



**LEVEL UNDERSTANDING AN EVALUATION OF THE EFFECTIVENESS OF THE
ORIENTATION PROGRAM FOR TEACHERS IN SEVENTH-DAY ADVENTIST
PRIMARY SCHOOLS IN EAST CENTRAL RWANDA FIELD**

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ABSTRACT

The purpose of the study was to find out whether teachers are implementing the Adventist Philosophy of education in Seventh Day Adventist Primary Schools in East Central Rwanda Field. This field mentioned above is made up of five primary schools with 102 teachers. All teachers (100%) were involved in the study. The study used a descriptive research design. Three research questions and two null hypotheses were formulated. This study followed the theory advanced by John Wesley Taylor that stipulated that Adventist education must nurture faith (Taylor, 2008). In this research, purposive sampling technique was used to select the respondents from the target population among teachers. Data were

collected through a researcher-made questionnaire from 102 teachers in Seventh Day Adventist Primary Schools in East Central Rwanda Field. The findings of this study indicated that there are more male teachers than female teachers in SDA primary schools. From the results of this study most teachers studied in Adventist schools. About religion, most teachers in SDA primary schools in Central Rwanda Field were Adventists. The evaluation rating of the orientation program in the areas such as Knowledge about SDA philosophy of education, instructional practice and outcomes of the orientation program was high. Adventist teachers perceived orientation program to have impact on their

Knowledge about SDA philosophy of education, instructional practice and outcomes of the orientation program than non-Adventist teachers. Teachers who studied in an Adventist schools perceived orientation program to have impact on their

INTRODUCTION

Beginning teachers leave the teaching profession at alarming rates. Roughly one third of all beginning teachers leave within the first 3 years (DePaul, 2000). Approximately 9.3% do not make it through the first year (Weiss, 2004) and by the end of 5 years, 50% of beginning teachers will have left (Ingersoll, 2001).

Attrition of beginning teachers is a concern for Seventh Day Adventist (SDA) schools. In an analysis of the 2003-2004 Schools and Staffing Survey, Ingersoll (2002) found that private schools (SDA and non-SDA) had a higher annual turnover of (18.9%) than public schools (12.4%); among private schools, SDA schools had a 17.7% teacher

Knowledge about SDA philosophy of education, instructional practice and outcomes of the orientation program than teachers who did not study in Adventist schools.

turnover rate. Taymans (2007) reported that SDA primary "schools experience 25% teacher attrition during the first two years and a 45% turnover after three to five years of service"(p 7). The median attrition rate reported in Ontario, Canada, for 1993-1999 was 27% during the first 3 years of teaching (Government of Ontario, 2005).

Orientation program is done for having a good reputation. That good reputation is an outcome and is a concern of individuals as well as organization (Fombrun, 2000). For schools, the various division of knowledge can be considered the products they sell to students. Particularly in Seventh Day Adventist schools, their unique system of education is the redemptive mission which is

embodied in the intellectual, physical and spiritual teachings of the Adventist standards and values from the Bible and Ellen White's writings (Knight, 2005). Thus, the kind of orientation program that Adventist schools have is a derivative of the educational philosophy and quality and differentiation of these schools' products (Dart, 2001).

One of the ways through which the advertisement and deliverance of the Adventist philosophy can be done in teaching is to orient the new teacher through the training and seminars in the beginning of

PROBLEM STATEMENT

New teachers in SDA schools undergo orientation programs that include the religious, pedagogical and managerial skills. They are also oriented into the philosophy, mission and vision of the church so that they can fit well in the teaching profession especially by following SDA philosophy of education.

the every school year in the primary schools. The reasons and potential benefits for Adventist school to engage the orientation program are embodied in the assumption that a successful philosophy can make Adventist schools more reputable. As such, the reputation from this strategic philosophy constitutes a tool that Adventist schools could deploy in accomplishing the church's evangelical mission, and Adventist schools exist for this mission (Uyenda, 2005).

But so far, after orientation program, no study has been conducted in order to assess if teachers would be able to integrate SDA philosophy of education in their teaching process or not. The researcher also wanted to show how SDA philosophy of education is practiced in East Central Rwanda Field especially in primary SDA primary. Therefore, the purpose of the study was to find out whether teachers are implementing

the Adventist Philosophy of education in Seventh Day Adventist Primary Schools in East Central Rwanda Field.

Today the primary schools of SDA in Rwanda are under the control of the Government and the Church at the same time. The recruitment of these teachers is done by the Government. The problem does not stop there but also, many changes that are decided by the Government and others by the Church affect the quality of education which is also highlighted by the SDA philosophy of education which is given through mental, physical, spiritual and social development (Knight, 2005)

The mixture of different teachers who teach in SDA schools without considering their

Research Questions

2. What is the evaluation rating of the orientation program for teachers in Seventh-day Adventist primary schools on the following areas:

religious beliefs, having teachers from other faiths (denominations) in SDA schools, and having to implement the SDA philosophy of education in learning and teaching process, is the problem that this research is reflecting. Through orientation program in variables such as knowledge about SDA philosophy of education, Instruction practices and outcomes of the orientation program teachers are aware of the SDA philosophy of education. This study has indeed considered these three variables mentioned above to get the perceptions of the teachers in SDA schools as far as SDA philosophy of education is concerned in our primary schools in particular and in ECRF in general.

- a. Knowledge about Seventh-day Adventist philosophy of education
 - b. Instructional practice
 - c. Outcomes of the orientation program?
3. Is there a significant difference in the evaluation rating of the orientation program

in Seventh-day Adventist primary schools on the following areas of the teachers classified according to i) religion (Adventist or non-Adventist and ii) experience with Seventh-day Adventist education (studied in an

Adventist school or did not study in an Adventist school):

- a. Knowledge about SDA philosophy of education
- b. Instructional practice
- c. Outcomes of the orientation program?

RESEARCH METHODOLOGY

This chapter dealt with the methodology that was used during the research. It described the area of the study, the target population, sampling procedures and research

instruments, validity and reliability of the research instruments, data collection procedures and statistical treatment of data.

The study was conducted in 5 SDA schools located in East Central Rwanda Field.

Research Design

Referring to Leedy and Omrod (2001) a research design is defined as a careful set of plans developed by a researcher that provides criteria and specifications for the study or research. In this regard, this study was descriptive given that according to Gay et is fitted the present study.

Arabian (2000), descriptive research determines and reports the way things are; it involved collecting numerical data to test hypothesis or answer questions about the current status of the subject of the study. So this design

Population of the Study and Sample Size

The target populations of this study consisted of 5 schools and are the only ones implanted in East Central Rwanda Field. The

population of the study is composed of 102 teachers from their respective schools. All teachers were used as a sample size. This means that the population of the study is

equal to sample size. Teachers were chosen because they were the ones who are supposed to play a big role in effective teaching, their influence on school administration and their contribution to good or bad school climate

which affect finally the school results. This research was conducted in all East Centre Rwanda Field Primary Schools as presented below:

Table 1

School Population and Sample Size

Schools	Teachers
Kagasunzu	28
Runoga	15
Joma	11
Kindama	17
Rusororo	31
Total	102

Sample size

In this study, the purposive sampling technique was used. The population is equal to sample size. The sample size was 102 teachers due to the fact that all of them possessed enough information as far as the

study was concerned. This has been supported by Gay & Arabian (2000) who defined purposive sampling as one which involves selecting a sample based on experiences or knowledge of the group to be sampled.

Table 2

Sample of Teachers by School Status

School status	Numbers of schools sampled	Number of Teachers sampled
SD Private school	1	28

Government aided schools	4	74
Total	5	102

Data Gathering Procedures

Before gathering data of this study, the researcher got an introductory letter from the Director of Graduate studies and research at the University of East Africa, Baraton. This letter was given to East Centre Rwanda Field Educational Director from whom the researcher got the permission to collect the data. The evaluation of the effectiveness of the orientation program for teachers in Seventh Day Adventist primary schools in East Central Rwanda Field was known through the questionnaire which was administered to teachers. A questionnaire was set in English language. The

Statistical Treatment of Data

The data collected from the respondents was coded and analyzed with the help of the help of the University of Eastern Africa, Baraton statistician. Descriptive statistics namely means, percentages and standard deviations

questionnaire was administered to 102 teachers in five schools from East Central Rwanda Field, in their respective schools and all respondents returned all questionnaires representing 100% rate of return. A cover letter that requests the respondents to participate voluntarily in the study was attached to the questionnaire. The researcher administered the questionnaire to the respondents herself by meeting selected respondents for the study at their respective working places. Secondary data were obtained by means of research. This involved the review of the related existing literature.

were used to get the perceptions of the respondents in a quantified form. The t-test was used to compare the SDA and non SDA teachers and teachers who studied in SDA schools and others who did not on their perceptions on the variables of this study.

The Statistical Package for Social Sciences (SPSS) was used to organize and analyze the data collected. The analyzed data were

Ethical Considerations

First of all, the researcher requested clearance from the UEAB Ethics committee before being authorized to conduct this study. Before collecting the data from East Central Rwanda Field, the researcher also requested for official authorization from Education Director of East Central Rwanda Field. A questionnaire was administered in friendly manner as much as possible and the researcher provided instructions in order to

presented in the form of tables and the level of significance was set at 0.05.

facilitate the respondents to fill in the questionnaire. The researcher also did not do anything that would cause physical or emotional harm to the respondents. The respondents were voluntarily participating in the study. During the administration of the questionnaire, the researcher provided assurance that the results from the respondents would be kept confidential and used for the purpose of the study only.

PRESENTATION OF FINDINGS, ANALYSIS, AND INTERPRETATION

The purpose of the study was to evaluate the Orientation Program for Teachers in Seventh Day Adventist Primary Schools in East Central Rwanda Field. This chapter dealt with data analysis, results presentation and interpretations. It also dealt with the

statistical treatment for each of the research questions under the study and the related hypothesis and interpretation of the findings. Tables are provided to illustrate the statistical patterns of the findings from the data. The findings, analysis and interpretations are presented according to the sequence of the research questions.

FINDING

For the findings pertaining to the demographic profile of 102 teachers in SDA primary schools, results indicated that among 102 respondents, 56.9% of respondents were males while 43.1% were females. From these results, it is clear that male teachers are more than their female counterparts. As far as studying in SDA schools or not was concerned, teachers who studied in Adventist schools were 59.8% while those who did not studied in Adventist schools were 40.2%. From the results of this study, most teachers studied in Adventist schools. About religion, Adventist teachers were 73.5% while non-Adventist teachers were 26.5%. From the results of this study, most teachers in primary Adventist schools in Central Rwanda Field were Adventists. The findings about the second question indicated that the evaluation rating of the orientation program for teachers in Seventh-day Adventist primary schools in

the areas such as Knowledge about SDA philosophy of education, instructional practice and outcomes of the orientation program was high due to the fact that about knowledge of SDA philosophy of education the results showed that all mean scores of teachers about this area fell in agree category. The implication of this is that the evaluation rating of the orientation program for teachers in Seventh-day Adventist primary schools in terms of knowledge about SDA philosophy of education was high. About instructional practice, the findings also indicated that all mean scores of teachers about instructional practice fell to agree category. The implication of this is that the evaluation rating of the orientation program for teachers in Seventh-day Adventist primary schools in terms of instructional practice was high. As far as outcomes of the orientation program was concerned, the findings showed that among 14 items, only 13 fell in agree

category while 1 item fell in tend to agree category which implies that the evaluation rating of the orientation program for teachers in Seventh-day Adventist primary schools about that item was average. The overall mean of all items was rated in agree category. The implication of this is that the evaluation rating of the orientation program for teachers in Seventh-day Adventist primary schools in terms of outcomes of the orientation program was high. The evaluation rating of the

orientation program in Seventh-day Adventist primary schools about Knowledge of SDA philosophy of education, instructional practice and outcomes of the orientation program when teachers are grouped according to the religion and the experience with seventh Day Adventist education (studied in an Adventist schools or did not study in an Adventist schools), there is a significant difference.

Demographic Profile of Respondents

This section presents the demographic profile of teachers as stated in the following first question: What is the demographic profile of the respondents in terms of:

- Gender

- Religion: Adventist or Non Adventist
- Studies were done in Adventist schools
- Studies were done in non-Adventist schools

Distribution of Respondents by Gender

Table 3

Description of Respondents by Gender

	Frequency	Percent
Male	58	56.9
Female	44	43.1
Total	102	100.0

The sample size of the study was 102 teachers to whom questionnaires were administered. As indicated in the table 3 above, all 102 questionnaires were returned. 56.9% of

respondents were males while 43.1% were females. From these results, it is clear that male teachers are more than their female counterparts.

Distribution of Respondents by Experience with Adventist Education

Table 4

Description of Respondents by Experience with Adventist Education

	Frequency	Percent
Studied in an Adventist school	61	59.8
Did not study in an Adventist school	41	40.2
Total	102	100.0

As shown in the table 4, teachers who studied in Adventist schools were 59.8% while those who did not studied in Adventist schools were 40.2%. From the results in the table above, most teachers studied in Adventist schools. This is supported by Taymans where

says that teachers who are assisted by orientation program, mentoring, and collegial support in their first year are more likely to understand the mission and become a part of school community (Taymans, 2007).

Distribution of Respondents by Religion

Table 5

Description of Respondents by Religion

	Frequency	Percent
Adventist	75	73.5
non-Adventist	27	26.5
Total	102	100.0

As shown in the table 5, Adventist teachers were 73.5% while non-Adventist teachers were 26.5%. From the results in the table above, most teachers in primary Adventist schools in Central Rwanda Field were Adventists.

The section below, describe the findings analysis and interpretation according to the

Knowledge of SDA Philosophy of Education

Table 6

Knowledge About SDA Philosophy of Education

	Mean	Std. Deviation
Students and teachers are children of God	3.83	.375
Students need to understand that the earth is created by God in six days.	3.84	.392
The mission of an Adventist school is to develop the character of students.	3.84	.365
Teachers employed in an Adventist school should understand the mission of the school	3.78	.538
Students need to understand that the main purpose of SDA schools is to serve others.	3.94	.236
SDA schools provide organized training about the school mission	3.68	.548
KNOWLEDGE ABOUT SDA PHILOSOPHY OF EDUCATION	3.8203	.26293

The findings from table 6 showed that all mean scores of teachers about Knowledge of SDA philosophy of education fell in agree category whereby the overall mean was

sequence of the research questions. The researcher used the scale presented below:

1.00-1.49: Disagree (Low)

1.50-2.49: Tend to disagree (Below Average)

2.50-3.49: Tend to agree (Average)

3.50-4.00: Agree (High)

3.8203. The implication of this is that the evaluation rating of the orientation program for teachers in Seventh-day Adventist primary schools in terms of knowledge about

SDA philosophy of education was high. Even though all items about knowledge of SDA philosophy of education felt in tend to agree category, there is the item with the highest mean score of **3.94** which states that “Students need to understand that the main purpose of SDA schools is to serve others.” This is supported by General conference policy annual,2003, where said that the teacher at the school prepares student for a useful and joy-filled life, fostering friendship with God, whole-person development, bible-based values, and selfless service in accordance with the Seventh-day Adventist mission to the world.

Among 6 items mentioned above, there is an item with the smallest mean score of **3.68**

RECOMMENDATIONS

Regular in - service trainings should be provided by SDA leaders to teachers especially those who are not Adventists and those who did not study in Adventist schools in order to facilitate them to be more equipped with necessary information about

which states that “**SDA** schools provide organized training about the school mission” This means that teachers in SDA schools are equipped with basic knowledge about SDA philosophy of education but more training must be provided in order to facilitate the integration of SDA philosophy of education in teaching learning process. This is supported by argument lanced by Gerber said that in – service training is education for employees to help them to develop their skills in a specific discipline or occupation. It takes place after an individual begins to face responsibilities. In service training is needed because everything in our world is changing at an accelerating rate. Gerber (2000)

SDA education. Enough teaching materials about SDA philosophy of education should be provided in order to help teachers to accomplish the mission of the church. Adventist teachers should play a great role by sensitizing and helping their fellow teachers

to develop their knowledge about SDA philosophy of education, instructional

Recommendations for Further Research

A study be conducted in other Rwanda fields apart from East Central Rwanda Field, the area of this study. A study be conducted on an evaluation of the orientation program for

practice and outcomes of the orientation program.

teachers in Seventh-day Adventist secondary schools.

A study be conducted on an evaluation of the orientation program for teachers in schools based on other faith-based primary and secondary schools.

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 - 2005-2009: Adventist University of Central Africa (AUCA)
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 - 1990 -1997: Lycée Notre dame de Citeaux
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 - 1982 -1990: Ecole Primaire de Gikomero
Award: Primary 6 Certificate
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2. Working Experience

- 11/2021 to date: In charge of registrar's office at UNILAK/RWAMAGANA
 - 01/2014 - 10/2021: Head of Registration and examination at UNILAK
 - 01/2012- 12/2013: Education departmental director in East Rwanda Field
 - 04/2009 – 12/2011: Education and children ministries departmental director in East Central Rwanda Field
 - 2000 – 03/2009: Rusororo Adventist primary school Director
 - 1997 – 2000: Secretary in Education department in former Rubungo District
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3. Trainings and advisories

- April 22 – 25, 2009 I attended the seminar sponsored by General Conference of the Seventh-day Adventist Church on children Ministries Leadership at Nairobi – Kenya.
 - April 16 – 20, 2007; I attended the seminar sponsored by Rwanda Union Mission on Vers une Ecole d'Excellence held at Gitwe
 - August 7-11, 2006; I attended the seminar sponsored by Rwanda Union Mission on Philosophie de l'education adventiste, Methodologie d'enseignement at Kabusunzu - Kigali
 - June 17, 2005: I attended the seminar sponsored by DED on “Les droits de l'enfant en particulier avec les méthodes participatives de l'enseignement” Kanombe - Kigali
 - December 5-9, 2012; I attended the seminar sponsored by General Conference of the Seventh-day Adventist Church on Bible conference at University of Eastern Africa, Baraton Eldoret – Kenya
 - August 27th – 30th, 2008; I attended the seminar sponsored by East Central African Division on Teachers' convention at University of Eastern Africa, Baraton, Eldoret – Kenya
 - April 19 – 21, 2012; I attended the seminar sponsored by East Central African Division on Kids in Discipleship held at Goma, DRC
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4. Languages Spoken.

1. English, Kinyarwanda and French
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5. Computer Skills

- Microsoft office (excel, word, PowerPoint),
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6. Other knowledge:

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