

# **CHAPTER ONE**

## **INTRODUCTION**

### **Background of the Study**

The Seventh-day Adventist (SDA) Church started operating educational institutions in 1872 by opening its first school with 12 students at Battle Creek, Michigan, in the United States of America (Greenleaf, 2005). Since then, the church has produced the largest Protestant private school system in the world and spends millions of dollars in running the system. In addition, local territories (unions, conferences, missions and fields) and local churches also spend heavily in support of local Adventist schools. The system starts from pre-kindergarten education to higher education, offering a wide range of disciplines in Applied and Pure Science, Arts, Humanities, Business and Religious Studies. According to the 149<sup>th</sup> Annual Statistical Report of 2013, as of 2011, the Adventist church operated 7835 educational institutions world-wide, of which 1908 and 5815 were primary and secondary schools respectively (SDA Church, 2013).

The purpose of education provided in these institutions is to teach students to be thinkers and be transformed into the human beings that God designed them to be (White, 1952). The church is guided by a philosophy that education should be redemptive for the purpose of restoring the human race to the image of God. The basic understanding of the church is that the foundation of all true education is the knowledge of God. The development of the mental, physical, social, and spiritual aspects for service to humanity and God are the core goals of Seventh-day Adventist education (SDA Church, 2003).

In Tanzania, Adventist educational institutions have existed for many years. The first missionaries to Tanzania were Germans who introduced the gospel into Tanzania through establishment of schools. These schools produced churches and trained church leaders (Otieno, 2002). Between 1905 and 1963 the Adventist church in Tanzania operated 192 primary schools. This was the largest number compared to other religious denominations in the country (Otieno, 2002). Today, there are only 11 Adventist primary schools in the whole of the United Republic of Tanzania. (ETC, 2013)

The Eastern Tanzania Conference (ETC), which is one of the local conferences in the country, operates two primary schools, namely Kongowe Adventist Primary School located at Kibaha town, in the coastal region and Agape Adventist Primary School which is in Morogoro town. There is one local church in this territory operating a primary school known as Temeke Adventist Nursery & Primary School (TANPS), which is in Dar es Salaam. The school is solely owned and operated by Temeke SDA church. There are several other local churches operating pre-primary schools in the conference (ETC, 2013).

Adventist educational institutions offer an opportunity for Adventist members to get Christian Education. However, enrolment of Adventist students in Adventist primary schools has remained at a low level, and over the past several years, declining enrolment of Adventist students has been noted in some schools. On the other hand, there has been continuous growth in church membership in the conference. Under normal circumstances, one would expect a proportional increase of Adventist students in Adventist schools as church membership grows but it has not been the case. Instead, there has been a rising enrollment trend of non-Adventist students in Adventist schools (ETC, 2013).

Enrollment statistics (Table 1) for the three Adventist primary schools for the years 2002 to 2013 provide a mixed picture. All schools, except Agape Adventist Primary school, show marginal increase in enrollment. In some instances schools show an increase in enrollment in one year and a decrease in the following year. Still other schools reflect very minor enrollment variations and may be classified as having static enrollment.

Table 1

*Enrollment for Adventist Primary Schools in ETC from 2002 to 2013*

Year	KAPS				AAPS				TANPS			
	AD	NA	Total	% AD	AD	NA	Total	% AD	AD	NA	Total	% AD
2002	53	51	104	51	-	-	-	-	-	-	-	-
2003	95	55	150	63	-	-	-	-	-	-	-	-
2004	123	77	200	62	-	-	-	-	-	-	-	-
2005	157	93	250	63	-	-	-	-	46	197	243	19
2006	195	108	303	64	-	-	-	-	-	-	-	-
2007	224	126	350	64	-	-	-	-	62	212	274	23
2008	218	212	430	51	-	-	-	-	-	-	-	-
2009	237	233	470	50	-	-	-	-	78	151	229	34
2010	217	230	447	49	-	-	-	-	79	154	233	34
2011	177	278	455	39	08	30	38	73	111	176	287	39
2012	181	281	462	39	65	49	114	57	213	197	410	52
2013	172	300	472	36	76	45	121	63	202	265	467	43
<b>Total</b>	<b>2049</b>	<b>2044</b>	<b>4093</b>	<b>50</b>	<b>149</b>	<b>124</b>	<b>273</b>	<b>54.6</b>	<b>791</b>	<b>1352</b>	<b>2143</b>	<b>37</b>

Source: (ETC, 2013)

Regarding enrollment of Adventist and non-Adventist pupils, Kongowe Adventist Primary School which was established in 2002 started with slightly higher Adventist pupils than non-Adventists. It started with enrollment of 51% Adventist pupils and rose gradually to an enrollment of 64% in 2007. Beginning 2008, the enrollment of Adventist pupils started to decline until the 2013 enrollment of 36 %.

The available statistics for Temeke Adventist Nursery and Primary School (TANPS) shows that the enrollment of Adventist pupils was below 40% between 2005 and 2011 and there was some improvement in the next two years with an enrolment of 52% in 2012 and 43% in 2013 respectively. For Agape Adventist Primary School (AAPS), the available statistics for the three years (2011 to 2013) shows an enrollment of above 50% where the lowest is 53% and the highest is 73%. However, the enrollment fluctuated from year to year. AAPS is a day school while TANPS and KAPS are day and boarding schools.

Enrollment statistics presented in Table 1 above show that there are more non-Adventist pupils in Adventist primary schools than Adventist pupils. Even when membership rises, there is no rise in the enrollment. Though one must be cautious about expecting a direct correlation between church membership and Adventist school enrollment, it is not necessarily true (Cooper, 2009). Adventist church members would be expected to send their children to Adventist schools and thus the number of Adventist pupils in these schools would be higher than non-Adventists. This is because most cultural anthropologists and sociologists agree that institutions are designed to meet the needs of its members (Kagan, 2006; Beverly, 2010). This means that Adventist schools are designed to meet the needs of Adventists. If Adventist members do not send their children to Adventist schools the non-Adventist members may question the quality of Adventist schools. It is therefore important to study the perceptions of Adventist members about Adventist schools in order to address their concerns and so that they may have positive perceptions and be ambassadors to non-Adventists.

## **Statement of the Problem**

According to the East-Central Africa Division of the Seventh-day Adventist church Working Policy, FE 30, 05 p.226, “a denominationally operated school is primarily for the benefit of the children and youth of the church and shall not have more than 25% of its enrollment non-Seventh day Adventists” (ECD, 2007). This is to say, a school is regarded as an Adventist school if it has 75% or more of pupils drawn from Adventist families. Despite the numerical growth of Seventh-day Adventist church membership in the Eastern Tanzania Conference, from 32,276 in 2002 to 53,790 in 2013 for the past ten years of existence of Adventist primary schools in the conference, there has not been a corresponding increase in enrolment of Adventist pupils in Adventist primary schools in the conference. With this trend, there is need to find out the causes of this scenario. It was therefore, the purpose of this study to investigate the possible reasons for this trend through a study of the perceptions of church members towards the Adventist primary schools in the territory in order to determine whether they have any implications for enrollment (ETC, 2013).

## **Research Questions**

1. What are the perceptions of the SDA church members on the schools of their children?
2. Is there a significant difference between the perceptions of church members with children in Adventist primary schools and those of church members with no children in Adventist Primary schools?
3. What are the attitudes of church members towards Adventist education?
4. Is there a significant difference between the attitudes of church members with children in Adventist primary schools and those of church members with no children in Adventist Primary schools?

5. What are the perceptions of church members on the factors affecting enrolment in Adventist primary schools in ETC?
6. What are the suggestions of church members for increasing enrolment of SDA pupils in Adventist schools in ETC?

### **Hypotheses**

- a)  $H_{01}$ : There is no significant difference between the perceptions of church members with children in Adventist primary schools and those of church members with no children in the Adventist Primary schools.
- a)  $H_{02}$ : There is no significant relationship between the church members' attitudes towards Seventh-day Adventist education and the church members' Perceptions towards Adventist primary schools.

### **Assumptions**

The basic assumptions underlying this study are:

1. The designed and developed questionnaires were adequate enough to give relevant information needed for the study
2. The church members who participated in this study were provided with necessary information about the study and therefore their responses were valid
3. The respondents were faithful and their responses to surveys and interviews were honest.

### **Significance of the Study**

Since some of the issues found out in the previous studies done outside Tanzania are locality-specific they cannot be relevant to a Tanzanian situation in solving the problem investigated in this study. Therefore, it was the purpose of this study to examine church members' perceptions in Tanzania and Eastern Tanzania conference in particular in order to contribute to what is already known. By

understanding what church members perceive about the Adventist primary schools and the implications of these perceptions on enrollments, appropriate recommendations are made on how to address issues of special concern in order to improve enrollment of the Seventh-day Adventist pupils in Adventist schools. Finally, the recommendations made as a result of this study will assist school administrators and trustees to get acquainted with the needs of members and adjust in harmony with the Adventist philosophy of education. Having many Adventist pupils in Adventist schools will help to keep the Adventist faith alive and the Seventh-day Adventist culture will be maintained in these schools for future generations.

### **Justification of the Study**

Studies on the perceptions of Adventist church members towards Adventist primary school and their implications for enrollments have been done elsewhere in the world. However, no any documented studies on the same have been done in the United Republic of Tanzania. Most of the previous studies were done in Northern American Division (US and Canada). Studies conducted in the North American Division (NAD) of the SDA church include Laborde (2007) who examined why parents did not send their children to Adventist schools and their attitudes towards Adventist education (CATN, 2007). Studies assessing Adventist parents' attitude towards Christian education were also conducted in New Jersey and Columbia Union Conferences (Sahlin, Richardson and Rusu, 2001; Sahlin, Richardson, Rusu, & Cincala, 2004). Outside NAD, Andersson (1985) studied the attitudes towards Christian education among Adventist pastors, educators, and church members in Denmark. Cho (1987) studied declining enrollment trends in Taiwan between 1972 and 1986.

The present study investigated the implied reasons for the current low enrollment in Adventist primary schools in the study area because enrollment is a key to the growth of any school including Adventist schools. According to Baldwin (2001) enrollment is a concern of Adventist education from the elementary school to higher education. This problem may be overcome if church members have positive perceptions about Adventist education and its philosophy. Church members' perceptions are some of the strongest factors for overcoming obstacles to enrollment (Gregorutti, 2008).

In view of the aforesaid, it is important for relevant stakeholders and critical decision makers to know the perceptions influencing enrollment in Seventh-day Adventist primary schools in order to know how to address them. However, the "how" must be rooted in the "why". To the extent that this study can shed some light on the "why" it may provide a sound basis for formulating strategies on "how" to address the increasingly serious problem of enrollment in the Eastern Tanzania conference. Strategies formulated on the basis of research findings stand a better chance of being successful leading to increase in enrollment.

### **Theoretical Framework**

This study was guided by a marketing mix theory, commonly known as the seven P's marketing mix (Kotler, et al., 2007). According to Kotler, *et al.* (2007), the marketing mix is the combination of marketing activities that an organization engages in so as to best meet the needs of its targeted market. The marketing mix consists of 7Ps, namely, price, product, place, promotion, physical presence, provision of service, and processes. These comprise the modern marketing mix that is particularly relevant in any form of business or service industry where meeting the needs of customers is



given priority. Getting the mix right enables a business to meet its marketing objectives, that is to satisfy customers (Kotler, et al., 2007).

In this study, the traditional seven Ps were adopted and modified to a school context. The seven Ps to be considered in this study are Product (Adventist education), Price (tuition fees), Place (Location of the school), Philosophy (Adventist philosophy of education), Performance (School academic and spiritual performance), Promotion (How the school is made known to church members) and Personnel (teaching staff) and other school workers).

The 7 Ps theoretical frameworks are diagrammatically presented in figure 1 below.

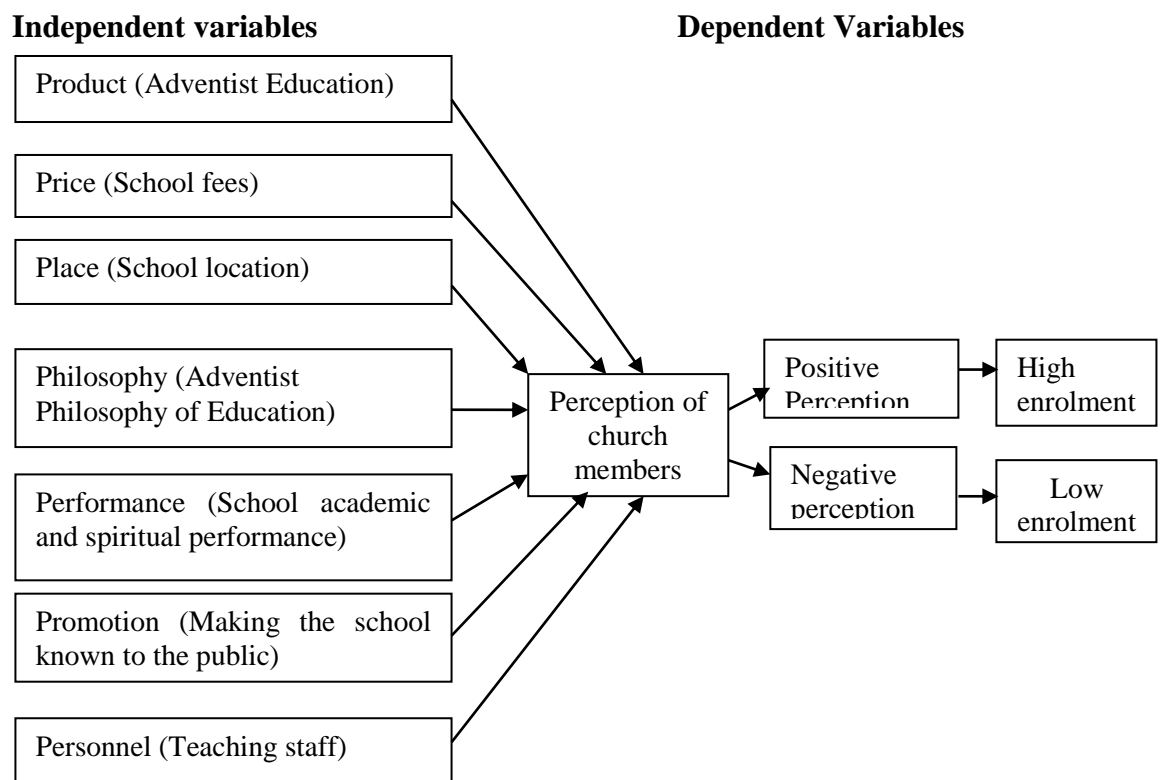


Figure 1: Theoretical framework for the study

From the above diagram it can be said that, church members' positive perceptions towards Adventist education, school fees, School location, Adventist

philosophy of education, school spiritual and academic performance, school promotion and personnel who are school staffs may lead to a higher enrolment of the Adventist students in a school. On the other hand, a negative perception of church members toward the mentioned aspects may lead to a low enrolment of the Adventist students in a school.

### **Scope of the Study**

The study intended to examine the implications of the church members' perceptions towards the enrollment of the seventh day Adventist students in the Adventist primary schools of Eastern Tanzania Conference. It investigated why SDA church members choose Adventist or non-Adventist primary schools for their children and if there is any relationship between perception of church members and choice of Adventist schools. Furthermore, the study tried to find out things which the SDA church members would wish to be improved in Adventist schools before they can send their children to these schools. The following variables were observed: Attitude on Adventist education; Church members' perceptions towards school fees, school location, School academic and spiritual affairs, school promotion and the school personnel. The study covered three categories of Seventh-day church members, namely members currently having children studying at any primary school be it Adventist or non-Adventist within or outside the conference, members who had children in the past studying at any primary school be it Adventist or non-Adventist within or outside the conference and members who expect to have children studying at any primary school be it Adventist or non-Adventist within or outside the conference. The church members below 18 years of age were not involved in the study as they are considered to be not mature enough to give appropriate responses. The study did not include primary schools which are not wholly owned and maintained by the SDA

church even if they are operated according to Adventist philosophy of education. This is because the private owned Adventist primary schools are operated like any other business and not service oriented. Therefore, the challenges facing the SDA denominational operated schools may not be the similar to those in private owned Adventist schools.

### **Operational Definitions of Terms**

This section defines significant terms as used in the context of this study, namely Adventist school, Enrollment, non-Adventist school, Primary school, Seventh-day, Adventist church members, Perception, Church school, local church, conference, Union and General conference.

**Church school** is a school which is governed and operated by a board constituted according to the Seventh-day Adventist church working policy and in harmony with denominational standards under the guidance of the church's department of education in consultation with the next body of Education in accordance with the hierarchy. In this study, **church school** and **Adventist school** are synonymous.

**Conference** of the Seventh-day Adventist Church is the second level, in the church administrative structure, after the local church and it is a union of local churches in a particular part of a country or region of the world. Until a local organization achieves a conference status, it may be identified as a mission, section, delegation or field. A **Union conference or Union mission** is a union of two or more local conferences of the Seventh-day Adventist church

**Adventist primary school** is a primary school wholly owned and maintained by the Seventh-day Adventist church. It is governed and operated by a board constituted according to the Seventh-day Adventist church policy. An Adventist primary school in Tanzania, offers education in accordance with the Adventist philosophy of

education in addition to the curriculum and syllabi approved by the government of the United Republic of Tanzania.

**Enrollment** refers to the total number of students registered in a school.

**General Conference** of Seventh-day Adventists is the highest administrative level of the church with a worldwide jurisdiction. The General Conference conducts much of its work through its thirteen divisions, which in turn are comprised of unions in specific areas of the world. Each division of the General Conference is authorized to carry out responsibilities in the territory assigned to it.

**Local church** is the first level in the administrative hierarchy of the Seventh-day Adventist church.

**Non-Adventist school** refers to a school wholly owned and maintained by a person or body of persons other than the Seventh-day Adventist church organization and it is not operated in accordance with SDA church Education philosophy and policies.

**Perception** is an opinion held by people and based on how things seem to be to them.

**Primary school** in Tanzanian education system refers to a school providing full time formal education given for seven years after completion of pre-primary level before entering secondary school.

**Seventh-day Adventist local church** is a local congregation of believers organized and constituted in harmony with policies of the Seventh-day Adventist church.

**Seventh-day Adventist church member** means a believer of the Seventh-day Adventist church currently living in Eastern Tanzania conference, who is a parent or was a parent or will be a parent, guardian and a person with actual custody of a child or pupil who is supposed to be schooling in church owned schools.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND STUDIES**

This chapter presents a review of literature related to church members' perceptions towards the Adventist education and enrollment in Adventist schools and studies that are related to the variables of this research. The chapter aims at reviewing the current knowledge including the findings as well as theoretical and methodological issues on church members' perceptions towards the SDA schools which lead to their choice of school. Its goal is to bring to the reader current literature on the topic and form the basis for the future research that may be needed on this topic.

#### **Education Curriculum in Tanzania**

According to the national education and training policy of the United Republic of Tanzania (URT) the structure of the formal education and training system in Tanzania is 2 – 7 – 4 – 2 - 3+, that is; 2 years of pre-primary education (year 1 and 2); 7 years of primary education (Standard I-VII); 4 years of ordinary secondary education (Form 1-4); 2 years of advanced secondary education (Form 5 and 6) and 3 or more years of higher education (technical and university education). The official school attending age ranges from 5-6 years for pre-primary education, 7-13 years for primary education, 14-17 years for ordinary secondary education, 18-19 years for advanced secondary education and 20-24 years for higher education (URT, 1995).

Education in Tanzania is provided by two sectors; the government on one hand and the non-governmental sector on the other. This partnership existed since colonial time when primary, middle, secondary and tertiary education levels were

provided by the Government and the non-governmental sector. However, there was a time when the provision of education by the non-governmental sector was limited.

This was in the early 1970s when the government of Tanzania nationalized private schools which were owned by different organizations including religious denominations such as Seventh-day Adventist church and other religious denominations. The rationale behind nationalization was to provide equal opportunities for all by elimination of discrimination based on race, religion and tribe. Nationalization was later legalized through enactment of the National Education Act No. 25 of 1978 which restricted the establishment, ownership and management of private schools. However, the act allowed establishment of schools which would provide agriculture, commerce, Home economics or technical education (URT, 1978).

In the late 1970s the government initiated Universal Primary Education Program which caused increased enrollment in primary schools which was not matched with expansion at secondary school level. This situation forced the government to allow establishment of private secondary schools.

Currently, on the basis of ownership, primary schools in Tanzania are classified as Public and Private schools. Private schools are either secular or religious schools. The religious schools are either Islamic or Christian schools. Adventist primary schools fall under the category of private Christian school (URT, 1995).

### **Church Members' Perceptions on Their Children's Schools and Their Implications**

The perceptions of parents towards their children's schools can have far-reaching implications. Although parent perceptions may not have direct influence on student outcomes, they may, indirectly, affect them in three ways. First, parents' perceptions of their child's school may influence their child's perceptions and

attitudes of that school (Eccles, 2006; Cohen, McCabe, Michelli, and Pickeral, 2009). The attitudes student have about their school are closely related to their motivation, behaviour, and academic performance (Eccles, 2006). In this context, the perceptions of church members may have influence on children's perceptions of the school climate, ultimately affecting student achievement outcomes. Second, parents' impressions of school climate can influence family's engagement with the school (Hoover-Dempsey; Walker; Sandler; Whetsel; Green; Wilkins and Closson, 2005). According to Hoover-Dempsey and Sandler (2005) there is an association between positive perceptions of school climate among parents and levels of parent involvement. Third, many parents choose where to live and where to send their children to school, partly, on the basis of their perceptions of school climate. According to Grady, Bielick and Aud (2010) 27 % of parents who participated in the 2007 National Household Education Survey in the US said that they relocated to their current location in order to be near to their children's school. On the contrary, negative parent perceptions of school climate are correlated to parents' decisions to withdraw students from schools (Bukhari and Randall, 2009).

### **Church Members' Attitudes Towards Adventist Education**

Lekic (2005) studied perceptions and attitudes toward Adventist schools in Canada by comparing the differences among Adventist parents with and those without children in Adventist schools on one hand and non-Adventist parents who had children in an Adventist school, on the other hand. This study found that non-Adventist parents, particularly mothers, had a more positive attitude toward Adventist schools than did parents in families where both father and mother were Adventists, whether or not those Adventist parents had sent their children to Adventist schools. The study revealed further that spiritual focus was perceived as the most positive

aspect of Adventist schools, followed closely by interpersonal relationships and student personal development. For Adventist parents, the most important three reasons for choosing Adventist schools for their children were spiritual focus, a safe and caring environment, and dedicated school personnel. For non-Adventist parents, the three top reasons were a safe and caring environment, high-quality academics, and spiritual focus. Adventist parents who did not send their children to Adventist schools had the following reasons: distance from home, high cost of tuition, and lack of high-quality academics.

### **Factors Affecting Enrollment in Adventist Schools**

According to Lekic (2005) church members chose public schools over Adventist schools for their children because of cost implications though they commend Adventist schools for their strong spiritual focus, safe learning environment and strong academic programs. Booker (2004) investigated the factors influencing Adventist African-American parents who support Adventist primary schools in the states of Ohio and Pennsylvania in the US. This study came up with conclusions that (a) parents who were educated in Adventist schools had a more negative perception of the quality of Adventist education than parents who did not get their education in Adventist schools; (b) what Adventist parents believe in development and integration of faith was probably the most important determinant in taking their children to an Adventist school; (c) enrolment among Adventist Afro-American students to Adventist schools was influenced by cost and distance; (d) the level of support to Adventist education varied with the parents' level of education. Parents with high school education or less showed the greatest variance and most negative predisposition toward Adventist education; and (f) parents who studied in Adventist schools were less likely to enrol their children to a non-Adventist school.



A study by Bryson (2006) tried to explore the most important factors related to increasing and declining enrolment trends in Adventist boarding schools in North America. Eight (8) key factors were worked out in this study, namely, academics, school climate, cost, facilities, leadership, location, mission and support. The study found out that climate, mission and academics were the most decisive factors influencing enrolment and the weakest factor was cost. However, the study concluded that there seems to be a deeper issue on developing the question about what is the value which Adventist parents are placing on Adventist education. Furthermore, the study concluded that enrolment is a function of several factors that include personalities, systems, academics, and social influences.

Finance was the most prevalent reason cited by Seventh-day Adventist parents for not choosing Seventh-day Adventist schools in the Lake Union in the US in a study by LaBorde, (2007). Another factor was home-schooling and parents' perception that academic quality was superior in public schools to that of Adventist schools. Also, parents perceived that public schools have more qualified teachers, better facilities, a wider range of subjects, competitive sports and scholarships, extracurricular activities, music, after-school programs, and other free services.

The question of enrolment was approached differently by Gilkeson (2008) who decided to look on the other side of the coin and sought success stories of schools with consistent enrolment increases. Gilkeson (2008) found out that consistent enrolment growth was directly tied to the leadership provided by the schools' administration. Other reasons were active involvement by the conference, board chairman, key teachers, academics, marketing/customer service, changes in the physical plant, and a spiritual focus. The study concluded that there is no simple formula to be followed to maintain a consistently growing enrolment but if a school is

adequately meeting the needs of its children, then it will be perceived as successfully meeting its mission and that will generate greater enrolment.

According to Anderson (2009) the causes of the problems of Adventist education, one of which is enrolment, may be categorised into primary and secondary causes. Anderson (2009) lists primary causes as lack of passion among church going members for being conservative members of the SDA church, misunderstanding of what constitutes biblical discipleship, poor pastoral support of Adventist education, poor parenting, the inroads of postmodernism, secularism and liberalism in Adventist education and poor quality schools. The secondary causes as pointed out by Anderson (2009) are death of brand loyalty (commitment) to Adventist institutions, high tuition costs and poor marketing of the schools to church members.

In an investigation done in Minnesota Conference of Seventh-day Adventists, DeVost (2010) explored the factors that Adventist parents consider important when they choose schools for their children irrespective of whether they choose Adventist, public, or other schools. The results of the study showed that, most Adventist parents: (a) want schools to equip their children with a basic education that will qualify them for college, (b) consider the schools their children go to as safe, and (c) trust their children's teachers. On the other hand, the study shows that parents with their children in Adventist schools had higher preferences for kind of schools: (a) that guard their children against immoral worldly influences, (b) that value the faith of their children, and (c) that teach good morals.

### **Promotion as a Strategy to Increase Enrollment in Adventist Schools**

Even if a school is not a business enterprise, it has often times been argued that it should be operated like a business enterprise in order to attract parents and students who are likened to customers. In this context, Phillips and Rasberry (2005)

argue that the best way to win customers (increase school enrolment) is to run such a fabulous operation in a way that loyal and satisfied customers will speak too proudly about the goods and services far and wide. In other words, it is operating the business at a higher level than the industry norms and effectively communicating the improvement to customers. This is because the success of a school is dependent not only on what the “business” says about itself, but on what others say about it. A similar argument was put across by Sernovitz (2006) who argues that there is a need of doing something special to get people talking about your business. Anderson (2009) suggests that marketing of Adventist education to non-Adventists should not be a priority; instead much of the time should be spent marketing to Adventists. He again argues that Adventist education, particularly its benefits are grossly under-communicated to SDA church members and that until marketing is improved, the SDA parents will continue to send their children to non-Adventists schools. According to Anderson (2009) marketing to non-Adventist should be done when extra time and financial resources allow. Oplatka (2006) argues that the sustainability of many schools, to a greater extent, is dependent on their capacity to retain current students and recruit new ones, their mobilisation of resources, the achievements of their students, and their success in making their programs attractive to the external environment.

From these arguments, it is apparent that marketing is considered to be an absolutely necessary managerial function for a school to competitively survive. That is to say, it is not enough for a school to be effective; it must also project an effective image to parents and stakeholders. Given that family engagement with children’s learning is strongly associated with students’ academic outcomes and well-being (Hill & Tyson, 2009; Jeynes, 2005), schools might better support student success by

understanding and improving the way parents view the school. School leaders must understand and be able to assess parents' views of school climate to attract and retain students.

### **Academic and Spiritual Performance**

A theoretical base for practice has been the linking of a value-added product and distinctive spiritual emphasis to the quest for quality in student performance and services. Beardsley (2010) challenges the Adventist church to consider value addition in their schools. Value addition is based on the premise that if the product meets the high demands of the Adventist church members, then they will respond positively once the product distinctiveness is linked with necessary services to pupils. The product has to integrate each of those aspects in order to be revitalized. Each of those facets must be in some type of balance. A well-defined product at the wrong price will result in enrolment decline, and a great price and product without reference to the needs of the people (both pupils and parents) will produce the same decline. A product without /or with a distinctive philosophy in poor facilities is still likely to result in enrolment decline. In short, what the church members perceive the school with respect to this mix will determine whether they send their children to the school or not.

### **Ellen G. White's Comments on Enrollment in Adventist schools**

Ellen G. White was not in favour of sending Adventist children to public schools. Speaking at the St. Helena Sanitarium Chapel in California in the United States of America in July 14, 1902, Ellen G. White said "I promised that I would speak this morning in regard to the necessity of withdrawing our children from the public schools and of providing suitable places where they can be educated aright. I have felt surprised at the apparently indifferent attitude of some, notwithstanding the

oft-repeated warnings given that parents must provide for their families not merely with reference to their present interests, but especially with reference to their future, eternal interests. The characters that we form in this life are to decide our destiny. If we choose, we may live a life that measures with the life of God” (White, 1952).

Having non-Adventist students and teachers in Adventist schools can be a wonderful mission opportunity. However, this poses a challenge of keeping Adventist schools Adventist. But even where mistakes have been made, there is hope. According to Ellen G. White, when students “see no difference between our schools and the colleges of the world, and have no preference as to which they attend, though error is taught by precept and example in the schools of the world, then there is need of closely examining the reasons that lead to such a conclusion. Our institutions of learning may swing into worldly conformity. Step by step our institutions may advance to the world; but being prisoners of hope, God will correct and enlighten them and bring them back to their upright position of distinction from the world. (White, 1894).

Some studies show that SDA church members do not send their children to Adventist schools because of the perception that Adventist schools charge high tuition fees. The implication of this perception is that Adventist schools should reduce the tuition fees to increase enrolment. This is contrary to Ellen G. White perspective. Ellen. G.White counselled schools against attempting to attract higher enrolment by lowering fees, because of the detrimental effect this would have. “In some of our schools the price of tuition has been too low. This has in many ways been detrimental to the educational work. . . . The school should have a sufficient income not only to pay the necessary running expenses, but to be able to furnish the students during the school term with some things essential for their work. . . . Properly increasing the

tuition may cause a decrease in the attendance, but a large attendance should not be so much a matter of rejoicing as freedom from debt” (White, 1913).

Some of the problems facing Adventist schools may be solved if pastors, school administrators and teachers work in partnership for the well-being and salvation of the children and youth of the church. They should take heed of Ellen White’s statement that indeed “in the highest sense the work of education and the work of redemption are one, for in education, as in redemption, other foundation can no man lay than that is laid, which is Jesus Christ” (White, 1991). From this vantage point, church subsidy to the school will inevitably be seen as integral to fulfilling the mission of the church. Pastoral support is vital to the survival of the church schools, especially the endangered small schools.

### **Gap to be Filled by this Study**

The foregoing literature review shows that studies related to the perceptions of Adventist church members towards Adventist primary school have been done elsewhere in the world. However, no similar studies have been done in the United Republic of Tanzania. Most of the available studies have been done in North America (US and Canada) and there is, therefore, no information on perceptions of Adventist church members towards Adventist education and the implications of these perceptions on enrollment in Tanzania. Since some of the issues found out in the reviewed studies which were done outside Tanzania are locality-specific; they can’t be relevant to a Tanzanian situation in solving the problem investigated in this study. Therefore, it was the purpose of this study to examine church members’ perceptions in Tanzania and Eastern Tanzania conference in particular in order to fill this gap and thereby contribute to what is already known.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter focuses on the overall research plan and the methodological procedures used for this study. It describes the research design, population and sampling techniques, research instruments, data gathering procedures, statistical treatment of data and ethical considerations.

#### **Research Design**

This study is quantitative in nature and used a descriptive research approach with a cross-sectional design. According to Gall, Gall and Borg (2007) descriptive research often involves the use of surveys and seeks to describe phenomena in education. A cross-sectional design is desirable and appropriate for this study as it allows data collection to occur at different times over a short duration from different participants rather than at one time from one group (Gall, 2007).

#### **Population and Sampling Techniques**

According to church membership statistics available in the Eastern Tanzania Conference Executive Secretary's office, by December 2013, the conference had 53,790 church members. The target population for this study consisted of adults who subscribe to the beliefs of the Seventh - day Adventist church and who regularly attend church services without considering whether they have church membership at the church where they attend or not but their membership had to be in the Eastern Tanzania Conference. A purposeful sampling of Adventist members was undertaken to include church members in both rural and urban churches. The sampling was done to get three categories of Seventh-day Adventist church members, namely members currently having children studying at any primary school be it Adventist or non-Adventist within

or outside the conference; members who had children in the past studying at any primary school be it Adventist or non-Adventist within or outside the conference and members who expect to have children studying at any primary school be it Adventist or non-Adventist within or outside the conference. The sample frame for this study was 53,790 church members, from which a sample of 400 members was drawn. Half of the sample was members with children who are currently studying at any primary school be it Adventist or non-Adventist within or outside the conference and the second half was drawn from members who had or expect to have children studying at any primary school be it Adventist or non-Adventist within or outside the conference. Children of less than 18 years of age were not included in the sample. Both male and female members were included so as to get different perspective on the issues investigated. The selection of sample church members was facilitated by district pastors of the Seventh-day Adventist church in the conference under the guidance of the researcher.

The sample size for this study was estimated using the following formula (Yamane, 1967):

$$n = N / (1 + N(e^2))$$

Where **n** is the sample size,

**N** is the population size and

**e** is the margin of error( e is less or equal to 0.05)

When the above formula is applied to the population of 53, 790, the sample size of 397 was obtained. However, for easy computation and analysis, a sample of 400 church members was drawn.

ETC has 283 churches in 11 government administrative regions and for logistical purposes, the churches are divided into five (5) zones basing on their geographical locations. The zones are: Dar es salaam zone comprising of city of Dar es



Salaam and Pwani regions, Morogoro zone comprising of Morogoro region, and Southern zone which is composed of Mtwara and Lindi regions. Other zones are Dodoma zone made up of Dodoma region, and Zanzibar zone which is made up of five regions located in Unguja and Pemba islands (Kusini Pemba, Kaskazini Pemba, Kaskazini Unguja, Kusini Unguja and Mjini Magharibi).

In this study, the sample was drawn from randomly selected churches from all the zones. The number of church members from each zone and from each church was proportional to the church membership in each zone and in each church respectively. Ten per cent (10%) of the number of churches from each zone was randomly selected. So, the total number of churches sampled for the entire conference was 28 churches. Since the sample size of 400 is 0.74% of the target population, the sample size per zone was also 0.74% of the target population in the respective zones. Table 2 shows the distribution of churches and membership region wise and Table 3 shows ETC zones and the sampling plan.

Table 2

*Regional Distribution of Churches and Membership*

S/No.	Region	Districts	Churches	Members
1.	Dar Es Salaam	26	116	30,536
2.	Pwani	6	18	2,781
3.	Lindi	4	5	741
4.	Mtwara	4	13	1650
5.	Morogoro	16	85	11,726
6.	Dodoma	8	41	5,994
7.	Kusini Unguja	1	-	100
8.	Kaskazini Unguja	-	1	50
9.	Mjini Magharibi	-	2	165
10.	Kusini Pemba	1	1	32
11.	Kaskazini Pemba	-	1	15
	<b>TOTAL</b>	<b>66</b>	<b>283</b>	<b>53,790</b>

*Source:* ETC (2013)

Table 3

*ETC Geographical Zones and Sampling Plan*

<b>Zone</b>	<b>Districts</b>	<b>Churches</b>	<b>Members</b>	<b>Sample churches</b>	<b>Sample size</b>
Dar es Salaam	32	134	33,317	13	247
Dodoma	8	41	5,994	4	44
Zanzibar	2	5	362	1	4
Morogoro	16	85	11,726	8	87
Southern	8	18	2391	2	18
<b>Total</b>	<b>66</b>	<b>283</b>	<b>53,790</b>	<b>28</b>	<b>400</b>

*Source:* ETC (2013)

### **Research Instruments**

Both primary and secondary data were collected. The research instruments used for primary data gathering were a self-constructed questionnaire. An initial English draft of the questionnaire was developed which was then translated into the Kiswahili language. This was necessary because very few of the common people in Tanzania can speak English. The Swahili version of the questionnaire was reviewed by a Swahili language expert in order to improve its clarity and to ensure it keeps true to the intent of the English questionnaire.

The questionnaire consisted of both open and close ended questions. Prior to the actual survey, the questionnaire was pre-tested using a sample of 30 respondents. After preliminary analysis of the data from the pretested questionnaires, a few alterations were made to the questionnaire. The questionnaire consisted of two parts; the first part was related to general demographic information like name, age, educational qualification, number of children, occupation, etc. The second part consisted of questions related to the perceptions towards Adventist education.

Secondary data to supplement primary data was collected from various official documents both electronic and hard copies such as books, research reports, government documents, periodicals and National Bureau of Statistics.

### **Validity of the Instrument**

To ensure the instrument would measure what it was supposed to measure, the instrument was checked for validity. For further improvement, the questionnaires were presented to the researcher's supervisors and the coordinator of graduate studies. These supervisors gave guidance and advice on the correctness and relevance of the instrument on the basis of the content used to formulate the questions. Adjustments were discussed with the experts and advisors, and were implemented before collecting data from the respondents.

### **Reliability of the Instrument**

Zulueta and Maglaya (2004) define reliability as the degree to which the instrument measures accurately what it claims to measure. This means that the instrument should have the ability to yield the same result on same or parallel tests taken or given to the same individuals under the same conditions. The reliability was tested using statistical test called Cronbach's Alpha coefficient, which is a way of looking at the extent to which items on an instrument fit together. Cronbach's Alpha reliability coefficient normally ranges between 0 and 1.0. The closer the resulting number is to 1.0, the greater the internal consistency of the items on the scale (Munro, 2005).

To obtain the reliability of the instrument for this study, a pilot study was administered to 33 randomly selected respondents from three churches in Morogoro region. Tables 4 and 5 below show the reliability statistics of the instrument.

Table 4

*Reliability Statistics (Church Members Attitudes Towards Adventist Education)*

Cronbach's Alpha	N of Items	Respondents
0.718	10	33

Table 5

*Reliability Statistics (Factors Affecting Enrolment in Adventist Primary Schools in ETC)*

Cronbach's Alpha	N of Items	Respondents
0.769	13	33

Tables 4 and 5 above show the reliability analysis of two parts of section B of the questionnaire. The first and fourth parts of Section B do not need to have the reliability established. These variables cannot be measured very consistently. The reliability coefficient is not necessary for section C of the questionnaire which consists of the open-ended questions because data from these questions are content-analyzed.

Results for Cronbach's Alpha coefficients as shown in Tables 3.3 and 3.4 are 0.718 and 0.769 respectively which were both reliable and hence acceptable for the research to proceed using the instrument.

### **Data Gathering Procedures**

Data were collected using questionnaires. Given the large size of the study area and the limitations of time and financial resource, it was not possible for the researcher to personally administer all the interviews. In some of the areas, where the researcher was not able to personally administer the questionnaire, district pastors were given the questionnaires so that they could give them to their church members to fill and return and the researcher collected the filled in questionnaires from the pastors. The district

pastors involved in the distribution of the questionnaires were pre-trained by the researcher in order to understand the sampling procedure and sensitivities involved in data collection and ethical issues. Pre-training of the district pastors was important in order to ensure that the data collection exercise is done in the intended manner and the quality of data is not compromised.

### **Statistical Treatment of Data**

Data from the primary source were verified and coded before analysis. Qualitative data from questionnaires were analysed through Content Analysis while quantitative data were analysed using Statistical Package for Social Science (SPSS) computer software. This tool was employed to organize and tabulate the results from the data collected. The descriptive statistics explained the results in terms of frequencies, means, standard deviations and percentages in relation to the demographic profile of the respondents and perceptions and attitudes towards Adventist education.

The data for demographic profiles of the respondents were analyzed using descriptive statistics in terms of frequencies and percentages while data for the first, third fifth and sixth research questions were analyzed using descriptive statistics in terms of mean and standard deviations. For the second research question, one way analysis of Variance (ANOVA) was used. The levels of significance on academic performance and school fees as perceived by parents with and those without children in Adventist schools were 0.03 and 0.007 respectively. One way Analysis of Variance (ANOVA) was also employed in analysing data for the fourth research question followed by Post hoc tests. On this question the level of significance was 0.014.

## **Ethical Considerations**

Before embarking on data collection exercise, important procedures were followed, which are: being cleared by the supervisor, department chair and school dean; Ethics committee clearance and a research permit from ETC Executive Secretary.

Before interviewing the respondents, the researcher clearly explained the purpose of the study and anticipated ethical issues. Respondents were also told that participation in the interview was voluntary and the respondent was free to choose not to participate or not to answer any question; their responses would be used for the purpose of the study only and would be held in the strictest confidence and every effort would be made to maintain anonymity of the respondent and she/ he would withdraw his/her consent for the researcher to use her responses at any time and without penalty. Also, it was put clear that the respondent would not pay or be paid anything for participating in the study.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS, ANALYSIS, AND INTERPRETATION**

This chapter presents the findings, analysis, and interpretation of data collected to determine the perceptions of church members towards Adventist primary schools in the Eastern Tanzania Conference of Seventh-day Adventist church as related to enrolment.

The aspects investigated are Church members' perceptions on their children's schools and their implications, perceptions towards Adventist schools, factors affecting enrollment in Adventist schools and what can be done to increase enrollment in Adventist schools. The data gathered was analyzed by computer using Statistical Package for Social Sciences (SPSS) program. Scores were tallied using actual numbers and were converted to percentages, means and standard deviations. The questionnaire used consisted of three sections, A, B and C. Section A asked for the demographic information of the respondents. Section B contained questions regarding four aspects, namely, Church Members' perceptions on their children's schools, Church members' attitude towards Adventist Education, factors affecting enrolment in Adventist Primary schools in the study area and what can be done to increase enrollment of SDA pupils in Adventist schools. Section C had four open-ended questions which asked for reasons why some Adventist church members do not send their children to Adventist schools, strength of Adventist schools, weakness of the Adventist schools and what can the Eastern Tanzania Conference do to help the Adventist schools increase enrolment. Data were analyzed descriptively and

inferentially to illustrate statistical patterns of the findings. Findings, analysis and interpretations per the research questions are presented below.

### **Distribution of Respondents per Location**

Respondents were drawn as it is indicated in table 3 as follows: Dar es Salaam zone 247 (61.75%), Morogoro zone 87 (21.75%), Dodoma zone 44 (11%), Southern zone 18 (4.5%) and Zanzibar 4 (1%) a total of 400 respondents participated in the interview which is the same number of respondents proposed.

### **Respondents' Socio-demographic Characteristics**

The respondents' gender, age, education, church membership, school studied and children's school were studied and the results are presented in tables 6 to 12.

### **Gender of respondents**

Table 6 below summarizes the distribution of the respondents by gender.

Table 6

#### *Gender of Respondents*

Gender	Frequency	Percent
Male	182	45.5
Female	218	54.5
Total	400	100.0

According to Table 6 above, female who participated in the study were more than the male. Out of 400 respondents, 218 (54.5%) were female and 182 (45.5%) were male.

### **Distribution of Respondents by Age in Years**

The following table presents the distribution of the respondents by age.



Table 7

*Distribution of Respondents by Age*

Age group	Frequency	Percent
18-35	174	43.50
36-45	114	28.50
46-60	93	23.25
Above 60	19	4.75
<b>Total</b>	<b>400</b>	<b>100.00</b>

Table 7 above shows 174 (43.5%) of the respondents were between the age of 18 and 35 years, 114 (28.5 %) were between 36 and 45 years, 93 (23.25 %) were between 46 and 60 years; and 19 (4.75%) were above 60 years. Since the study intended to get the perception of adult church members, no person below 18 years of age was included in the sample.

**Respondent's Church Membership**

The respondents were asked about their church membership status in order to know whether they are baptized church members or not. It was important to know this as baptism signifies that a person fully subscribes and is committed to the teachings of the church and hence even his/her perception may be influenced by these teachings. Table 8 shows the distribution of the respondents by church membership status.

Table 8

*Church Membership Status*

Membership status	Frequency	Percent
Baptised church member	385	96.25
Not baptised	15	3.75
Total	400	100.00

As shown in Table 8 above, about 96.25% of the respondents are baptised church members and only 15 respondents which is (3.75%) were not baptised. Since a

larger percentage of the respondents are baptised church members, the perceptions of these respondents represent the perceptions of Seventh-day Adventist church members in ETC. The church members who are not baptized might have joined the group ignorantly that is why the researcher had this question to prove the commitment of the respondents in the church. Also, these members might have lost their membership on disciplinary cases and provided they are still church goers, they are therefore, assumed to have sensible responses.

### **Educational Levels of Respondents**

Table 9 below shows the educational levels of the respondents.

Table 9

#### *Education Levels of Respondents*

Education level	Frequency	Percent
No formal education	6	1.5
Primary education	92	23.0
Secondary education	108	27.0
Tertiary education	194	48.5
<b>Total</b>	<b>400</b>	<b>100.0</b>

According to Table 9, majority of the respondents have tertiary education. The table shows that 194 (48.5%) respondents had tertiary education, 108 (27%) had secondary education, 92(23%) had primary education and only 6 (1.5%) respondents had no formal education. Since majority of the respondents are well-educated, they have a good understanding of education issues and their responses are, therefore, reasonable.

## **Distribution of Respondents by Schools/College They Studied**

The respondents were asked whether they studied in Adventist institutions or not. It was assumed that one's perception about Adventist schools may be influenced by whether he or she studied in Adventist institution. Table 10 shows the distribution of respondents with respect to school/college they studied.

Table 10

*Distribution of Respondents by School/College They Studied*

Where studied	Frequency	Percent
Adventist school/college	76	19.0
Non-Adventist school/college	324	81.0
<b>Total</b>	<b>400</b>	<b>100.0</b>

As shown in Table 10, out of 400 respondents, 324 (81%) studied in non-Adventist schools and/or colleges and only 76 (19%) respondents studied in Adventist schools and/or colleges. The small number of church members who studied in Adventist schools/colleges may be attributed to negative perceptions about Adventist schools, among other reasons. Under this situation, you can't expect a parent to send his/her child to Adventist school if he/she has a negative perception towards the Adventist schools.

## **Distribution of respondents by the Level of Education of Their Children**

Table 11 shows the distribution of the respondents with respect to which level of education their children are.

Table 11

*Distribution of Respondents by the Level of Education of Their Children*

Respondent category	Frequency	Percent
Parent/guardian with children studying in Primary level	200	50.00
Parent/guardian with grown up children not studying at primary level	76	19.00
Do not have a child now but planning to have in future	109	27.25
Do not have a child now and not planning to have any	15	3.75
<b>Total</b>	<b>400</b>	<b>100.00</b>

According to Table 11, half of the respondents have children who are studying at primary level, 76 (19%) respondents have grown up children who are not studying at primary level and 109(27.25) respondents do not have children yet but are planning to have in the future. 15(3.75%) respondents have no children and they have no plan to have any. Table 11 shows that 69% (50+19) of the respondents have an experience of choosing schools for their kids and they therefore gave responses based on their experience. On the other hand, 27.25 % of the respondents are future parents who should have started to think about the type of school their children will attend. The remaining respondents (3.75%) though do not have children and not planning to have any, are assumed to know something about Adventist and non Adventist schools because these schools are in the community in which they live, they have heard of them, studied in the schools and in one way or another they might have participated in choosing a school for their relatives and friends. In this regard, all the respondents are assumed to be in good position to give informed responses to the questions asked about the study.

## Distribution of Respondents by Where Children Study or Studied

Since the decision for a parent to send or not to send his/her child to Adventist school is influenced by his/her perception about Adventist schools, it was important to ask where the children of the respondents study. Table 12 presents the distribution of respondents with respect to which type of school their children attend.

Table 12

### *Distribution of Respondents by Type of Children's School*

Where children are studying or studied	Frequency	Percent
In Adventist schools owned by the SDA church	52	19.0
In public schools	82	29.7
In secular Private schools	52	18.8
In non-Adventist Christian Schools	8	2.8
In Muslim Schools	82	29.7
<b>Total</b>	<b>276</b>	<b>100.0</b>

According to Table 12, out of 276 respondents who have children, majority of them had children in public (29.7%) and Muslim schools (29.7%) followed by Adventist schools (19%) and secular private schools. Non-Adventist Christian schools had the least number of respondents' children (2.8%). These findings reveal that about 81% of the respondents have their children in non-Adventist primary schools. Under normal circumstances, majority of Adventist church members would be expected to send their children to Adventist schools. This is because most cultural anthropologists and sociologists agree that institutions are designed to meet the needs of their members (Kagan, 2006; Beverly, 2010). The factors which can attribute to majority of the respondents having their children in non-Adventist schools are

discussed in next sections of this chapter. A large number of respondents sending their children to Muslim schools may be attributed to the fact that there is high concentration of Muslims in this area and there are more Muslim schools compared to the other parts of Tanzania. Because of historical reasons, largest population of Muslims in Tanzania live along the Indian Ocean coastal belt, which is within the areas where this study was conducted.

### **Perceptions of SDA Church Members on Schools of Their Children**

In order to address research question 2, respondents were asked to indicate their opinion in relation to the church members' perceptions on children's schools by circling one of the following numbers:

1 (Disagree), 2 (Tend to disagree), 3 (Tend to agree) and 4 (Agree).

There were 9 questions seeking for answers to research question one. Table 13 below summarizes the mean scores and standard deviations of the levels of SDA church members' perceptions on their children's schools. The following scale was used to interpret the results:

Disagree 0.50 – 1.4	Tend to disagree 1.50 – 2.49
Tend to agree 2.50 – 3.49	Agree 3.50-4.00

According to Table 13, there are mixed levels of perceptions on the aspects asked. The above results show that out of nine aspects asked regarding perceptions of SDA church members on their children's school, respondents agree on three. The first aspect is that respondents agree that they like a school with facilities adequate for high quality education. This aspect had a mean score of 3.8 with standard deviation of 0.656. The results also show that the school environment plays a major role in the choice of school. The mean score for this aspect was 3.51 with a standard deviation of 0.960. The respondents also agree that both spiritual programs and academic

Table 13

*Perceptions of SDA Church Members on Their Children's Schools*

Statement	Mean	Std. deviation
I like a school with facilities adequate for high quality education	3.83	.656
I am more interested in the nearby schools	3.02	1.279
The school environment plays a major role in the choice of school	3.51	.960
Academic performance attracts me more than spiritual programs	1.81	1.136
Spiritual programs attract me more than academic performance	2.92	1.205
Both spiritual programs and academic programs performance attract me equally	3.52	.968
School fees do not discourage me from choosing a good school	2.91	1.279
I can choose a school which is recommended well by others.	3.08	1.174
School administration and staff have a big role in the choice of a school I make	3.47	1.011

programs performance attract them equally. This aspect had mean score of 3.52 with standard deviation of 0.968. The low standard deviations for the three aspects show that the data are clustered closely around the mean.

The above findings are in harmony with Bryson (2006) who found out that, school environment and facilities were among the decisive factors when it comes to choosing schools for children among Adventists in North America. On the contrary, Bukhari and Randall (2009) observed that negative parent perceptions of school environment are correlated to parents' decisions to withdraw students from schools.

Regarding spiritual and academic programs, the findings are in line with Beardsley (2010) who argues that spiritual and academic programs must be in some type of balance and that what the church members perceive the school to be with respect to this mix will determine whether they send their children to the school or not.

Table 13 also shows that the respondents tend to agree on five aspects. The first aspect is school location. The respondents tend to agree that they are interested in the nearby schools. The mean score for this aspect is 3.02 and its standard deviation is 1.279. This agrees with a study by Grady, Bielick and Aud (2010) in which some parents said that they relocated to their current location in order to be near to their children's school and Leckic (2005) in which distance from home is given as a reason for Adventist parents not sending their children to Adventist schools. Distance was also reported by Booker (2004) as one of the factors which influenced enrolment among Adventist Afro-American students in Adventist schools in the states of Ohio and Pennsylvania in the US.

The second aspect is that respondents tend to agree that spiritual programs attract them more than academic programs. The means and standard deviation for this aspect are 2.92 and 1.205 respectively. This shows that respondents attach great importance to spiritual affairs of their children than they do for their academic affairs and this may be one of the factors to consider in choosing schools for their children. A study by Lekic (2005) revealed similar findings that for Adventist parents, spiritual focus is the most important among three reasons for choosing Adventist schools for their children. However, this is contrary to DeVost (2010) who found that most Adventist parents want schools to equip their children with a basic education that will qualify them for college. This implies that for them, spiritual focus is not an important consideration when choosing a school for their children.



The results regarding spiritual focus reveal a paradox as they do not reflect the reality. The respondents tend to agree that spiritual programs attract them more than academic programs but findings in Table 13 above contradict this since about 81% of the respondents have their children in non-Adventist primary schools including Muslim schools where there is no room to conduct Christian spiritual programs while at school.

Table 13 also shows that respondents tend to agree that school fees do not discourage them from choosing a good school. This aspect has a mean score of 2.91 and a standard deviation of 1.174. According to this finding, if the Adventist schools are good schools, the respondents are likely to send their children there even if they have high school fees. This finding is supported by Bryson (2006) who found that cost was the weakest factor in influencing enrolment in Adventist schools in North America. This is contrary to what Lekic (2005) concluded that high cost of tuition is one of the major reasons why Adventist parents do not send their children to Adventist schools in Canada. A similar conclusion is drawn by Anderson (2009) who cites tuition cost as one of the three secondary causes of Adventist education problems. Likewise, school fees was the most prevalent reason mentioned by Seventh-day Adventist parents for not choosing Seventh-day Adventist schools in the Lake Union in the United States of America (LaBorde, (2007).

This study and other similar studies conducted elsewhere clearly reveal that school fees may or may not be a decisive factor when choosing a school for children. Since most of the respondents for this study with pupils at primary school level had not sent their children to Adventist schools and since they are not discouraged by school fees, then they probably perceive Adventist schools as not good schools.

Another aspect where the respondents tend to agree is recommendation from others, with a mean score of 3.08 and a standard deviation of 1.174. As shown in Table 13, the respondents tend to agree that they can choose a school which is recommended well by others. This implies that there is a need for schools to do something special to get people talking well about them. According to Phillips and Rasberry (2005) the best way to win customers (increase school enrolment) is to run such a fabulous operation that loyal and satisfied customers will speak too proudly about the school far and wide. That is to say schools should be operated at a higher level than the industry norms and effectively communicate the improvement to school customers.

The fifth aspect for which respondents tend to agree is the role of school administration and staff in the choice of school with a mean of 3.47 and a standard deviation of 1.011. According to Table 13, the respondents tend to agree that school administration and staff have a big role in the choice of a school they make. The finding is supported by Gilkeson (2008) who noted a direct tie between consistent enrolment growth and the leadership provided by the school administration, active involvement by the conference, board chairman and key teachers.

The standard deviations for the above discussed aspects are all above 1 indicating that a majority of data points are more than 1 from the mean.

Table 13 shows only one aspect where respondents disagree. This has 1.81 mean score and a standard deviation of 1.136. The respondents disagree that academic performance attracts them more than spiritual programs. This may be interpreted to mean that the respondents attach great importance to spiritual affairs of their children than they do for their academic affairs and that academic performance is not one of the decisive factors to consider in choosing a school for their children. This does not

agree with other studies conducted elsewhere which show that academic performance is in fact one of the attracting factors in choosing a school for children. For example, studies revealed that academic performance was one of the most decisive factors influencing enrollment (Bryson, 2006; LaBorde, 2007; Eccles 2006). These results are probably because the study was conducted to church members only who may be biased to what they believe and much more thinking of maintaining their spiritual standards.

### **Differences in Perceptions between Church Members with and Those without Children in Adventist Schools**

Research question 2 was asking “Is there significant difference between the perceptions of church members with children in Adventist primary schools and those with no children in Adventist primary schools?” To address this question, there were 9 questions on part B of the questionnaire which were seeking answers for the question. The data collected from these questions were analysed using One Way Analysis of Variance (ANOVA) which yielded the results presented in Table 14.

The results presented in Table 14 above reveal that there is no statistically significant difference between the perceptions of church members with children in Adventist primary schools and those with no children in Adventist primary schools in all aspects asked except in two aspects where there is statistically significant difference at 0.05 levels. The first aspect on which there is statistically significant difference between the perceptions of church members with children in Adventist primary schools and those with no children in Adventist primary schools is the statement that “academic performance attracts me more than spiritual programs”. The second statement is “School fees do not discourage me from choosing a good school”.

Further One way ANOVA analysis was carried out to compare perceptions on academic performance and the results are presented in Table 15 below:

Table 14

*Differences in Perception Between Parents With and Those Without Children in Adventist Schools*

One Way ANOVA						
Statement	Source	SS	df	MS	F	Sig.
I like a school with facilities adequate for high quality education	Between Groups	2.492	3	.831	1.943	.122
	Within Groups	169.258	396	.427		
	Total	171.750	399			
I am more interested in the nearby schools	Between Groups	3.389	3	1.130	.689	.559
	Within Groups	649.409	396	1.640		
	Total	652.798	399			
The school environment plays a major role in the choice of school	Between Groups	4.823	3	1.608	1.753	.156
	Within Groups	363.154	396	.917		
	Total	367.978	399			
Academic performance attracts me more than spiritual programs	Between Groups	11.507	3	3.836	3.017	.030*
	Within Groups	503.430	396	1.271		
	Total	514.938	399			
Spiritual programs attract me more than academic performance	Between Groups	6.018	3	2.006	1.385	.247
	Within Groups	573.422	396	1.448		
	Total	579.440	399			
Both spiritual programs and academic programs performance attract me equally	Between Groups	6.742	3	2.247	2.424	.065
	Within Groups	367.098	396	.927		
	Total	373.840	399			
School fees do not discourage me from choosing a good school	Between Groups	19.601	3	6.534	4.086	.007*
	Within Groups	633.159	396	1.599		
	Total	652.760	399			
I can choose a school which is recommended well by others.	Between Groups	2.415	3	.805	.582	.627
	Within Groups	547.862	396	1.383		
	Total	550.278	399			
School administration and staff have a big role in the choice of a school	Between Groups	.452	3	.151	.147	.932
	Within Groups	407.058	396	1.028		
	Total	407.510	399			

\*Difference in perception is significant at 0.05 level. In all other areas, difference is not significant.

The following scale was used to interpret the above results:

Disagree	0.50 – 1.4	Tend to disagree	1.50 – 2.49
Tend to agree	2.50 – 3.49	Agree	3.50-4.00

From Table 15 and according to the above interpretation scale, all respondents tend to disagree with the statement that “academic performance attracts me more than

Table 15

*Comparison of Perceptions on Academic Performance*

Statement: Academic performance attracts me more than spiritual programs	N	Mean	Std. Deviation	Std. Error
In Adventist schools owned by the Seventh-day Adventist church	76	2.00	1.200	.138
In public schools	119	1.86	1.195	.110
In Private schools (secular/non-Adventist Christian)	86	1.93	1.156	.125
In Muslim Schools	119	1.56	.980	.090
Total	400	1.81	1.136	.057

spiritual programs”. This item has the highest mean score of 2.00 and a standard deviation of 1.200 in Adventist schools owned by the Seventh-day Adventist church and lowest mean score of 1.56 and a standard deviation of 0.980 in Muslim schools. The findings imply that parents with children in Adventist schools do treasure spiritual programs conducted in Adventist primary schools that is why they have chosen the schools for their children. Similar perception is portrayed by parents who have their children in private Christian schools. The parents with children in Muslim schools can be influenced by the environment where the study was conducted and not spiritual affairs. When further one way ANOVA was done to compare perceptions on school fees, the following results was obtained (Table 16).

Table 16 reveals that all respondents tend to agree with the statement that “school fees do not discourage me from choosing a good school.” The item of Adventist schools has the highest mean score of 3.13 with standard deviation of 1.181 while that of public schools has the lowest mean score of 2.58 with a standard deviation of 1.350.

Table 16

*Comparison of Perceptions on School Fees*

School fees do not discourage me from choosing a good school	N	Mean	Std. Deviation	Std. Error
In Adventist schools owned by the Seventh-day Adventist church	76	3.13	1.181	.136
In public schools	119	2.58	1.350	.124
In Private schools (secular/non-Adventist Christian)	86	2.97	1.287	.139
In Muslim Schools	119	3.06	1.209	.111
<b>Total</b>	<b>400</b>	<b>2.91</b>	<b>1.279</b>	<b>.064</b>

It is, therefore, concluded that there is no statistically significant difference between the perceptions of church members with children in Adventist primary schools and those with no children in the Adventist Primary schools on the issue pertaining school fees in relation to the quality of school of their choice.

The reason why there is no statistically significant difference between the perceptions of church members with children in Adventist primary schools and those with no children in Adventist primary schools may be the fact that both groups are SDA church members. Religious affiliation is said to be one the factors which can influence perceptions.

### **Attitudes of Church Members Towards Adventist Education**

In order to address research question 3, part B of the questionnaire had a section with questions which sought to know the altitudes of church members towards Adventist education. The respondents were asked to indicate their opinions by circling one of the following numbers:

1 (Disagree)

2 (Tend to disagree)

3 (Tend to agree)

4 (Agree)

This section of the questionnaire had ten questions seeking answers for research question 3. Table 17 below presents in mean scores and standard deviations the attitudes of church members towards Adventist education. The following scale was used to interpret the results:

Disagree	0.50 – 1.49	Tend to disagree	1.50 – 2.49
Tend to agree	2.50 – 3.49	Agree	3.50 – 4.00

Table 17

*Attitudes of Church Members Towards Adventist Education*

Statement	Mean	Std. Deviation
*I can send my child in any school whether Adventist or not	2.83	1.292
Adventist schools are spiritually focused preparing young ones for life here and for eternity.	3.82	.554
Adventist schools are safe places to take care of the young ones	3.70	.682
Adventist schools have quality facilities for teaching and learning environment	2.60	1.141
Adventist schools have dedicated personnel who are focused on their mission.	2.84	1.078
School fees in Adventist primary schools is reasonable	2.62	1.276
Adventist schools are well promoted and well known	2.58	1.201
Adventist schools provide quality education	3.15	.994
Adventist schools are conveniently located	2.92	1.140
Adventist education perform well academically	2.59	1.107
<b>Attitude toward Adventist education (N = 400)</b>	<b>2.8993</b>	<b>.57017</b>

\*Negatively stated - Recorded in the computation of the overall mean on attitude toward Adventist education.

According to Table 17 above, the respondents generally tend to agree on all aspects asked with an average mean of 2.8999 and a standard deviation of 0.570. Specifically, they agree on two aspects and tend to agree of all other aspects, but there

are no aspects for which they disagree or tend to disagree. In all of the aspects where the respondents agree, the associated standard deviations are low showing that data points are positioned close to the means.

Table 17 reveals that respondents agree that Adventist schools are spiritually focused preparing young ones for life here and for eternity. This aspect had a means score of 3.82 and a standard deviation of 0.554. The finding is in harmony with a study by Lekic (2005) which revealed that spiritual focus was cited as the most positive aspect of Adventist schools. According to Lekic (2005), spiritual focus is one of the most important three reasons for choosing Adventist schools in Canada for both Adventist and non-Adventist parents. The attitude of church members that Adventist schools are spiritually focused shows that the purpose of Adventist education is well met. According to White (1952), the purpose of education provided in Adventist educational institutions is to teach students to be thinkers and to be transformed into the human beings that God designed them to be. The basic understanding of the church is that the foundation of all true education is the knowledge of God. The development of the mental, physical, social, and spiritual aspects for service to humanity and God are the core goals of Seventh-day Adventist Education (SDA Church, 2003).

Table 18 also shows that respondents agree that Adventist schools are safe places to take care of the young ones. This aspect has a mean score of 3.7 and a standard deviation of 0.682. Adventist schools were also mentioned by both Adventist and non-Adventist parents in Canada as being safe with caring environment and this was one of the reasons for them to choose Adventist schools for their children (Lekic, 2005). Even church members who sent their children to public schools instead of



Adventist schools for other reasons such as high tuition fees they commend Adventist schools for their strong spiritual focus and safe learning environment (Lekic, 2005).

On the aspects which the respondents tend to agree, the first is the issue of choosing an Adventist or non-Adventist school. The respondents tend to agree that they can send their children to any school whether Adventist or not. The mean score for this aspect is 2.83 and has a standard deviation of 1.292. According to this result, being an Adventist school is not a factor they consider when choosing a school for their children. In other words, they have other factors to consider other than being an Adventist school. This tells us that choosing a school for children is a function of several factors. However, this attitude raises questions regarding the value Adventist parents place on Adventist education. Anderson (2009) cites primary causes of the problems of Adventist education including lack of passion, among church going members, for being conservative members of the SDA church, misunderstanding of what constitutes biblical discipleship, the inroads of postmodernism, secularism, liberalism and death of brand loyalty(commitment) to Adventist institutions. These are probably the reasons of the attitude shown by the respondents.

As shown in Table 17, the respondents tend to agree that Adventist schools have quality facilities for teaching and learning environment. The mean score for this aspect is 2.60 with a standard deviation of 1.141. This result raises a logical question that if Adventist schools have quality facilities for teaching and learning, and since the respondents agree that they like a school with facilities adequate for high quality education (Table 13), then why most of them do not send their children to Adventist schools? Probably, this is because the respondents agree that they can send their children to any school whether Adventist or not.

Another aspect on which the respondents tend to agree is on personnel in Adventist schools which has a mean score of 2.84 and a standard deviation of 1.078. According to Table 17, respondents tend to agree that Adventist schools have dedicated personnel who are focused on their mission. This is similar to the attitude of the Seventh-day Adventists in Minnesota Conference (DeVost, 2010).

Table 17 also shows that respondents tend to agree that school fees in Adventist primary schools are reasonable. This aspect scored a mean of 2.62 and a standard deviation of 1.276. This seems to contradict what is implied in the study by Lekic (2005) who concluded that high cost of tuition is one of the major reasons why Adventist parents do not send their children to Adventist schools in Canada. A similar conclusion is drawn by Anderson (2009) who cites tuition cost as one of the three secondary causes of Adventist education problems. It can, therefore, be said that school fees in Adventist schools is, generally, reasonable in some countries while it is not in other countries.

Respondents also tend to agree that Adventist schools are well promoted and well known (Table 17). The mean score for this aspect is 2.58 and its standard deviation is 1.201. If it is true that Adventist schools are well promoted and well known while most of the respondents do not have children in the schools, then two things are possible for this phenomenon. First, benefits of Adventist education are grossly under-communicated to SDA church members. Anderson (2009) argues that until promotion of Adventist schools is improved, the SDA parents will continue to send their children to non-Adventist schools. The second possible explanation is that Adventist schools are perceived to be not good schools as Table 13 shows.

Furthermore, respondents agree that Adventist schools provide quality education. The mean for this aspect is 3.15 and has a standard deviation of 0.994.

Again, this finding raises the same logical question raised above that if Adventist schools provide quality education, why majority of the respondents do not send their children to these schools? However, a similar situation was observed by Lekic (2005) whereby church members commended Adventist schools for their quality education but they sent their children to public schools. A study by LaBorde (2007) came up with contrary results as it was found out that parents had the attitude that academic quality was superior in public schools than in Adventist schools.

Table 17 also shows that the respondents tend to agree that Adventist schools are conveniently located. The mean and standard deviation for this aspect are 2.92 and 1.140 respectively. Location of a school is very important as it may be a factor for consideration when parents choose a school for their children. This was noted in a study by Booker (2004), where distance from school to home was one of the factors which influenced enrolment in Adventist schools among Adventist Afro-Americans.

The last point on which respondents tend to agree is that Adventist schools perform well academically. This aspect has a mean score of 2.59 and a standard deviation of 1.107. Adventist schools are also praised for performing well by Bryson (2006) and Lekic (2005).

### **Differences in Attitudes Between Church Members With and Those Without Children in Adventist Primary Schools**

Research question 4 for this study was: “Is there significant difference between the attitudes of church members with children in Adventist primary schools and those with no children in Adventist primary schools? In order to address this question, one way Analysis of Variance (ANOVA) was carried out and the results for the analysis are shown in Table 18 below.

Table 18

*Differences in Attitude Toward Adventist Education*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.404	3	1.135	3.558	.014
Within Groups	126.308	396	.319		
Total	129.712	399			

Table 18 above reveals that there is a statistically significant difference between the attitudes of church members with children in Adventist primary schools and those with no children in Adventist primary schools as determined by one-way ANOVA ( $F(3,396) = 3.558, p = 0.014$ ). Based on this result, there is sufficient evidence to reject the null hypothesis that “there is no significant difference between the attitudes of church members with children in Adventist primary schools and those with no children in Adventist primary schools. It can therefore be concluded that there is a statistically significant difference between the attitudes of church members with children in Adventist primary schools and those of church members with no children in Adventist primary schools. Differences in attitudes may be due to the fact that having a child in Adventist school exposes one to the real situation of the school and hence makes one well aware and informed about the school as opposed to one without a children in the school. Different levels of information and awareness may cause differences in attitude about the schools. In order to establish the specific type of schools on which attitudes differed, one way ANOVA was followed-up by running post hoc tests. The results for the post hoc tests re shown in Table 19 below:

Table 19

*Multiple Comparisons on Church Members' attitudes Towards Adventist Education*

Dependent Variable:	Attitude toward Adventist education			
(I)Where the children studied or are studying	(J) Where the children studied or are studying	Mean Difference (I-J)	Std. Error	Sig.
In Adventist schools	In public schools	-.03252	.08293	.695
	In Private schools	.19927*	.08891	.026
	In Muslim Schools	-.02935	.08293	.724
In public schools	In Adventist	.03252	.08293	.695
	In Private schools	.23179*	.07993	.004
	In Muslim Schools	.00317	.07322	.965
In Private schools	In Adventist schools	-.19927*	.08891	.026
	In public schools	-.23179*	.07993	.004
	In Muslim Schools	-.22862*	.07993	.004
In Muslim Schools	In Adventist schools	.02935	.08293	.724
	In public schools	-.00317	.07322	.965
	In Private schools	.22862*	.07993	.004

\*The mean difference is significant at the 0.05 level

Table 19 above shows that there is no a statistically significant difference between the attitudes of church members with children in Adventist primary schools and those of church members with no children in Adventist primary schools with respect to the following type of schools:

- a) Between Adventist schools owned by the SDA church and Private schools (secular non-Adventist Christian schools) with the significance level of 0.026.
- b) Between public schools and private schools (secular/non-Adventist Christian schools) with a significance level of 0.004.
- c) Private schools (secular/non-Adventist Christian) schools and Muslim Schools with the significance level of 0.004.

On the other hand, there is a statistically significant difference between the attitudes of church members with children in Adventist primary schools and those

with no children in Adventist primary schools with respect to the following type of schools (at 0.05 level):

- a) Between Adventist schools owned by the SDA Church and Public schools
- b) Between public Schools and Muslim schools
- c) Between Adventist schools owned by the SDA Church and Muslim schools

### **Perceptions of Church Members on the Factors Affecting Enrolment in Adventist Primary Schools in Eastern Tanzania Conference**

Part B of the questionnaire consisted of a section with questions on perceptions of church members on the factors affecting enrolment in Adventist primary schools in Eastern Tanzania Conference. The section had a total of 13 questions which sought answers for research question 5. The respondents were asked to indicate their opinions by circling one of the following numbers:

- |                   |                      |
|-------------------|----------------------|
| 1 (Disagree)      | 2 (Tend to disagree) |
| 3 (Tend to agree) | 4 (Agree)            |

Perceptions of church members on the factors affecting enrolment in Adventist primary schools in Eastern Tanzania Conference are presented in Table 20 showing the mean scores and standard deviations. The results were interpreted using the following interpretation scale:

Disagree	0.50 – 1.49	Tend to disagree	1.50 – 2.49
Tend to agree	2.50 – 3.49	Agree	3.50 – 4.00

Table 20 reveals that the respondents tend to agree on three questions and tend to disagree on ten questions asked and they do not agree nor disagree on any of the questions asked.

Table 20

*Perceptions of Church Members on the Factors Affecting Enrolment in Adventist Primary Schools in Eastern Tanzania Conference*

Statement	Mean	Std. Deviation
Members of my church don't fully support the school programs	2.79	1.297
The school management does not fully support the schools	2.70	1.223
Parents help to promote the schools through positive word of mouth.	2.67	1.278
Adventist schools do not have good infrastructure and teaching and learning facilities	2.48	1.266
Adventist schools are not strategically located	2.41	1.348
They do not have qualified teachers	2.36	1.296
Adventist schools do not perform well academically	2.35	1.256
I don't know the difference between Adventist schools and other schools.	2.21	1.285
They don't produce quality education	2.07	1.156
Graduates from these schools do not participate in religious activities	1.91	1.118
Local church pastors don't regularly promote the schools from the pulpit	1.88	1.167
The schools are not well spoken of in the community	1.81	1.092
Adventist primary schools are more expensive compared to other private schools	1.54	1.003

The first question on which the respondents tend to agree is on the support of the school programs. They tend to agree that members of their church don't fully support the school programs. The mean score for this question is 2.79 and its standard deviation is 1.297. This response may explain why the majority of the respondents do not send their children to Adventist primary schools.

The second aspect on which the respondents tend to agree is on the support of the schools by the school management. Table 20 shows that the respondents tend to agree that the school management does not fully support the schools. This response has a mean of 2.70 and standard deviation of 1.223. The researcher made further

investigation in order to find out if the school administration in Adventist schools in ETC do not fully support the school. The researcher could not get enough evidence to verify the truth of this response.

Table 20 also shows that the respondents tend to agree that parents help to promote the schools through positive word of mouth. The mean for this aspect is 2.67 and the standard deviation is 1.278. This result logically contradicts the above result showing that members of their church don't fully support the school programs. This may raise the question: how can they promote the schools to others if they don't fully support the school programs? A possible explanation for this result is that church members who don't support the school programs do not promote the schools and those who support the school programs are the ones who promote the schools through a positive word of mouth.

According to table 20, the respondents tend to disagree that Adventist schools do not have good infrastructure and teaching and learning facilities. This response has a mean of 2.48 and a standard deviation of 1.266. This means that Adventist schools have good infrastructure and teaching and learning facilities. This result agrees with the finding by Lekic (2005) who found out that church members commended Adventist schools for having good and learning facilities.

Table 20 shows that respondents tend to disagree that Adventist schools are not strategically located. The mean for this aspect is 2.41 and standard deviation of 1.348. According to this finding, Adventist schools are strategically located.

Table 20 also shows that the respondents tend to disagree that Adventist schools do not have qualified teachers. The mean score for this response is 2.36 and standard deviation of 1.256. According to this finding, the respondents perceive that Adventist schools have qualified teachers. The researcher made further investigation



by checking at the records available at ETC education department office and confirmed that all teachers currently employed in Adventist schools in ETC are professionally qualified according to government and church standards.

Respondents tend to disagree that Adventist schools do not perform well academically. As Table 20 shows, the mean score for this response is 2.35 and its standard deviation is 1.256. This result means that Adventist schools are perceived by the respondents as having good academic performance. This finding agrees with previous findings presented in Table 17 where respondents tend to agree that Adventist schools perform well academically.

Table 20 reveals that the respondents tend to disagree that they do not know the difference between Adventist and non-Adventist schools. The mean score for this aspect is 2.21 and the standard deviation is 1.285. The implication of this finding is that the respondents clearly know the difference between Adventist schools and non-Adventist schools.

The respondents also tend to disagree that Adventist schools do not offer quality education. According to Table 20, the mean for this response is 2.07 and its standard deviation is 1.156. The result suggests that Adventist schools offer quality education. This is in harmony with Lekic (2005) who found out that Adventist schools are commended for quality education.

Regarding participation of graduates from Adventist schools in religious activities, respondents tend to disagree that they do not participate in religious activities. The mean for this response, as presented in Table 20, is 1.91 and has a standard deviation of 1.118. If the former students of Adventist schools participate in religious activities, then Adventist schools may have a contribution to this and therefore we may say that the goals of Adventist education are met in these schools.

The core goals of Seventh-day Adventist education are the development of the mental, physical, social, and spiritual aspects for service to humanity and God (SDA Church, 2003).

The respondents also tend to disagree that local church pastors don't regularly promote the schools from the pulpit. As shown by Table 20, the mean score for this aspect is 1.88 and the standard deviation is 1.167. The implication of this result is that local church pastors do regularly promote the schools from the pulpit. This is contrary to what Anderson (2008) who lists poor pastoral support of Adventist education as one of the causes of the problems of Adventist education. In other words, since local church pastors do promote the schools, then the problem of church members in ETC not sending their children to Adventist schools cannot be attributed to poor pastoral promotion of Adventist education.

As Table 20 shows, the respondents tend to disagree that the schools are not well spoken of in the community. This response has a mean of 1.81 and a standard deviation of 1.092. This result may be interpreted to mean that the schools are well spoken of in the community, probably as a result of being promoted by church members through a positive word of mouth as Table 20 reveals.

Regarding the comparison of costs between Adventist schools and other private (non-Adventist) schools, the respondents tend to disagree that Adventist primary schools are more expensive than to other schools. The mean score for this response is 1.54 and the standard deviation is 1.003. Said differently, the respondents' perception of tuition costs in Adventist primary schools is that they are not more expensive than other private schools. This finding does not agree with Anderson (2008) who argues that Adventist schools have high tuition costs and he cites tuition costs as one of the causes of the problems in Adventist education. Likewise, finance

was the most prevalent reason cited by Seventh-day Adventist parents for not choosing Seventh-day Adventist schools in the Lake Union in the US (LaBorde, 2007).

### **Suggestions for Increasing Enrolment of SDA Pupils in Adventist Schools in ETC**

The respondents were also asked to give their suggestions of what should be done in order to increase enrolment of SDA pupils in Adventist primary schools in ETC. These questions, which are in part B of the questionnaire, were asked in order to address research question 6: what are the suggestions of church members for increasing enrolment of SDA pupils in Adventist schools in ETC? This part of the questionnaire had a total of 6 questions. The respondents were asked to indicate their opinions by circling one of the following numbers:

- |                   |                      |
|-------------------|----------------------|
| 1 (Disagree)      | 2 (Tend to disagree) |
| 3 (Tend to agree) | 4 (Agree)            |

Results of respondents' suggestions for what should be done in order to increase enrolment of SDA pupils in Adventist primary schools in ETC are presented in Table 21 which shows mean scores and standard deviations for each aspect asked. The results were interpreted using the following interpretation scale:

Disagree	0.50 – 1.49	Tend to disagree	1.50 – 2.49
Tend to agree	2.50 – 3.49	Agree	3.50 – 4.00

According to Table 21, the respondents agree that the school trustees and the administration should cooperate fully to make the Adventist primary schools a centre of spiritual and academic excellence. This response has a mean of 3.90 and a standard deviation of 0.477, which shows that the responses are concentrated around the mean and the mean, is close to the maximum value. The respondents also agree that schools should build the capacity to retain current students and recruit new ones. This aspect

Table 21

*Suggestions for Increasing Enrolment in Adventist Primary Schools in ETC*

Statement	Mean	Std. Deviation
The school trustees and the administration should cooperate fully to make the Adventist primary schools a centre of spiritual and academic excellence	3.90	.477
Schools should build the capacity to retain current students and recruit new ones	3.83	.626
School leaders should understand and be able to assess parents' views of school climate in order to attract and retain students	3.80	.621
Adventist Schools should be accessible to the church members	3.60	.888
Schools should be marketed like any other business	3.37	1.091
Academic performance should outweigh spiritual programs	1.57	1.043

has mean score of 3.83 and a standard deviation of 0.626. This result is supported by Oplatka (2006) who argues that the sustainability of many schools, to a greater extent, is dependent on their capacity to retain current students and recruit new ones. Also, the respondents agree that school leaders must understand and be able to assess parents' views of school climate in order to attract and retain students. This response has a mean of 3.80 and a standard deviation of 0.621. All the above three suggestions are related to school administration. The suggestions imply that the school administration has a very important role to play in order to increase enrolment. These suggestions concur with Gilkeson (2008) who found out that consistent enrolment growth was directly tied to the leadership provided by the schools administration, active involvement by the conference, board chairman and key teachers.

Table 21 shows that respondents agree that Adventist schools should be accessible located to every church member. This response has a mean of 3.60 and a standard deviation of 0.888. Distance from home may cause some parents not to send

their children to Adventist schools (Lekic, 2005). It is therefore important for the school to be accessible to as many people as possible.

Regarding marketing of the schools, the respondents tend to agree that schools should be marketed like any other business. According to Table 21, this response has a mean of 3.37 and a standard deviation of 1.091. This is in harmony with Anderson (2008) who suggests that marketing of Adventist education to non-Adventists should not be a priority; instead much of the time should be spent marketing to Adventists. Anderson (2008) argues that Adventist education, particularly its benefits is grossly under-communicated to SDA church members and that until marketing is improved, the SDA parents will continue to send their children to non-Adventist schools. According to Anderson (2009), marketing to non-Adventist should be done when extra time and financial resources allow. Oplatka (2006) argues that the sustainability of many schools, to a greater extent, is dependent on their success in making their programs attractive to the external environment. Oplatka (2006) does not mention the ways of making the school attractive, but it is obvious that marketing is one of the ways.

Table 21 shows that the respondents disagree that academic performance should outweigh spiritual programs. This response has a mean of 1.57 and a standard deviation of 1.043. It is not clear whether the respondents mean that academic performance should be outweighed by spiritual programs or there should be an equal balance between academic performance and spiritual programs in Adventist schools. According to Beardsley (2010) there must be some type of balance between academic programs and spiritual programs for Adventist schools to have value addition and meet the high demands of Adventist church members and make them respond positively.

## Reasons for not Choosing Adventist Schools

Section C of the questionnaire had four open ended questions, one of which sought answers on why church members do not choose Adventist schools for their children. The responses to the question are summarized in Table 22 below:

Table 22

### *Reasons for Not Choosing Adventist Schools*

<b>Reasons</b>	<b>Frequency</b>	<b>Percent</b>
High school fees	264	39.76
Poor academic performance	124	18.67
School not strategically located	88	13.25
Lack of awareness of Adventist education	44	6.63
Poor school infrastructure	40	6.03
Schools not promoted/marketed	28	4.22
Poor administration	28	4.22
Unethical staff	24	3.61
Poor services (food, accommodation etc)	24	3.61
<b>Total</b>	<b>664</b>	<b>100.00</b>

---

The total frequency is more than 400 because respondents gave more than one reason.

According to Table 22 above, majority of the respondents mentioned high school fees as the main reason for not sending their children to Adventist schools. This reason was mentioned by 264 (39.76%) respondents. The experience from the study area reveals that this reason is partly true because most of the private school where church members send their children do have higher school fees than Adventist schools. The reason is only true for public schools which have lower tuition fees than Adventist schools.

Another reason cited was poor academic performance which was mentioned by 124 (18.67%) respondents. However, official examination results for standard four and seven from the Ministry of Education in Tanzania, which are released every year, show that Adventist schools are among the best schools in the country in terms of academic performance. Other reasons mentioned by the respondents, with the percentage of respondents in brackets, include school location (13.25%), lack of awareness of Adventist education (6.63%), poor infrastructure (6.03%), lack of promotion strategies (4.22%), poor school administration (4.22%) unethical teachers (3.61) and poor services (food, accommodation etc) (3.61%).

### **Strengths of Adventist schools**

Part C of the questionnaire asked the respondents to mention the greatest strengths of Adventist schools in ETC. Table 23 summarises the responses to the question.

Table 23

#### *Strengths of Adventist Schools*

Strength	Frequency	Percent
Spiritual emphasis	144	50.35
Provision of Wholistic education	44	15.38
Quality education	28	9.79
Provision of nutritious food	20	6.99
Good morals	20	6.99
Self confident pupils	15	5.25
Good school climate	15	5.25
	<b>286</b>	<b>100</b>

\*The total frequency is less than 400 because some of the respondents did not mention any weaknesses.

According to Table 23, the highest strengths of Adventist schools as mentioned by the respondents, with the percentage of respondents in brackets, include

spiritual emphasis (50.35%), provision of wholistic education (15.38%) and quality education (9.79%). Other strengths are provision of nutritious food (6.99%), teaching of good morals (6.99%), self confident pupils (5.25%) and good school climate (5.25%).

### **Weaknesses of Adventist schools**

In addition to the strengths of Adventist schools, part C of the questionnaire asked the respondents to give the greatest weaknesses of Adventist schools in ETC. Table 24 below shows the responses to this question.

Table 24

#### *Weaknesses of Adventist Schools*

Weakness	Frequency	Percent
Poor remuneration of the staff	84	20.19
Lack of qualified teachers	48	11.54
Poor school administration	48	11.54
Nepotism in employment and enrolment	44	10.57
Poor academic performance	44	10.57
High school fees	40	9.62
Lack of professionalism	32	7.70
Lack of marketing/promotion strategies	28	6.73
Not listening to stakeholders' views	24	5.77
Staff mobility	24	5.77
<b>Total responses</b>	<b>416</b>	<b>100.00</b>

\*The total frequency is more than 400 because some of the respondents mentioned more than one weakness.

As Table 24 above shows, the first weakness of the Adventist schools in ETC is, with the percentage of respondents in brackets, Poor remuneration of the staff



(20.19%). However, this weakness does not reflect the truth. The comparison of remuneration packages between Adventist schools and other schools (public and private) shows that Adventist schools are among the best schools in terms of good remuneration packages for their staff. The second weakness mentioned is lack of qualified teachers (11.54%). However, this was proved by the researcher to be a misconception. Records available at the ETC office show that all teachers and non-teaching staff in all the Adventist schools in the conference have the required qualifications in accordance with both government and church standards. This misconception may be caused by past experience whereby most of The Adventist school were lead by pastors who were both teachers and pastors, so even when the system has changed some church members still believe that Adventists school teachers are not teachers by profession. The third weakness mentioned is nepotism in employment and enrolment (10.57%). The researcher could not gate evidence to verify nepotism in employment and enrolment. The other weaknesses are poor academic performance (10.57%), high school fees (9.62%), lack of marketing/promotion strategies of the schools (6.73%), disregard of stakeholders' views by school administration (5.77%) and staff mobility (5.77%).

### **Suggestions to Increase Enrolment**

The last question in part C of the questionnaire asked the respondents to give suggestions of what the Eastern Tanzania Conference should do in order to increase enrolment in its schools. The respondents' suggestions are presented in Table 25 below.

As shown in Table 25 above, the highest suggestions put forth by the respondents, with the percentage of respondents in brackets, include reduction of school fees (16.36%), improvement of infrastructure (14.55%), employment of

Table 25

*Suggestions to ETC for Increasing Enrolment*

<b>Suggestion</b>	<b>Frequency</b>	<b>Percent</b>
Reduce school fess	144	16.36
Improvement of infrastructure	128	14.55
Employ enough qualified teachers	128	14.55
Good remuneration of staff	68	7.73
Awareness/promotion campaigns	48	5.45
Employ Adventist teachers only	48	5.45
Locate the schools strategically	44	5
Improve services (food, accommodation, transport)	44	5
Improvement of academic performance	44	5
Listen and work on stakeholders' views	32	3.64
Balance spiritual and academic programs	32	3.64
Enrol pupils on merit	24	2.73
Build more schools in various places	24	2.73
Employ ethical staff	20	2.27
Fight nepotism	20	2.27
Provide discount to needy pupils	20	2.27
Establish Adventist teachers college	12	1.36
<b>Total</b>	<b>880</b>	<b>100</b>

\*The total frequency is more than 400 because some of the respondents mentioned more than one suggestion.

qualified teachers (14.55%), good remuneration of the staff (7.73%), awareness/promotion campaigns (5.45%), employment of Adventist teachers only (5.45%) the next suggestion are: strategic location of schools (5%), improvement of services (food, accommodation and transport) to pupils (5%), improvement of academic performance (5%), listening and working on stakeholders' views (3.64%)

and balancing of spiritual and academic programs (3.64%). The lowest suggestions are: enrolment of pupils on merit (2.73%), building many schools in various places of the conferences (2.73), employment of ethical staff (2.27%), fighting nepotism in employment and enrolment (2.27), provision of discount on school fees to the needy pupils (2.27%) and establishment of Adventist teachers training colleges (1.36%).

# **CHAPTER FIVE**

## **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

This chapter presents the summary of the whole study, conclusions and recommendations based on the findings of the study.

### **Summary**

This study was conducted to determine the perceptions of church members towards Adventist primary schools in the Eastern Tanzania Conference of Seventh day Adventist church as related to enrolment. The aspects investigated are the church members' perceptions of their children's schools and their implications, perceptions and attitudes of church members towards Adventist schools, factors affecting enrollment in Adventist schools and what can be done to increase enrollment in Adventist schools. Both primary and secondary data were collected. Primary data were collected through interviews using questionnaires and secondary data were collected from various authorities. Data were analysed using Statistical Package for Social Science (SPSS) computer software which was employed to organize and tabulate the data collected. The descriptive statistics explained the results in terms of frequencies, means, standard deviations and percentages in relation to the demographic profile of the respondents and perceptions and attitudes towards Adventist education. The data for demographic profiles of the respondents were analyzed using descriptive statistics in terms of frequencies and percentages while other quantitative data were analyzed using descriptive statistics in terms of mean and standard deviations. One way analysis of Variance (ANOVA) was used to determine if there was significant difference between the perceptions of church members with children in Adventist

primary schools and those with no children in Adventist Primary schools. One way Analysis of Variance (ANOVA), followed by Post hoc tests, was also employed to determine if there was significant difference between the attitudes of church members with children in Adventist primary schools and those with no children in Adventist Primary schools.

The findings of this study, based on the research questions were supported by the review of related literature which revealed on the perceptions of church members towards Adventist primary schools and their implications to enrolment. Findings were used in putting forth recommendations.

The first research question was “what are the perceptions of the SDA church members on the schools of their children?” The findings of this study reveal that there are mixed levels of perceptions on the aspects asked as follows:

1. Respondents like a school with facilities adequate for high quality education
2. They are equally attracted by both spiritual programs and academic programs performance.
3. The respondents are interested in the nearby schools,
4. They are attracted by spiritual programs more than academic programs and they attach great importance to spiritual affairs of their children than they do to their academic affairs. Spiritual affairs may be one of the factors to consider in choosing a school for their children. In spite of being attracted by spiritual programs, 81% of the respondents have their children in non-Adventist primary schools, including Muslim schools, where there is no room to conduct Christian spiritual programs while at school.
5. Regarding school fees, the respondents are not discouraged by school fees

from choosing good school.

6. Respondents can choose a school which is well recommended by others
7. School administration and staff have a big role in their choice of a school.
8. Respondents are attracted by spiritual programs more than academic performance.

Research question two asked: “Is there significant difference between the perceptions of church members with children in Adventist primary schools and those with no children in Adventist Primary schools? Results show sufficient evidence to reject the null hypothesis that, “There is no significant difference between the perceptions of church members with children in Adventist primary schools and those with no children in the Adventist Primary schools. It is therefore concluded that there is a statistically significant difference between the perceptions of church members with children in Adventist primary schools and those with no children in the Adventist Primary schools. The difference is statistically proved in the following schools: Between Adventist schools owned by the SDA church and Private schools (secular non-Adventist Christian schools) with the significance level of 0.026, Between public schools and private schools (secular/non-Adventist Christian schools) with a significance level of 0.004 and between private schools (secular/non-Adventist Christian) schools and Muslim Schools with the significance level of 0.004.

“What are the attitudes of church members towards Adventist Education?” was research question three. Respondents’ attitude is that:

1. Adventist schools are spiritually focused preparing young ones for life here and for eternity
2. Adventist schools are safe places to take care of the young ones;

3. Adventist schools have quality facilities for teaching and learning environment. Though the respondents have an attitude that Adventist schools have quality facilities, this alone does not attract them to send their children to these schools because they have an attitude that they can send their children to any school whether Adventist or not.
4. Respondents also have the attitude that Adventist schools have dedicated personnel who are focused onto their mission
5. School fees in Adventist primary schools is reasonable
6. Adventist schools are well promoted and well known,
7. Adventist schools provide quality education,
8. Adventist schools are conveniently located and
9. Adventist students perform well academically.

Research question four asked: “Is there significant difference between the attitudes of church members with children in Adventist primary schools and those with no children in Adventist Primary schools?” There is sufficient evidence to conclude that there is a statistically significant difference between the attitudes of church members with children in Adventist primary schools and those with no children in Adventist primary schools.

Regarding research question five: ”What are the perceptions of church members on the factors affecting enrolment in Adventist primary schools in ETC”, the respondents perceive that:

1. Members of their churches don't fully support the school programs
2. The school management does not fully support the schools.

These two will have a negative implication to enrolment while the next will give a positive implication to enrolment.

3. Parents help to promote the schools through positive word of mouth
4. Adventist schools have good infrastructure and teaching and learning facilities
5. Adventist schools are strategically located
6. Adventist schools have qualified teachers and Adventist schools do perform well academically.
7. Also, the respondents have perceptions that Adventist schools produce quality education and graduates from Adventist schools do participate in religious activities
8. Local church pastors do regularly promote the schools from the pulpit
9. Adventist schools are well spoken of in the community
10. Adventist primary schools are less expensive than other private schools.

The last research question was: “What are the suggestions of church members to increase enrolment of SDA pupils in Adventist schools in ETC?” The major suggestions for increasing enrolment as put forth by the respondents are:

- i. The school trustees and the administration need to cooperate fully to make the Adventist primary schools centres of spiritual and academic excellence
- ii. Schools need to build the capacity to retain current students and recruit new ones
- iii. School leaders should understand and be able to assess parents’ views of school climate in order to attract and retain students.
- iv. Adventist Schools should be accessible to every church member
- v. Schools should be marketed like any other business
- vi. School fees should be reduced to reasonable rate
- vii. School infrastructure have to be improved



- viii. Enough qualified teachers should be employed
- ix. Spiritual and academic program have to be balanced
- x. Services to students (food, transport, accommodation, etc) should be improved.

In the open ended questions where the respondents were free to express themselves had these reasons as to why Adventist church members do not send their children to Adventist primary schools in ETC:

1. High school fees
2. Poor academic performance in Adventist schools
3. Schools are not conveniently located
4. Lack of awareness of Adventist education
5. Lack of promotion strategies
6. Poor school administration
7. Unethical teachers and poor services (food, accommodation etc).

However, available evidence show that high school fees and poor academic performance are misconceptions because Adventist schools have comparatively reasonable school fees and good academic performance as the results above shows.

Adventist schools in ETC are perceived to have the following strengths:

1. Spiritual emphasis
2. Provision of wholistic quality education.
3. Provision of nutritious food,
4. Teaching of good morals
5. Provision of self confident pupils and good school climate.

On the other hand, Adventist schools in ETC are perceived to have the following weaknesses:

1. Poor remuneration of the staff
2. Lack of qualified teachers
3. Nepotism in employment and enrolment.
4. Poor academic performance,
5. High school fees
6. Lack of marketing/promotion strategies of the schools
7. Disregard of stakeholders' views by school administration and
8. Staff mobility

However, the first three were proved to be misconceptions. The comparison of remuneration packages between Adventist schools and other schools (public and private) shows that Adventist schools are among the best schools in terms of good remuneration packages of their personnel. Regarding the qualification of teachers the available records show that ETC has enough qualified teachers as per government and church standards. Likewise, there is no evidence to prove nepotism in employment and enrolment because schools are built for everyone who wishes to enrol and provided the interview tools are applied before recruiting teachers and other school workers, then nepotism cannot be proved easily.

### **Conclusions**

Based on the findings of this study and with respect to the research questions, the following conclusions are drawn:

1. The SDA church members like a school with facilities adequate for high quality education, they are equally attracted by both spiritual programs and academic programs performance, they are interested in the nearby schools, spiritual programs attract them more than academic programs, they attach great importance to spiritual affairs of their children than they do for their

academic affairs and spiritual programs attract them more than academic programs. The church members are not discouraged by school fees from choosing a good school, they can choose a school which is recommended well by others and school administration, staff and school environment have a big role to the choice of a school.

2. There is a statistically significant difference between the perceptions of church members with children in Adventist primary schools and those with no children in the Adventist primary schools.
3. SDA church members have the attitude that Adventist schools are spiritually focused preparing young ones for life here and for eternity, they are safe places to take care of the young ones, they have quality facilities for teaching and learning environment, they have dedicated personnel who are focused to their mission, they have reasonable school fees, the schools are well promoted and well known, they provide quality education, they are conveniently located and Adventist students perform well academically. However, they have an attitude that they can send their children to any school whether Adventist or not.
4. There is a statistically significant difference between the attitudes of church members with children in Adventist primary schools and those with no children in Adventist primary schools.
5. The SDA church members perceive that members of their churches don't fully support the school programs and the school management does not fully support the schools. The church members also perceive that parents help to promote the schools through positive word of mouth, the schools have good infrastructure and teaching and learning facilities, they are strategically

located, they have qualified teachers and they perform well academically. Also, the church members have perceptions that Adventist schools produce quality education, graduates from the schools do participate in religious activities, local church pastors do regularly promote the schools from the pulpit, the schools are well spoken of in the community and they are not more expensive than other private schools.

6. The following are the major suggestions for increasing enrolment in Adventist schools as put forward by the church members:
  - i. The school trustees and the administration need to cooperate fully to make the Adventist primary schools a centre of spiritual and academic excellence
  - ii. Schools need to build the capacity to retain current students and recruit new ones
  - iii. School leaders must understand and be able to assess parents' views of school climate to attract and retain students
  - iv. Adventist Schools should be accessibly located to every church member
  - v. Schools should be marketed like any other business
  - vi. School fess should be reduced to reasonable rate
  - vii. School infrastructure have to be improved
  - viii. Enough and qualified teachers should be employed
  - ix. Spiritual and academic issues have to be balanced
  - x. Services to students (food, transport, accommodation, etc) should be improved

### **Recommendations**

Considering the foregoing findings and conclusions, this study puts forth the

following recommendations:

1. The continued viability of Adventist schools in ETC is dependent on the extent to which the schools adjust and effectively respond to the ever changing environments in which they operate. Parents of Seventh-day Adventist students don't automatically send their children to Adventist schools simply because they are themselves Seventh-day Adventists. Adventist schools need, therefore, to compete with an ever widening range of options open to parents for educating their children, inclusive of, but not limited to, public schools, secular private schools, other private denominational schools, with excellent reputations for educational excellence.
2. Adventist schools in ETC are to be equipped with up-to-date facilities and resources to support high quality educational programs.
3. Adventist schools and the local conference are to develop and implement marketing programs in order to improve enrolment and retention of students. They can do so by engaging marketing consultants to assist them develop marketing mixes, such as by integrating the seven P's of Product (Adventist education), Price (tuition fees), Place (Location of the school), Philosophy (Adventist philosophy of education), Performance (academic and spiritual performance), Promotion (How the school is made known to church members) and Personnel (school staff). The marketing programs will bring awareness of Adventist education and correct some of the existing misconceptions about Adventist schools.
4. Leaders of Adventist Schools in ETC are to welcome and study the feasibility, suitability and acceptability of various options/suggestions from stakeholders, including parents, on how to improve things which they are not doing well.

5. Adventist schools in ETC need to conduct surveys or use other means to assess the schools' strengths, weaknesses, opportunities and threats (SWOT) on an ongoing basis and use the information as input to the annual reviews of their plans.
6. Adventist schools need to improve student support services so that they meet the needs of students in areas such as food service, transport, health and academic assistance.
7. Adventist schools need to develop and maintain strong and mutually satisfying relations with the community (surrounding community and other stakeholders, such as parents). This relationship will attract the community and make them willing to support the schools. Such support may include bringing their children to these schools.
8. Adventist schools are to research and adopt best practices followed by other private schools with growing enrolments. However, care should be taken so that Adventist policies, philosophy and principles are not compromised in adopting the practices.
9. Adventist schools and the local conference need to set fund and implement staff development programs to enhance the professional development of school personnel, integrating new knowledge, information, and teaching methodologies.
10. The church leaders in at all levels of administration should put much effort in promoting Adventist Education as they do on other issues like evangelism campaigns and tithe promotions. When this is effectively done, the 81% of Seventh-day church members who are taking their children to Muslim schools because of their misconceptions on Adventist education will be helped a lot

and this is to be taken as part of evangelism through nurturing and retention of church members.

### **Suggestions for Further Research**

1. Since the respondents highlighted about the school manager and administration in Adventist schools in ETC not fully supporting the schools, hence, further study is needed on this issue since the researcher could not get sufficient evidence to verify the truth of this response.
2. This study has revealed that spiritual programs attract the respondents more than academic programs. In spite of being attracted by spiritual programs, 81% of the respondents have their children in non-Adventist primary schools, including Muslim schools, where there is no room to conduct Christian spiritual programs while at school. Further research is suggested in order to investigate this paradox.
3. Nepotism in employment and enrolment was mentioned to be one of the weaknesses of Adventist primary schools. Further study is needed in order to establish the truth of the matter as it is not expected for religious institutions like Adventist schools to be alleged of nepotism.
4. Since Adventist primary schools enrol pupils regardless of their religious affiliations, a further study is recommended to investigate the perceptions of non-SDA parents towards Adventist primary schools and the implications of their perceptions for enrolment.

## REFERENCES

- Andersson, E. L. (1985). *A study of Seventh - day Adventist education in Denmark*.  
Dissertation Abstracts AAT 8702187.
- Anderson, S. (2009). How to kill Adventist Education (and How to give it a Fighting Chance!). Review and Herald Publishing Association, Hagerstown, USA, pp 160.
- Baldwin, B. (2001). Using extracurricular activities to boost your school's enrollment. *The Journal of Adventist Education*, 64(1), 32-35.
- Beardsley, L. (2010). Adventist Education must create value, *Adventist News Network*, September 2, 2010.
- Beverly, O.D. (2010). An Assessment of factors influencing student enrollment within the Southern Union Conference of Seventh-Day Adventist Secondary Schools. *Wayne State University Dissertations*. Paper 137.
- Booker, A. (2004). *Factors influencing Seventh-day Adventist African-Americans parents to support Adventist primary schools in the states of Ohio and Pennsylvania*. Unpublished doctoral dissertation, Indiana University of Pennsylvania, Indiana, Pennsylvania.
- Bryson, J. W. (2006). *Factors influencing enrolment trends in Seventh-day Adventist boarding schools in North America*. Unpublished
- Bukhari, P. and Randall, E.V. (2009). Exit and entry: Why parents in Utah left public schools and chose private schools. *Journal of School Choice: Research, Theory, and Reform*, 3(3)
- CATN (2007). Adventist education in Canada: Parents' attitude survey.
- Cho, P. F. (1987). *A study of the attitudes of the Adventist church members in Taiwan toward the support of Seventh-day Adventist Christian education*.



- Unpublished doctoral dissertation, Andrews University, Berrien Springs, Michigan.
- Cohen, J., McCabe, E., Michelli, N. & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. *Teachers College Record*, 111(1), 180–213.
- Cooper, Lowell C. (2009). Profile of a Changing Church. Retrieved 22nd January, 2014, from <http://dialogue.adventist.org/articles/15-1-cooper>.
- DeVost, R. (2010). *What Adventist parents consider important in choosing schools for their children*: Minnesota Conference of Seventh-day Adventists. Retrieved 12<sup>th</sup> February, 2014 from: [http://minnesota.adventistchurchconnect.org/site/1/docs/School\\_choice\\_research\\_report.pdf](http://minnesota.adventistchurchconnect.org/site/1/docs/School_choice_research_report.pdf).
- ETC (2013). Conference Executive Secretary's year end report, Eastern Tanzania Conference of Seventh-day Adventist church, Morogoro, Tanzania.
- ECD (2007). Working Policy: Departmental policies: FE 30, 05 p.226
- Eccles, J. (2006). Families, schools, and developing achievement-related motivations and engagement. In J. Grusec, and P. Hastings (Ed.), *Handbook of Socialization: Theory and Research* (pp. 665 – 691), New York, Guilford Press.
- Gall, M. D., Gall. J. P.,and Borg. W. R. (2007). *Educational Research: An Introduction 8<sup>th</sup> Edition*. Boston, MA: Pearson.
- Gilkeson, J. E. (2008). *Success Stories: The Development of a Theory to Explain the Qualities found in Adventist Schools that Show consistent Enrolments Increases*. Unpublished Doctor of education dissertation, La Sierra University.

- Grady, S. Bielick, S. & Aud, S. (2010). Trends in the use of public school choice: 1993 to 2007 (NCES 2010-004). National Centre for Education Statistics, Institute of Educational Sciences, U.S. Department of Education. Washington, DC.
- Greenleaf, F. (2005). Timeline for Seventh-day Adventist Education. *Journal of Adventist Education*, Summer 2005.
- Gregorutti, G. (2008). Factors Influencing Enrollment in Adventist K-12 Schools: A Review of the Literature. *The Journal of Adventist Education*, 70(2), 10-17.
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3).
- Hoover-Dempsey, K.V., & Sandler, H.M. (2005). The Social Context of Parental Involvement: A Path to Enhanced Achievement. Final Performance Report: Office of Educational Research and Innovation/Institute of Education Sciences, U.S. Department of Education.
- Hoover-Dempsey, K. V., Walker, J. M. T., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S., & Closson, K. (2005). Why do parents become involved? Research findings and implications. *The Elementary School Journal*, 106(2).
- Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education*, 40(3), 237–269.
- Kagan, N. (2006). *Concise History of the World*. Washington, DC: National Geographic Society.
- Kotler, P., Brown, L., Adam, S., Burton, S. and Armstrong, G. (2007), *Marketing*, 7th edition, Pearson Education Australia, Frenchs Forest, N.S.W

- LaBorde, I. C. (2007). *Reasons Seventh-day Adventist parents gave for not sending their children to Seventh-day Adventist elementary and secondary schools.* Andrews University, Berrien Springs, MI.
- Lekic, M. M. (2005). *Perceptions and attitudes of selected Adventist and non-Adventist parents of school-age children toward Adventist schools in Canada.* Unpublished doctoral dissertation, Andrews University, Berrien Springs, Michigan.
- Marshall, D.E. (2008). An investigation into the issue of low enrolment in Seventh-day Adventist schools in Canada and how it is being addressed. Seventh-day Adventist Church in Canada
- Munro, B. (2005). *Statistical Methods of health care search* (5<sup>th</sup> Ed.) Philadelphia: Lippincott Williams and Wilkins. Retrieved: 2014-04-22 from: [http://www.nursingcenter.com/lnc/journalarticle?Article\\_ID=838564#P35](http://www.nursingcenter.com/lnc/journalarticle?Article_ID=838564#P35)
- Oplatka, I. (2006). Teachers' Perceptions of their role in educational marketing: insights from the case of Edmonton, Alberta. *Canadian Journal of Educational Administration and Policy*, 51, 1-23 pp. Retrieved February 13, 2014, from <http://www.umanitoba.ca/publications/cjeap/articles/Izhar.html>
- Otieno, A (2002). Historia fupi ya Elimu ya Wasabato nchini Tanganyika 1905 -2002: In Masomo ya Juma la Elimu, Idara ya Elimu, Tanzania Union Mission.
- Phillips, M. & Rasberry, S. (2005). *Marketing without Advertising: Inspire Customers to Rave about Your Business & Create Lasting Success*, 5th edition, edited by Berkley, CA, USA: Nolo. Retrieved February 12, 2014, from <http://site.ebrary.com/lib/liverpool/Doc>
- Sahlin, M., Richardson, P., & Rusu, C. (2001). *Survey of church members with school age children in the New Jersey Conference of the Seventh-day Adventist Church.* Lincoln, NE: The Center for Creative Ministry.

- Sahlin, M., Richardson, P., Rusu, C., & Cincala, P. (2004). *Survey of Adventist parents about Christian education: Columbia Union Conference*. Lincoln, ME: The Center for Creative Ministry.
- Sernovitz, A. (2006). *Word of Mouth Marketing: How Smart Companies Get People Talking*. Chicago: Kaplan Publishers. Retrieved January 5th, 2014, from <http://site.ebrary.com.ezproxy.liv.ac.uk/lib/liverpool>.
- SDA Church (2013). *Annual Statistical Report (ASR). 149<sup>th</sup> Report of the General conference of Seventh-day Adventist church for the year ending December 31, 2011*, Office of Archives, Statistics and Research, Silver Spring Maryland, Review and Herald Publishing Association, USA. P. 90.
- SDA Church (2003). *General Conference Policy Manual*, Education Departmental Policies: FE 05, FE 10. pp. 22-228
- United Republic of Tanzania (1978). *The National Education Act No. 25*. Ministry of National Education, Government Printer, Dar es Salaam , Tanzania
- United Republic of Tanzania (1995). *The National Education and Training Policy*, Ministry of Education and Culture. Government Printer, Dar es Salaam, Tanzania.
- White, E.G (1952). *Education*. Pacific Press Publishing Association. USA.
- White, E.G. (1894). *Review and Herald*, January 9, 1894.
- White, E.G. (1901). *Testimonies for the Church*, volume 6, p. 210-212.
- White,E.G. (1991). *Counsels for the Church* , p.202
- Yamane, T. (1967). *Statistics: An introductory Analysis*, 2<sup>nd</sup> Edition, New York, Harper and Row.
- Zulueta, F. M.,& Maglaya, E. M. (2004). *Foundations of Education*. Manila: National Book Store.



7. If you are a parent/guardian and you have children, where are they studying?  
Or if you are a parent and your children are now grown up, where did they study?
- In Adventist schools owned by Seventh-day Adventist church
  - In Public schools
  - In secular private schools
  - In non-Adventist Christian schools
  - In Muslim schools
  - I have no children

**SECTION: B**

*Answer the following questions by circling the number in the box matching your opinion*

- 1) Disagree      2) Tend to disagree      3) Tend to agree      4) Agree

<b>Church Members' perceptions on children's schools</b>		<b>Opinions</b>			
1.	I like a school with facilities adequate for high quality education	1	2	3	4
2.	I am interested in the nearby schools	1	2	3	4
3.	The school environment plays a major role in the choice of school	1	2	3	4
4.	Academic performance attracts me more than spiritual programs	1	2	3	4
5.	Spiritual programs attracts me more than academic performance	1	2	3	4
6.	Both spiritual programs and academic programs performance attract me equally	1	2	3	4
7.	School fees does not discourage me from choosing a good school	1	2	3	4
8.	I can choose a school which is recommended well by others.	1	2	3	4
9.	School administration and staff have a big role to the choice of a school I make	1	2	3	4

<b>Church members' attitude towards Adventist Education</b>					
1.	I can send my child in any school whether Adventist or not	1	2	3	4
2.	Adventist schools are spiritually focused preparing young ones for life here and for eternity.	1	2	3	4
3.	Adventist schools are safe places to take care of the young ones	1	2	3	4
4.	Adventist schools have quality facilities for teaching and learning environment	1	2	3	4
5.	Adventist schools have dedicated personnel who are focused to their mission.	1	2	3	4
6.	School fees in Adventist primary schools is reasonable	1	2	3	4
7.	Adventist schools are well promoted and well known	1	2	3	4
8.	Adventist schools provide quality education	1	2	3	4
9.	Adventist schools are conveniently located	1	2	3	4
10.	Adventist education perform well academically	1	2	3	4

<b>Factors affecting enrolment in Adventist Primary schools in ETC</b>					
1.	Adventist primary schools are more expensive compared to other schools	1	2	3	4
2.	They do not have qualified teachers	1	2	3	4
3.	They don't produce quality education	1	2	3	4
4	Graduates from these schools do not participate in religious activities	1	2	3	4
5	The schools are not well spoken of in the community	1	2	3	4
6	Local church pastors don't regularly promote the schools from the pulpit	1	2	3	4
7	Members of my church don't fully support the school programs	1	2	3	4
8	Parents help to promote the schools through positive word of mouth.	1	2	3	4
9	The school management does not fully support the schools	1	2	3	4
10	I don't know the difference between Adventist schools and other schools.	1	2	3	4
	Adventist schools are not strategically located	1	2	3	4
	Adventist schools do not perform well academically	1	2	3	4
	Adventist schools do not have good infrastructure and teaching and learning facilities	1	2	3	4

<b>What can be done to increase enrollment of SDA pupils in Adventist schools?</b>					
1	Schools should build the capacity to retain current students and recruit new ones	1	2	3	4
2	The school trustees and the administration should cooperate fully to make the Adventist primary schools a centre of spiritual and academic excellence	1	2	3	4
3	School leaders must understand and be able to assess parents' views of school climate to attract and retain students	1	2	3	4
4	Adventist pupils should study for free in Adventist schools	1	2	3	4
5	Adventist Schools should be accessibly located to every church member.	1	2	3	4
6	Academic performance should outweigh spiritual programs	1	2	3	4
7	Schools should be marketed like any other business	1	2	3	4

### **SECTION C:**

#### **Give your opinions in the following questions**

1. What in your opinion is the main reason why some Adventist church members are not choosing to send their children to Adventist schools in Eastern Tanzania conference?

---

---

---

---

2. What in your opinion is the greatest strength of the Adventist schools in your conference?

---

---

---

---

3. What in your opinion is the greatest weakness of the Adventist schools in your conference?

---

---

---

---

4. What can the Eastern Tanzania Conference do to help the Adventist schools increase enrolment?

---

---

---

---

---

**Thank you so much and may God bless you.**



**APPENDIX B:  
DATA ANALYSIS OUTPUT  
Demographic Information**

*Gender of respondents*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	182	45.5	45.5	45.5
Female	218	54.5	54.5	100.0
Total	400	100.0	100.0	

*Age of respondents*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-35	174	43.5	43.5	43.5
36-45	114	28.5	28.5	72.0
46-60	93	23.3	23.3	95.3
Above 60	19	4.8	4.8	100.0
Total	400	100.0	100.0	

*Church membership status*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Baptised church member	385	96.3	96.3	96.3
Not baptised	15	3.8	3.8	100.0
Total	400	100.0	100.0	

*Education level*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No formal education	6	1.5	1.5	1.5
Primary education	92	23.0	23.0	24.5
Secondary education	108	27.0	27.0	51.5
Tertiary education	194	48.5	48.5	100.0
Total	400	100.0	100.0	

*If studied in Adventist school/college*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	76	19.0	19.0	19.0
No	324	81.0	81.0	100.0
Total	400	100.0	100.0	

*Parental/guardian category*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Parent/guardian with children studying in Primary level	200	50.0	50.0	50.0
	Parent/guardian with children who are grown up not studying at primary level	76	19.0	19.0	69.0
	do not have a child now but planning to have in future	109	27.3	27.3	96.3
	do not have a child now and not planning to have any	15	3.8	3.8	100.0
	Total	400	100.0	100.0	

*Where the children studied or are studying*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	In Adventist schools owned by the Seventh-day Adventist church	76	19.0	19.0	19.0
	In public schools	119	29.8	29.8	48.8
	In secular Private schools	75	18.8	18.8	67.5
	In non-Adventist Christian Schools	11	2.8	2.8	70.3
	In Muslim Schools	119	29.8	29.8	100.0
	Total	400	100.0	100.0	

**Research question 1.** What are the perceptions of the SDA church members on the schools of their children?

*Descriptive statistics*

	N	Minimum	Maximum	Mean	Std. Deviation
I like a school with facilities adequate for high quality education	400	1	4	3.83	.656
I am more interested in the nearby schools	400	1	4	3.02	1.279
The school environment plays a major role in the choice of school	400	1	4	3.51	.960
Academic performance attracts me more than spiritual programs	400	1	4	1.81	1.136
Spiritual programs attract me more than academic performance	400	1	4	2.92	1.205
Both spiritual programs and academic programs performance attract me equally	400	1	4	3.52	.968
School fees do not discourage me from choosing a good school	400	1	4	2.91	1.279
I can choose a school which is recommended well by others.	400	1	4	3.08	1.174
School administration and staff have a big role to the choice of a school I make	400	1	4	3.47	1.011

**Research question 2** Is there significant difference between the perceptions of church members with children in Adventist primary schools and those with no children in Adventist Primary schools

**One way ANOVA**

		SS	df	MS	F	Sig.
I like a school with facilities adequate for high quality education	Between Groups	2.492	3	.831	1.943	.122
	Within Groups	169.258	396	.427		
	Total	171.750	399			
I am more interested in the nearby schools	Between Groups	3.389	3	1.130	.689	.559
	Within Groups	649.409	396	1.640		
	Total	652.798	399			
The school environment plays a major role in the choice of school	Between Groups	4.823	3	1.608	1.753	.156
	Within Groups	363.154	396	.917		
	Total	367.978	399			
Academic performance attracts me more than spiritual programs	Between Groups	11.507	3	3.836	3.017	.030*
	Within Groups	503.430	396	1.271		
	Total	514.938	399			
Spiritual programs attract me more than academic performance	Between Groups	6.018	3	2.006	1.385	.247
	Within Groups	573.422	396	1.448		
	Total	579.440	399			
Both spiritual programs and academic programs performance attract me equally	Between Groups	6.742	3	2.247	2.424	.065
	Within Groups	367.098	396	.927		
	Total	373.840	399			
School fees do not discourage me from choosing a good school	Between Groups	19.601	3	6.534	4.086	.007*
	Within Groups	633.159	396	1.599		
	Total	652.760	399			
I can choose a school which is recommended well by others.	Between Groups	2.415	3	.805	.582	.627
	Within Groups	547.862	396	1.383		
	Total	550.278	399			
School administration and staff have a big role to the choice of a school I make	Between Groups	.452	3	.151	.147	.932
	Within Groups	407.058	396	1.028		
	Total	407.510	399			

\*Difference in perception is significant at 0.05 levels. In all other areas, difference is not significant

## Comparison of perceptions on academic performance

### One way ANOVA

#### Descriptive

Academic performance attracts me more than spiritual programs

	N	Mean	Std. Deviation	Std. Error
In Adventist schools owned by the Seventh-day Adventist church	76	2.00	1.200	.138
In public schools	119	1.86	1.195	.110
In Private schools (secular/non-Adventist Christian)	86	1.93	1.156	.125
In Muslim Schools	119	1.56	.980	.090
Total	400	1.81	1.136	.057

### ANOVA

Academic performance attracts me more than spiritual programs

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.507	3	3.836	3.017	.030
Within Groups	503.430	396	1.271		
Total	514.938	399			

## Comparison of perceptions on school fees

### One way ANOVA

#### Descriptives

School fees do not discourage me from choosing a good school

	N	Mean	Std. Dev.	Std. Error
In Adventist schools owned by the Seventh-day Adventist church	76	3.13	1.181	.136
In public schools	119	2.58	1.350	.124
In Private schools (secular/non-Adventist Christian)	86	2.97	1.287	.139
In Muslim Schools	119	3.06	1.209	.111
Total	400	2.91	1.279	.064

### ANOVA

School fees do not discourage me from choosing a good school

	SS	df	MS	F	Sig.
Between Groups	19.601	3	6.534	4.086	.007
Within Groups	633.159	396	1.599		
Total	652.760	399			

**Research question 3:** What are the attitudes of church members towards Adventist Education?

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
*I can send my child in any school whether Adventist or not	400	1	4	2.83	1.292
Adventist schools are spiritually focused preparing young ones for life here and for eternity.	400	1	4	3.82	.554
Adventist schools are safe places to take care of the young ones	400	1	4	3.70	.682
Adventist schools have quality facilities for teaching and learning environment	400	1	4	2.60	1.141
Adventist schools have dedicated personnel who are focused to their mission.	399	1	4	2.84	1.078
School fees in Adventist primary schools is reasonable	399	1	4	2.62	1.276
Adventist schools are well promoted and well known	400	1	4	2.58	1.201
Adventist schools provide quality education	400	1	4	3.15	.994
Adventist schools are conveniently located	400	1	4	2.92	1.140
Adventist education perform well academically	400	1	4	2.59	1.107
<b>Attitude toward Adventist education</b>	<b>400</b>	<b>1.30</b>	<b>4.00</b>	<b>2.8993</b>	<b>.57017</b>

\*Negatively stated - Recoded in the computation of the overall mean on attitude toward Adventist education

**Research question 4:** Is there significant difference between the attitudes of church members with children in Adventist primary schools and those with no children in Adventist Primary schools?

**One way ANOVA  
Descriptives**

Attitude toward Adventist education

	N	Mean	Std. Deviation	Std. Error
In Adventist schools owned by the Seventh-day Adventist church	76	2.9237	.53811	.06173
In public schools	119	2.9562	.57323	.05255
In Private schools (secular/non-Adventist Christian)	86	2.7244	.54101	.05834
In Muslim Schools	119	2.9530	.58901	.05399
Total	400	2.8993	.57017	.02851

**ANOVA**

Attitude toward Adventist education

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.404	3	1.135	3.558	.014
Within Groups	126.308	396	.319		
Total	129.712	399			

**Post Hoc Test  
Multiple Comparisons**

Dependent Variable: Attitude toward Adventist education  
LSD

(I) Where the children studied or are studying	(J) Where the children studied or are studying	Mean Difference (I-J)	Std. Error	Sig.
In Adventist schools owned by the Seventh-day Adventist church	In public schools	-.03252	.08293	.695
	In Private schools (secular/non-Adventist Christian)	.19927*	.08891	.026
	In Muslim Schools	-.02935	.08293	.724
In public schools	In Adventist schools owned by the Seventh-day Adventist church	.03252	.08293	.695
	In Private schools (secular/non-Adventist Christian)	.23179*	.07993	.004
	In Muslim Schools	.00317	.07322	.965
In Private schools (secular/non-Adventist Christian)	In Adventist schools owned by the Seventh-day Adventist church	-.19927*	.08891	.026
	In public schools	.23179*	.07993	.004
	In Muslim Schools	-.22862*	.07993	.004
In Muslim Schools	In Adventist schools owned by the Seventh-day Adventist church	.02935	.08293	.724
	In public schools	-.00317	.07322	.965
	In Private schools (secular/non-Adventist Christian)	.22862*	.07993	.004

\*. The mean difference is significant at the 0.05 level.



**Research question 5:** What are the perceptions of church members on the factors affecting enrolment in Adventist primary schools in ETC?

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Members of my church don't fully support the school programs	400	1	4	2.79	1.297
The school management does not fully support the schools	400	1	4	2.70	1.223
Parents help to promote the schools through positive word of mouth.	400	1	4	2.67	1.278
Adventist schools do not have good infrastructure and teaching and learning facilities	400	1	4	2.48	1.266
Adventist schools are not strategically located	400	1	4	2.41	1.348
They do not have qualified teachers	400	1	4	2.36	1.296
Adventist schools do not perform well academically	400	1	4	2.35	1.256
I don't know the difference between Adventist schools and other schools.	400	1	4	2.21	1.285
They don't produce quality education	400	1	4	2.07	1.156
Graduates from these schools do not participate in religious activities	400	1	4	1.91	1.118
Local church pastors don't regularly promote the schools from the pulpit	400	1	4	1.88	1.167
The schools are not well spoken of in the community	400	1	4	1.81	1.092
Adventist primary schools are more expensive compared to other private schools	400	1	4	1.54	1.003

## **APPENDIX C: TIME TABLE FOR THE RESEARCH**

<b>Date</b>	<b>Event</b>
December 2013	Topic choice and Defence
January – April 2014	Proposal writing and Defence
May 2014	Pilot study
May – July 2014	Data collection
July – October 2014	Data analysis and Thesis writing
November 2014	Thesis Internal and External examination
February-March 2014	Thesis defence and Binding

**APPENDIX D:  
RESEARCH BUDGET**

<b>ITEM</b>	<b>COST (KSHS)</b>
Stationary	1,000
Printing	20,000
Photocopying	8,000
Binding	10,000
Accommodation	10,000
Miscellaneous	8,000
Travelling	20,000
Data collection	30,000
<b>Total</b>	<b>107,000</b>

## **APPENDIX E: CURRICULUM VITAE**

### **A: PERSONAL PARTICULARS AND CONTACTS**

FULL NAME: Devotha Dioniz Magere  
DATE OF BIRTH: 2<sup>nd</sup> October, 1977  
NATIONALITY/CITIZENSHIP: Tanzania  
MARITAL STATUS: Married  
RELIGION: SDA Christian

**CONTACTS:** P.O BOX 82 Morogoro, Tanzania  
Mobile phone: +255 (0) 766606278  
+255 (0) 71406278  
E-mail::nymagere2000@yahoo.co.uk

### **B: EDUCATION BACKGROUND AND QUALIFICATIONS**

<b>YEAR</b>	<b>INSTITUTION</b>	<b>AWARD</b>
2003- 2007	Spicer Memorial college, Pune – India	Bachelor of Elementary Education
2004 -2005	Central Institute of Management and Technology, Ambala India.	Diploma in Educational Administration
1998- 2000	Nganza high School, Mwanza, Tanzania	Advanced Certificate of Secondary Education
1994 - 1997	Bwiru girls secondary School, Mwanza, Tanzania	Certificate of Secondary Education
1986- 1993	Bunda Primary school, Mara, Tanzania	Certificate of Primary Education

### **C: WORKING EXPERIENCE**

8<sup>th</sup> January, 2015- To date: **Education Director**, East-Central Tanzania Conference of Seventh-day Adventists Church  
2011- 8<sup>th</sup> January 2015: **Education Director**, Eastern Tanzania Conference of Seventh-day Adventists Church  
2011– 2011: **Second Mistress**, Kongowe Adventist Primary School, Kibaha, Tanzania  
2007 –2008: **Teacher**, Tanzania Adventist Primary School, Arusha, Tanzania  
2007 - 2008: **Tutorial Assistant**, University of Arusha, Tanzania  
2002 - 2003: **Teacher**, Parane Adventist Secondary School, Same, Tanzania

## **D: INFORMATION TECHNOLOGY LITERACY SKILLS**

Experienced use of computer application software such as MS-office, electronic communication (internet and e-mails)

## **E: LANGUAGE PROFICIENCY**

Fluent in both spoken and written English and Swahili languages

## **REFEREES**

Prof. Patrick Manu  
Vice Chancellor  
Bugema University  
UGANDA  
Formerly, Dean of School of Education, Spicer Memorial College, India

Pr. Mark W. Malekana  
President,  
Eastern Tanzania Conference of Seventh-day Adventists Church  
P.O BOX 82 Morogoro, Tanzania  
E-mail: malekanawalwa@gmail.com  
Phone: 0765464821

Dr. Mashauri Mjema  
Education Director,  
Northern Tanzania Union Conference of Seventh-day Adventists Church,  
P.O BOX 1121, Arusha, Tanzania  
E-mail:mwangasha@yahoo.com  
Phone: 0755171718