

## Adventist Education: College Choice and Students Satisfactory of Educational Service Delivery in Babcock University Nigeria

Nwosu, Jonathan Chinaka<sup>1</sup>, Ph.D.

### Abstract

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With the emergent number of established faith based institution in Nigeria, and the current economic recession looming the nation. This has led to the question of how these colleges and universities are able to attract students and still satisfy their educational needs in today's academic marketplace. Few or no study has been done to evaluate the satisfactory level of student's satisfactory level of services rendered by the parent university, especially Adventist Institution of Higher learning in Nigeria and Africa. Hence, this study therefore seeks to examine college choice and the perceptions of undergraduate students on educational service delivery in an Adventist education. Descriptive survey research design was adopted for this study. The study was carried out in Babcock University, in Ogun State, Nigeria. The population studied comprised all undergraduate students in the university; the total number of 8968 forms the population for the study. Simple random sampling technique was used to select 500 undergraduates. A self-constructed questionnaire titled "Adventist education, admissions and students satisfactory of educational service delivery in Babcock University *Questionnaire (AEASSESD)*" was developed and used for data collection. The reliability coefficient of the instrument for this study was 0.89 using Cronbach alpha coefficient. The data collected from the respondents were analyzed according to research questions. Descriptive statistics of mean, standard deviation were used to answer the research questions. The results of the administered questionnaires were analyzed with the aid of SPSS 21.0 software.

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The study revealed that majority of the undergraduate students in Babcock University are not Adventist, majority of the undergraduate students in Babcock University prefer the BU because of its Educational standards, that the undergraduate students in Babcock University are satisfied with the educational service delivery of Babcock University, Adventist philosophy of education has contributed to the college experience of Babcock University undergraduate, and conclusively, some of the students have not shared the Adventist teachings to their family and friends. Conclusion and recommendations were made on the necessity for the church, school and Adventist Educators to join the church in upholding its philosophy of education in our faith based institution of higher learning in Nigeria.

**Keywords:** Adventist Education, Admissions, Undergraduates, Adventist Church, Faith-based Institution, Service Delivery and Satisfactory.

### 1.0 Introduction

Tertiary education is education provided after secondary education and it is the peak of formal education in Nigeria. Tertiary education is aimed at producing top and middle level manpower for driving and growing Nigeria's economy. Because of the importance of tertiary education, there is a great yearning for it by citizens of Nigeria. Kolawole (2017) defines education as a process by which people acquire knowledge, skills, values and competences to become useful and acceptable members of their community.

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<sup>1</sup>Associate Professor, Department of Educational Foundations, Babcock University, Ogun State. [registrar@babcock.edu.ng](mailto:registrar@babcock.edu.ng)

In concomitant to this definition, Gbadamosi, Onuoha and Nwosu (2013) reveals that the acquisition of quality education can enhance socio-economic development, while in opposite it might bring set-backs to the development of the nation. Before any citizen can benefit from tertiary education in Nigeria, he/she must be admitted into any of the tertiary institutions, which could be a University, Polytechnic, Monotechnic or college of Education. The body empowered by law to conduct matriculation examinations into any of these tertiary institutions is the Joint Admission and Matriculation Board (JAMB) and the examination they organize is the Unified Tertiary Matriculation Examination (UTME) (Oshemughen & Oghuvbu, 2013).

The establishment of Adventist faith-based institutions by the Seventh-day Adventist Church is no accident, as its philosophy stands out from other segments being practiced by the society; the church saw the need to pass on that philosophy to the young people through the creation of a holistic educational system. According to (Knight, 2016) this emanation has resulted to the creation of an Adventist system of education that currently has more than 8,000 schools, colleges, and universities across nations. The best way to define Adventist education, is Ellen White's opening pages in her book titled "Education" one of the most important paragraph in the book is in page one; which states that "in order to understand what education is, she wrote that "we need to consider both the nature of man, the purpose of God in creating him, the change in man's condition through the coming in of a knowledge of evil, and God's plan for still fulfilling His glorious purpose in the education of the human race. All mentioned important aspects of education are being incorporated in Adventist institutions around the nation.

### 1.1 Background of the Case Under-studied

Babcock University emanated from the Adventist College of West Africa (ACWA), which was established on September 17, 1959, and Adventist Seminary of West Africa (ASWA) in 1975. It became known as Babcock University by virtue of Decree 9, of 1993 when the government of the Federal Republic of Nigeria in 1999 issued it the certificate of registration as a private university. Babcock University is the Premier Private University in Nigeria and a Faith Based institution (John, Izang, Ogu & Ehad, 2016). Babcock now has a postgraduate school which took off in the third quarter of 2010 and a medical school which took off in January 2012. Similarly, a deliberate expansion policy of her programmes to meet current market demands and maximum service delivery has resulted in departmental upgrades and addition of new programmes. The latest additions are the Music & Creative and Educational Foundations departments to School of Education & Humanities. Babcock hosts the following ten schools:

- Benjamin S. Carson (Snr.) School of Medicine
- Veronica Adeleke School of Social Sciences
- School of Basic & Applied Sciences
- School of Computing & Engineering Sciences
- Joel Awoniyi School of Education and Humanities
- School of Law & Security Studies
- School of Nursing Sciences
- School of Public & Allied Health
- School of Science and Technology
- School of Management Sciences
- School of Postgraduate Studies

As the pace-setter in private education delivery, Babcock has earned an award as the Best Private University in Africa (Babcock University, 2017).

### 1.2 Statement of the Problem

With the emergent number of established faith based institution in the country and coupled with the current economic recession looming the nation. This leads to the question of how these colleges and universities are able to attract students and still satisfy their educational needs in today's academic marketplace. What are the reasons why students prefer Babcock University to other universities? Are these reasons related to the satisfactory level of the various educational service provided by the university? as at the time when this research was being conducted, no study has been done to evaluate the satisfactory level of student's satisfactory level of services rendered by the parent university, especially an Adventist Institution of Higher learning in Nigeria and Africa.

Hence this study therefore seeks to examine college choice and the perceptions of undergraduate students on educational service delivery in an Adventist education

### 1.3 Research Questions

To carry out the study, the following research questions were answered:

1. What made undergraduates prefer Babcock University to other universities?
2. Are Babcock University undergraduates satisfied with the services provided by the university?
3. How has the Adventist philosophy of education contributed to the college experience of Babcock University undergraduate?

## 2.0 Literature Review

### 2.1 Adventist Institution of Higher Learning

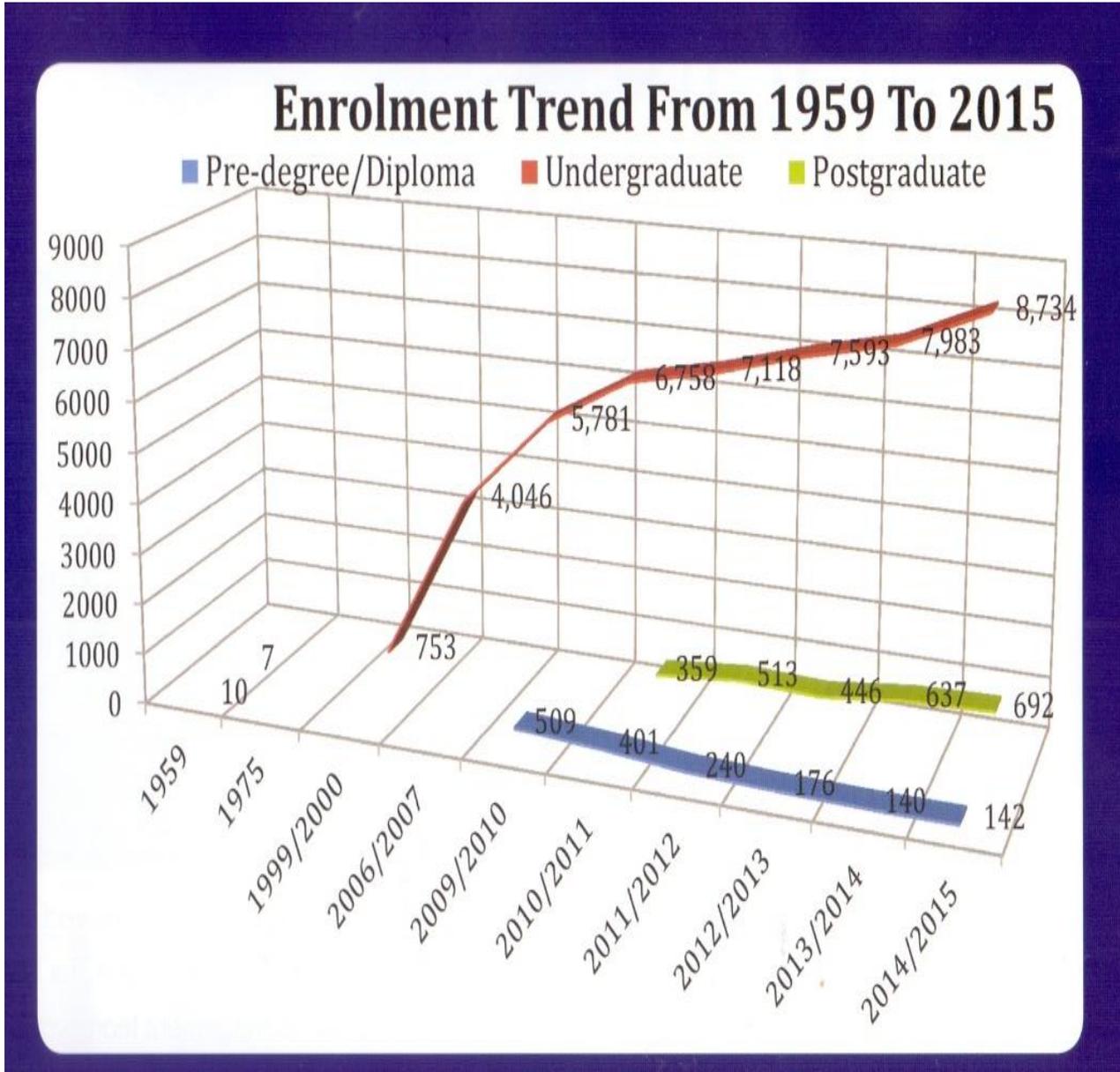
Seventh-day Adventists claim to base their beliefs on the Bible which they believe conveys the divinely inspired word of God. Like most other Christians, Adventists believe in the Trinity of God, His immortality, omnipotence, and omnipresence. The Ten Commandment are acknowledged by Adventists as God's instructions to humans to give them guidance to live in peace and harmony. They believe that God created the world in six days and rested on the seventh, the Sabbath. The command to keep the Sabbath, Saturday the seventh day, is of special significance for Adventists.

Adventist institutions of higher education provide students a unique environment for the pursuit of learning in the arts, humanities and religion, sciences and various professions, within the perspective of the Seventh-day Adventist worldview. Adventist higher education (1) gives preference to careers that directly support the mission of the Church; (2) recognizes the importance of the quest for truth in all its dimensions as it affects the total development of the individual in relation both to God and to fellow human beings; (3) utilizes available resources such as revelation, reason, reflection, and research to discover truth and its implications for human life here and in the hereafter, while recognizing the limitations inherent in all human endeavors; (4) leads students to develop lives of integrity based upon principles compatible with the religious, ethical, social, and service values essential to the Adventist worldview; (5) fosters particularly at the graduate level the mastery, critical evaluation, discovery and dissemination of knowledge, and the nurture of wisdom in a community of Christian scholars. Students completing the tertiary level at an Adventist institution should;

- Have had the opportunity to commit themselves to God with a desire to experience and support the message and mission of the Seventh-day Adventist Church and to live a principled life in harmony with God's will.
- Exhibit proficiency in critical thinking, stewardship, creativity, appreciation of beauty and the natural environment, communication, and other forms of academic scholarship toward fulfillment of their vocations and life-long learning.
- Manifest social sensitivity and loving concern for the well-being of others in preparation for marriage and family life, citizenship within a diverse community, and fellowship within the community of God.
- Maintain a consistent lifestyle that demonstrates a commitment to optimal health practices essential to effective adult living. This includes careful use of time and discriminating selection of music, media, and other forms of entertainment. Answer God's call in the selection and pursuit of their chose careers, in selfless service to the mission of the Church, and in building a free, just, and productive society and world community (Seventh-day Adventist Philosophy of Education, 2001).

### 2.2 Admissions and Enrollment Babcock University (BU)

It was reported by Iyanda (2016) that ACWA started with just 6 students and as at the time ASWA was changed to Babcock University in April 20, 1999, they had only 219 students. After the conversion to a University, the university admitted 1,200 applicants across the country and beyond, but only 1006 reported. The chart below clearly reveals the enrolment trend between 1959-2015;



Source: Babcock University, Data and Archive Unit (2017)

Progressively, currently in this 2016/2017 academic section, the admission rate has increased to 8,968. Also, records revealed by the records and archival unit of registry (2017) depicts that between 2011-2017 the percentage of Adventist students in Babcock has been between 8.4%- 12.2% retrospectively. Which is very low and implies that majority of the applicants showing interest in Adventist institution of higher learning are not mostly Adventist. It could even be that the current Adventist students might be wards of the staff members working with the Adventist church across the nation.

### 2.3 Undergraduates choice and Satisfactory in Faith-based Institutions

Even though non-sectarian institutions do not directly secularize students, many Christians consider attending faith-based colleges and universities because they offer a more comprehensive educational service delivery by focusing on the moral development of their students (Glanzer & Ream, 2009; Langer, Hall, & McMartin, 2010). Research also suggests that cost, financial aid, and academic reputation are the top factors that influence college choice among students at private 4-year colleges and universities (Noel-Levitz, 2012).

According to Tweedell (1987) religious factors may also influence college choice, as students' perceptions of college tend to be influenced by the religious subcultures of their upbringing. Also, in addition to these, many students are also influenced by their friends and parents (Alvarado & Lopez Turley, 2012; Davignon, 2014).

Babcock (2002) opined that the integration of spiritual life programmes can influence students' religious beliefs and practices. The study also suggested that if faith-based institutions are to facilitate the spiritual development of their students they should not only provide spiritual life programmes in campus, but should provide opportunities outside of the classroom for students to receive spiritual support. When students receive spiritual mentorship from the university, they are more likely to maintain their religiosity in college, which is one of the primary reasons students choose to attend a faith-based institution in the first place.

Also, students are indirectly influenced by their parents, who influence higher education ambitions and choices regarding saving money to fund their college choice (Davignon, 2014). Wiese and Townsend (1991) examined whether church congregations encourage students to attend a college or university that is associated with the congregation's denomination, and found that congregations with a more cosmopolitan orientation were less likely to encourage students to attend a college or university from the same denomination as the congregation. Unsurprisingly, parents and students emphasize different criteria for choosing a college, as students are more likely to consider friends and social life when choosing a college (Davignon, 2014).

As regards to the Overwhelming Population of Students who do not Compliment the Mission of the University, Ogunji (2006) opined that many of our applicants are not practicing Christians nor from Christian homes. They are often influenced by the standards maintained in neighboring secular institutions which are diametrically opposed to the Christian ideals. As the Bible says; "the carnal mind is in enmity and is not subject to the law of God". Peer influence can significantly exceed that of teachers, particularly in personal growth.

Despite increased evangelical intellectualism in recent years (Wolfe, 2000), some Christians still assume that non faith-based institution higher education will secularize their children (Baker 2007). Initial research seemed to confirm these fears that higher education secularizes students (Caplovitz & Sherrow, 1977; Hunter, 1983), but recent research has challenged this assertion. Even though students often experience declines in religiosity during college, emerging adults who do not attend college actually experience greater declines in religiosity, suggesting that college attendance is not driving declines in religiosity (Mayrl & Uecker, 2011; Regnerus & Uecker, 2006; Uecker, Regnerus, & Vaaler, 2007).

Evans (2013) in his findings discovered that students with literal views of the Bible will be more likely to choose a college that integrates the pursuit of academic knowledge with religious faith. Also, in 2000 CCCU students ranked integration of faith and learning as their top reason for college choice, followed Christian atmosphere, while in 2009 CCCU students rated preparation for future career and quality of their academic program of interest as the top reasons for college choice ("CCCU 2009 Noel-Levitz market research," 2010).

A study conducted by Ojewole, et al. (2014) on Faith development theory and spiritual care of students in a sustainable educational system: Babcock University situation, 2011/2012 academic session, revealed that over 60% of Babcock university students appreciate the religious services on campus yet the majority of students only keep up with religious practices on campus because they were expected to and not out of personal conviction. The study also revealed that with the exception of religious services, students demonstrate adherence to belief systems that most likely are a reflection of the convictions of their most influential significant others. Another relevant aspect of the educational service delivery is student satisfaction. Student satisfaction is often influenced by grades and students' perceived learning (Pike, 1991; Pike, 1993), as well as factors such as faculty preparedness and students' social integration (Thomas & Galambos, 2004). Student satisfaction is also related to student retention (Davignon, 2014), which increases its value in the eyes of college administrators. Student social integration is consistently one of the most important factors influencing student outcomes such as retention (Davignon, 2014). Social integration is also important for retaining students at Christian colleges and universities (Burks & Barrett, 2009). Spiritual integration is also related to retention (Morris, Smith, & Cejda, 2003), providing additional impetus for Christian colleges and universities to facilitate spirituality among their students. However, it may be challenging to foster faith on campus as many students may have differing preferences and expectations regarding their college's or university's Christian ethos. Some may expect strict behavioral standards, while others may prefer a Christian ethos that allows for more freedom and personal exploration during college.

Based on the findings of Davignon (2014), he opined that student satisfaction at universities can support the notion of continuing demand for Christian higher education, also he discovered that students are satisfied with the Christian ethos, academic offerings, and general experiences at their colleges and universities. Students who indicated that Christian identity was very important to their college choice were also more likely to be satisfied with their experiences at their college or university. He opined that universities are to provide a Christian environment that meets the spiritual needs and preferences of their current students so as to attract other students who seek a Christian environment during college.

### 3.0 Methodology

Descriptive survey research design was adopted for this study. The study was carried out in Babcock University, in Ogun State, Nigeria. The population studied comprised all undergraduate students in the university. According to the Records and Archival unit of Registry (2017), the total number of 8968 forms the population for the study. Simple random sampling technique was used to select 500 undergraduates. This will represent the population to be sampled in the study. A self-constructed questionnaire titled Adventist education, admissions and students satisfactory of educational service delivery in Babcock University *Questionnaire (AEASSESD)* was developed and used for data collection. Two specialists in the area of measurement and evaluation validated the items of the instrument. The specialists were asked to assess the brevity of the items. The comments given by the specialists were strictly adhered to and appropriate corrections effected. The reliability coefficient of the instrument for this study was 0.89 using Cronbach alpha coefficient. The questionnaires were administered with the assistance of six trained research assistants during and after Sabbath service in each of the worship centres, hostels, and at the cafeteria and collected back the same day and some during Sabbath Sundown Service. The data collected from the respondents were analyzed according to research questions. Descriptive statistics of mean, standard deviation were used to answer the research questions. The results of the administered questionnaires were analyzed with the aid of SPSS 21.0 software.

### 4.0 Data Presentation, Analyses and Discussion

**Table 1: showing the respondents reason behind choosing BU**

Variable	Category	Percentage
<b>Are you a Seventh-day Adventist</b>	No	77.0%
	Yes	23.0 %
<b>Did you attend an Adventist Secondary school</b>	No	85.2%
	Yes	14.8%
<b>Why do you prefer BU</b>	Faith-based institution	32.3%
	Educational standard	67.7%
<b>Who recommended Babcock University to you</b>	Parents	35.5%
	The Church	20.1%
	e-Media Adverts	27.9%
	School Mate	2.8%
	Friends	8.4%
	Close to home	7.3%
<b>Financial Sponsorship</b>	SDA Church	18.0%
	Parents/Guardian	82.0%
	Self	-

Source: Field 2017

The above table 1 revealed that majority of the undergraduate students are not SDA Church members (77%), and (85%) of the students did not attend an SDA church owned secondary school before gaining admission into BU and prefer BU because of its educational standard (67%). Based on the question on how they were informed or aware of Babcock university, the undergraduate students indicated that they were informed through their parents (35%), via e-media (27%), the church (20%), their friends (8%) and 7% choose BU because it was closer to their home. It will also interest you that majority of the students were sponsored by their parents/guardians (82%), and 18% by the Church (conference/union) while, none of the students were self-sponsored, which could be as a result of the high cost of the tuition fees.

#### 4.1 Research Question Two: Are Babcock University undergraduates satisfied with the services provided by the university?

Table 2 showing Babcock University undergraduates satisfactory level with their educational service delivery

Satisfactory level of Services provided	Very Satisfied	Satisfied	Partially Satisfied	Not Satisfied	Mean	S.D	Remark
Integration of faith and learning	210	230	50	10	3.28	0.72	Accepted
Adequate ICT services	300	150	45	5	3.49	0.70	Accepted
Active spiritual life programmes	190	216	30	64	3.06	0.97	Accepted
Good feeding	300	190	6	4	3.57	0.56	Accepted
Religious liberty	130	185	100	85	2.72	1.03	Accepted
Adequate security	348	110	38	4	3.60	0.66	Accepted
Adequate infrastructure	280	137	60	23	3.35	0.86	Accepted
Hostel/Accommodation	138	199	28	90	2.95	1.07	Accepted
Friendly teachers and staff members	235	210	38	17	3.33	0.76	Accepted
Good learning facilities/environment	211	169	101	19	3.14	0.87	Accepted
Sound teachers and teaching methods	160	200	100	40	2.96	0.92	Accepted
<b>Average</b>					<b>2.50</b>	<b>0.83</b>	

Source: Field 2017

From Table 2, it was revealed that all the undergraduate students in Babcock University are satisfied with the educational service delivery of Babcock University, as clearly depicted by the table that all the statements as regards to the educational services provided by the university such as Integration of faith and learning (mean= 3.28; S. D= 0.72), Adequate ICT services (mean= 3.49; S. D= 0.70), Active spiritual life programmes (mean= 3.06; S. D= 0.97), Good feeding (mean= 3.57; S. D= 0.56), Adequate security (mean= 3.60; S. D= 0.66), Adequate infrastructure (mean= 3.35; S. D= 0.86), Friendly teachers and staff members (mean= 3.33; S. D= 0.76), Good learning facilities/environment (mean= 3.14; S.D= 0.87). However, Religious liberty (mean= 2.72; S. D= 1.03), Good hostels/Accommodations (mean= 2.95; S. D= 1.07), and Sound teachers and teaching methods (mean= 2.96; S. D= 0.92) were some of the statements or areas of educational services that was below a mean average= 3.00.

#### 4.2 Research Question Three: How has the Adventist philosophy of education contributed to the college experience of Babcock University undergraduate?

Table 3 showing the Adventist philosophy of education contributed to the college experience of Babcock University undergraduate

Adventist philosophy of education and college experience	SA	A	D	SD	Mean	S.D	Remark
I have shared some of the Adventist teachings to my family and friends	10	9	191	290	1.47	0.64	Rejected
My study here in Babcock has Improved my relationship with God	212	200	38	50	3.15	0.94	Accepted
Adventist Education has helped me develop a Christian mind	241	211	23	25	3.34	0.78	Accepted
Adventist Education has improved my gift of social responsibility	199	248	23	30	3.23	0.79	Accepted
Adventist Education has enabled me know the benefit of healthy living	191	196	80	33	3.09	0.89	Accepted
Adventist Education has taught me how to be diligent in my profession	300	167	12	21	3.49	0.74	Accepted
Adventist Education has taught me to be of good service to God and humanity	203	186	60	51	3.08	0.83	Accepted
<b>Average mean</b>					<b>2.98</b>	<b>0.80</b>	

Source: Field 2017

From Table 3, it was revealed that Adventist philosophy of education has contributed to the college experience of Babcock University undergraduate. based on the table using an average mean= 2.98, majority of the students agreed that their study in Babcock has Improved their relationship with God (mean= 3.15; S. D= 0.94), that Adventist Education has helped them to develop a Christian mind (mean= 3.34; S. D= 0.78), that Adventist Education has improved their gift of social responsibility (mean= 3.23; S. D= 0.79), that Adventist Education has enabled them know the benefit of healthy living (mean= 3.09; S. D= 0.89), that Adventist Education has taught them to be diligent in their profession (mean= 3.49; S. D= 0.74) and that Adventist Education has taught them to be of good service to God and humanity(mean= 3.08; S. D= 0.83). Conclusively, some of the students disagreed (mean= 1.47; S. D= 0.64) to the statement that they have not shared the Adventist teachings to their family and friends.

## 5.0 Discussion of Findings

The first finding revealed that majority of the undergraduate students in Babcock University is not Adventist. Which is in line with Ogunji (2006), who support this findings, stating that many of our applicants are not practicing Christians nor from Christian homes and that they are often influenced by the standards maintained in neighboring secular institutions which are diametrically opposed to the Christian ideals. The second finding depicts that majority of the undergraduate students in Babcock University prefer the BU because of its Educational standards. Which is also in concomitant with Noel-Levitz (2012); Glanzer and Ream (2009); Langer, Hall, and McMartin (2010), that many Christians consider attending faith-based colleges and universities because they offer a more comprehensive educational service delivery by focusing on the moral development of their students.

Also, notably, students have also indicated that they prefer BU, hence it is a faith-based institution, which is also supported by past studies conducted by Evans (2013), that students with literal views of the Bible will be more likely to choose a college that integrates the pursuit of academic knowledge with religious faith. The third findings of this study revealed that parents, the e-media adverts, friends/family and church recommended Babcock University to the undergraduate students. This finding is in line with Noel-Levitz (2012); Alvarado and Lopez Turley (2012); & Davignon (2014), that students are indirectly influenced by their parents, who influence higher education ambitions and choices regarding saving money to fund their college choice.

The fourth findings of this study depicts that the undergraduate students in Babcock University are satisfied with the educational service delivery of Babcock University. In supporting this findings, Pike (1991) & Pike (1993), in two findings states that another relevant aspect of the educational service delivery is student satisfaction and that student's satisfaction is often influenced by grades, teaching methods, adequate facilities, and students' perceived learning. Which is all being made available in Babcock University? The fifth findings of this study depict that Adventist philosophy of education has contributed to the college experience of Babcock University undergraduate. This finding is in concomitant with Babcock (2002) that the integration of Adventist philosophy of education and spiritual life programmes can influence students' religious beliefs and practices. The sixth finding of the study shows that some of the students have not shared the Adventist teachings to their family and friends. Babcock University is not Adventist based on the demographic information of the students. Babcock (2002) suggested that if faith-based institutions are to facilitate the spiritual development of their students they should not only provide spiritual life programmes in campus, but should provide opportunities outside of the classroom for students to receive spiritual support that will groom them to effectively to share the Advent message after graduation.

## 5.1 Conclusion

The study revealed that majority of the undergraduate students in Babcock University are not Adventist, majority of the undergraduate students in Babcock University prefer the BU because of its Educational standards, students have also indicated that they prefer BU, hence it is a faith-based institution, parents, the e-media adverts, friends/family and church recommended Babcock University to the undergraduate students, that the undergraduate students in Babcock University are satisfied with the educational service delivery of Babcock University, Adventist philosophy of education has contributed to the college experience of Babcock University undergraduate, and conclusively, some of the students have not shared the Adventist teachings to their family and friends.

## 5.2 Recommendations

1. Adventist should be given higher priority during admission process and the SDA Church leadership at the Division and Union level should make policies that will give much subsidy and scholarship to Adventist students who have attended our secondary schools and excelled in their educational endeavors.

2. The university administration in conjunction with Division of Spiritual life should create a total membership involvement of students to play active role in church activities, which will encourage and groom them effectively to help spread the advent message within and outside the university.
3. The Leadership of ADEASON should continually encourage Adventist educators to always incorporate the Adventist Philosophy of Education during their instructional practices in the classroom. \

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