Perceptions of Students and School Workers on Nurturing Programs in Selected Adventist Secondary Schools in Tanzania

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Abstract: This study investigated perceptions of school staff and students on nurturing programs in three Adventist secondary schools in the Sothern Tanzania. A self-devised questionnaire was used to collect data from 284 students and 57 school staff. Data analysis involved frequencies, percentages, mean scores and standard deviations. Out of the findings, the study concluded that both school staff and students had positive perceptions on most of the programs designed in the Adventist Schools. However, both staff and students had negative perceptions on spiritual nurture programs through the use of social media, websites and of outreach program for spiritual development. Based on the findings, administrators in the Adventist schools need to ensure creativity and technological innovations for spiritual, social and character development programs to be more effective. This can be attained by designing active school websites, blogs and online televisions where all spiritual, social and character development programs and activities can be visible.

Keywords: Nurturing programs; Adventist schools; social; spiritual; character development.

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Introduction

The Seventh-day Adventist Church has the largest Protestant private school system in the world and it spends millions of money in running the system from pre-kindergarten education to higher education, offering a wide range of disciplines in religious and non-religious studies. The church is guided by the redemptive education philosophy for the purpose of restoring human beings to the lost image of God. The basic understanding of the church is that the foundation of all true education is knowledge of God. The Adventist system of education operates on the holistic education philosophy which addresses the physical, the mental and the spiritual aspects of human beings (East-Central Africa Division, 2015). These domains are to be instilled in the minds of the young ones everyday as the Israelites were reminded in Deuteronomy 6:6-9.

Besides the academic development, which can be the outcome of effective nurturing programs conducted in Seventh-day Adventist schools,

another key aspect is redemption of the learner. Learners who come from different denominational backgrounds, culture and families are united by the school philosophy, values and Christian norms. Whatever the challenge or weaknesses the learners may have, the spiritual nurturing programs are intended to redeem them into the image of God the creator (White, 1952).

In a school settings, satisfaction with life is one proportion of learners' intellectual prosperity, which can be considered as individuals' self-detailed understanding and assessment of life. This is together with the recurrence of positive feelings such as happiness, enjoyment, satisfaction and delightfulness. On the other hand, pride, the recurrence of negative feelings such as violence or misery and the feeling of not having a purpose for life indicate lack of life satisfaction (Organization for Economic Co-operation and Development, 2017).

While nurturing programs are essential for learners to reach life satisfaction, Hosie (2013) and Lucas et al. (2006) describe the nurturing programs as a set of activities that allow a school staff to develop and embed a nurturing culture in school programs, to enhance teaching and learning and to promote healthy outcomes for children and young people. All these aspects are to focus on emotional, social, spiritual and intellectual needs and development of students as they interact with the whole school environment. Nyabwari (2016) asserted that an inclusion of programs such as Bible games, student choir, Home Health Education, creative writing, debating together with art, crafts and designing in a school timetable has tremendous results. This would give the desired nurturing outcomes not only in spiritual, social and character development aspects of nurture but also in the academic excellence.

Therefore, school life satisfaction of students can be harvested from spiritual, social and character development nurturing programs that are key factors for the development of an individual. According to White (1952), the work of education and that of redemption are one. In this context, the redeemed are those whose character would be changed to the likeness of the redeemer, based on the spiritual standards and the social relations among fellow humans.

In Tanzania, the Tanzania Institute of Education (TIE) develops curriculum for all secondary schools, including the Seventh-day Adventist Secondary schools. Besides the Bible Knowledge subject which is not mandatory to all students in all the schools, there are only two hours per week that are set for religious studies classes where students are divided according to their denominations for worship in schools (URT, 2014). Yet, there are no teachers who are prepared by the government specifically for Bible knowledge subjects and religion classes. As a result, schools depend on religious affiliated groups to send their so-called religion teachers to go to the schools to teach. These may unnecessarily be trained teachers. The religion classes in public schools may not be classes to properly inculcate values; they may rather, be like churches that are merely offering worships programs similar to those regularly offered in respective churches over the weekends. In such environment, relevant values are less likely to be emphasized (Ndiku et al., 2014). Therefore, it is the duty of every religious affiliated groups including the SDA Church to do their best in transmitting proper values to the young people for spiritual, social and character development that leads to life satisfaction.

Table 1: Form One Enrolment from 2018 to 2022 in STUM Secondary Schools

Year	School 1	School 2	School 3	TOTAL
2018	493	315	178	986
2019	585	335	122	1,042
2020	595	284	127	1,006
2021	618	286	125	1,029
2022	607	275	108	990
Aver/year	**595.6**	**299**	**132**	**1010.6**

This study was conducted in three selected SDA Schools in Tanzania. Table 1 shows the enrollment statistics of students in five years' time for the three secondary schools in Southern Tanzania Union Mission (STUM) territory, which is geographically covering 18 political regions that are located in East, central and Southern part of Tanzania (Southern Tanzania Union Mission, 2019). The schools include

Kitungwa Adventist Secondary School in Morogoro, Mbeya Adventist Secondary School from Mbeya Region and Iringa Adventist Secondary School from Iringa Region. The selection of these schools based on the fact that the education provided in the SDA church owned schools is Christ-centered which conveys formal education and nurtures the complete whole person spiritually, intellectually, physically and socially (White, 1952) for life here and for eternity. Therefore, the undertaking of this study becomes necessary.

From Table 1, the total average of students' enrolment in five years is 1010.6 students. This includes Adventists and non- Adventist students. This number calls for effective programs to spiritual, social and character development nurturing.

Related Literature and Studies

This part presents the review of literature related to spiritual, social and character development nurturing programs that lead life satisfaction.

Hosie (2013) and Lucas et al. (2006) describe nurturing programs as a set of activities that enable the school staff to develop and embed a culture throughout their school life. This helps to promote healthy outcomes for children in schools. Anderson (2009) clarified the holistic development of the youth who pass through the Adventist Education system. The author articulated that students who graduate from the Adventist schools have to be grounded in Christ-like character, an aspect which the Adventist education unique.

Spiritual Nurture

The spiritual nurturing is advocated by the biblical teachings as appears in Ephesians 6:4b: "But bring them up in the nurture and admonition of the Lord." This is the kind of nurturing that prepare young people to fear the Lord and live according to His directives. In Adventist Secondary school, this aspect of learning in integrated in the school curriculum to impart Christian ways of life that enable learners to reflect the character of Christ, to help others and to become Christ's ambassadors. Any individual who has passed through the Adventist Education should display these aspects in daily operations. This goes hand in hand with a careful use of time and ability to discriminate good and evil in life's choices.

Adventist schools provide students spiritual education by teaching them about the meaning of life, values, morality, forgiveness and other existential qualities (Shek, 2010). According to Nyabwari (2016), the process of spiritual character formation in Adventist secondary schools is aided by the involvement of students in studying the Bible in groups, weekly Sabbath-school quarterly lesson discussions and the Wednesdays' Mid-week prayer meetings. These activities are supervised by teachers, the school chaplain and the school administration at large.

Social Nurturing

According to Lyon (2017), social nurture in secondary schools is the continuation of the previous nurturing programs provided to students at home before joining the school. In response, the Adventist education system considers school, home and church as important avenues through which a person can be natured (ECD, 2015). An affection bond based on the need for safety, security and protection is initially formed between a child and the caregiver and is present within a secure attachment that develops later in life into positive peer and adult relationships. Lyon (2017) further claims that provision of the mid-morning breakfast is to be a key part of the school routine whereby students are to be taught explicitly on how to manage their emotions and interact with peers. Students are supposed to be taught the social and emotional skills through a range of activities such as weekly outdoor activity sessions. According to Kopweh (2014), the education for self-reliance policy has been key in the Education system of Tanzania since independence.

The essence of social nurture among students is described by White (1977) in this way: Students should be taught that they are not independent atoms but that each one is a thread which is to unite with other threads in composing a fabric. In no department can this instruction be more effectually given than in the school home. Here students are daily surrounded by opportunities which, if improved, will greatly aid in developing the social traits of their character. Therefore, schools are important instrumentalities for effective enhancement of children's' social nurturing.

Character Development

Character development is one of key factors in the Adventist education system. "Character building is the most important work ever entrusted to human beings; and never before was its diligent study as important as now (White, 1930). Covey (1996) points out the need for Christian instructors to

consider teaching as a call to instil the character of Christ in the hearts of the learners during the process of imparting and acquiring intellectual knowledge. The author maintains that educators in the classrooms should endeavour to make students become disciples of Jesus. This is to be done through teaching them to love, respect and obey God and to live in accordance with the Biblical principles.

Character development should not be figured in the direction of students' changed behaviours alone, but it should affect teachers, administrators, care takers and casual labourers in the schools. These are considered as role models who are easily imitated by the students. This is because values are caught not taught. Therefore, when the older folks are well behaved, it is expected to see the young ones who are well behaved too (Lapsley & Woodbury, 2016).

Methodology
Design
The study employed the descriptive research design to establish the school staff and students' perceptions on spiritual, social and character development programs in Adventist schools in Southern Tanzanian Union Mission. The descriptive statistics in this study used the mean scores to measure the central tendencies of data and standard deviations to show the spread of data from the means.

Population and Sampling
Using a formula developed by Yamane (1967), a random sample of 286 students and 57 school staff was drawn from the population of 1006 students and 67 school staff. These participated in the study as respondents.

Research Instrument
The research instruments used for primary data gathering was a self–constructed questionnaire based on the review of literature. Both students and staff filled the same questionnaire with little variations on the demographics, perceptions and implementation of nurturing programs.

Validity and Reliability
According to Tabber (2018), validity refers to how well the instrument measures the construct it says it is measuring while reliability of a behavioural measure is the stability of that measure to produce similar results.

To ensure the validity, experts from the University of Eastern Africa Baraton went through the questionnaire against the research questions and provided expertize advice on how the questionnaire would be improved for it to measure what it is supposed to measure. To ensure the reliability, items in the questionnaire yielded an internal consistancy of Cronbach's Alpha coeffients between 0.80 and 0.83. This means that the questionnaire was reliable for data collection.

Statistical Treatment of Data
Data was analyzed through descriptive statistics in terms of mean scores and standard deviation.

Results and Discussion
This section presents findings of the study as guided by one research question that follows:

Research Question: What is the perception of school staff and students on spiritual, social and character development programs in selected Adventist schools in Tanzania?

While students and school staff had to respond to this research question as appears in table 1 and table 2, the mean scores were interpreted as follows: 1.0 – 2.49= negative perception and 2.5 – 4.00= positive perception.

Perception of School Staff on spiritual Nurturing Programs
To determine the perception of school staff regarding spiritual nurturing programs, the school staff was given 20 items in the questionnaire to indicate their agreement or disagreement. Negatively stated statements were recorded in the computation of the mean scores so that the interpretation of results was similar for both positively and negatively stated statements.

The overall mean score in table 2 is 3.03, which mean that the school staff had generally positive perception toward the implementation of the spiritual nurturing programs in the schools under investigation. This finding is vital since the implementation of the spiritual nurturing is a very important initiative, according to the Adventist philosophy of education. White (1952) makes it clear that, when the teacher in the Adventist school stands in a classroom, the teacher performs redemptive duties in rescuing the life of the young ones. The redemption process of the young ones can be wisely done through well designed and implemented spiritual nurturing programs

Table 2: Perceptions of School Staff on Spiritual Nurturing Programs

SN	Perceptions on Programs for Spiritual Nurture	Mean	SD
1	Our school is spiritually focused-nurturing for life here and for eternity	3.72	.590
2	Students meet regularly to share about their lives and to pray for one another	3.70	.566
3	Our school conducts Spiritual emphasis weeks by which time is taken to focus on spiritual matters, learning, reflection, and bonding between students and staff	3.65	.668
4	This school has dedicated personnel who are focused to the mission of making students ready to follow Jesus	3.63	.616
5	Praise team is encouraged in our school where students with passion for music get opportunity to lead song services during worship and other events	3.58	.778
6	The school conducts weekly assembly/ chapel that offers time to praise God and prayers and invites speakers, students and staff to lead in connecting with God	3.56	.802
7	School leaders provide opportunities for all students to equally engage in volunteering services and to understand how to challenge injustice in the society	3.47	.658
8	*Worship attendance is forceful and mandatory to all students regardless of their willingness and motivation	3.37	.993
9	Integration of faith and learning is practiced whenever teachers and other school staff get a chance to address students	3.35	.767
10	The school conducts pathfinder club programs	3.35	.790
11	Students in discipleship program connects students who would like to speak with a teacher/ pastor regularly for one-on-one talks about their faith and life	3.32	.805
12	Our school encourages community service in order to help students fulfill the Christian call to discipleship and stewardship, following the example of Christ	3.05	.971
13	Our school organizes retreats for teachers and learners to have fun, allowing them to discover how God is truly active in their lives	3.02	1.061
14	Our school offers seasonal alumni spiritual reunions and worships in order to give ways to continue their spiritual nurture beyond graduation	2.98	.954
15	Our school has an active parent-teacher association that promotes regular communication to motivate students' performance in spiritual programs	2.82	1.151
15	My school is displayed with images such as the Ten Commandments tablets, the Bible models, and sanctuary service models to encourage students to spiritually reflect in different ways and think spiritually as they move around the campus	2.79	1.319
16	Students and staff go for outreach programs in fulfilling their call to mission	2.75	.969
17	Our school uses blogs, web pages, and e-learning systems as vehicles for communicating the spiritual aspect of education	2.14	1.109
19	Our school has a regular newsletter that features on collective worship to support parents in tracking their children about worship at school, significantly broadening the impact	2.14	1.076
20	Our school promotes spiritual nurture via the school website to encourage students to become more spiritual	1.96	1.164
	OVERALL SCORE	**3.03**	**.391**

Anderson (2009) argues that in Adventist Secondary Schools, spiritual nurturing programs become the backbone of the schools. Bible clearly positions, "But bring them up in the nurture and admonition of the Lord" (Ephesians 6:4b, King James Version). Likewise, Covey (1996) asserted that Christian educators are to consider instructional supervision processes as a call to instill Christ's character in the hearts of the students in a course of obtaining intellectual knowledge.

Much as school staff expressed positive attitude toward the implementation of spiritual nurturing, the last three statements in the table were perceived negatively. These aspects have to do with absence of the use of social media platforms, newsletters and the school website to support spiritual nurturing. According to Ninan (2021) students in the current generation are found to be greatly impacted by the social media usage at the

expense of spiritual programs. Students spend much of their time in social media applications such as Instagram, YouTube, Twitter, and Facebook. Therefore, spiritual programs are to be designed to replace the unacceptable uses of technology.

Perception of School Staff on spiritual Nurturing Programs

To determine the perception of students regarding the spiritual nurturing programs, students were given 20 items in the questionnaire to indicate their agreement or disagreement. Negatively stated statements were recorded in the computation of the mean scores so that the interpretations of results were similar for both positively and negatively stated statements.

The overall mean score in table 2 is 2.98 which mean that the students had generally positive perception toward the implementation of the spiritual nurturing programs in the schools under investigation. This finding is going in line with the objectives of the Adventists' philosophy of education which give emphasis on nurturing of the students in the admonition of the Lord through various programs.

Table 3: Student's Perceptions on Spiritual Nurturing Programs

SN	Perceptions on Programs for Spiritual Nurture	Mean	SD
1	*Worship attendance is forceful and mandatory to all students regardless of their willingness and motivation	3.77	.678
2	The school conducts pathfinder club programs	3.73	.636
3	Our school conducts Spiritual emphasis weeks by which time is taken to focus on spiritual matters, learning, reflection and bonding between students and staff	3.72	.777
4	Our school is spiritually focused-nurturing for life here and for eternity	3.70	.635
5	The school has dedicated personnel focused to the mission of making students follow Jesus	3.62	.800
6	Praise team is encouraged in our school where students with passion for music get opportunity to lead song services during worship and other events	3.56	.853
7	Fellowship/students' lead prayer groups are encouraged in our school by which students meet regularly to share about their lives and to pray for one another	3.44	.917
8	Our school encourages community service in order to help students fulfill the Christian call to discipleship and stewardship following the example of Christ	3.38	1.013
9	Our school organizes retreats for teachers and pupils to have fun, allowing them to discover how God is truly active in their lives, how special and unique each student is to others and how their talents and gifts are needed	3.22	1.144
10	Students in discipleship program is conducted to connect students who would like to speak with a teacher or pastor regularly for one-on-one talks about their faith and life	3.17	1.081
11	Our school offers seasonal alumni spiritual reunions and worships to give ways to continue their spiritual nurture beyond graduation	3.08	1.219
12	The school conducts weekly assembly/ chapel that offers time to praise God, prayers and invites speakers, students and staff to lead in connecting with God.	3.04	1.263
13	School leaders provide opportunities for students to equally engage in volunteering services and to understand how to challenge injustice in the society	3.02	1.171
14	Our school has an active parent-teacher association that promotes regular communication to motivate students' performance in spiritual programs	2.89	1.175
15	My school is displayed with images such as the Ten Commandments tablets, the Bible models, and sanctuary service models to encourage students to spiritually reflect in different ways and think spiritually as they move around the campus	2.83	1.378
16	Integration of faith and learning is practiced whenever teachers and other school staff get a chance to address students	2.76	1.156
17	Students and staff go for outreach programs in fulfilling our call to mission	2.48	1.220
18	Our school uses blogs, web pages, and e-learning systems as vehicles for communicating the spiritual aspect of education	2.42	1.217
19	Our school promotes spiritual nurture via the school website to encourage students to become more spiritual	2.21	1.234
20	Our school has a regular newsletter that features on collective worship to support parents in tracking their children about worship at school	2.08	1.218
	OVERALL SCORE	**2.98**	**.490**

Table 4: School Staff's Perceptions on Programs for Social Nurturing

SN	Perceptions on Programs for Social Nurture	Mean	SD
1	Group work is assigned to students to encourage cooperation	3.74	.444
2	The school has a playground where students freely participate in sports	3.70	.533
3	There is clear routine in classroom/office/dormitory including welcome routines which support work transitions	3.67	.690
4	Students are encouraged to complete assigned work within a specified time frame	3.61	.559
5	The school encourage self-worth	3.61	.620
6	The school addresses effects of emotional communication and reactions to other people's behavior	3.58	.680
7	There is observation of limits of relationship among students and workers	3.58	.706
8	There are opportunities to demonstrate respectful and positive interaction	3.58	.596
9	There are opportunities to model respectful and positive interactions with others	3.51	.685
10	Creative writing and debate are conducted	3.49	.658
11	Students and teachers utilize recreation centers	3.39	.818
12	Students are encouraged to cater fort needs of their fellow students	3.39	.675
13	Social and emotional learning opportunities are taken care of	3.26	.877
14	Students' ability to get along with others is encouraged	3.25	.931
15	School workers and students eat together	3.25	1.005
16	Students and workers are trained about Home Health education	3.23	.846
17	Attention to non-verbal communication for character development is observed	3.16	.996
18	Students are encouraged to learn things from different sources	3.12	1.019
19	There are problem solving practices around the school	3.11	.994
20	School staff and students work together in outdoor activities	3.04	.906
21	There is cooperation among students and school workers	2.84	1.066
22	The school has a workshop where students are taught different skills	2.42	1.117
	OVERALL SCORE	**3.34**	**.482**

Mitchell (2015) commends the established spiritual nurturing programs in terms of regular prayers, worship, biblically-integrated curriculum and spiritual nurture that lead to Christ-like character among students in SDA schools.

Much as students expressed positive attitude toward the implementation of spiritual nurturing, the last four statements in the table were perceived negatively. Similar to teachers' perception, these aspects have to do with absence of the use of social media platforms, newsletters and the school website to support spiritual nurturing. Additionally, students perceived the outreach programs in fulfilling the call to mission negatively and different from what the Bible reads: "Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age" (Mathew 28: 19-20; NIV).

Perception of School Staff on Social nurturing programs

Most items on the school staff's perception on social nurturing programs indicate positive attitude. This shows that the school staff is convinced with the social nurturing quality. According to Lyon (2017), social nurturing programs build a strong relationship among students and school staff. Veith (2003) recommended that schools are to build a team work spirit between school staff and students who are able to associate with one another in various activities. The unity formed out of staff-students relationship yields into physical strength and social nurture.

However, the school staff disagreed with availability of workshop where students are taught different skills. This suggests limited opportunities for learners to achieve practical skills. On the contrary, students are supposed to be taught the social and emotional skills through a range of activities such as weekly outdoor education sessions, focusing on relations with peers, management of emotional responses and resilience (Lyon, 2017). A range of outdoor activities with the aim of providing social nurture among students was

long ago part of the Tanzanian Education system. Kopweh (2014) maintains, since independence in the year 1961, the government of Tanzania has attempted several times to reform the educational system to meet its development objectives and generate desired outcomes through the system of Education for Self-Reliance (ESR). Therefore, availability of workshop for skill training is very vital in Tanzanian Adventist schools just as it is in the context of Tanzanian curriculum.

Perception of Students on Social Nurturing Programs

Findings in Table 4 express that students had positive attitude toward most of the items in regards to the social nurturing programs. To make emphasis on the usefulness of the social nurturing programs, researchers came up with thoughts that are very vital. According to Cooper and Whitebread (2007), a socially nurtured student becomes better at managing emotions, forming positive

relationship with teachers and getting along with other people. Furthermore, Ndiku and Ngussa (2014) reported that positive academic experiences increase students' satisfaction.

On the side of students, deficiencies appeared in limited opportunities for practical skills, just like in the section for school staffs.

Perception of School Staff on Character Development Programs

The findings indicate that the school staff had positive attitude as they tended to agree on all the items in Table 6. This suggests that the schools provided opportunities for students' character development. The established character development programs agree with White (1952), who asserted that Jesus came on earth as a role model. Since Adventist Education rolls back the desired character of man as planned during creation, every learner has to be restored to Christ-like character.

Table 5: Students' Perceptions on Programs for Social Nurture

SN	Descriptive Statistics	Mean	SD
1	Group work is assigned to students to encourage cooperation	3.76	.568
2	The aspects and meaning of self-worth are encouraged	3.69	.659
3	The school has a playground where students freely participate in sports	3.68	.788
4	There is clear routine including welcome routines which support work transitions	3.67	.821
5	There are opportunities to demonstrate respectful and positive interactions	3.63	.704
6	Students are encouraged to complete assigned work within a specified time frame	3.60	.842
7	The school addresses effects of emotional communication and reactions to other people's behavior	3.56	.770
8	The limits of relationship among students and workers are observed	3.52	.847
9	Students and teachers utilize recreation centers	3.51	.813
10	Students' ability to get along with others is encouraged	3.50	.884
11	There are problem solving practices around the school	3.43	.852
12	There are opportunities to model respectful and positive interaction	3.40	.902
13	There is attention to non-verbal communication for character development	3.36	.983
14	There are creative writing and debates	3.32	.997
15	Students and school workers are trained about Home Health education	3.31	1.003
16	Students are encouraged to cater for different needs of their fellow students	3.17	1.050
17	There is cooperation among students and school workers for community work	3.00	1.175
18	Students are encouraged to learn things from different sources	2.78	1.301
19	There is social and emotional learning opportunities in school curriculum	2.63	1.241
20	The school has a workshop where students are taught different skills	2.44	1.345
21	Workers and students eat together	2.44	1.294
22	School staff and students work together in outdoor activities	2.27	1.231
	OVERALL SCORE	3.26	.491

The school staff, as role models, play a crucial role in character development. Their behavior sets an example for students since values are caught, not just taught. When the older generation demonstrates good behavior, the younger ones are more likely to follow the example.

Perception of Students on Character Development Programs

Like for school staff, findings from Table 7 indicate students' positive attitude towards character development programs. This is in harmony with the philosophy behind Adventist Education to restore the lost image of God and

Christ-like character to the young generation (White, 1952). Knight (2005) expressed about the young peoples' character influenced by models from media, crimes and violence in the contemporary world. According to him, character development education is the greatest need in schools.

Table 7: Perceptions of Students on Programs for Character Development

SN	Descriptive Statistics	Mean	SD
1	The school has any of the following: School mission statement / set of core values, students' leadership – e.g. school council, Head Boy/Girl, Peer support etc in order to develop desired character traits	3.69	.739
2	The school emphasizes students on hard-working, self-control, discipline and good time-keeping	3.63	.724
3	The school gives priority to self-confidence, leadership and team-working.	3.63	.699
4	This school supports improved academic attainment and employability skills	3.56	.738
5	The school gives priority to ensuring that students develop resilience, perseverance and persistence	3.50	.817
6	The school offers any of the following extra-curricular activities to develop desirable character: Volunteering opportunities, debating, hobby clubs, outdoor learning, subject clubs and sports clubs	3.42	.804
7	Priority is given to curiosity, problem-solving and motivation to promote desirable character traits	3.39	.792
8	The school develops desired character during registration, classrooms etc.	3.30	.927
9	The school shares plan or policy on character development with parents	3.30	.975
10	Staff members are offered training before providing desirable character education	3.24	.970
11	The school uses academic subjects to integrate faith with learning to develop desirable character traits	3.15	1.026
	OVERALL SCORE	**3.44**	**.507**

Conclusions and Recommendations
Conclusions
Both school staff and students had positive perceptions on most of the programs designed in Adventist Secondary Schools in Tanzania toward spiritual, social and character development. Respondents expressed the existence of prayer groups, weeks of prayers, chapel services, volunteering, self-awareness, training, time management, problem-solving and group work. These are essential prerequisite for holistic education intended for the Adventist Education.

However, both staff and students had negative perceptions on spiritual nurture programs through the use of social media, websites and of outreach program for spiritual development. In regard to social nurture, both staff and students perceived negatively on the use of workshops and outdoor activities for social nurturing programs.

Recommendations
Based on the findings, administrators in the Adventist schools need to ensure creativity and technological innovation for spiritual, social and character development nurturing programs to be more effective. This can be attained by designing active school websites, blogs and online televisions where all spiritual, social and character development school nurturing programs and activities can be regularly posted to be viewed by anyone in the community.

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