veronica Nairobi South B parish, St James Buru Buru parish's Mary Magdalene Maringo parish, Ack Emmanuel Bahati parish's Philips Jericho parish's Albans Makadara church. The study applied a simple random sampling technique to select a total of 66 young people as the sample size for the study in the seven parishes. Primary data was collected directly from respondents using semi-structured questionnaires, including both open and close ended questions and was analyzed by the use of descriptive statistics. Data was presented using charts and tables. The study found out that life skills training played a major role towards determining the rate of retention of teenagers in the church. The study found out that engaging teenagers in income generating activities had major effect in promoting teenager's talent in entrepreneurial activities. The study found out that engaging teenagers in talent development activities plays a major role in determining the rate of retention amongst the teenagers in the church. The study concluded that talent management strategies plays a major role in determining the rate of teenager's retention in the church. The study then concluded that talent management strategies notably offering of life skills training, engagement of teenagers in community services, engagement of teenagers in income generating activities and exposure of teenagers in talent development activities affected the retention of most teenagers in the church. The study recommended that for the church to improve in the rate of teenager's retention in attending church services, the church should improve on life skills training by offering programmes which helps teenagers to improve on leadership development skills, social development skills and life skills. The church management should identify more effective income generating activities which most teenagers can participate in. The church should identify more effective talent development activities in which most youths are interested in and implement them.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Talent management is a concept that originated since the early era of mankind. The word ‘talent’ is traceable to Latin and Greek. The Latin term ‘talentum’ means ‘gift’, and the Greek ‘tálon’ refers to balance or sum of money. In line with divine point of view, talent is defined as one’s capability to use his or her natural ability and knowledge to achieve greater performance. Talent and talent management should take into account the person as a whole, incorporating all dimensions of the professional, intellectual, physical, emotional and spiritual. For this reason, talent should preferably be addressed on all these levels.

Worldwide, talent management has become one of the major human resource management strategies that contributes greatly towards realization of increased organization productivity. Talent management helps organizations managers to recruit competitively skilled employees who demonstrate outstanding performance in their talented fields. This helps organizations to have a pool of skilled human resources which comprises employees who are not only trained but also talented in execution of various job task functions. Talent management helps organizations to strengthen their capabilities in execution of their receptive functions.

For the past two decades, teenager’s retention in churches have been a major problem worldwide. In Africa, teenager’s retention in churches have been of declining trend since the year 2001. In Kenya, decline in teenager’s retention in churches can be attributed to lack of effective talent management strategies that attracts and motivates most teenagers to attend and remain engaged in church activities. Talent management strategies notably; life skill training, community services, income generating activities and talent development strategies plays a significant role towards attracting and retaining teenagers in churches. In Kenya, teenagers retention at Anglican Church of Kenya, Cathedral Archdeaconry have been on declining trend for the past ten years. The Church of God believes in young people! Today, Most Teens have an extraordinary capacity to learn, to develop skills, and to display leadership.

1.1.1 Overview of Nairobi Diocese (Teens Ministry).

Teens Talent has been one of the most exciting and rewarding programs sponsored by the Anglican Church of Kenya. Literally thousands of teenagers have been involved in Teen Talent. This program has been the means of leading teenagers in recognizing and developing their abilities and directing them toward achieving their goals through their talent. Teen Talent seeks to achieve the following objectives; To recognize and involve Church of God teenagers who demonstrate talent, skill, and accomplishment in their talents. To motivate teenagers to utilize their abilities in worship and in the evangelism ministries of the church, consecrating their talents for the purpose of Christian witness. To provide evaluative data on performances / entries, to potentially serve as a guide for the continued development of skills and talents for the glory of God. Help in development of individual ability in divine growth and development of talents . To lead teenagers into a personal relationship with God in Christ, directing youth toward Christian maturity and stabilization in the church through their talents. To provide opportunities for teenagers to interact socially with other youth and enjoy Christian fellowship.

To develop achievement of church communication for Christ by fostering an understanding of the nature and function of ministry. Teen Talent in Cathedral diocese has evolved to keep pace with the consistent group of accelerated interests of the teens. In recent years, the Talent program has expanded to include many more categories. This category include, music festivals, swimming, dancing, soccer and athletic. Most recently, the introduction of Fashion Modelling which is done annually features most teens from various churches in Nairobi diocese, the best fashion model is crowned the Mr. and Miss Teen Nairobi Diocese. They continued growth and development has led to another important goal: to provide feedback in the form of evaluative data on the performance / entry of each participant with the objective to encourage a program of continued development of skills and talents for the edification of Christ.

Talent management among the young people is done by offering life skill training, encouraging youth to community services, providing young people with income generating activities, and offering various talent development programs to mentor and empower young people to identify their talents and gain confidence on their abilities.

1.2 Statement of the Problem.

Retention of young people in churches have become a major problem for the past ten years. This is despite many churches providing youth with various talent management strategies. One of the most profound problems facing the Cathedral archdeaconry teenager's ministry on talent management is low strategies techniques in improving and nurturing teen's talents. Low techniques include lack of proper work plan in monitoring the growth of a teenager talent after he/she has showcased his/her talent thus diminishing their interest in displaying their talents. This also bring a default to retain talent in the ministry thus increasing the turnover rate of teenagers thus jeopardizing the ministry efforts to attain its desired objectives in the smartest and more over the most talented teenagers are the most mobile and the ones who disproportionately most likely to leave. There are cases of Teenagers switching churches within and out the archdeaconry at an alarmingly rate.

Although many studies have been undertaken on talent management strategies, none of the studies have been undertaken on effect of talent management strategies on teenager's retention in church. Evidence from empirical literature demonstrates that a major knowledge gap exists on how talent management strategies employed by churches do not lead to retention of many young people in churches. This study therefore sought to determine the effect of talent management strategies on teenager's retention in church with specific reference Anglican Church of Kenya, Cathedral Archdeaconry. A Case of Anglican Church of Kenya, Cathedral Archdeaconry.

1.3 General objective

The main purpose of the study was to establish the effect of talent management strategies on teenager's retention in church: A Case of Anglican Church of Kenya, Cathedral Archdeaconry.

1.3.1 Specific Objectives.

The study specific objectives included;

- i. To determine the effect of life skill training on teenager's retention in the church.
- ii. To establish the effect of community services on teenager's retention in the church.
- iii. To find out the effect of income generating activities on teenager's retention in the church.
- iv. To find out the effect of talent development on teenager's retention in the church.

1.4 Research Question.

The researcher was therefore led by the following questions;

- i. How does life skill training affect teenager's retention in the church?
- ii. How do community services affect teenager's retention in the church?
- iii. How do income generating activities affect teenager's retention in the church?
- iv. How does youth talent development affect teenagers retention in the church?

1.5 Significance of the study

This study has significance in that it helped to equip church leaders with more knowledge and skills on the reason why there is low retention of young people in many churches in Kenya. The findings of the study contributed greatly towards implementing effective talent management programmes in churches that helped many young people to develop their talents in churches. This played a major role in helping many young people to engage in talent development activities that helped them to shape their career in future.

The study is of significance to Leaders and Mentors in control of teenagers in appreciating the effects of high turnover rates and thus sensitize them on the need to implement effective control measures to improve teenage retention. The study is also of great significance to teenagers in providing guidance on improving their participation in new curriculum and event. The teenagers of various churches who benefited from high quality service. The study was of great significance to Scholars, churches and learning institution who may wish to research other related areas. Other stake holders who may have an interest in the improved performance of such institution.

1.6 Scope of the study

The study focused on the Cathedral Archdeaconry in Nairobi, Kenya. It belongs to the Nairobi Diocese. The diocese has grown with 11 archdeaconries' which include Cathedral, Dandora, Githurai, Zimmerman, Pumwani, Embakasi, Kasarani, Langata, Kayole, Ruai and Westland's and 68 parishes spread throughout the county of Nairobi. It was not possible to reach the entire Archdeaconries due to limited time and funds .Thus the research was conducted in the month of September to December, 2020 and limited to one Archdeaconry (Cathedral Archdeaconry) which consists of 7 parishes which include; St Stephen Cathedral parish.; St Veronica Nairobi South B

parish; St James Buru Buru parish; St Mary Magdalene Maringo parish; Ack Emmanuel Bahati parish; St Philips Jericho parish and St Albans Makadara church.

1.7 Limitation of the study

Means of transport was one of the limitations to this study since some areas are in quite remote areas where commuting system is very poor. Language was another limitation since not all respondents could clearly understand and interpret English.

CHAPTER TWO

LITERATURE REVIEW

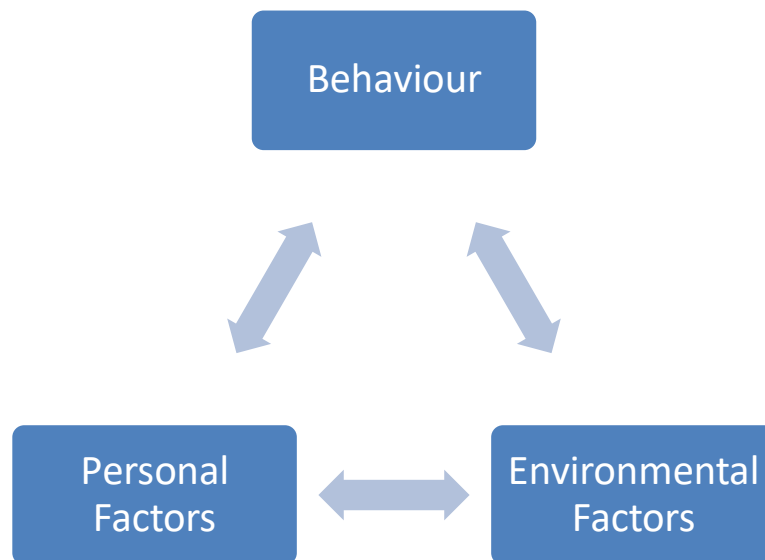
2.1 Introduction

The chapter discusses literature in relation to the effect of talent management strategies and youth retention in church. The chapter discusses, major theories adopted by the study, empirical studies, study conceptual framework and research gaps.

2.2 Theoretical Orientation of the Study

2.2.1 Social Cognitive Theory

The Bandura social cognitive theory argues that people are driven not only by inner forces but by internal factors. The Bandura theory argues that functioning of human can is explained by triadic interactions behavior, person and environment factors. The figure 2.2 shows an illustration of Bandura theory.



Source : Bandura (1986)

Figure 2.1 Model of social cognitive theory

According to the Model of social cognitive theory, environmental factors represent situational influence and the environment in which behavior is performed. While, personal factor includes instincts traits and other individual motivational forces Perry and Parcel (1990).

2.2.2 Theory of Planned Behavior

The theory notes that the behavior. Intention is influenced by an individual attitude and subjective norms. Behavior is also determined by persons perceived control which is referred to as an individual perception of their capability. The relationship is dependent on the type of the relationship and the state of the situation (Grizzell, 2007). The most important variable in predicting behavior change is influenced by personal motivation. The theory thus suggests that for one to develop skills like life kill training there must be behavior change and personal motivation. The theory further argues that it is important to present information to help to shape positive attitudes towards behavior change and to support that behavior (Ajzen, 1991).

2.2.3 Theory of Learning

The theory explains on how people learn. The theory argues that everyone leans in different way. Learning is conceived as permanent change in behavior including both observable activities and internal processes such as thinking, attitude and emotions. It is interesting to think about your own particular way of learning and also to recognize that everyone does not learn the same way with the other. Learning is conceived as relatively permanent change in behavior including both observable activities and internal processes such as thinking, attitude and emotions Burns (1995). He has included motivation in this definition of learning.

2.2.4 Sensory Stimulation Theory

This theory has its basic premise that effective learning occurs when the senses are stimulated. Laird (1985). Laird quotes research that found that the vast majority of the knowledge held by the adult (75%) is learned through seeing, (13%)is done through hearing and the rest of the senses like touch, smile and taste account for (12%) of what we know.

2.2.5 Reinforcement Theory

Reinforcement theory was developed by Skinner who was a behavioral psychologist. Laird (1985) and Burns (1995). These two researchers argued that if Positive reinforcement which include verbal reinforcement such as "that's great or you are right". It could also be tangible rewards such as certificate award, or promotion to a high level in the organization. Negative reinforcement also strengthens the behavior and refers to a situation when negative condition is stopped or avoided as consequences of one's behavior. The learning theory also emphasizes on cognitive Gestalt approach. The emphasis here is on the importance of the experience, meaning problem solving and development of insight. Burns (1995) theories of learning also captures on the holistic learning theory. The basic premise of this theory is that the individual personality consists of many elements. For example the intellect, emotion, the body impulse intuitions and imaginations that all require activation if learning would be effective. The moment the above theories are well applied individual would gain more knowledge and desire to be more engaged in that kind of learning. Empowerment programs deal with detailed learning and change of perception and behavior. People get more stimulated to think and be able to make decisions. If the young people are positively reinforced they would keep repeating the desired behavior and eventually develop it as a lifestyle hence gaining more attachment in the church. (Laird 1985).

2.2.6 Abraham Maslow Motivation theory

The motivation theory was developed by Abraham Maslow. The theory argues that people are motivated by five universal needs.. These levels include. **Physiological needs**-Are deemed to be the lowest level need. These needs include need for food and water. So long as physical needs are unsatisfied they exist as driving or motivating force in the life of a person. A hungry person has a felt need. This felt need set up both psychological and physiological tensions that manifest itself in overt behavior. In order to reduce the tension one should have food to eat.

Physiological needs - The need for shelter and security becomes the second motivator in human behaviour. need for structure law and order. Social needs- They include needs for belongingness and love. This need can be satisfied by creating opportunities to interact with other co-workers and work collaboratively with other colleagues. **Esteem needs**- After social needs get satisfied;

ego and esteem needs become motivating needs. Esteem includes desire for self- esteem and esteem for the others. These needs also include desire for reputation, prestige, status glory, dominance, recognition, attention, and appreciations.

Self-actualization - This is the highest need in Maslow hierarchy of needs. This is the need for self-realization, continuous self-development of young peoples in the church. Young people without income clings for physical needs. The empowerment programs tend to enable youth to address the physical needs, so that the physical needs motivate the safety needs. The safety needs as we have mentioned earlier will include the personal and group stability, self and group freedom and working in the absence of fear and anxiety. The safety element will motivate youth to social needs, and social needs will bring about the need for belongingness and freedom to interact with other colleagues. After the freedom of interaction, the youth develop self-esteem. The group could feel motivated if they are appreciated, if they are highly ranked, recognized and given the required attention. Finally the teenagers group could gain more retention when they have a continuous development and gaining more sustainability.

2.3 Empirical Review

2.3.1 Life Skill Training.

According to the World Health Organisation Report (1993) life skill is ability for adaptive and positive behavior Which empowers individuals to deal effectively with the challenges of every day life. Life skills are thus abilities which help to promote mental wellbeing and competence in young people as they face realities of life. Life skills education is based on child centered and activity focused methodology. Life skills training is based on the philosophy that young people should be empowered in order to enable them to be more responsible for their actions (Alrecht,2010). Life skill training has proven to be an effective approach to the empowerment and support of the youth. Studying life skills also give young people an opportunity for self-reflection and to gain fresh insights which could be the role of the church and the entire society in developing the young people. Teaching of life skills appear in a wide variety of educational programs which includes programe for the prevention of substance abuse, Botris (1990) adolescence pregnancy, Zabin (1986) entrepreneurial skills, World Bank report (2006) education programs teaching these skills have also been developed for prevention of HIV/AIDS WHO

report (1994) for peace education, prutzman (1988) and for promotion of self - confidence and self-esteem TACADE (1990).

Gonzalez (1990) asserts that in life skills education, young people are actively involved in dynamic teaching and learning process. The method used to facilitate the active involvement includes working in small groups through brainstorming, role play, games and debates. According to world health organization report (1998) in the period of rapid development, young people acquire new capacities and are faced with many new situations that create not only the opportunities for progress but also risk to health and wellbeing. According to Caplan (1992) there is much research which indicates that life skills education is needed to be taught to young people more on adolescent pregnancies, anger control and stress management etc. Botrin and Kautor (2001) assert that life skill education instils positive health behavior and prevent risks and premature deaths. Prevention can cost less than the treatment.

2.3.2 Community Service.

Young people can develop cohesion spirit and feel part and parcel of the group when they are in common working for the shake of the community. Young people create projects that focus on the community and in this case community and teenagers needs could be mutually addressed. Youth benefit from learned new skills which can be used in the community they live in. And the community can benefit from teenagers contribution in addressing local needs through assisting with social service programs, in collecting the information to help in decision making. Teenagers can be regained by providing them with concrete leadership and civic experiences, familiarizing them with the work of the community lincher etal (1994).

From this perspective youth involvement becomes an integral component of community development by helping to investigate community views on different issues and offering their views and ideas. Thus omitting members of this age group from making contribution to community affairs unnecessarily restrict community capacity to solve local problems. Involving youth in local affairs fosters relationship between themselves, the church leadership and community at large. It creates inter-generational closure. A process by which norms and the expectations of the community are transferred and reinforce (Coleman (1988).This helps youth to develop ownership, leadership skills, have the spirit of citizenship and build a foundation for future community leadership (Israel and Bealies 1990).

According to Milky (1992) young people can participate in programmes which are church based through group or club projects which open skills for self-employment and provide services for the community. According to Anderson et al (1991) community service learning has been touted as method for increasing the relevance of Christian faith through learning by doing. In recent years, a few community services programs focusing on the community development have been implemented by a few churches. Some of these community development programs include visiting orphanage homes, educational fundraising, visiting and assisting the sick, e.g. HIV/AIDS victims (Nathan and Kielsmeier, 1991). According to Gardener (1987) cited in Silcox (1991) community service programs should increase group's team work spirit among the leaders and other members of the church.

2.3.3 Income generating activities.

Income generating programs are those types of vocational continuing educational programs which help participants acquire or upgrade vocational skills and which enables them to conduct income generating activities (FAO report 1998). Such programs should be directed towards those people who are currently not self-sufficient in modern world and in particular towards those at or below the poverty line. According to Reardon (2000) programme framework for (I . G .Ps) (Income generating project) is described and applied in communities at low, mid and high levels of social economic development. The components of (IGPs) include occupational skills and non-occupational skills. With income generating programs, members of the community aim to improve their economic potential and the social wellbeing of their teenagers (Jordan and Isgut 2004).

The second way of youth generating income according to Adams (2002) is by absolute investment of existing resources. According to Adams, (2002) people can also use their skills in serving other people. He argues that income can be generated by self-employment. The church can manage to create opportunities where young people can create their own employment. Income generating programs (I G Ps) seek to equip young people with knowledge, skills, attitude and values such that they become positive contributors. The programs also assist young people to develop self- esteem and be self- reliance.

2.3.4 Talent Development.

According to Whalen (1993) on a study on talented teenagers, A disproportionate number of disadvantaged teenagers lose heart because they believe that after many years of hard training, they will still fail to reap any benefit of discovering and developing. Catterall (1997) affirms that

the benefit of discovering and developing ones talent cannot be guaranteed by success in a specific field. Most educators and researches emphasize on the importance of talent development as the key to education and personal development. Researchers have found out that young people engaged in the area of interest spend more time socializing with more appropriate and positive peer groups and make more informed choices about their future. Darling and Hammond (1996) argues that what is needed for young people to develop .

Love and Kipple (1995) notes that some talents development practices may lead directly to achievement in some fields but for others the process of focused involvement in a specific field of strength will develop skills, confidence and habits that can contribute to success in any future endeavor. Powell and Lubitish (2007) notes that competitive perspective of talent development is most developed approach to talent management in the literature. Powell and Lubitish (2007) argues that talent development strategies should be used to identify individuals in an organization, find out what they want and give it to them. The main reasoning for this belief is that if highly talented individuals are not given what they want, they may quit the organization to search competition elsewhere. Eddie (2007) point out, if the most talented people leave these types of organizations for a competitor, they not only take valuable customers but critical knowledge and expertise to the other organizations. Blast (2007) argues that, failure to retain crucial talents in a firm result in loss of core capability to remain viable.

Powell and Lubitish (2007) notes that, recruiting the best talents in any organizations, competition perspective and the success achieved in the competition perspective depend on monetary rewards, for recruiting, motivating and retaining talented people. According to research findings by Devine and Powell (2008), right people should be matched with the appropriate right jobs at the right time and doing the right things. Blass (2007) found out that talent development is more of mindset than a collection of activities and it is characterized by the absence of roles and processes. According to Blass (2007) this view revolves around the beliefs that people succeed if they are more talented in a specific field. Study findings by Coleman (2006) suggests that human development thread of the humanistic viewpoint of stresses activities and strategies that build capacity and develop competencies within individuals, which enable them to fulfill and widen personal and societal talent needs.

Nisen (2008) notes that the core talent competencies required to meet these needs are knowledge, skills, abilities and attitudes required to perform productive role for society. Nisen (2008) also emphasized of talent diversity where narrows on entrenching talent diversity in all aspects of talent development. He notes that talent diversity strengthens market access and effectiveness. Organizations that embraces the talent diversity better positions themselves to succeed and provide better services and more effectively and easily engages on productive work force.

2.4 Summary and Research Gaps

Most of the studies were done for different countries where Devine and Powell (2008), right people should be matched with the appropriate right jobs at the right time and doing the right things. Blass (2007) found out that talent development is more of mindset than that talent development is more of mindset than a collection of activities and it is characterized by the absence of roles and processes. McPherson (1991) also argues that community service programs empowers the teenagers group to feel more united. Boytes (1991) redefines teenagers who work in community programs as active members of the team as opposed to passive recipient of a program.

2.5 Conceptual Framework

The study adopted the conceptual framework to illustrate the relationship between the research variables. Figure 2.1 thus shows the relationship between the independent and dependent variables. The independent variables are skills training, community services, income generating activities and talent development.

Independent Variable

Training in life Skills:

- leadership skills
- Career Information skills.
- Social skills.
- Sex and Marriage.

Community Service:

- Visiting less privileged e.g. Orphans, age, disable People.
- Public Mass clean up.
- Donation to public e.g. clothes, food & Money.

Income generating activities:

- Tree planting.
- Poetry and album production.
- Shoe Polishing.
- Selling of Snacks after Service.

Talent Development

- poetry.
- Drama & Music.
- Sports.
- Fashion Modelling

Intervening Variable

Church Policy

Government Policy

Dependent Variable

Teenagers Retention in the church.

- No. of Leaders developed.
- No. of community services done.
- No. of Teenagers with new income generating skills.
- No. of teenagers with new talents.

2.6 Operationalization of Variables

The present reviewed various theories which were found useful in explaining ethical leadership as well as approaches for use to ensure effective talent management, these theories were found helpful in developing the study conceptual framework. The study also review various empirical studies found related to the present study and relevant in considering the study variable .These studies were reviewed in details identifying their contributions to the current study as well as the gaps they left and could be filled by the present study.

2.7 Indicators

This section discusses the indicators used to measure the research variables in order to determine the effect of talent management strategies on teenager's retention in church: A Case of Anglican Church of Kenya, Cathedral Archdeaconry. The indicators are illustrated in the conceptual framework under each independent and dependent variable.

To examine the effect of life skill training on teenager's retention in the church. The study independent variable Training in life Skills was measured using key indicators notably; leadership skills; Career Information skills; Social skills and Sex and Marriage. To establish the effect of community services on teenager's retention in the church. The study independent variable Community Service was measured using key indicators notably; Visiting less privileged e.g. Orphans, age, disable People; Public Mass clean up and Donation to public e.g. clothes, food & Money.

To find out the effect of income generating activities on teenager's retention in the church. The study independent variable Income generating activities was measured using; Tree planting; Poetry and album production; Shoe Polishing and Selling of Snacks after Service. To find out the effect of talent development on teenager's retention in the church. The study independent variable Talent Development was measured using key indicators notably; poetry; Drama & Music; Sports and Fashion Modelling. The dependent variable Teenagers Retention in the church was measured using key indicators notably; No. of Leaders developed; No. of community services done; No. of Teenagers with new income generating skills and No. of teenagers with new talents.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction.

According to Cooper and Schindler (2003) the aim of research methodology is to produce a reliable and valid data that is free from personal biases. This chapter discusses research methodology to be adopted by this study. The chapter contains a number of sections namely the research design target population, sampling techniques, data collection methods, reliability/validity of the data and the operational definitions of valuable.

3.1 Research Design.

According to Kombo (2006) research is the structure, scheme or plan that is used to generate answers to research problem. In this study qualitative descriptive research design was used. According to Orodho (2003) descriptive research is the method of collecting the information by interviewing or administering a questionnaire to a sample of individuals thus this method was used because it was based on people's attitudes opinions and habits on social issues. The data was collected from respondents in the church level based on their attitudes, feelings and opinions regarding the teenagers programs that can cause their retention in the church.

3.2 Target Population.

According to Mutai (2000) target population is the group of individual, objects or from which a sample is drawn and thus which the sample was present. The study covered in A.C.K Cathedral Archdeaconry consisting of 7 parishes St Stephen Cathedral parish's Veronica Nairobi South B parish, St James Buru Buru parish's Mary Magdalene Maringo parish, Ack Emmanuel Bahati parish's Philips Jericho parish's Albans Makadara church. The study targeted young people ranging from 13 years to 19 years, mentors of these young people in their respective parishes and the clergy. The groups targeted was a mixture of those in primary school, high schools and those who are school leavers. The study target a total of 660 young people as indicated in table 3.1 below.

Table 3.1 Target Population

Population category	Number
St Stephen Cathedral parish	80
St Veronica Nairobi South B parish	70
St James Buru Buru parish	150
St Mary Magdalene Maringo parish	70
Ack Emmanuel Bahati parish	80
St Philips Jericho parish	50
St Albans Makadara church.	160
Total	660

3.3 Sample Procedure.

According to Kombo and Tromp (2006) sampling design refers to how cases are to be selected for observation. Stratified random sampling was used consisting of teenagers who are 13 years to 19 years. The study also targeted mentors and the church ministers. A simple random sampling was used to take a sample in each group among the churches in the archdeaconry. According to Gay (1992) and Sekaran (2007) a researcher can take samples of 10% of a large population.

Table 3.2 Sample Size

Population category	Number	Percentage	Sample Size
1. St Stephen Cathedral parish	80	10%	8
2. St Veronica Nairobi South B parish	70	10%	7
3. St James Buru Buru parish	150	10%	15
4. St Mary Magdalene Maringo parish	70	10%	7
5. Ack Emmanuel Bahati parish	80	10%	8
6. St Philips Jericho parish	50	10%	5
7. St Albans Makadara church.	160	10%	16
Total	660	10%	66

3.4 Data Collection Instruments

Primary data was collected directly from respondents using structured questionnaires, since the researcher used close ended questions on questionnaire so as to get a greater insight into the problem under investigation. Questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized responses that make it simple to compile data. It also provides an opportunity for anonymity to promote high response rate, (Mugenda and Mugenda, 2013).

3.5 Data Collection Procedure

The primary data was collected using questionnaires; the study instrument consisted of a number of printed questions typed in a definite order on a form or set. The questionnaires were given to

respondents directly and others mailed to the respondents who are expected to read and understand the question and write down the reply in the space meant for that purpose in the questionnaire itself (Kothari, 2006).

3.6 Data Analysis and Presentation

Data collected was analyzed by the use of descriptive both and inferential statistics. Before analysis, the completed questionnaires were edited for completeness and consistency. Quantitative methods of data analysis was employed using descriptive statistics to explain the results of the study. Descriptive statistics was preferred because it aids the study to meaningfully describe the population of study; descriptive statistics was used to compute data frequency and percentages results aided by Statistical Packages for Social Science (SPSS Version 23). SPSS was considered appropriate since it is user friendly and it is reliability and demonstrates the relationship between the research variables. SPSS also assisted in cross tabulation and recording of data frequencies (Salkid, 2014). The study findings were presented using tables and charts.

CHAPTER FOUR

DATA AND ANALYSIS AND PRESENTATION OF THE FINDINGS

4.1 Introduction

This section presents the analysis of the data collected on the effect of talent management strategies on teenager's retention in church: A Case of Anglican Church of Kenya, Cathedral Archdeaconry. The chapter consists of three sections. Section one deals with analysis of the response rate; section two explains demographic data results and section three presents descriptive analysis of data gathered based on research variables.

4.2 Response Rate

Table 4.1 Response Rate

Response rate	Frequency	Percentage
Response	52	79%
Non-Response	14	21%
Total	66	100%

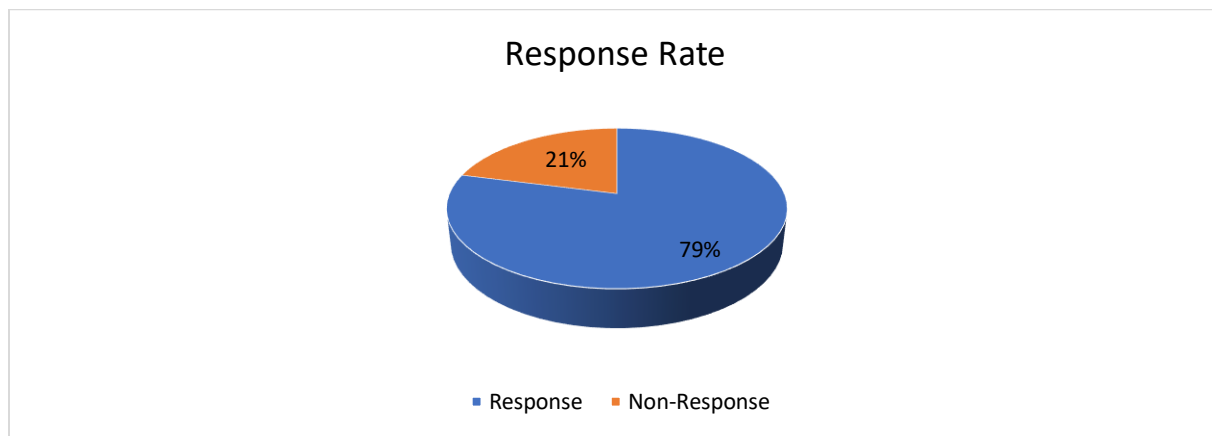


Figure 4.1 Response Rate

In this study a total of 66 questionnaires were distributed, As presented in table 4.1 and Figure 4.1, a total of 52 questionnaires were returned representing a response rate of 79%. According to Orodho (2009), a 50% response rate and above is appropriate for analysis. This response rate

was considered satisfactory to make conclusions for the study. This implies that based on this assertion, the response rate in this case of 79% was therefore very good to analyze data on the effect of talent management strategies on teenager's retention in church: A Case of Anglican Church of Kenya, Cathedral Archdeaconry.

4.3 Demographic Data

This section presents the results of respondents' personal information

4.3.1 Gender

Table 4.2 Gender

Gender	Frequency	Percentage
Male	29	56%
Female	23	44%
Total	52	100%

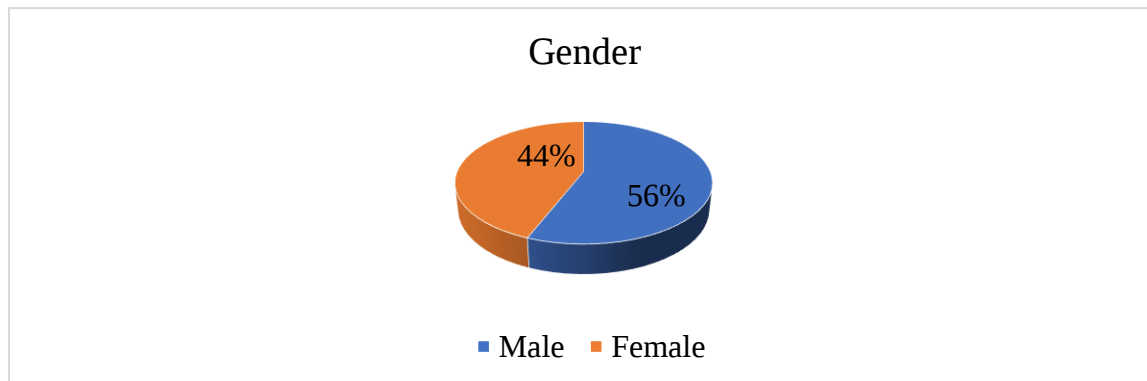


Figure 4.2 Gender

Table 4.2 and figure 4.2 shows the gender of the respondents. As presented in the table 4.2 and figure 4.2. Majority 56% of the respondents were males and 44% were females. This implies that there was no major difference on basis of gender among the respondents and thus the study findings cannot be biased due to gender differences. However, it can be noted that there were more male teenagers attending church than female teenagers.

4.3.2 Age

Table 4.3 Age

Age	Frequency	Percentage
Below 12	8	15%
13-14	12	23%
15-19	32	62%
Total	52	100%

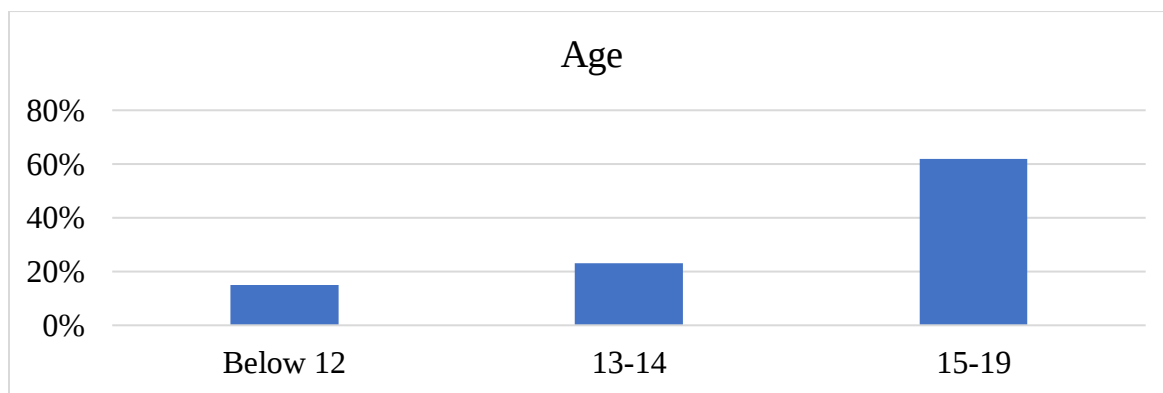


Figure 4.3 Age

Table 4.3 and Figure 4.3 shows that majority 62% of the respondents were between age bracket of 15-19 years, followed by 23% who were between ages 13-14 years and then lastly 15% who were below 12 years. This implies that majority of the teenagers were able to understand on talent management strategies and had participated on various talent management programmes.

4.3.3 Highest Education Level

Table 4.4 Highest Education Level

Highest Education Level	Frequency	Percentage
Primary	20	38%
Secondary	32	62%
Total	52	100%

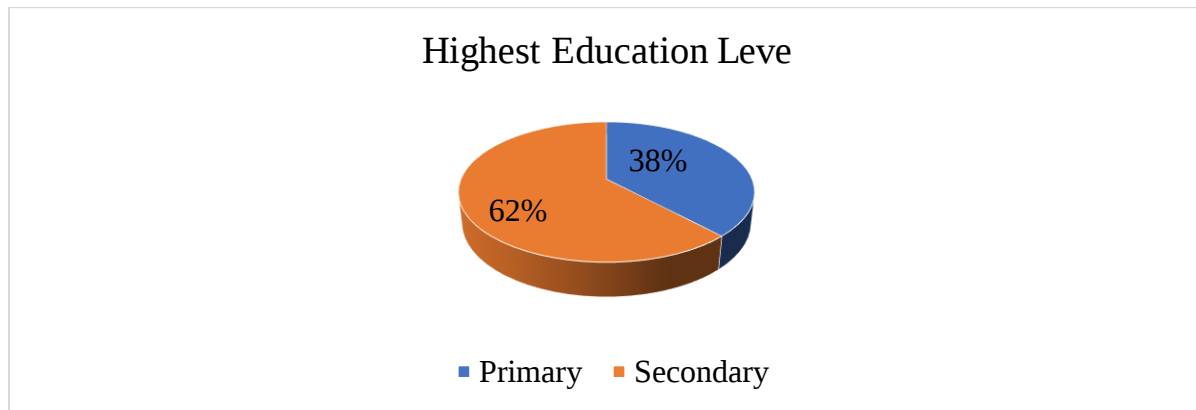


Figure 4.4 Highest Education Level

Table 4.4 and figure 4.4 shows that majority 62% of the respondents had finished or were in secondary schools and 38% of the respondents were in primary schools. This indicates that majority of the teenagers had enough knowledge on various talent management programmes offered by their churches and had participated in various talent management programmes offered by their respective churches.

4.3.4 Number of Years Attending Church

Table 4.5 Number of Years Attending Church

No of Years	Frequency	Percentage
Less than 5 years	10	19%
6-11 years	28	54%
12-17 years	14	27%
Total	52	100%

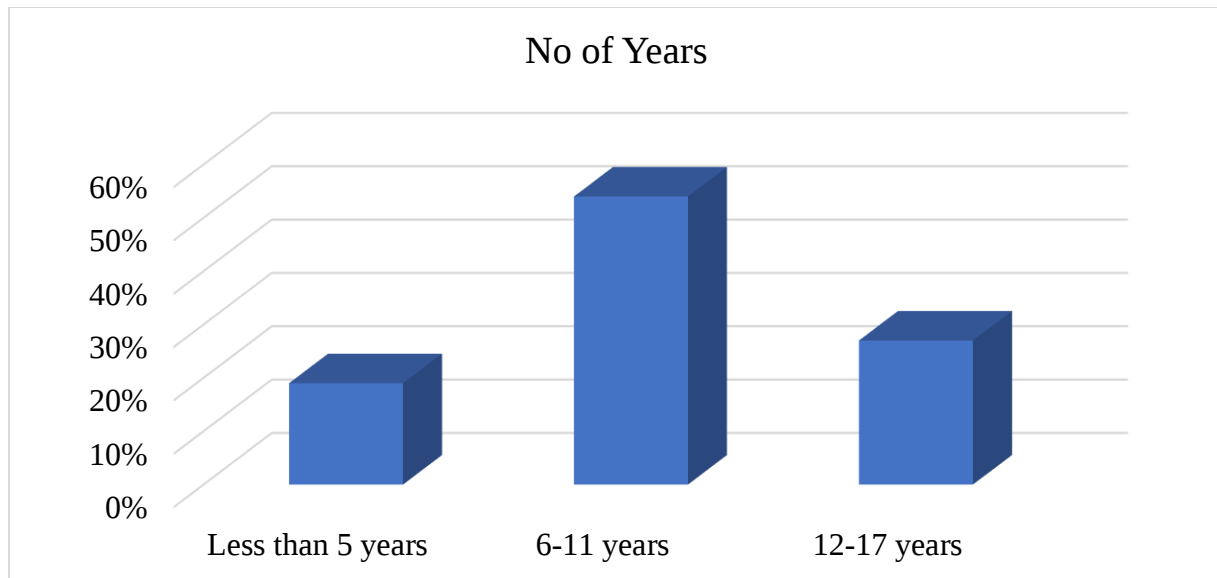


Figure 4.5 Number of Years Attending Church

Table 4.5 and figure 4.5 shows that majority 54% of the respondents had attended church for 6-11 years, 27% had attended church for 12-17 years and 19% had attended church for less than five years. This indicates that majority of the teenagers had started attending church services at an early age and hence they were much aware on various talent management strategies and programmes offered by their church.

4.4 Life Skills Training

The study aimed to examine the effect of life skill training on teenager's retention in the church. The study requested the respondents to indicate their level of agreement with key factors in relation to the effect of life skill training on teenager's retention in the church. Using the scale: 1= strongly disagree; 2= disagree; 3= neutral; 4 = agree; 5= strongly agree.

Table 4.6. Life Skills Training

Life skills Training	1	2	3	4	5
1) The church offers leadership development skills that motivate me to go to church	10%	20%	10%	20%	40%
2) The church offers career information skills that motivate me to remain attending church services and activities	8%	30%	22%	25%	15%
3) The church offers social development skills which motivates me to remain attending church services and activities	10%	10%	15%	25%	40%
4) My church offers sex and marriage awareness programs which motivate me to remain attending church services and activities	30%	25%	20%	15%	10%

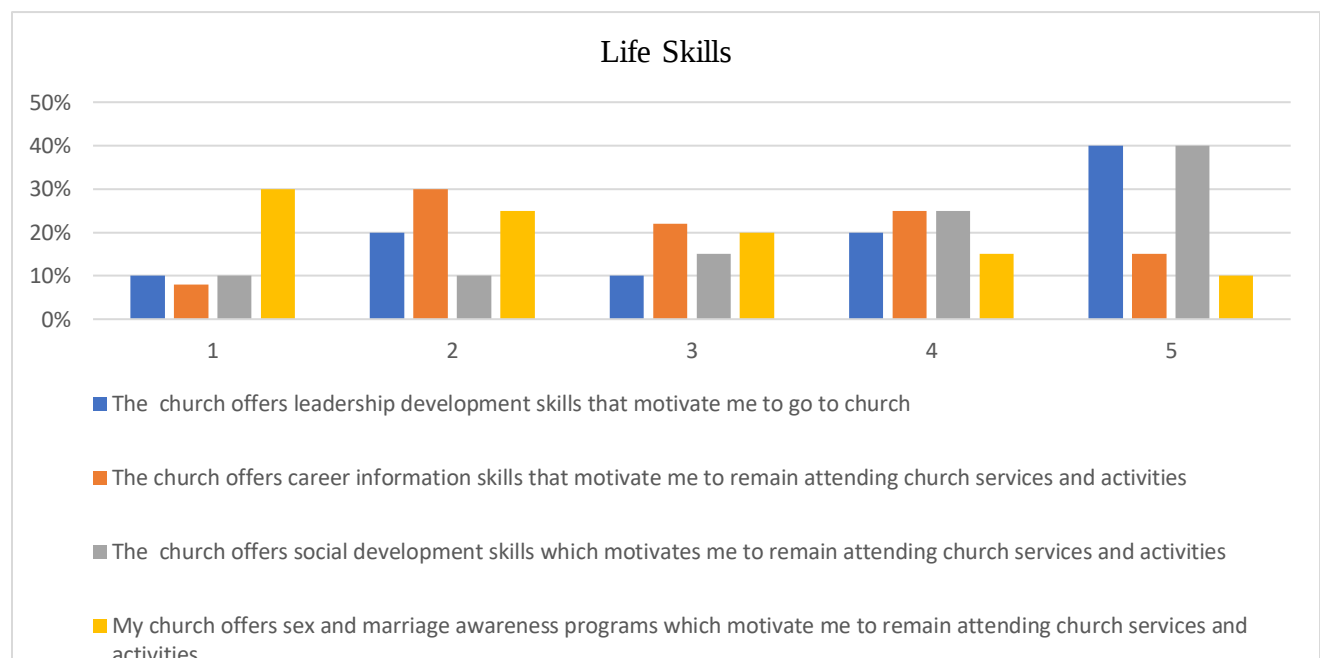


Figure 4.6 Life Skills Training

Table 4.6 and Figure 4.6 shows that majority 40% of the respondents indicated that the church offered them with leadership development skills that motivated them to go to church. Majority 30% of the respondents indicated that the church offered them with career information skills that motivated them to remain attending church services and activities. Then, majority 40% of the respondents expressed that the church offered them social development skills which motivated them to remain attending church services and activities and lastly majority 30% indicated that the church offered them sex and marriage awareness programs which motivated them to remain attending church services and activities. This implies that majority of the teenagers were motivated to attend and remain attend church services by life skills training which focused on leadership development skills but they were not motivated to continue attending church due to lack of career information skills. However, existence of social development skills played a major role in encouraging majority of teenagers to continue attending church. On the other hand, there lacked of life skills programmes that focused on sex and marriage awareness and this affected most teenagers from attending church.

4.5 Community Services

The study aimed to establish the effect of community services on teenager's retention in the church. The study requested the respondents to indicate their level of agreement with key factors in relation to the effect of community services on teenager's retention in the church. Using the scale: 1= strongly disagree; 2= disagree; 3= neutral; 4 = agree; 5= strongly agree.

Table 4.7. Community Services

Community services	1	2	3	4	5
1. My church organizes activities for Visiting less privileged e.g. Orphans, age, disable People.	5%	10%	15%	20%	50%
2. My church organizes public mass cleanup activities which encourages me to remain attending church services and activities	20%	30%	20%	20%	10%
3. My church provides organizes for donation to public e.g. clothes, food & Money	10%	10%	10%	30%	40%
4. My church offers opportunity to participate in environment conservation activities.	20%	40%	10%	20%	10%

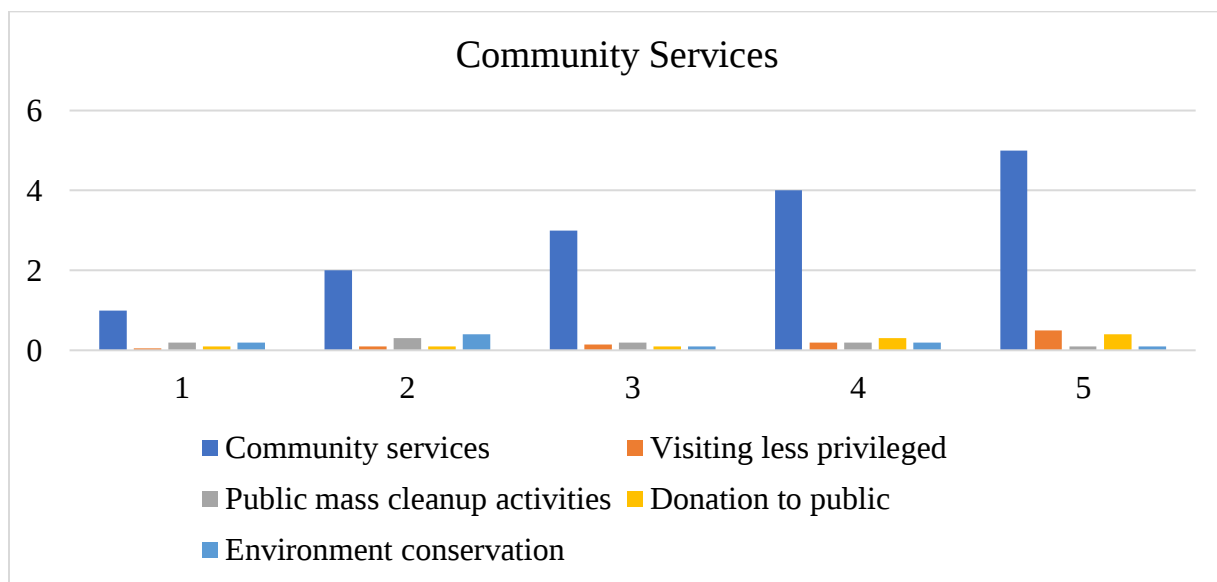


Figure 4.7 Community Services

Table 4.7 and Figure 4.7 shows that majority 50% of the respondents strongly agreed that their church organizes activities for Visiting less privileged e.g. Orphans, age, disable People. Majority 30% of the respondents disagreed that their church organizes public mass cleanup

activities which encourages me to remain attending church services and activities. Then majority 30% of the respondents strongly agreed that their church provides and organizes for donation to public e.g. clothes, food & Money. Finally, 40% of the respondents disagreed that their church offers opportunity to participate in environment conservation activities. The findings indicate that organizing activities for visiting less privileged e.g. Orphans, age, disable People and providing and organizing for donation to public e.g. clothes, food & Money encourages most teenagers to remain attending church services. However, most church parishes do not organize public mass cleanup activities fails to offers opportunity for teenagers to participate in environment conservation activities. These negatively affects retention of most teenagers in the church. These findings concurs with Oyugi (2015) that involvement of teenagers in community services in terms of visiting of less privileged e.g. Orphans, age, disable people, public mass clean up, donating to the needy public for clothes, food & Money and offering teenagers opportunities to participate in environment conservation activities plays a major role in encouraging the extent to which most teenagers remain attending church services.

4.6 Income Generating Activities

The study aimed to find out the effect of income generating activities on teenager's retention in the church. The study requested the respondents to indicate their level of agreement with key factors in relation to the effect of community services on teenager's retention in the church. Using the scale: 1= strongly disagree; 2= disagree; 3= neutral; 4 = agree; 5= strongly agree.

Table 4.8. Income Generating Activities

Income Generating Activities	1	2	3	4	5
a) My church offers tree planting activities which encourages me to remain attending church	20%	36%	20%	14%	10%
b) My church offers poetry and album production which encourages me to remain attending church services and activities	16%	30%	10%	24%	20%
c) My church offers shoe shining income generation activities which motivates me to remain attending church services and activities	20%	40%	10%	20%	10%
d) My church offers opportunity for young people to sell snack after services and this encourages to me to remain attending church services and activities	20%	34%	10%	26%	10%

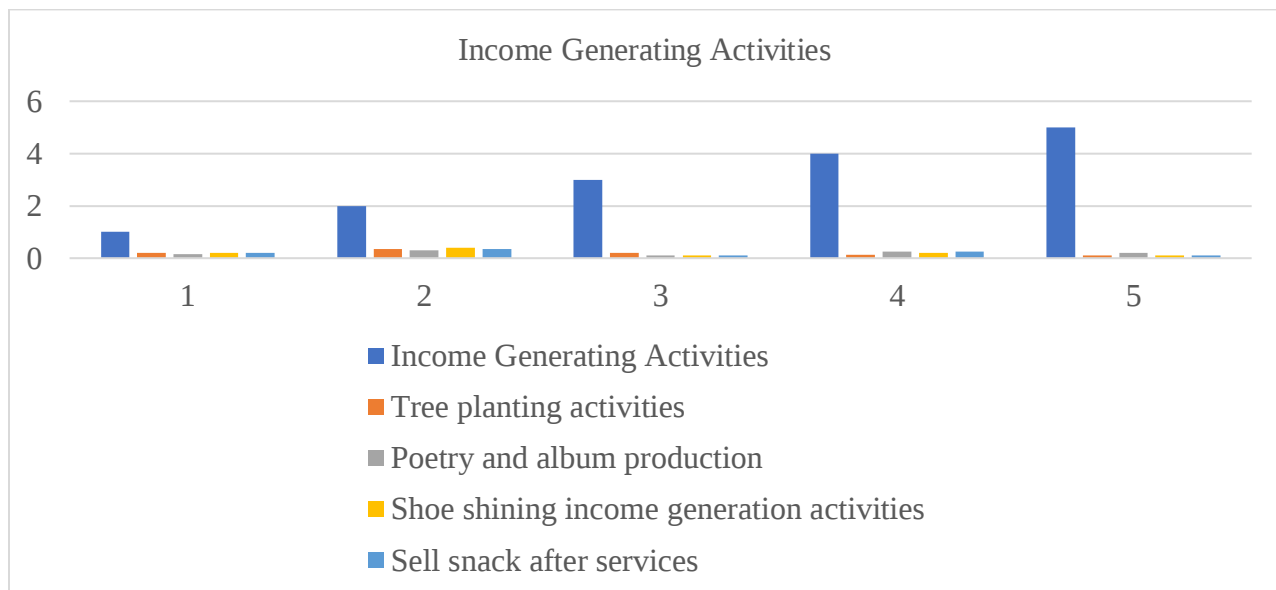


Figure 4.8 Income Generating Activities

Table 4.8 and Figure 4.8 shows that majority 36% of the respondents disagreed that their church offers tree planting activities which encourages me to remain attending church. Majority 30% of the respondents disagreed that their church offers poetry and album production which encourages them to remain attending church services and activities. Then majority 40% of the respondents disagreed that their church offers shoe shining income generation activities which motivates them to remain attending church services and activities. Finally, majority 34% of the respondents disagreed that their church offers opportunity for young people to sell snack after services and this encourages to me to remain attending church services and activities. These findings imply that the church lacked income generating activities which could encourage most teenagers to remain attending church services. The findings indicate that majority of teenagers attending church were not offered with income generating activities in terms of tree planting activities, poetry and album production, shoe shining services and snack selling business opportunities. This discouraged most teenagers from attending church hence low retention rates of teenagers in the church. These findings are in line with Muiruri (2017) where he opined that, offering young people with economic empowerment opportunities like income generating activities plays a significant role towards attracting and retaining majority of young people in churches. However, lack of income generating activities discourages most youths from attending churches, since most youths seeks economic empowerment opportunities.

4.7 Talent Development Activities

The research was to find out the effect of talent development activities on teenager's retention in the church. The study requested the respondents to indicate their level of agreement with key factors in relation to the effect of talent development activities on teenager's retention in the church. Using the scale: 1= strongly disagree; 2= disagree; 3= neutral; 4 = agree; 5= strongly agree.

Table 4.9 Talent Development Activities

Talent development activities	1	2	3	4	5
a) My church offers programs that help young people to develop poetry skills and organizes poetry competition skills	4%	16%	10%	40%	30%
b) My church offers programs that supports young people to develop drama and music skills	10%	10%	10%	30%	40%
c) My church provides opportunities for young people to participate in various sports like foot ball matches, cycling, basketball	10%	20%	20%	20%	30%
d) My church offers opportunity for young people to participate in fashion modelling activities	20%	40%	20%	10%	10%

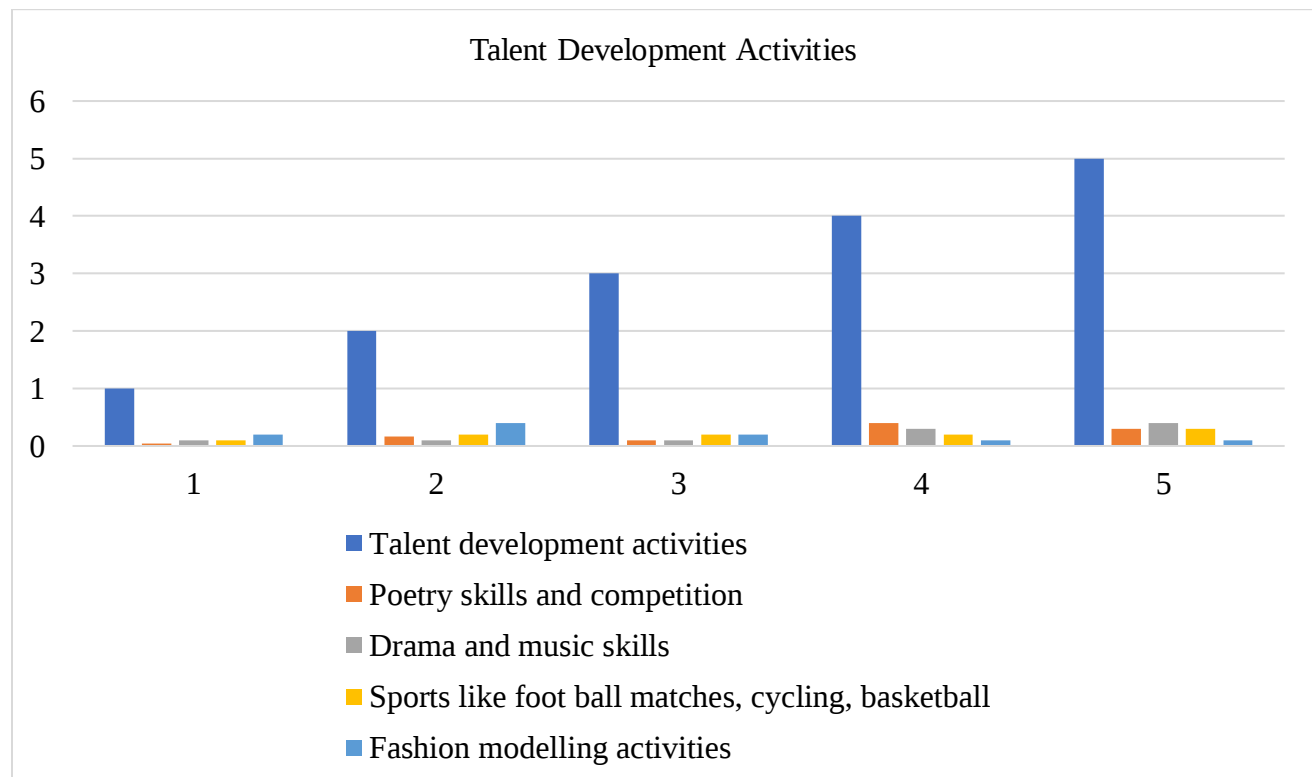


Figure 4.9 Talent Development Activities

Table 4.9 and Figure 4.9 shows that majority 36% of the respondents agreed that their church offers programs that help young people to develop poetry skills and organizes poetry competition skills. Then, majority 40% strongly agreed that their church offers programs that supports young people to develop drama and music skills. Further, majority 30% of the respondents strongly agreed that their church provides opportunities for young people to participate in various sports like football matches, cycling, basketball. Finally, majority 40% of the respondents disagreed that their church offers opportunity for young people to participate in fashion modelling activities. These findings indicate that the church offered talent development activities such as poetry skills development and poetry competition, drama and music skills training, sports activities like football matches, cycling, basketball. These played a major role towards attracting and retaining most teenagers in the church. However, the church did not offer opportunities for most young people to participate in fashion modelling activities. These findings corroborate findings by Oyugi (2015) that offering youth people with talent development activities such as poetry skills development, training on drama and music, sports activities like football matches, cycling, basketball plays a major role towards attracting and retaining of most young people in religious institutions.

CHAPTER FIVE

SUMMARY OF FINDINGS CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses summary of findings conclusions and recommendation of the study on effect of talent management strategies on teenager's retention in church, a case of Anglican Church of Kenya, Cathedral Archdeaconry. The chapter discusses the summary of findings, conclusions and recommendation of the study.

5.2 Summary of Findings

5.2.1 Life Skills Training

The research was aimed to examine the effect of life skill training on teenager's retention in the church. The study found out that life skills training played a major role towards determining the rate of retention of teenagers in the church. The study findings that majority of the teenagers were motivated to attend and remain attend church services by life skills training which focused on leadership development skills but they were not motivated to continue attending church due to lack of career information skills. However, existence of social development skills played a major role in encouraging majority of teenagers to continue attending church. On the other hand, there lacked life skills programmes that focused on sex and marriage awareness and this affected most teenagers from attending church.

5.2.2 Community Services

The study aimed to establish the effect of community services on teenager's retention in the church. The study found out that church engagement of teenagers to participate in community services played a major role in promoting teenager's talent, and this determined the rate of teenager's retention in the church. The study findings showed that organizing activities for visiting less privileged e.g. Orphans, age, disable People and providing and organizing for donation to public e.g. clothes, food & Money encourages most teenagers to remain attending church services. However, most church parishes failed to organize public mass cleanup activities fails to offers opportunity for teenagers to participate in environment conservation activities. This negatively affects retention of most teenagers in the church.

5.2.3 Income Generating Activities

The study aimed to find out the effect of income generating activities on teenager's retention in the church. The study found out that engaging teenagers in income generating activities had major effect in promoting teenager's talent in entrepreneurial activities. This was found to motivate many teenagers in attending church services hence leading to high retention. However, the study noted that the church lacked income generating activities which could encourage most teenagers to remain attending church services. The findings indicated that majority of teenagers attending church were not offered with income generating activities in terms of tree planting activities, poetry and album production, shoe shining services and snack selling business opportunities. This was found to discourage most teenagers from attending church hence low retention rates of teenagers in the church.

5.2.4 Talent Development Activities

The study aimed to find out the effect of talent development activities on teenager's retention in the church. The study found out that engaging teenagers in talent development activities plays a major role in determining the rate of retention amongst the teenagers in the church. The study noted that the church offered talent development activities such as poetry skills development and poetry competition, drama and music skills training, sports activities like football matches, cycling, basketball. These played a major role towards attracting and retaining most teenagers in the church. However, the church did not offer opportunities for most young people to participate in fashion modelling activities.

5.3 Conclusions

The study concluded that talent management strategies play a major role in determining the rate of teenager's retention in the church. The study then concluded that talent management strategies notably offering of life skills training, engagement of teenagers in community services, engagement of teenagers in income generating activities and exposure of teenagers in talent development activities affected the retention of most teenagers in the church.

The study concluded that life skills training which focuses on leadership development skills motivates most teenagers to attend church but lack of career information skills lowers the rate of retention of teenagers in the church. However, existence of social development skills played a major role in encouraging majority of youths to remain in the church. Lack of life skills

programmes that focuses on sex and marriage awareness and affects most teenagers from attending church. The study further concluded that community services that focused on organizing activities for visiting less privileged e.g. Orphans, age, disable People and providing and organizing for donation to public e.g. clothes, food & Money increases the rate of most teenagers to remain attending church services.

Finally, the study concluded that lack of offering teenagers with income generating activities in terms of tree planting activities, poetry and album production, shoe shining services and snack selling business opportunities lowered the rate of teenagers' retention in the church. The rate of teenager's retention is improved through offering of talent development activities such as poetry skills development and poetry competition, drama and music skills training, sports activities like football matches, cycling, basketball.

5.4 Recommendations

The study recommended that for the church to improve in the rate of teenagers retention in attending church services, the church should improve on life skills training by offering programmes which helps teenagers to improve on leadership development skills, social development skills, life skills and skills that focused on sex and marriage awareness and lack of involvement in negative peer pressure.

The church should also increase the level of engagement of teenagers in community services that involves visiting less privileged e.g. Orphans, age, disabled People and providing and organizing for donation to public e.g. clothes, food & Money. Also involve visiting various community events.

The church management should identify more effective income generating activities which most teenagers can participate in. The church should improve on the level of engagement of teenagers in income generating activities in terms of tree planting activities, poetry and album production, shoe shining services and snack selling business opportunities.

The church should identify more effective talent development activities in which most youths are interested in and implement them. The church should improve in offering of talent development activities such as poetry skills development and poetry competition, drama and music skills training, sports activities like football matches, cycling, basketball.

5.5 Suggestion for further studies

The study determined the effect of talent management strategies on teenager's retention in church, a case of Anglican Church of Kenya, Cathedral Archdeaconry. The study focused on life skills training, community services, income generating activities and talent development. The study was limited to Anglican Church of Kenya, Cathedral Archdeaconry and four talent management strategies. The study suggests similar study to be undertaken in other churches in Kenya and other studies should be carried out to determine the effect of other talent management strategies on teenager's retention in churches.

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APPENDICES

Appendix I: LETTER OF INTRODUCTION

Dear Participant,

RE: QUESTIONNAIRE FILLING

I,m a student at MUA University. I am conducting a research project on **the effect of talent management strategies on teenager's retention in church: A Case of Anglican Church of Kenya, Cathedral Archdeaconry**. This project will be used purely for academic purposes and for the partial fulfillment of a post graduate degree course. Please note that responses given will be treated with confidentiality and strictly for the purposes of this study. Kindly, therefore, respond to these questions as honestly and precisely as possible.

Thank you for your time

APPENDIX II: QUESTIONNAIRE

Please tick your options where applicable.

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender

Male ☐

Female ☐

2. Age Bracket:

Up to 12 ☐

13 –14 ☐

15– 17 ☐

3. Highest education level

Primary level ☐

Secondary level ☐

Indicate any talent activities offered in your church ☐

.....

4. Number of years attending church?

Less than 5 years ☐

6-11 years ☐

12-17 years ☐

18-23 years ☐

24-29 years ☐

Above 30 years ☐

SECTION B: LIFE SKILLS TRAINING

1. Kindly indicate your level of agreement with the following factors in relation to the effect of life skill training on teenager's retention in the church. Use the scale: 1= strongly disagree; 2= disagree; 3= neutral; 4 = agree; 5= strongly agree.

Life skills Training	1	2	3	4	5
5) The church offers leadership development skills that motivate me to go to church					
6) The church offers career information skills that motivate me to remain attending church services and activities					

7) The church offers social development skills which motivates me to remain attending church services and activities					
8) My church offers sex and marriage awareness programs which motivate me to remain attending church services and activities					

2. Kindly indicate your level of agreement with the following factors in relation to the effect of community services on teenager's retention in the church. Use the scale: 1= strongly disagree; 2= disagree; 3= neutral; 4 = agree; 5= strongly agree.

Community services	1	2	3	4	5
5. My church organizes activities for Visiting less privileged e.g. Orphans, age, disable People.					
6. My church organizes public mass cleanup activities which encourages me to remain attending church services and activities					
7. My church provides organizes for donation to public e.g. clothes, food & Money					
8. My church offers opportunity to participate in environment conservation activities.					

3. Kindly indicate your level of agreement with the following factors in relation to the effect of income generating activities on teenager's retention in the church. Use the scale: 1= strongly disagree; 2= disagree; 3= neutral; 4 = agree; 5= strongly agree.

Income Generating Activities	1	2	3	4	5
9) My church offers tree planting activities which encourages me to remain attending church					
10) My church offers poetry and album production which encourages me to remain attending church services and activities					
11) My church provides offers shoe shining income generation activities which motivates me to remain attending church services and activities					
12) My church offers opportunity for young people to sell snack after services and this encourages to me to remain attending church services and activities					

4. Kindly indicate your level of agreement with the following factors in relation to the effect of talent development activities on teenager's retention in the church. Use the scale: 1= strongly disagree; 2= disagree; 3= neutral; 4 = agree; 5= strongly agree.

Talent development activities	1	2	3	4	5
13) My church offers programs that help young people to develop poetry skills and organizes poetry competition skills					
14) My church offers programs that supports young people to develop drama and music skills					
15) My church provides opportunities for young people to participate in various sports like foot ball matches, cycling, basketball					

16) My church offers opportunity for young people to participate in fashion modelling activities					
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Appendix III: Work plan

The following is a schedule of activities indicating when each respective activity is due to occur:

Event\Date	Sept 2020	January 2021	February 2021	March 2021	April 2021	May 2021
Formal approval of study						
Proposal writing						
Present proposal						
Data Collection						
Data Analysis						
Report Writing						

Appendix IV: Budget

ITEM	AMOUNT
Typing, editing and printing	10,000
Data collection and analysis	40,000
Transport	10,000
Stationery, photocopies and binding	20,000
Miscellaneous	10,000
TOTAL	90,000