

ABSTRACT

HOW LEADERSHIP, FINANCE MANAGEMENT, MARKETING, QUALITY
OF SERVICE, STRATEGIC MANAGEMENT CAN IMPACT THE
BUSINESS PERFORMANCE OF ELEMENTARY
SCHOOLS IN THE ATLANTIC UNION

by

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DOCTORAL THESIS ABSTRACT

Montemorelos University

Faculty of Business and Legal Sciences

Title: HOW LEADERSHIP, FINANCE MANAGEMENT, MARKETING, QUALITY OF SERVICE, STRATEGIC MANAGEMENT CAN IMPACT THE BUSINESS PERFORMANCE OF ELEMENTARY SCHOOLS IN THE ATLANTIC UNION

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Problem

The empirical model in which leadership, finance management, marketing, quality of service, and strategic management are predictors of business performance, as perceived by the Atlantic Union in the United States.

Methodology

The research was empirical quantitative, descriptive, exploratory, explanatory and transversal. The study population was made up of 14 elementary schools in the Atlantic Union. An instrument was administered and 170 respondents from the population described. The substantive statistical process was based on regression analysis, performed in SPSS 20.0.

The constructs for the six instruments used were done through factorial analysis techniques (with explained variance levels of over 50%, which are acceptable) and the reliability, measured with the Cronbach alpha coefficient for each instrument, was acceptable (with the lowest explained variance levels of .658). For the analysis of this hypothesis, the statistical technique of multiple linear regression was used.

Results

The model was validated with the sample of fourteen elementary schools identified above. The quality of service and strategic Management are good predictors of Business Performance, according to the perception of the respondents in the Atlantic Union. When evaluating the influence of independent constructs through the standardized beta coefficients, it was found that the best predictor is the leadership, followed by the finance management, but the prediction of Marketing did not have a meaningful result.

Conclusion

It is recommended to the administration of the Atlantic Union to pay attention to the leadership in the schools and to ensure that it is acceptable, and that administration review leadership performance, which is not easily attained. That focus should be placed on financial management, since they are activities that directly impact on business performance. It is also important to evaluate quality of service to ensure that efficiency is considered as the ultimate goal, and this may require some financing. The construct Leadership and Marketing are not a good predictor of Business Performance.

Montemorelos University
Faculty of Business and Legal Sciences

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SCHOOLS IN THE ATLANTIC UNION

Thesis
presented in partial fulfilment
of the requirements for the degree
Doctorate in Business Administration

by

Andrew Philbert

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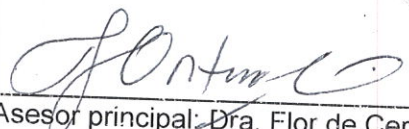
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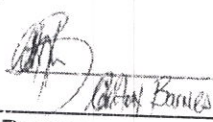
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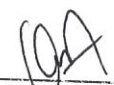
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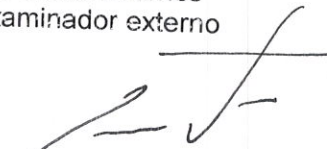
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DEDICATION

This work is dedicated to all my family members who will follow along this doctoral path in scholarship. I have persisted with the hope that our future will be brighter and more meaningful.

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CHAPTER I

PROBLEM DIMENSION

Introduction

The purpose of this study is to bring awareness to the fact that, as an organization in the field of elementary education for more than 100 years, there is a need to be more efficient with respect to leadership, finance management, marketing, quality of service, strategic management and business performance. Considering this fact, this study is geared to help improve in the areas mentioned and to make educational system within the Atlantic Union more business-oriented.

The following sections provide a brief compilation of definitions of the latent variables of this research: (a) leadership, (b) finance management, (c) marketing, (d) quality of service, (e) strategic management (f) business performance.

Leadership

The success of any business or organization depends upon the leadership it receives from the top. If the leader is strong, then the business will show signs of growth and development. On the other hand, if the leader is weak then the business will show signs of decline. In the area of this research, strong not weak leadership is essential for the Atlantic Union to stay competitive. Leaders are the charismatic big picture, visionaries who change the whole ant form (Blagg & Young, 2001).

Eisenhower (1953) states that leadership is the ability to get people to do what

you want them to do, when you want it done, in the way you want it done, because they want to do it. There isn't a better person who truly exemplified these words as Eisenhower. He served as the 34th President of the United States and as a Five-Star General in the Army. As a general he saw the dangers of war and being the commander of the forces, he often had to exercise his power to ensure things were done right.

Cleary (2017) believes that successful leaders know that driving results requires more than a plan. Strategies succeed or fail, not because of ideas, but because of its execution. Mrs. Cleary, who is the Vice President for Bristol Myers and Squibb, has been a tried-and-tested vice president and asserts that you must engage, align and inspire people to act on strategy. Any company or business that wants to be successful must have leaders who will execute the ideals of the company.

According to Bates (2005) in leadership, communication drives results. As a leader you know that your technical skills and business acumen will move you ahead in your career. In this respect it is important to note here that Suzanne is the CEO of Bates, a firm which was founded in 2000, with a mission to help leaders influence the world. The firm is distinguished in the field of leadership development for its groundbreaking research and practical approach in helping leaders make an impact.

Finance Management

In any business, finance is and will always be an important aspect for the mere fact that you cannot do business without having the required resources to conduct the operations of the organization. As a matter of fact, Efremidze, DiLellio and Stanley (2014) state that any business would want to move from financial dependence to financial independence.

According to Fabozzi and Drake (2009), financial management, sometimes called business finance, is the specialty area of finance concerned with financial decision making within a business entity.

In regard to this, investment decisions are concerned with the use of funds, the buying, holding or selling of all types of assets (Fabozzi & Drake, 2009). This being the case, on the positive side good accounting and financial management help keep the business under control.

It is also imperative here to note, as Ryan (2004) states, finance is concerned with the process of raising capital from the financial market and covers subjects such as the operations of the market for short- and long-term finance.

Considering SDA elementary schools, Bossomaier, Standish, and Harré (2009) postulate, in considering the financing of our institutions, it is important for all to follow God's principles and to lean upon Him for the provisions that are needed.

According to Hunt and Carper (2012), the General Conference, through the North American Division, provides funds to the Union conferences for the support of their educational programs. These programs, of course, take into consideration education at every level. That includes elementary, secondary and college. It was a system set up by God Himself based on the tithing system. Hence, since institutions have, they are facing a dire predicament with the system today.

Marketing Management

As one considers the word management, there is no doubt that it conjures up the idea of how the institution operates. The timeliness, efficiency, professionalism and cultural sensitivity in which it conducts its business. It means therefore, that if leadership

is weak, then management would be weak as well. It would be important to note here that managers are taught to be budgeters, the organizers, the controllers, and as one observer puts it (Blagg & Young, 2001). It is important to point out here that Blagg and Young have written extensively on management and leadership as well.

Theodore (2003), on holistic management, believes it creates an effective and efficient organization and subsequently contributes to its continuous development. Theodore is a businessman that specializes in analysis, intelligence, international relations, management, public speaking and research. He believes that in order to market your products well, one must have real customers and proper marketing conditions. He believes that the markets of today are better than they were for his counterparts of yesterday.

Penner (2000), applying marketing concepts to secondary education, will indirectly help to bolster elementary marketing and recruitment. Many educators agreed and advocated for the idea that marketing should and could be applied not only to higher education but rather to elementary and secondary schools as well. The secondary schools can only be as strong as the elementary schools are strong. In other words, they need each other to survive.

On the other hand, Chaston, Curtis and Smith (2004) remind that the Seventh-day Adventist Church is organized with a representative form of government where authority rests in the hands of the members, and as such, a great deal of management and marketing of schools lie primarily in their power. Results suggest that compared to their conservative counterparts, small entrepreneurial firms perceive that customer knowledge is an important aspect of the marketing process.

Quality of Service

The quality of service from any institution or entity for that matter depends on various factors going on in the economy or with the company itself. If, for example, a country is going through inflation, the cost of basic things would go up. Therefore, it is necessary to look ahead. According to Palley (2009), look at trends and be a step ahead in terms of the service provided.

In the case of educational institution, the quality of child care classroom practices must be related to children's cognitive development, while the closeness of the child care should be significant over the years. Early et al. (2007) states it must be borne in mind that not all children develop at the same pace. Some more than others at varying degrees.

Lim (2009) believes that the time has come when schools must be more innovative, especially with technology. In such cases, the use of video-conferencing is pushed and some cases adopted. It is a tool that will help children with global communication and at the same time help them connect with friends around the world.

Strategic Management

It is important to note here that competition will always be a part of our lives. According to Nilsson and Rapp (2005), today's firms face the challenge of designing and using new strategies and control systems to maintain existing competitive advantage and to create new ones. This is also true in the world of education. As an organization, it faces competition from other institutions who are doing similar business. A prerequisite for successful business development is that the control system is designed and used in such a way that strategically important areas can be planned and

followed up.

Kane (2009) purports that competitive advantage must be truly competitive, profitable and sustainable. The Atlantic Union, which operates an elementary school system, is fully aware of the competition that exists out there and must do everything possible to have the right strategic management structures in place.

It is noteworthy, that private schools do influence public schools by their modus operandi. Geller, Sjoquist, and Walker (2006) see a big difference in test scores between the Catholic schools in Georgia and the public schools. Most often than not the private schools did better than the public schools because the children attending the private schools are aware of the financial toll it takes on their parents and as such, they are more inclined to study harder and this, in and of itself, speaks volumes.

Strategic management must take into consideration that in the world of business there is stiff competition. Since competition is what competition is all about, it certainly raises serious concerns when a parent must decide where to send their children for school. A study was done in Southwest Michigan by Mainda (2001) that showed the impact of school choice among parents. It was seen that parents made their decision on the spiritual value-based education, the cost of education, academic program and safety. Here again, strategic management is a key factor.

On the other hand, strategic management can be greatly hindered if, as a school, they do not work with the church to ensure continuous enrollment. LaBorde (2007) states that parents are diligently controlling their children's educational, spiritual and moral training. Some non-home-schooling parents see public schools better than SDA schools. Other non-home-schooling parents want to see the school located closer to

their homes. These are some of the hurdles that parents must grapple with on a continuous basis.

Business Performance

A business is judged ultimately, not so much by its leadership though this is important, not so much by its management and the competitive advantage on the market, but more so on how well it is performing. Business performance, according to Neely, Adams, and Kennerly (2002), is drawing together several functionally based reviews of performance measurements as to how a business is doing. In other words, all the players are expected to pull their weight and should be held accountable if they are not doing what is expected of them.

Tomai et al. (2010) states that it is necessary to know these stages with their challenges, practices, values and dominant profiles in order to undertake cultural management and develop strategies and action plans that aim at improving organizational performance.

Theodore (2003) believes that strategic management will help to sustain mission goals and objectives and will lead to high performance in its functional and ancillary units. This is where all the connecting links should converge to have the completed product which is satisfaction for all.

Definition of Terms

In this section several terms need to be clearly visible for the purposes of the present study.

AU: Stands for Atlantic Union, which is headquartered in the United States.

Resources: Materials, raw or natural, that can be used to enhance a service.

Leadership: Guidance or direction given to an organization or entity by a person or board of directors.

Management: Proper control of a business or institution.

Finance: Means used to trade locally as well as internationally.

Quality of Service: That which is done with efficiency and satisfaction to customers.

Performance: Doing something positively or negatively with desired results.

Marketing: It has to do with strategies employed to sell the services of the organization.

SDA: Seventh-day Adventist.

Relationship between Variables

This section theoretically supports some of the relationships between the involved constructs, specifically those that are directly related to the endogenous variables, these relations are as follows: (a) leadership and business performance, (b) finance and business performance, (c) marketing and business performance, (d) quality of service and business performance, (e) strategic management and business performance.

Leadership and Business Performance

Like in all things, successful organizations are intentional about leadership development and create opportunities for their future leaders to obtain the necessary development to function effectively in new leadership roles (Van Velsor, Moxley, & Bunker, 2004).

Within the Atlantic Union of the Seventh-day Adventist Church, local conferences provide support and oversight for a given region of churches and schools (Weigley, 2015).

Being the leader of a local conference within the Adventist organization equals to a senior executive leadership position (General Conference SDA, 2010).

It means, therefore, spiritual atrophy and burnout among ministerial leaders can result in lowered leadership effectiveness, potentially hindering organizational growth and negatively affecting the leader's impact on the community they serve (Olatunji Jr., 2012).

Finance and Business Performance

Rather it derives from a complex synergistic interrelation of all its component parts (Alfred, Harris, Thirolf, & Webb (2012).) In this case, financing of Christian elementary education must be looked at carefully, because enrollment is declining every year due to a wrong emphasis on financing elementary schools. It can no longer be tuition-based. The North American Division will have to come up with a better way to keep schools financially viable.

According to Becker and Gerhart (1996), the impact of human resources does have a serious effect on a company's performance. A rapidly changing economic environment characterized by such phenomena as the globalization and deregulation of markets, changing customer and investor demands, all affect how a company, or an organization will perform.

Marketing and Business Performance

It is important to note here that business whether commercial or non-profit

organizations inevitably have a wish to remain in operations; to have sustainable and respectable business and to satisfy stakeholders, customers and employees (Burtonshaw-Gunn & Salameh, 2009).

At the most basic level, one must never forget that organizational success is first and foremost all about the people who work in the organization. How the managers and non-managerial employees relate to one another impacts the morale of the workforce and the effort that each employee is willing to exert (Wentland, 2009).

Conant, Mokwa, and Varadarajan (1990) believe that by employing new methods as they did with Miles and Snow's by applying the traditional way and a more innovative approach will be seen in a more profitable way in all sectors of the company. There is no doubt that marketing management and organizational performance go hand in hand.

Quality of Service and Business Performance

The ultimate purpose of performance measurement is to use the measurement information to help make improvements, whether to expand debate or modify programs Halachmi and Bouckaert (1994). Data is taken from American airline companies.

Kalemba, Campa Planas, Hernández Lara, and Sánchez Rebull (2017) found that American airline companies from 2006 to 2013 have been used to determine if airlines' profitability increases when service quality improves. Considering the effects on airlines' profitability, the results confirm the positive and significant influence of service quality on the ROI of the US airline companies. A non-significant effect was found for airline revenues in relation.

What Melo, Hernández-Maestro, and Muñoz (2017) found reveals that tourists'

positive perceptions of global service quality, as reflected in their comments, depend on their dual perceptions of the lodging and the surroundings. In turn, positive global service quality perceptions and visibility on an infomediary website positively affect business performance.

Strategic Management and Business Performance

In a world where competition will always be a part of business transactions, it is quoted that if leaders are committed to gaining and sustaining competitive advantage, they will need to rely on engaged and committed employees and partners. In this volatile environment, the emerging phenomenon of social media can create an extraordinary opportunity for savvy leaders and organizations to achieve this advantage (Jue, Marr, & Kassotakis, 2009).

As an organization, it will have to come to grips with the fact that they must have the best to offer when it comes to Christian Education and should not be in competition with anyone else, rather they should be in competition with SDA schools. Elementary schools by virtue of what and who they are should sell themselves to the public.

Problem Statement

The Atlantic Union has experienced a decline in its administrative maintenance of schools, colleges, churches and nursing homes in the last decade. This is due to the lack of economic resources. For example, Atlantic Union College, the only Seventh-day Adventist College in New England, Massachusetts, had to close its doors with more than 400. You could say that is worrisome.

Year 2011, Northeastern Conference had to consolidate some elementary

schools and permanently close one due to low enrollment and tuition receivables.

As a former principal and teacher within the Atlantic Union, education has been one of my signature achievements. Therefore, whenever I hear of or read about a school closing down due to low enrollment or finance, it really shakes me to the core and the question that begs to be answered is, how could this happen?

Kotler and Andreasen (1991) believes that high tuition is a primary cause for this situation. To base a price in the total enrollment of the students is a poor-quality indicator of the product. In addition, Andreasen also intimates that the absence of proper marketing strategies are a great cause to the poor quality of service at the school.

In the case of Knight (2006), he believes that a lack of commitment to SDA institutions is having a crippling effect on school systems.

He also believes that the mandate of mission as an organization with respect to school is not realized in the truest sense (Knight, 2006).

LaBorde (2007) state that one of the many reasons given by parents as for not sending their children to SDA schools is that it lacks state of the art technology.

It is with this in mind that this research will look at business performance as the main thesis and the accompanying variables will be leadership, finance management, marketing, quality of service, strategic management.

Research Question

Does the empirical model, in which the leadership, finance management, marketing, quality of service and strategic management predicts the business performance of the Seventh-day Adventist elementary schools in the Atlantic Union, have a goodness of acceptable fit with the theoretical model?

In Figure 1 the theoretical model which aims to identify possible relationships between the latent variables mentioned on the problem statement is observed.

Hypothesis

The declaration of the hypothesis was described as follows:

The empirical model in which the leadership, finance management, marketing, quality of service, and strategic management predicts the business performance of the elementary schools in the Atlantic Union has an acceptable goodness to fit with the theoretical model.

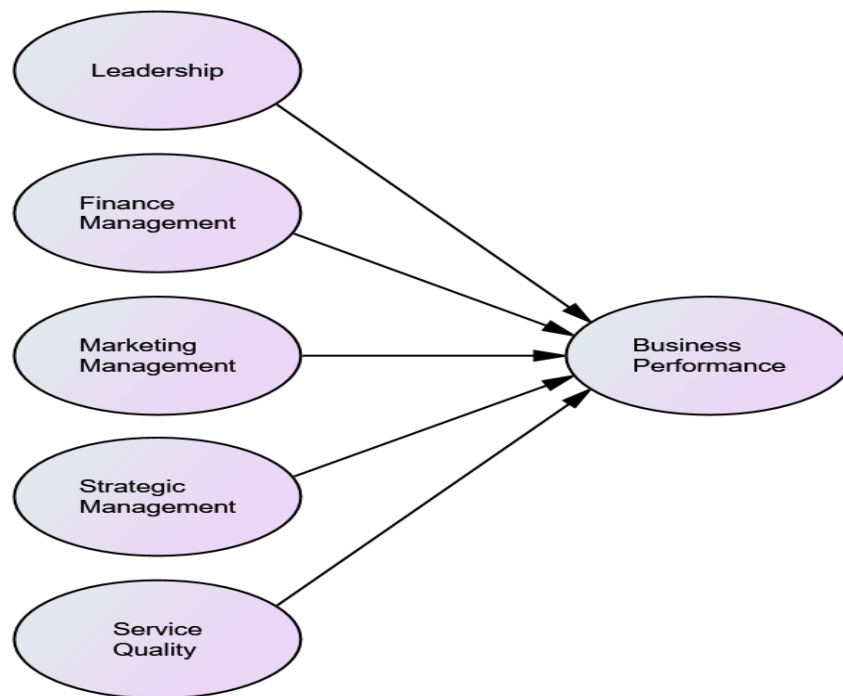


Figure 1. The theoretical model.

Research Objectives

This section presents the statement of the actions to be carried out with the models proposed in this study;

1. Build questionnaires for measuring leadership and business performance.
2. Evaluation and adaptation of questionnaires for finance management and business performance.
3. Evaluate the goodness of the confirmatory as the alternate proposed model to explain and evaluate the theoretical relationships between constructs.
4. Assess the variables involved in the study: (a) leadership (b) finance management (c) marketing (d) quality of service (e) strategic management.
5. Provide to the Seventh-day Adventist elementary schools in the Atlantic Union a degree of compliance quality, acceptance and satisfaction of the variables involved in the study information.

Justification

It is expected that in a study like this that attempts to determine relationships between variables to determine how these affect others, as they are in this research business performance and satisfaction of the public. It is helpful for decisions to be made and actions in the operation of Seventh-day Adventist elementary schools involved; however, it clarifies that it is not intended to make improvements during this investigation.

It is recognized that education is a fundamental activity for humans and society, which has the power to transform and promote comprehensive development in the moral, mental, spiritual and physical realm. In addition, to analyzing the difficulties that

have arisen in achieving theories that hold the constructs involved together, it is assumed that the study is a pioneer in trying to discern the problems faced by educational institutions from a perspective that involves the business performance, leadership, finance management, marketing, quality of service and strategic management to the public.

Transfer of Results

Therefore, these decisions and actions could be related to the following:

1. Improving the business performance of Seventh-day Adventist elementary schools while making disciples.
2. Improve the finance management offered by Seventh-day Adventist elementary schools for the public and national authorities.
3. Offering and collaborating on services where there is partnership between home school and church.
4. Adequately measuring the constant performance and satisfaction of the Seventh-day Adventist elementary schools to its main mission.
5. Assessing the level of financing to the schools to ensure that its mission is accomplished.
6. Provide more management information of what takes place in educational establishments.

Limitations

Some limitations of this investigation are the following:

1. Unable to theoretically test the relationship, together, of all variables in the

model.

2. The application of the instrument requires the participation of third parties.

3. For the application of the instrument, authorization is required from leaders of educational institutions.

4. The study will focus on Seventh-day Adventist elementary schools in the Atlantic Union.

Delimitations

Here are some limitations that are considered relevant to the preparation of this work:

1. Due to the scope of the work to be covered in a paper such as this one, the research will focus on the elementary schools within the Atlantic Union.

2. Therefore, this research will by no means be the end of all that needs to be done with respect to the business performance and effectiveness of the Seventh-day Adventist elementary schools.

3. It is more than likely that someone else looking at this research may find a strand of opportunity to explore in another area of this research.

Assumptions

Below are some scenarios considered in the preparation of this research:

1. The theoretical basis of relations between constructs is based on authors who know the subject.

2. The research used as the basis of relations between constructs for this research is empirical studies, prepared with scientific rigor and significantly acceptable.

Philosophical Background

As an SDA organization the philosophy of education is taken out of the Spirit of Prophecy. White (2014) said that higher than the highest human thought can reach is God's ideal for his children. God-likeness, godliness is the goal to be reached. She also stated that the work of education and redemption are one and it is the purpose of education to restore the image of God in man. It is quite true that as an SDA organization that operate one of the biggest educational systems in the world. The name brand is unique, spreading the Three Angels' Messages into all the world backed up by the Word of God and the Holy-Spirit.

White (1903) in the book of education states that:

True education is more than the perusal of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being and the whole period of existence possible to man. It is the harmonious development of the physical, the mental and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come. (p. 13)

In the book Fundamentals of Christian Education, she says:

The true object of education should be carefully considered. God has entrusted to each one capacities and powers, that they may be returned to him enlarged and improved. All his gifts are granted to us to be used to the utmost. He requires every one of us to cultivate our powers and attain the highest possible capacity for usefulness, that we may do noble work for God and bless humanity. Every talent that we possess, whether of mental capacity, money, or influence, is of God so that we may say with David, All things come of thee and of thine own have we given thee. (p. 82)

With respect to Strategic Management based on the Spirit of Prophecy, White (1903) opposed the idea of competition. She wrote in Fundamentals of Christian Education "God has pointed out that this should be useful, practical work, but you have turned away from God's plan to follow human inventions" (p. 14). She continues: "for

Christ's sake call a halt at the Battle Creek College and consider the after-workings upon the heart and character and principles of these amusements copied after the fashion of other schools" (p. 15). The situation at the time showed that the students were spending more time in sports with other schools than studying their work and reading the Bible.

In terms of leadership she states:

The Lord is not pleased with the present lack of order and accuracy among those who do business in connection with his work. Even in the business meetings of the conference, much time could be saved, and many mistakes avoided, by a little more study and punctuality. Everything that bears any relation to the work of God should be as nearly perfect as human brains and hands can make it gospel workers. (p. 460)

Here it can be seen that those engaged in the work must do it and do it well.

Accountability and efficiency are crucial in this regard.

As far as marketing management is concerned, White (1903)

is deeply passionate about the idea that it is to a large extent the work of the teachers and educators to be so committed that those who pass through their instruction should be able to sell the greatness and goodness of the school. She says in Christian education "by precept and example, teachers should represent Christ in the education and training of youth and in the Day of Judgment they will not be put to shame by meeting their students and their history of management of them. (p. 26)

Financing Christian education has always been a crucial factor. On this matter

White writes (1984) next:

There is no branch of legitimate business for which the Bible does not afford an essential preparation. Its principles of diligence, honesty, thrift, temperance and purity are all secret of true success. These principles, as set forth in the book of Proverbs, constitute a treasury of practical wisdom. Where can the merchant, the artisan, the director of men in any department of business, find better maxims for himself for his employees than are found in the words of the wise man: Sees thou a man diligent in his business? He shall stand before kings he shall not stand before mean men. (p. 15)

Essentially, White believed strongly that once, as a people, we are faithful, God will provide the necessary financing for Christian education.

On the matter of quality of service, White notes that all things both in heaven and in earth declare that the great law of life is a law of service. The infinite father ministers to the life of every living thing. Christ came to the earth as he that served (Luke 22:27). The angels are ministering spirits sent forth to minister to them that shall be heirs of salvation (Hebrews 1:14). The same law of service is written upon all things in nature. The birds of the air, the beasts of the field, the trees of the forest, the leaves, the grass, and the flowers, the sun in the heavens and the stars of light all have their ministry. Lake and ocean, river and water, spring, each take to give.

In other words, she is making it quite clear that mediocrity is not accepted when it comes to giving quality of service to those that we are to minister to.

Business performance of schools and educational systems are predicated on the Schools of the Prophets back in ancient times. On this matter White (1903) states in the book Education:

the chief subjects of study in these schools were the law of God, with the instruction given to Moses, sacred history, sacred music and poetry. Not only the students learn the duty of prayer, but they also learn how to pray, how to approach their Creator, how to exercise faith in him and how to understand and obey the teachings of his Spirit. (p. 48)

Here, it can be understood that students who attend schools should never leave without being impacted by teachings and instructions.

Some texts that clearly support views of Christian education are Deuteronomy 6:6-8:

And these words which I command thee this day, shall be in thine heart and thou shalt teach them diligently unto thy children and shalt talk of them when thou sit

in thine house and when thou walk by the way and when thou lies down and when thou rises up. And thou shalt bind them for a sign upon thine hand and they shall be like frontlets between thine eyes.

The wise man then reminds in Proverbs 3:1-6:

My Son forget not my law but let thine heart keep my commandments. For length of days and long life and peace shall they add to thee. Let no mercy and truth forsake thee, bind them about thy neck, write them upon the table of thine heart. So shalt thou find favor and good understanding in the sight of God and Man. Trust in the Lord with all thine heart and lean not unto thy own understanding. In all thy ways acknowledge him and he shall direct thy paths.

Isaiah 54:13 tells: “And all thy children shall be taught of the Lord and great shall be the peace of thy children.” The Apostle Paul in Colossians 1:16,17 says “for by him were all things created that are in heaven and that are in earth, visible and invisible, whether they be thrones or dominions or principalities or powers all things were created by him and for him. And he is before all things and by him all things consist”. He also pointed out in Colossians 2:3: “In whom are hid all the treasures of wisdom and knowledge.”

Knight (2006), who was a professor at Andrew’s University and now resides in Oregon since his retirement once wrote about leaders, that church leaders who do not know where they are going are lost and those who are lost often have confused motion with progress. In this scenario, Knight is saying that there is no way that the blind can lead the blind and that institutions must not confuse activity for progress. A whole lot might be going on but how much is that when it comes to standing up for ideals as leaders.

Quality of service is of paramount importance when dealing with Seventh-day Adventist education. In 2015, George Johnson interviewed Dr. Leslie Pollard on the quality of service offered at Oakwood University. Dr. Pollard stated that Oakwood has moved to its true north. This is where the SDA mission, SDA calling, SDA principal

constituency, SDA passion for service all intersect. This is where success will accrue to Oakwood University. As is obvious, Oakwood University is one of the flagship institutions in the North American Division that exemplifies quality service in education.

Like everything else, school performance is crucial when it comes to Seventh-day Adventist education. In the Christian Science Monitor, Elissa Kido states amid all the buzz on education reform, the Seventh-day Adventist school system might seem an unexpected place to look for models in improving student achievement. But by educating mind, body and spirit, Adventist schools out-perform the national average across all demographics. This is no doubt great news for an educational system that is the second largest in the world.

As far as what other writers have to say about education Dewey (1897) believed that all education proceeded by the participation of the individual in social consciousness of the race. This process begins unconsciously almost at birth and is continually shaping the individual powers, saturating his consciousness, forming his habits, training his ideas and arousing his feelings and emotions.

On the other hand, Spencer (1861) believed that there were different kinds of knowledge that have not been discussed or explored that could produce definite results. In his opinion people read books and from that exercise they decided upon what they wanted their children to learn as opposed to what was best for the child.

Brickhouse (2000), in writing on the educational philosophy of Socrates stated that he had a type of liberal democracy in which he saw certain virtues developing and if institutions should leave them develop, they should all work for the good of the country or nation. By doing so, children would grow up having to make decisions based on the

virtues they cultivated in childhood.

Study Organization

This research is organized in five chapters, which are:

Chapter I includes a history of the problem, relationship between variables, investigations, problem statement, definition of terms, research hypotheses, supplementary questions, research objectives, justification, limitations, boundaries, assumptions and philosophical background.

Chapter II presents a comprehensive review of the literature concerning the institutional mission, administrative management, functional management, organizational climate, organizational environment, organizational performance and satisfaction of the public.

Chapter III punctually describes the methodology, the type of research, population and study sample, the measurement instrument, validity, reliability, operationalization of variables, the null hypothesis, the operationalization of the null hypotheses, questions research, data collection and data analysis.

Chapter IV shows the results obtained, the description of the population and sample, the behavior of the variables, validation of instruments, hypothesis testing, analysis of the confirmatory model, analysis of alternative model, as well as additional analysis and qualitative results.

Chapter V presented a summary of the study, discussed the results and showed the conclusions and recommendations.

CHAPTER II

LITERATURE REVIEW

Introduction

The Seventh-day Adventist Church is a unique organization throughout the world. It operates one of the largest educational systems on the planet. Currently, there are 5,899 elementary schools, 1,748 secondary schools, 47 training schools, 110 colleges and universities for a total of 7,804 institutions, 84,997 teachers and 1,673,828 students (Scott, 2018). It is a system that requires a great deal of oversight and proper management. For this reason, this research will be focusing on the business performance of schools in the Atlantic Union with respect to elementary schools.

In this research the main variable is business performance and the supporting variables are leadership, finance management, marketing management, strategic management, quality of service.

Leadership

Importance

According to Ciulla (1999) just because a leader has values doesn't mean that he/she is a good one. Furthermore, the question is not so much about what a leader values, but what a leader actually does to demonstrate his or her values (Brundrett, Burton, & Smith, 2003). Effective leadership is a key to both continuous improvement and major system transformation (Booker, 2012).

Leadership is one of the main factors in bringing a positive change to the organization; if there is no leadership in the organization it will not be able to change in the direction it desires and could experience negative change instead. (Hao & Yazdanifard, 2015, p. 1)

Dimensions

Sugerman, Scucland, and Wilhelm (2011) outline eight dimensions of leadership. They are: The (a) pioneering leader, (b) energizing leader, (c) affirming leader, (d) inclusive leader, (e) humble leader, (f) deliberate leader, (g) resolute leader and the (h) commanding leader. The researchers used the third-generation disc online personality assessment, one of the most scientifically validated tools available. Brown (2000) lists six dimensions of leadership; leaders as heroes, leaders as actors, leaders as brokers, leaders as immoralists, leaders as ambassadors and leaders as victims.

Davies (2005) identifies five essentials of school leadership. These include: (a) strategic and transformational leadership, (b) ethical and moral leadership, (c) learning and leadership in interrelationships, (d) leadership skills and abilities as well as (e) developing and sustaining leaders.

Reeves (2017) speaks of others dimensions: (a) visionary leadership, (b) relational leadership, (c) systems leadership, (d) reflective leadership, (e) collaborative leadership, (f) analytical leaders and (g) communicative leadership. All these leadership qualities will be of no use if proper finance management is not implemented.

Finance Management

Importance

Finance management is the means by which the business is kept alive and lack of this resource can derail future development. According to Engrist, Graham,

and Nikkinen (2014), the active working capital management should be included in a firm's financial planning.

Glau, Scherer, Matthias, and Zagst (2015) new regulations, innovative financial products and advances in valuation techniques provide continuous flow of challenging problems for financial engineers and risk managers alike.

Hugues (2005) states that maintaining finance as a separate function, one that's responsive to and anticipates the needs of the operations area, results in an environment in which finance guides operations to make better decisions for the company than the group would have made without finance's involvement.

Gitman, Juchau, and Flanagan (2011) said that financial managers actively manage the financial affairs of many types of business, financial and non-financial, private and public, large and small, profit seeking and not-for profit. They cover budgeting, financial forecasting, cash management and funds procurement. Melicher and Norton (2013).

Finance management deals with perspectives of financial markets, investing and financial management. It studies how a business should manage its assets, liabilities and equity to produce a good service.

Dimensions

Athanassopoulos (1997), on dealing with management control of financial services, points out the following qualities: (a) bank efficiency, (b) service quality, (c) data development analysis and (d) value judgment, (e) pricing, and (f) loyalty.

Kirplani and Shipiro (1973) speak of tools that have been developed in the functional areas of accounting and finance. Some of these tools include: (a) traditional

custodial, (b) performance accounting, and (c) accounting information system.

Alongside all that Brighan and Houston (2016), on dealing with the fundamentals of business management, explain: (a) what financial management is all about, (b) how finance is related to overall business, and (c) how finance can prepare students for jobs in their different fields.

In addition, Brown and Perry (1994), in tackling what is referred to as the financial performance halo around fortune companies stressed that these companies glow in their previous financial results. However, if that halo is removed, they believe that the true financial status of the company will be seen. This of course will involve: (a) corporations' ratings and markings, (b) financial performance, (c) corporation evaluations, (d) investment analysis, (e) corporation's growth, (f) industrial surveys and (g) business forecasting.

Burns and Vaivio (2001) explain that in recent times many firms have been experiencing significant changes in their organizational designs, competitive environments and information technologies. As such these companies have had to make changes in their management accounting to keep up with e-commerce, the internet, electronic data interchange and electronic meetings.

Marketing Management

Importance

In the case of marketing management, it is the mechanism that is used to drive the business from day to day, from week to week and from month to month. It is the advertising agency for the business. In other words, operations capability fully mediates the relationship between marketing capability and financial performance (Yu, Ramanathan, & Nath, 2014).

Tatnall (2005) mentions that web portals are used in businesses of all types and sizes and they have increasing importance to marketers as by their nature they retain their users who must return to them frequently. They make information readily available in a convenient form to authorized users.

Staňková (2013) said the importance of marketing management is crucial to the institution by means of establishing marketing departments or by appointing people to deal with marketing and marketing management. Rusiti (1857) says that marketing is an integral part of corporate business policy that is focused on meeting the needs, expectations and desires of consumers.

Dimensions

Capron and Hulland (1999) looked at three key marketing resources that are often redeployed following acquisition of a business. The three marketing resources were: (a) brands, (b) sales forces and (c) general marketing expertise. It was found that the cost-based synergies were minimally affected whereas revenue-based synergies were significantly influenced based on the study.

Delener (1994) believes that marketing should not be seen as a quick-fix solution for current problems, but rather entailing sensitivity in meeting the needs and wants of the consumer served. In developing marketing mix strategies, the importance of the decision makers' religiousness must be considered. It was an exploratory research involving Jewish and Catholic respondents in automobile purchases.

Considering that Chen and Dhillon (2003), in addressing consumer trust in internet vendors intimidated that it involves competence, integrity and benevolence. Once these internet providers exhibit these traits, the vendors will have no problem

doing business with these companies. This is what is understood today as e-commerce. It is doing business over the internet.

Mohammed and Rashid (2012), on dealing with customer relationship management point out that if hotel providers establish good customer relationships with the public, then the hotel industry itself will continue to do well. If not, they will suffer financially. It all has to do with customer relationship management (CRM). It entails organization, knowledge, management and technology. It was a quantitative study with managers from 152 Malaysian hotels, anywhere from 3-5 Star. The correlation regression analysis was used. It showed that all dimensions of CRM have a positive and significant impact on different perspectives of hotel performance.

On the other hand, Jüttner, Christopher, and Baker (2007) believe that a thorough understanding of the market is important in understanding customer needs. Therefore, the following must be considered in so doing: (a) managing the integration between demand and supply processes, (b) managing the structure between the integrated processes and customer segments, and of course, (c) managing the working relationship between marketing and supply chain management.

Strategic Management

Importance

On the other hand, strategic management is all of the strategies that would be employed to ensure not only short-term survival but long-term as well for the company. Nyariki (2003), said that internal factors such as internal processes, top managers' ability to develop effective strategies firms resources, organizations behavior and characteristics also influenced their organizations adoption of new strategies as organizations

seek to remain competitive in the market Gharakhani, Rahmati, Farrokhi, and Farahmandian (2013); Vetrov, Vandina, and Galustov (2017) stated that assessment parameters of an organization's financial condition should cover all of its aspects, namely; financial sustainability and business activity. Hence strategic management accounting of cash flows makes it possible to correctly set forth that information.

Dimensions

Barringer and Bluedorn (1999) put forth some fine strategic management practices which include: (a) scanning, (b) insensitivity, (c) planning flexibility, (d) locus of planning,; and (e) strategic control. The five grained nature of these results may be of practical use to firms that are trying to be more entrepreneurial and may help researchers understand the subtleties between strategic management and corporate entrepreneurship.

To buttress that fact, Zhang and Rajagopalan (2010) focused on the strategic changes that took place with a firm that was led by an outside CEO as opposed to one that was led by an inside CEO. When strategic changes were low with the firm the effect was positive, when it was high the effect was low. The inside CEO had a more positive impact whereas the outside CEO had a lesser dramatic impact.

Burke and Logsdon (1996), in dealing with social corporate responsibility firmly believe that it can pay off well if the following dimensions are carried out: (a) centrality, (b) specificity, (c) proactivity, (d) voluntarism, and (e) visibility. These can no doubt be great guidelines for managers to incorporate into their businesses.

Swink, Narasimhan, and Wang (2007) in looking beyond the factory walls, proposed four types of strategic integration that can change the way that business is done

at the manufacturing plant. They are: (a) analytical approach, (b) business performance, (c) manufacturing-based competitive capabilities, and (d) intervening roles of these manufacturing plants.

Kloot and Martin (2000) focused on performance management systems in local governments using the four dimensions of the balanced scoreboard: (a) financial, (b) community, (c) internal business processes as well as, and (d) innovation and learning. While oftentimes local governments may not pay attention to these measures, it is important to note here that there are measures in place to ensure that businesses and local governments comply in one way or another.

Quality of Service

Importance

Total quality management begins with the primary assumption that employees in organizations must cooperate with each other in order to achieve quality for the needs of the customer. All these variables will tell whether or not the business will thrive or go under, based on its performance year after year. Despite the experience of many organizations, it is possible to turn strategies and plans into individual actions, necessary to produce a great business performance (Chapman, McDonald, Ohlendorf, & Jones, 2009).

Pautz and Sadera (2017), and Briggs, Davis, and Cheney (2012) said that school districts have been placed under increasing pressure to equalize student access to technology and equip students with the skills necessary to be competitive in a global economy.

It is the responsibility of principals to evaluate teachers' success and that

outstanding teachers have a positive effect on student achievement (Sahay, 2016). Mitchell, D. E. and Mitchell (2003) say that students and their families are often concerned more with the quality of service received at the local school than with a rate of return on their financial and effort investment.

Dimensions

In looking at quality of service, Lehtinen and Lehtinen outlined three quality dimensions: (a) physical quality, (b) interactive quality, and (c) corporate quality. In addition to that they also proposed another approach which is two-dimensional in nature. They are input quality and output quality. These illustrious authors believed strongly that this second approach works well in the restaurant industry when it came to quality of services rendered.

Rowley (1997), in looking at quality of service in higher education believed that in order to measure quality in education, it is really an appreciation of the complexities associated with the nature of quality measurement and enhancement in higher education. Therefore, to fully understand that some basic questions must be asked like: What is quality? Which quality is important? Who owns the quality? The main thrust behind all of this is to get customers' judgment on higher education.

Drew Rosen and Karwan (1994), in addressing quality of service, believe that service reliability matters most to customers and that empathy and the tangible aspects of services matter the least.

Brucks, Zeithaml, and Naylor (2000), according to these authors, say that two fundamental issues need to be addressed here qualitative study which dealt with the ease of use: (a) versatility, (b) durability, (c) serviceability, and (d) performance and

prestige. And secondly marketing variables to see how customers are: (a) judgment influence price, (b) brand name, and (c) product attributes. The conclusion of the research suggested that these variables were important for judging those dimensions.

Grönroos (2001) in examining quality of service of businesses in general asserts that a service firm has no products only interactive processes. However, the consumption of physical products can be described as “outcome consumption, or process consumption”. In other words what can be perceived in the mind as a good thing is a service, but intangible. Then, what can be handled or felt is a service as well, but tangible.

Business Performance

Importance

As the importance of supplier networks becomes increasingly recognized as a vital factor to company performance, researchers and practitioners alike are focusing on this subject (Guimaraes, Cook, & Natarajan, 2007).

Smith and Mishler (2016) said that businesses need to have intelligence and the creation of information from knowledge. It involves predictive, diagnostic and descriptive. If these elements are present in the business, it is certain that it will result in time saving and in greater profits.

Goldfarb (2002) mentions that it is important that business leaders create an environment for continual improvement of their employees. It is also important that learning is an ongoing and strategic venture to any business company.

Adina Simona (2013) stated that small and medium-sized enterprises are actively searching for alternative sources of finance for sustaining their goals and their performance. All these factors must be taken into consideration if the business or

company were to operate efficiently.

Dimensions

At this juncture the dimensions of these variables by various authors will be considered. On the dimensions of business performance Morgan and Strong (2003) points out six dimensions of business performance, (a) high technology, (b) industrial manufacturing, (c) orientation, (d) analysis, (e) defensiveness, and (f) futurity in strategic orientation with firm business performance.

This study was basically an empirical investigation of medium and large, high technology, industrial manufacturing firms. The results showed that findings can help business executives to forecast better and can enhance future research.

Venkatraman and Ramanujam (1986) explain ten approaches to the measurement of business performance and they are: (a) organizational effectiveness, (b) strategic planning, (c) classification, (d) industrial management, (e) business research, (f) organizational research, (g) economics, (h) financial performance, (i) industrial productivity, and (j) measurement.

This study explored the different manners in which business performance can be measured in strategy research. A four-celled classification scheme which depicts ten approaches for measuring business performance was used. This classification scheme resulted in several important implications for operationalizing business performance.

Krüger (2011) examined the impact of Black Economic Empowerment (BEE) and came up with the following dimensions of business performance. They are: (a) international competitiveness, (b) service excellence, (c) quality, (d) productivity, (e)

entrepreneurial spirit, (f) innovation, (g) production performance, (h) financial performance, (i) access to market, and (j) business ethics.

A survey research design was used to solicit the perceptions of individuals regarding BEE (Kerlinger, 1988). There were 500 respondents from various business fields in South Africa that took part in the survey. The study concluded that of the ten dimensions listed on the survey they did not have a positive impact on businesses in South Africa.

In terms of economic orientation in business performance Lumpkin and Dess (2001) highlight five dimensions of economic orientation: (a) autonomy, (b) innovativeness, (c) risk taking, (d) proactiveness, and (e) competitive aggressiveness. A qualitative research was used where 745 questionnaires were used in 94 firms. They particularly emphasized proactiveness and relationship of competitive aggressiveness. It showed in the result that ($r = .28, p < .01$), indicated a strong relationship between relationship and proactiveness.

Neely (1999) now gives seven main reasons for business performance becoming topical. They involve: (a) changing nature of work, (b) increasing competition, (c) specific improvement initiatives, (d) national and international quality awards, (e) changing organizational roles, (f) changing external demands, and (g) the power of information technology. His study was based on academic and practitioner literature, interviews and discussions with people in the field.

Relationship between Variables

The research will now focus on the relationship between variables:

Business Performance and Leadership

According to Francis-Thomas (2015), better student ratio and discipline played a major role in the decision making of these parents. If an organization is efficient and intentional in what they do, then they can be effective in witnessing to the world, which lends itself to good management (Thordarson, 2014). In addition, it would be fair to say that this, in and of itself, can lead to better job performance (Wa-Mbaleka, 2015).

One of the things that must be borne in mind with respect to education system is the purpose for schools. Are they primarily for Adventist children or does it see them as evangelistic centers as well as for the promulgation of the gospel?

It is obvious that schools must be beacons of light to those who are in darkness. The way that schools are sold to the public will determine the way to handle one of most prized possessions, the welfare and well-being of students and teachers alike (McCoy, 1987). Never should one compromise high standards for substandard education. In all things, one must be the head and not the tail.

It is also fair to say that as an organization, every effort must be made to equip people for efficient service. Andrews University offers such a program (Tucker, 2014).

The major thrust of my research will be focused on elementary schools, to see how well they are managed, and hence I can appreciate what Barrett (2015) referenced about Thomas Geraty, who had a great Christian education while growing up in California. A good foundation is essential and a balanced curriculum in a school can do just that (Desir, 2015).

Hence, leadership in any organization is crucial Abiodun (2010). It means whether you are managing a unit or a department or are in charge of the organization

as the chief executive officer, your people are looking for behaviors that they can relate to and model in their own daily activities.

Leadership, according to Eisenhower (1965), is the ability to get people to do what you want them to do, when you want it done, in a way you want it done, because they want to do it.

Also, McManus (2005) states that leadership will become the central driver of the 21st century economy, and the future state of project management is now tied to the leadership. McManus (2005) also purports that leadership versus management both have many facets, but the ones that distinguish leadership from management are clear: You have a compelling vision and you are true to who you are.

Any organization that treats leadership lightly could be heading in the wrong direction. Bates (2017). In leadership, communication drives results, as a business leader you know that your technical skills and business acumen will move you ahead in your career.

Finance Management and Business Performance

To this end, Eakins Sr. (2015) suggests that pastors and principals in schools must work together to make education marketable. This is quite an interesting point here because for too long, it seems that the principals of elementary schools have been working independently of pastors.

Now, if the work based on what White (1903) stated many years ago that the work of education and redemption are one, then it is obvious that the school and the church must work together to achieve this end. This is one of the major problems. The school must be an extension of the church and as such, the school reinforces what was

taught on Sabbath to students, parents and guardians during the week.

Marketing Management and Business Performance

On the other hand, Theodore (2003), on holistic management, comments that it creates an effective and efficient organization and subsequently contributes to its continuous development. Marketing management will no doubt help to sustain mission, goals, objectives and will lead to high performance in its functional and ancillary units.

Chaudhuri and Holbrook (2001) on examining the chain of effects from brand trust and brand affect to brand performance discovered that when product and brand level variables are controlled for brand trust and brand affect, purchase loyalty led to greater market share and attitudinal loyalty led to higher relative price for the brand. In other words when people like what they have they would not mind paying a higher price to keep a good service.

It means, therefore, that it is important to know the type of people that utilize the passing of knowledge and instruction to children. There are many faith-based institutions Russo (2009) affirms, that do not stick to the basic tenets of their religion and by so doing they bring disrepute upon the church and the school.

Considering that fact, Jackman (2014) asserts that it is necessary to determine whether Adventist educational philosophy aligns with the demands of contemporary education. In other words, is it reaching the target audience? If for some reason that is not the case, institutions must stop and evaluate what they are doing and where it is possible to adjust.

In order to get the maximum results, Cleary (2017) states that successful leaders know that driving results require more than a plan. Strategies succeed or fail, not

because of ideas, but because of execution. It is no wonder that an organization can spend many hours debating great issues, but all it does is simply give the minutes. It is time for a paradigm shift in *modus operandi*, otherwise the organization will be getting the same results and the system will remain ineffective. This means that it is necessary to look at marketing strategies carried out by the institution.

Strategic Management and Business Performance

In any business organization, strategic management is crucial. Hutchinson (2000), in a study that was done on boarding academy principals in the North American Division, showed that the principals who were physically present in the facilities over a period of time were more effective in managing the day-to-day activities as compared to the national norms of their public counterparts.

In the operations of schools, all races must be considered in school and church programs (Washington, 2017). Saint-Ulysse (2017) examined the tenure of principals in various schools which included both high schools and elementary level. It was a quantitative research using online surveys of 507 principals. He found that the average for elementary was two to five years and for the academies it was four years. Also, age accounted for 11% of the variance and salary was an important factor.

In addition, Friga, Bettis, and Sullivan (2003) strongly believe that strategic planning is important to realizing success in the business field. The scientific research model was used for this study. For that to be accomplished certain elements must be considered and they are: globalization, disruptive technologies, demographic shifts and deregulation. These considerations are to be looked at with respect to education and the wider business field.

Quality of Service and Business Performance

Kannan and Tan (2005) believe that there are three qualities that matter here in terms of business performance and the quality of service rendered to any organization. They are just in time, supply chain management and quality management. Their research showed that when these three factors work together and not independently of each other, there has always been a great positive effect on business performance.

On the other hand, Chang and Chen (1998) examined the matter of market orientation, service quality and profitability on Taiwan's brokerage service industry using an empirical study and found that all three constructs had a strong link. The result suggested that service quality is an immediate factor in the market orientation profitability relationship.

Benjamín and Levinson (1993) examined two schools in the Massachusetts area where there was a wide use of computers in the classroom and a limited use of computers in another classroom. The findings showed that where children were exposed to computer usage on a regular basis the result was remarkable, and on the other hand, where the computer usage was limited, the school did not do well academically. Benjamin is a research associate at the MIT Sloan management review head-quartered in Boston, Massachusetts, and Levinson is a senior consultant at Pelavin Associates in Washington DC.

Burton, Nino, and Hollingsead (2004) are saying that in the teaching of science, the teachers must use instructional practices that help to evaluate, engage, increase productivity and bolster a deep knowledge in the science field.

Quality of service must be a way of teaching based on the Eden School so as to help students appreciate nature and the things of nature (Tucker, 2001).

CHAPTER III

METHODOLOGY

Introduction

The objectives of this study are to explore the relationship of causality that may exist between the variables of leadership, finance management, marketing, quality of service, strategic management and business performance of Seventh-day Adventist elementary schools in the Atlantic Union located in the United States of America.

This chapter will explore the description of the methodology used during the investigation and addresses the design of the study, which includes: (a) the type of research, (b) the study population, (c) the sample, (d) the measuring instrument, (e) the null hypotheses, (f) the data collection and (g) the data analysis.

Type of Investigation

It is a quantitative investigation, because, according to Hernández Sampieri, Fernández Collado, and Baptista Lucio (2014), a research has a quantitative approach if data collection is used to test hypotheses considering numerical measurement and statistical analysis, to establish patterns of behavior and test theory.

It is also explanatory, because it tries to identify the causal relationships between variables, both directly and indirectly, pretending in this way, to explain the interrelationships between the different variables (Hernández Sampieri et al., 2014).

The investigation is transversal since data was collected in a single moment to

describe the variables and their interpretation to be analyzed. The administration of the instrument was in a single moment between the months of August to October of the year 2018 (Hernández Sampieri et al., 2014).

The investigation is therefore transversal following Hernandez Sampieri et al. (2014) that states that when data collection and analysis interpretation happen at the same time, the model is a transversal one.

Population

The population or universe is a set of all the cases that agree with certain specifications (Hernández Sampieri et al., 2014). In this study the population consisted of three schools in Massachusetts, two schools in Connecticut, and nine schools in Brooklyn, New York for a total population of 170 respondents.

Sample

Hernández Sampieri et al. (2014) states that the sample is a representative subset of the population and that there are two non-probabilistic ways of selecting it, which are: (a) intentional sample, is one that uses the judgment of a person with experience and knowledge regarding the population that is studied, and (b) shows for convenience, that results from the selection of the units or elements that are available.

The type of sampling conducted in this investigation is non-probabilistic, directed, intentional and for convenience, where personnel that are part of the schools of the Atlantic Union. The sample is 170 respondents representing 5.6% of the total population.

Measuring Instruments

This section presents the different variables used in the study, the development of the instrument, the content validity, the construct validity and the reliability of the instruments.

Variables

A variable is a property that can fluctuate and whose variation can be measured or observed (Hernández Sampieri et al., 2014). The variables used in this research were the following: (a) independent, which includes: Leadership, finance management marketing, quality of service, strategic management, and (b) business performance, which is the dependent variable.

Instrument Development

A measuring instrument, according to Hernández Sampieri et al. (2014), is any resource that the researcher uses to approach the phenomena and extract information from them, since the instrument itself synthesizes all previous research work, summarizes the contributions of the theoretical market by selecting data that correspond to the indicators, and the variables or concepts used.

In this research, a description of the process of elaboration of the instruments used in the present study is made.

1. A conceptual definition of the variables leadership, finance management, marketing, quality of service, strategic management and business performance were already made in Chapter 2.

2. The variable relationships of leadership, finance management, marketing,

quality of service, strategic management and business performance were dimensioned and undersized.

3. Once the instruments were formed, the help of writing experts was requested for their correction.

4. It was proceeded to validate content in terms of relevance and clarity: five employees of a medium and small company were provided with an evaluation tool, showing the name of the variable and the indicators. Each indicator or item had a five-point Likert scale to assess relevance and clarity.

5. After the relevance test, the instrument that was used in this study was derived and consists of seven sections: (a) general instructions and demographic data, (b) variable leadership with 23 statements; variable finance management with 20 statements, (c) variable marketing 20 statements, (d) variable quality of service with 20 statements; (e) variable strategic management with 20 statements and (f) variable business performance, with 20 statements.

Once the instruments were approved by the advisor, the data of the teachers and parents of the Atlantic Union was collected. The instrument used is shown in Appendix A.

Instrument Validity

In this section the content and construct of the variables used in the research validity is presented.

Content Validity

Peter and Churchill (1986) state that content validity is used to determine the

extent to which the instrument's items are representative of the domain or whether the procedure followed for the elaboration or scale has been adequate.

The validation process of the content of the instruments was as follows:

1. Several interviews were conducted with the advisors to find out their opinion on the measurement of the variables.
2. The literature was reviewed in different databases on the variables leadership, finance management, marketing, quality of service, strategic management and business performance.
3. Then, considering the list of dimensions, subdimensions and criteria of the instrument to be proposed, in agreement with the advisor, those that would be used in the instrument were selected.
4. Consultations and reviews of the research were carried out by the advisors.
5. Clarity and relevance were evaluated with the help of five experts in the subject.

Validity of the Construct

The factorial analysis procedure was used to evaluate the validity of the constructs of leadership, finance management, marketing, quality of service, strategic management and business performance. The results of the validation of each variable are presented in Appendix B. Next, the statistical tests of the factor analysis for the constructs are presented.

Leadership

The instrument of collaboration relationships was made up of four dimensions:

(a) leadership (L1 to L5), (b) job training (L5 to L6), (c) spirituality (L7 to L8) and (d) relationship (L9 to L 23). The factorial analysis procedure was used to evaluate the validity of the collaborative relationship construct (see Appendix B). In the analysis of the correlation matrix, it was found that the 23 statements have a positive correlation coefficient greater than .3.

Regarding the sample adequacy measure KMO, a value very close to the unit (KMO = .930) was found. For the Bartlett sphericity test, it was found that the results ($X^2 = 2329.503$, $df = 253$, $p = .000$) are significant.

When analyzing the anti-image covariance matrix, it was verified that the values of the main diagonal are significantly greater than zero (greater than .5).

For the extraction statistics by main components, it was found that the commonality values ($Com_{min} = .462$; $Com_{max} = .820$). The 23 items are superior to the extraction criteria ($Com = .300$). In relation to the total variance explained, a confirmatory analysis was carried out with three factors, explaining 64.272% of the total variance, this value being greater than 50% established as a criterion.

The instrument has been submitted to the Cronbach's test or the reliability test. The alpha was .937.

As for the rotated factorial solution, the Varimax method was used. Table 1 presents information comparing the relative saturations of each indicator for the three factors of collaboration relationships.

The first factor was constituted by ten indicators and was assigned the name of "sociability". The indicators were the following: (L10) principal handles problems efficiently, (L11) principal is sociable, (L16) principal is a visionary, (L9) principal is available

Table 1

Rotated Matrix of Leadership

Item	Component		
	1	2	3
L10 principal handles problems efficiently.	.782		
L11 Principal is sociable.	.757		
L16 Principal is a visionary.	.754		
L9 Principal is available when needed.	.700		
L7 Principal is innovative.	.694		
L8 Rapport between principal and teachers is evident.	.689		
L1 School has strong administrators.	.633		
L2 Students are happy with the principal.	.628		
L15 Principal leads by example.	.619		
L18 Principal exhibits humility.	.589		
L12 Principal shares educational information with staff.		.490	
L22 Principal is compassionate.		.829	
L23 Principal is patient.		.813	
L21 Principal is forgiving.		.747	
L20 Principal has the necessary skills for the job.		.652	
L3 Principal gets training for the job.		.598	
L13 Principal helps staff members accomplish their goals.		.583	
L17 Principal represents school well.		.543	
L4 Teachers are excited about the principal.		.527	
L14 Principal rarely affirms staff members.			.703
L19 Principal lacks managerial skills.			.683
L5 Parents have a difficult time working with the principal			.675
L6 School administrator lacks moral values.			.659

when needed, (L7) principal is innovative, (L8) good rapport between principal and teachers, (L1) school has strong administrators, (L2) students are happy with the principal, (L15) principal leads by example and (L18) principal exhibits humility.

The second factor was constituted by nine indicators and was assigned the name of "relationship". The indicators were the following: (L12) principal shares educational information with teachers, (L22) principal is compassionate, (L23) principal is patient, (L21) principal is forgiving, (L20) principal has necessary skills to do the job, (L3)

principal gets training for the job, (L13) principal helps staff members to accomplish their goals, (L17) principal represents the school well at meetings and (L4) teachers are excited about the principal.

The third factor was constituted by four indicators and was assigned the name of management. The indicators were the following: (L14) principal rarely affirms staff members, (L19) principal lacks managerial skills, (L5) parents have a difficult time working with the principal and (L6) school administrator lacks moral values.

Finance Management

The construct of finance management was made up of twenty indicators; four of the indicators were deleted to meet the Cronbach. The other sixteen indicators were (Fm1 to Fm16). The factorial analysis procedure was used to evaluate the validity of the collaborative relationship construct (see Appendix B). In the analysis of the correlation matrix, it was found that the 16 statements have a positive correlation coefficient greater than .3. Most correlation makes the factor analysis appropriate.

Regarding the sample adequacy measure, KMO was found appropriate ($KMO = .745$). For the Bartlett sphericity test, it was found that the results ($X^2 = 616.539$, $df = 120$, $p = .000$) are significant. When analyzing the anti-image covariance matrix, it was verified that the values of the main diagonal are significantly greater than zero (greater than .5). For the extraction statistics by main components, it was found that the commonality values ($Com_{min} = .219$; $Com_{max} = .710$), the 16 items are on the extraction criteria ($Com = .300$). In relation to the total variance explained, a confirmatory analysis was carried out with four factors, explaining 54.0% of the total variance, this value being greater than 50% established as a criterion.

The instrument has been submitted to the Cronbach's test or the reliability test. The alpha was .652

As for the rotated factorial solution, the Varimax method was used. Table 2 presents information comparing the relative saturations of each indicator for the four factors of collaboration relationships.

The first factor was constituted by seven indicators and was assigned the name of operations and accountability (Fm12) school gives out financial statements on time, (Fm13) school keeps accurate accounts of financial matters, (Fm14) parents are informed of financial obligations, (Fm15) statements are sent out electronically, (Fm17) school has competent managers, (Fm19) school makes financial plans ahead of time and (Fm20) parents are aware of all fees to be paid during the year.

Table 2

Rotated Matrix for Finance Management

	Component			
	1	2	3	4
Fm12 My School gives out financial statements on time.	.808			
FM13 My School keeps accurate account of financial matters.	.781			
FM17 My school has competent managers.	.735			
FM19 My school makes financial plans ahead of time.	.686			
FM14 Parents are informed of financial obligations.	.686			
FM20 Parents are aware of all fees to be paid during the year.	.651			
FM15 Statements are sent out electronically.	.421			
FM6 Endowments could help my school financially.		.760		
FM7 higher organizations in my division can do more financially.		.728		
FM9 It is becoming more difficult to fund faith-based education.		.556		
FM1 Funding for my school is adequate.			.135	
FM4 Tuition and fees at my school should be the same for all students.			.703	
FM8 Tuition and fees at my school should be given closer scrutiny.			.698	
FM11 Consolidating struggling schools in my district can ease financial burdens.			.362	
FM10 My school does fund-raising as a means of reducing cost.				.826
FM3 Tuition and fees at my school are too high.			.399	

The second factor was constituted by three indicators and was assigned the name of competitive environments, the indicators were the following: (Fm6) endowments could help my school financially, (Fm7) higher organizations within my division can do better financially, (Fm9) it is becoming more difficult to fund faith-based education.

The third factor was constituted by four indicators and was assigned the name of “corporations growth”. (FM1) funding for my school is adequate. The indicators were the following: (Fm4) tuition and fees should be the same for all students, (Fm8) tuition and fees at my school should be given closer scrutiny, (FM11) consolidating struggling schools in my district can ease financial burdens and (FM3) tuition and fees at my school are too high.

The fourth factor was constituted of one indicator and was assigned the name “corporation evaluation”. The indicators were the following: (Fm10) my school does fund-raising as a means of reducing cost.

Marketing Management

The construct of marketing management was made up of twenty indicators (m1 to m20). Three were deleted in order to fit the Cronbach. The factorial analysis procedure was used to evaluate the validity of the collaborative relationship construct (see Appendix B). In the analysis of the correlation matrix, it was found that the 17 statements have a positive correlation coefficient greater than .3. Most correlation makes the factor analysis appropriate.

Regarding the sample adequacy measure KMO was found appropriate (KMO = .745). For the Bartlett sphericity test, it was found that the results ($X^2 = 583.706$, $df = 136$, $p = .000$) are significant.

When analyzing the anti-image covariance matrix, it was verified that the values of the main diagonal are significantly greater than zero (greater than .5).

For the extraction statistics by main components, it was found that the commonality values ($Com_{min} = .429$; $Com_{max} = .715$), the 17 items are on the extraction criteria ($Com = .300$). In relation to the total variance explained, a confirmatory analysis was carried out with five factors, explaining 57.10% of the total variance, this value being greater than 50% established as a criterion.

The instrument has been submitted to the Cronbach's test or the reliability test. The alpha was .751. As for the rotated factorial solution, the Varimax method was used. Table 3 presents information comparing the relative saturations of each indicator for the five factors of collaboration relationships.

Table 3

Rotated Matrix for Marketing

	Component				
	1	2	3	4	5
M3 My school is featured in community articles.	.745				
M11 Social media is used to market my school.	.715				
M1 my school is well publicized.	.627				
M13 My school has a marketing plan in place.	.571				
M18 Contributions from alumni have declined over the years.	.173				
M10 Promotional billboards are around my school.	.567				
M14 School board members are engaged in fund-raising at my school.		.806			
M16 Alumni are of a great financial assistance to my school.		.724			
M12 Constituent churches in my district support faith-based education.		.676			
M20 My school does many fundraising activities during the year.			.747		
M4 Newsletters go out every week to parents and guardians.			.691		
M5 Administrators and staff do regular promotions at my school.			.658		
M15 My school exercises cultural-awareness when doing promotions.			.510		
M17 A marketing manager can be a great asset to my school.				.737	
M7 Accessibility to transportation is important to the progress of my school.				.722	
M6 Students are the school's most important resources.				.581	
M9 Students at my school highlight the school's programs in their churches.					.568

The Marketing Management instrument was made up of five dimensions: The first factor was constituted by five items: (M3) my school is featured in community articles, (M11) social media is used to market my school, (M1) my school is well publicized, (M13) my school has a marketing plan in place and (M10) promotional billboards are around my school.

The second factor was constituted by three items. The indicators were as follows: (M14) school board members assist in fund-raising, (M16) Alumni are of great assistance to my school and (M12) constituent churches in my district support faith-based education.

The third factor was made up of four items. The indicators were the following: (M20) my school does many fund-raising during the year, (M4) newsletters go out every week to parents and guardians, (M5) administrators and staff do regular promotions at my school and (M15) my school exercises cultural-awareness when doing promotions.

The fourth factor was made up of four items. The indicators were as follows: (M17) a marketing manager can be a great asset to my school, (M7) accessibility to transportation is important to the progress of my school, (M6) students are the school's most important resources and (M18) contributions at my school have declined over the years. The fifth factor was made up of one item and was as follow: (M9) students at my school highlight the school's programs in their churches. The following table shows the rotated component matrix.

Quality of Service

The quality of service instrument was made up of 20 indicators (Q1-Q20) and four items were deleted in order to fit the Cronbach.

The factorial analysis procedure was used to evaluate the validity of the Quality of service construct (see Appendix B). In the analysis of the correlation matrix, it was found that the 16 statements have a positive correlation coefficient greater than .3.

Regarding the sample adequacy measure KMO, a value very close to the unit (KMO = .819) was found. For the Bartlett sphericity test, it was found that the results ($X^2 = 808,470$, $gl = 120$, $p = .000$) are significant.

When analyzing the anti-image covariance matrix, it was verified that the values of the main diagonal are significantly greater than zero.

For the main component extraction statistics, it was found that the commonality values ($Com_{min} = .475$; $Com_{max} = .710$) the 16 items are superior to the extraction criteria ($Com = .300$). In relation to the total variance explained, a confirmatory analysis was carried out with four factors, explaining 59.01% of the total variance, this value being higher than the 50% established as a criterion.

As for the rotated factorial solution, the Varimax method was used. The instrument was subjected to the Cronbach's test of reliability.

The alpha was .801 the factorial rotation matrix presents information comparing the relative saturations of each indicator for the four factors of quality of service (see Table 4).

The first factor was constituted by eight indicators and was assigned the name of "physical quality". The indicators were the following: my school has a zero tolerance for tardiness (QS16), my school takes punctuality very seriously (QS20), my school has a high standard of discipline (QS 13), my school has a disciplinary committee (QS15), school policies are fair across the board for all students at my school (QS19), fairness

Table 4

Rotated Matrix for Quality of Service

	Component			
	1	2	3	4
QS16 My school has a zero tolerance for tardiness.	.786			
QS20 My school takes punctuality seriously	.760			
QS13 My school has a high standard of discipline.	.645			
QS15 My school has a disciplinary committee.	.641			
QS19 School policies are fair across the board for all students in my school.	.558			
QS14 Fairness is shown when handling conflicts in my school.	.549			
QS18 My school has sufficient supplies of books for all students.	.534			
QS17 Teachers at my school are fully equipped with the tools for teaching.	.520			
QS1 My school is well maintained.		.807		
QS3 The building is poorly maintained.		.799		
QS2 The facility is in a good condition.		.770		
QS10 I believe it is a good thing for my school to have a gym.			.836	
QS11 My school will attract more students if there is a gymnasium.			.790	
QS5 security cameras are in my school.				.687
QS6 Security guards should be placed in my school.				.656
QS12 Staff members are respectful to all parents at my school.				.482

is shown when handling conflicts at my school (QS14), my school has sufficient supplies of books for all students and (QS19), and teachers at my school are fully equipped with the tools for teaching (QS18).

The second factor was constituted by three indicators and was assigned the name of "output quality". The indicators were the following: (QS1) my school is well maintained, (Q3) the building is well maintained and (Q2) the facility is in a good condition. The third factor was made up of two indicators and was assigned the name of "cooperate quality". The indicators were the following: (QS10) I believe that it is a good thing for my school to have a gym, and (QS11) my school will attract more students if there is a gymnasium. The fourth factor is made up of three indicators and assigned the name "technology". The indicators were the following: (QS5) security cameras are in my school, (QS6) security guards should be in my school and (QS12) at my school

staff members are respectful to all parents. The following table shows the rotated matrix for quality of service.

Strategic Management

The strategic management instrument was made up of 20 items and four were deleted to fit the Cronbach. They were four dimensions: (a) planning flexibility (SM2,5,6,7,10,11,16,18,19,20,), (b) insensitivity (SM,3,12,13,14,15,17), (c) competitive capabilities (SM1,4,8,9) and (d) community involvement.

The factorial analysis procedure was used to evaluate the validity of the Strategic Management construct (see Appendix B). In the analysis of the correlation matrix, it was found that the 20 statements have a positive correlation coefficient greater than .3. In fact, the minimum value is .037 and the maximum is .687

Regarding the sample adequacy measure KMO, a value very close to the unit (KMO = .782) was found. For the Bartlett sphericity test, it was found that the results ($\chi^2 = 712.583$, $gl = 120$, $p = .000$) are significant.

When analyzing the anti-image covariance matrix, it was verified that the values of the main diagonal are significantly greater than zero.

For the main component extraction statistics, it was found that the commonality values ($Com_{min} = .310$; $Com_{max} = .754$) the 16 items are superior to the extraction criteria ($Com = .300$). In relation to the total variance explained, a confirmatory analysis was carried out with three factors, explaining 55.714% of the total variance, this value being lower than the 50% established as a criterion. The variable was subjected to the Cronbach's test or the reliability test. The alpha Cronbach was .801.

As for the rotated factorial solution, the Varimax method was used. Table 5

presents information comparing the relative saturations of each indicator for the three strategic management factors.

The first factor was constituted by six indicators and was assigned the name of "planning flexibility". The indicators were the following: my school has a curriculum that meets students' needs (SM2), my school respects all races and cultures (SM9), my school has a handbook on school policies (SM16), my school has a strong student body

Table 5

Rotated Matrix for Strategic Management

	Component			
	1	2	3	4
SM9 My school respects all races and cultures.	.717			
SM2 My school has a well-rounded curriculum that meets students' needs.	.686			
SM16 My school has a handbook on school policies.	.642			
SM4 My school has a strong student body that promotes unity.	.610			
SM3 At my school all students are taught by religious teachers.	.529			
SM11 My school attracts students from various religious backgrounds.	.388			
SM13 My school participates in community services as a part of its mission.		.802		
SM10 My school participates in community services.		.675		
SM14 All staff members at my school receive training in cultural diversity.		.574		
SM15 There is a zero tolerance at my school for misconduct by teachers.		.550		
SM20 My school board members work in the interests of all students.		.366		
SM6 Teachers at my school share information with teachers in public school.			.850	
SM5 My school invites non-public schools at our programs.			.829	
SM18 At my school parents can be more involved in planning activities.				.788
SM7 My school has a mission statement.				.659
SM8 My school seeks to develop all aspects of our students' lives.				.642

that promotes unity (SM4), at my school, all students are taught by religious teachers (SM3), and my school attracts students from various religious background (SM11).

The second factor was constituted of five indicators and was assigned the name of "insensitivity". The indicators were the following: My school participates in community

services as a part of its mission (SM13), my school participates in community services (SM10), all staff members get training in cultural diversity (SM14), there is a zero tolerance for misconduct by teachers (SM15), and home and school meetings are poorly attended (SM17).

The third factor was constituted by two indicators and was assigned the name of "competitive capabilities". Teachers at my school share information with public school teachers (SM6), and my school invites other non-public schools to our programs (SM5).

The fourth factor was constituted of three indicators as was named "community involvement". At my school, parents can be more involved in planning activities (SM18), my school has a mission statement (SM 7), and my school seeks to develop all aspects of our students lives (SM8).

Business performance

The business performance instrument was made up of five dimensions: (a) productivity (BP 3,7,13,20,15,17), (b) service excellence (BP 1,4,5,6,8,11,12,), (c) risk-taking (BP 2,9,16,18,), (d) innovativeness (BP10,19), and (e) timeliness (BP14).

The factorial analysis procedure was used to evaluate the validity of the business performance construct. It was made up of 20 items of which five statements were deleted to fit the Cronbach (see Appendix B). In the analysis of the correlation matrix, it was found that the 15 statements have a positive correlation coefficient greater than .3.

Regarding the sample adequacy measure KMO, a value very close to unity (KMO = .790) was found. For the Bartlett sphericity test, it was found that the results ($X^2 = 512.493$, $gl = 105$, $p = .000$) are significant.

When analyzing the anti-image covariance matrix, it was verified that the values

of the main diagonal are significantly greater than zero.

For the main components extraction statistic, it was found that the commonality values ($Com_{min} = .391$; $Com_{max} = .755$) the 15 items are superior to the extraction criteria ($Com = .300$). In relation to the total variance explained, a confirmatory analysis was performed with three factors, explaining 59.936% of the total variance, this value being less than 50% established as a criterion. The instrument was subjected to the Cronbach's test of reliability. The alpha is .792.

As for the rotated factorial solution, the Varimax method was used. Table 6 presents information comparing the relative saturations of each indicator for the four factors of business performance. The first factor was constituted by four indicators and was assigned the name of "Productivity". The indicators were the following: The curriculum meets students' needs (BP3), school maintains law and order (BP7), the school

Table 6

Rotated Matrix for Business Performance

	Component				
	1	2	3	4	5
BP2 The yearly IOWA Tests challenge our students.	.758				
BP3 The curriculum meets students' needs.	.739				
BP1 My school produces students of a high academic caliber.	.726				
BP6 Teachers are equipped to teach the grades to which they are assigned.	.578				
BP15 My school makes adequate arrangements before going on a trip.	.772				
BP18 At my school field trips are poorly organized.	.748				
BP20 My school gives clear instructions for all upcoming events.	.645				
BP12 My school has yearly educational trips.	.348				
BP13 My school offers extra-curricular activities.			.713		
BP4 My school posts students work on the academic boards.			.595		
BP7 My school does a good job in maintaining law and order.			.497		
BP11 At my school laity and clergy work together for school success.			.352		
BP17 My school honors students for academic excellence.				.585	
BP8 With more resources my school can fulfill its objectives.				.497	
BP14 Field trips at my school are too expensive.					.836

offers extra-curricular activities (BP13), school gives clear instructions for all upcoming events (BP20), adequate preparations for outdoor trips (BP17), and school honors excellence in students (BP17).

The second factor was constituted by four indicators and was assigned the name of "service excellence". The indicators were as follows: School produces students of high academic caliber (BP1), students work are posted on bulletin boards (BP4), state tests put enormous pressures on students (BP5), teachers are equipped to teach their assigned grades (BP6), school can reach its objectives with more resources (BP8), all school personnel work to ensure its success (BP11), and school has yearly educational trips (BP12). The third factor was constituted four indicators and was assigned the name of "risk taking". The indicators were the following: The IOWA tests challenge our students (BP2)", school hardly invests in technology (BP9), "field trips are too expensive (BP14), students have limited autonomy in school functions (BP16), and field trips are poorly organized (BP18).

The fourth factor constituted two indicators and were assigned the name "Innovativeness". The indicators are the following: Schools can do better with more technology (BP10), and school needs a better honor system (BP19). The fifth factor was constituted of one factor.

Reliability of the Instruments

The instruments were subjected to reliability analysis to determine their internal consistency by obtaining the Cronbach alpha coefficient for each scale. The Cronbach alpha coefficient obtained for the variables are the following: (a) leadership, .937, (b) finance management, .658, (c) marketing, .751, (d) quality service, .801, (e) strategic

management, .801, and (f) business performance, .792.

All Cronbach's alpha values were considered as corresponding to very acceptable reliability measures for each of the variables (see Appendix C).

Operationalization of the Variables

Table 7 shows, as an example, the operationalization of the collaborative relations variable, in which its conceptual definitions are included as instrumental and operational. In the first column, the name of the variable can be seen; in the second

Table 7

Operationalization of Business Performance

Variables	Conceptual definition	Instrumental definition	Operational definition
Business Performance	It is customer and consumer satisfaction as a theory for how to improve business and become competitive (Lind 2015)	The degree of Business Performance was determined by the following 20 items, under the scale: 1 = Strongly disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly agree 1. Outstanding students. 2. IOWA Tests are good. 3. Curriculum is adequate. 4. Academic postings. 5. State tests are too demanding. 6. Teacher excellence. 7. Order and decorum. 8. School resources. 9. Inadequate Technology. 10. Investment in technology. 11. All personnel work together. 12. Yearly educational trips. 13. Extracurricular activities. 14. Expensive school trips. 15. Adequate planning for outdoor trips. 16. Students and limited autonomy. 17. Principal representation at meetings. 18. Poorly organized trips. 19. Better honor system. 20. Upcoming events are well explained.	To measure the degree of Business Performance data was collected by the Elementary schools in the Atlantic Union through the measure of 20 items. The variable was considered as metric. To make the approach of the conclusions of this study, the following equivalence was determined for the scale used: 1 = Very good 2 = Below average 3 = Average 4 = Above average 5 = Excellent

column, the conceptual definition appears; in the third one, the instrumental definition that specifies how the variable will be observed; and in the last column, each variable is codified. The full operationalization is found in Appendix D.

Null Hypothesis

Hernández Sampieri et al. (2014) mention that null hypotheses are propositions about the relationship between variables, which serve to deny what the research hypothesis affirms. In this investigation, the following hypotheses were formulated: Confirmatory, alternate and complementary.

Research Null Hypothesis

Leadership, finance management, marketing management, strategic management and quality of service are not predictors of Business Performance in the Atlantic Union Conference of Seventh-day Adventists.

Operationalization of Null Hypotheses

Table 8 shows the operationalization of the null hypothesis. It includes the variables, the level of measurement of each variable and the type of statistical test that is known.

Data Collection and Access to Respondents

The data collection was carried out in the following way:

1. The superintendent of the schools for the Northeastern Conference was contacted and the director sent out a notice to all the schools in the Atlantic Union asking them to give permission to conduct the surveys to the teachers and parents.
2. The schools consented to the surveys being done and I went to most of them,

Table 8

Operationalization of Hypotheses

Hypothesis	Variables	Level of measurement	Statistical test
H ₀ : Leadership, finance management, marketing management, strategic management and quality of service are not predictors of Business Performance in the Atlantic Union Conference of Seventh-day Adventists.	Independents		For the analysis of this hypothesis, the statistical technique of multiple linear regression was used by the method of successive steps. The rejection criterion of the null hypothesis was for values of significance $p \leq .05$.
	Leadership, finance management, marketing management, strategic management and quality service.	Metrics	
		Metrics	
		Metrics	
		Metrics	
	Dependent		
	Business performance	Metrics	

to workshops and PTA meetings, where the teachers and parents were assembled. The surveys were done on site and given back to me. Those that did not complete the surveys on the spot did it overnight and sent them back to the school from where I eventually collected them.

Data Analysis

The database was formed in the SPSS for Windows in version 20, in order to perform the analysis of the variables in that program. Subsequently, the scores for each of the variables were obtained, following the process indicated in the operationalization of the variables. After having completed the database, descriptive statistics (measures of central tendency, variability, normality and detection of atypical and absent data) were used to clean the database and obtain demographic information, as well as to evaluate the behavior of the main variables.

CHAPTER IV

ANALYSIS OF THE RESULTS

Introduction

The extent of this research focused on business performance and to explore the relationship between the variables leadership, finance management, marketing, quality of service and strategic management in accordance to the theoretical model identified in chapter one. Moreover, as was outlined in chapter three, the research conducted was quantitative, exploratory, transversal, descriptive and field.

The outline of this chapter is as follows: (a) population and sample (b) demographic description of the subjects (c) cross tables (d) arithmetic means (e) null hypotheses, and (f) summary of the chapter.

Population and Sample

The research focused on the business performance of the elementary schools in the Atlantic Union. It consisted of nine schools in Brooklyn, New York, three schools in Massachusetts and two schools in Connecticut, for a total of 200 with 170 people responding to the survey. The surveys were basically handed to the respondents at schools or PTA meetings by which time they were asked to fill them out and return them to the surveyor on the spot. This represents 85% of the population. The data was cleaned up and the sample of 157 was retained.

Demographic Description

In the following section the demographic results such as, age, gender, education, status, years of service, current responsibility and time attending the school are all shown in the statistical tables below.

Gender

The distribution of gender participants in the research show that the female group represents more than 72% of the participants and the male group represents 28% of the participants (see Appendix D).

Age

Table 9 shows the age group. The 30-49 group is the highest with more than 67.5%. This is followed by the 50-69 group with 24%. The 18-29 group is more than 4%, and the 70-85 group with less than 4%.

Education Level

Table 10 shows the distribution of the educational level. The highest level is that of the master's, which is more than 36%. This is followed by the bachelor's, which is 35%.

Table 9

Distribution of Participants by Age

Age	<i>n</i>	%
18-29	7	4.5
30-49	106	67.5
50-69	38	24.2
70-85	6	3.8
Total	157	100.0

High school is near 25% and the Doctorate is less than 4%.

Status

Table 11 shows the distribution of the status of the participants. The highest group is the married, which accounts for 68%. This is followed by the singles, which is 26%. The group marked other is only 4.5%. There is a miscellaneous group and is near 1%.

Year of Service

Table 12 shows the distribution of the years of service given by teachers and volunteers. The 21-30-year group is the highest, with 42.7 %. The 0-10-year group

Table 10

Distribution of Participants by Educational Level

Education	<i>n</i>	%
High School	39	24.8
Bachelors	56	35.7
Masters	57	36.3
Doctorate	5	3.2
Total	157	100.0

Table 11

Distribution of Participants by Status

Status	<i>n</i>	%
Single	41	26.1
Married	108	68.8
Other	7	4.5
4.00	1	.6
Total	157	100.0

accounted for 24%. The 31 or more group is 13.4% and the 11-20 group represented more than 19%.

Responsibility in School

Table 13 shows the distribution of the responsibility in the schools surveyed. Those that had other responsibilities accounted for 68.2 %. Math teacher is 29.9%, Gym teacher is 1.9%.

Years of Attendance of the Children

The following shows the years of attendance of the children by both parents and

Table 12

Distribution of Participants by Years of Service

Years	<i>n</i>	%
0-10	39	24.8
11-20	30	19.1
21-30	67	42.7
31 or more	21	13.4
Total	157	100.0

Table 13

Distribution of Participants by Responsibility in School

Responsibility	<i>n</i>	%
Gym Teacher	3	1.9
Math Teacher	47	29.9
Other	107	68.2
Total	157	100.0

staff members. The students who stayed from 0-4 years was the highest 88.5%. The 5-8-year range is 11.5%.

Cross-Tables

Gender and Leadership

In Table 14 it can be observed that 85% of the respondents believe that leadership in our schools is above average. 64 females believed that it is above average, and 21 males believed it is above average.

Table 14

Gender and Leadership Crosstabulation

Gender	Leadership 11				Total
	Below average	Average	Above average	Excellent	
Male	1	13	21	9	44
Female	1	23	64	25	113
Total	2	36	85	34	157

Age and Leadership

In Table 15 it can be observed that 85 of the respondents believe that the leadership is above average and of that amount the age group 30-49 was 55 and the age group 50-69 was 23, 18-29, 5 and 70-85, 2.

Education and Leadership

In Table 16 it can be observed that 85 of the respondents believed that the leadership in the school is above average. 33 with master's degrees believed that it is above

average, 27 with bachelors believed that it is above average, 23 with high school diploma believe it is above average, and two with doctorate degrees believed it is above average.

Arithmetic Means

Leadership

Table 17 shows the means for the leadership construct. The indicators with the smallest values are our teachers are excited about the principal ($M = 3.72$), my principal

Table 15

Age and Leadership Crosstabulation

Age	Leadership 11				Total
	Below average	Average	Above average	Excellent	
18-29	0	1	5	1	7
30-49	2	26	55	23	106
50-69	0	5	23	10	38
70-85	0	4	2	0	6
Total	2	36	85	34	157

Table 16

Education and Leadership Crosstabulation

Education	Leadership 11				Total
	"Below average"	"Average"	"Above average"	"Excellent"	
High School	1	6	23	9	39
Bachelors	0	15	27	14	56
Masters	1	12	33	11	57
Doctorate	0	3	2	0	5
Total	2	36	85	34	157

is innovative ($M = 3.84$), and rapport between my principal and teachers is evident ($M = 3.85$). Some of the strong values include: My principal has the skills for the job ($M = 4.19$), my principal is compassionate ($M = 4.16$) and my principal leads by example ($M = 4.11$).

Finance Management

Table 18 shows the means for finance management construct. The indicators with the smallest means are: funding is adequate ($M = 2.47$), tuition and fees are too high ($M = 2.59$), my school is inadequately funded ($M = 2.63$); some of the strong values

Table 17

Mean and Standard Deviation for Leadership

Declaration	<i>M</i>	<i>SD</i>
L20 My principal has the necessary skills to do the job.	4.19	.858
L22 My principal is compassionate.	4.16	.846
L15 My principal leads by example.	4.10	.873
L8 Rapport between my principal and teachers is evident.	3.85	1.030
L7 My school principal is innovative.	3.84	.964
L4 Our teachers are excited about the principal.	3.72	.991

Table 18

Mean and Standard Deviation for Finance Management

Declaration	<i>M</i>	<i>SD</i>
FM6 Endowments could help my school financially	4.14	.901
FM7 Higher organization in my Division can do better financially.	4.07	.977
Fm20 Parents are aware of all fees to be paid during the year	4.01	1.052
FM2 My school is inadequately funded	2.63	1.335
FM3 Tuition and fees should be the same for all students.	2.59	1.214
FM1 Funding for my school is adequate	2.47	1.293

are: Endowments could help my school financially ($M = 4.14$), higher organizations in the Division can do better financially ($M = 4.07$) and parents are aware of all fees to be paid during the year ($M = 4.01$).

Marketing

Table 19 shows the distribution of the marketing construct. The indicators with the smallest numbers are: My school is featured in community articles ($M = 2.66$), my school is well publicized ($M = 2.77$), promotional billboards are around my school ($M = 2.92$). Some of the higher values are: Students are the school's most important resources ($M = 4.33$), accessibility to transportation is important to the progress of my school, a marketing manager can be a great asset to the school ($M = 3.94$).

Table 19

Arithmetic Means for Marketing

Declaration	<i>M</i>	<i>SD</i>
M6 Students are the school's most important resources.	4.33	.836
M7 Accessibility to transportation is important to the progress of my school.	4.01	.960
M17 A marketing manager can be a great asset to my school.	3.94	.875
M10 Promotional billboards are around my school.	2.92	1.253
M1 My school is well publicized.	2.77	.208
M3 My school is featured in community articles.	2.66	.951

Quality of Service

This Table 20 shows the distribution/means for quality of service. The indicators with the smallest numbers are: Parents show little interests in their children's education ($M = 2.16$), the building is in good condition ($M = 3.06$), my school has a disciplinary

committee ($M = 3.08$). Some of the higher values are: My school has a high standard of discipline ($M = 4.12$), at my school, staff members are respectful to all parents ($M = 4.16$) and it is a good thing for my school to have a gym ($M = 4.48$).

Strategic Management

This Table 21 shows the distribution/means for strategic management construct. The indicators with the smallest numbers are: school makes too many demands on parents ($M = 2.63$), my home and school meetings are poorly attended ($M = 2.80$), my school handbook needs to be kept current ($M = 3.31$), some of the higher values are: my school has a mission statement ($M = 4.27$), my school seeks to develop all aspects of our students' lives ($M = 4.29$) and my school respects all races and cultures ($M = 4.39$).

Business Performance

Table 22 shows the distribution means for the church growth construct. The indicators with the smallest numbers are: My school needs a better honor system ($M = 2.78$), at my school students are given limited autonomy in school functions ($M = 3.02$),

Table 20

Arithmetic Means for quality service

Declaration	<i>M</i>	<i>SD</i>
QS10 I believe it is a good thing for my school to have a gym.	4.48	.730
QS12 At my school staff members are very respectful to all parents.	4.16	.838
QS13 My school has a high standard of discipline.	4.12	.825
QS15 My school has a disciplinary committee.	3.08	1.037
QS2 The facility is in good condition.	3.06	1.201
QS9 Parents at my school show very little interests in their children's education.	2.16	1.131

Table 21

Arithmetic Means for Strategic Management

Declaration	<i>M</i>	<i>SD</i>
SM9 My school respects all races and cultures.	4.35	.696
SM8 My school seeks to develop all aspects of our students' lives.	4.29	.711
SM7 My school has a mission statement.	4.26	.754
SM17 My home and school meetings are poorly attended.	2.80	1.199
SM5 My school's handbook needs to be kept current.	3.31	1.058
SM12 My school makes too many demands on parents.	2.63	1.156

Table 22

Arithmetic Means for Business Performance

Declaration	<i>M</i>	<i>SD</i>
BP17 My school honors students for academic excellence.	4.39	.713
BP8 With more resources my school can fulfill its objectives.	4.38	.851
BP20 My school gives clear instructions for all up-coming events.	4.09	.939
BP5 At my school, State tests put too much pressure on students.	3.03	1.040
BP16 At my school, students are given limited autonomy in school functions.	3.02	.940
BP19 My school needs a better honor system.	2.78	1.093

at my school State Tests put too much pressure on our students ($M = 3.03$). Some of the higher values are: My school gives clear instructions for all upcoming events ($M = 4.09$), with more resources, my school can fulfill its objective ($M = 4.38$) and my school honors students for academic excellence (4.39).

Multiple Regression Assumptions

For this research, the first criterion that was analyzed was the linearity through the graphs. The second criterion that was tested was the normality of the errors with the Kolmogorov-Smirnov statistic ($p > .05$). In the third criterion the independence of

the errors was proven, using the Durbin-Watson test. Its value is very close to this and indicates that the errors are not correlated and are independent. Finally, the homoscedasticity was analyzed, and it was proven that the errors have equal variances (see Appendix E).

Null Hypothesis

In this section, the results from statistical tests of the main null hypothesis for this investigation are presented. The hypothesis was subjected to selected indicators.

The null hypothesis (H_0) states that leadership (L), finance management (FM), marketing (M), quality of service (QS) and strategic management (SM) are not significant predictors of business performance (BP), according to the perception of the parents and teachers of the elementary schools of the Atlantic Union.

For the analysis of this hypothesis, the statistical technique of multiple linear regression was used. Leadership, finance management, marketing, quality of service and strategic management were considered as independent variables; business performance as a dependent variable.

When applying the method of stepwise in the regression analysis, the variables leadership, marketing, finance management and strategic management were deleted from the model and best predictor was the variable quality of service, because it explained 42.3% of the variance of the dependent variable business performance (see Figure 2, Table 23). Model 1 has an F value equal to 115.226 and p value equal to .000. As it can be observed that the p value is less than .05, therefore, there is a positive and significant lineal correlation. Thus, the null hypothesis is rejected (see Appendix F).

It was also observed that the variables quality of service and strategic management

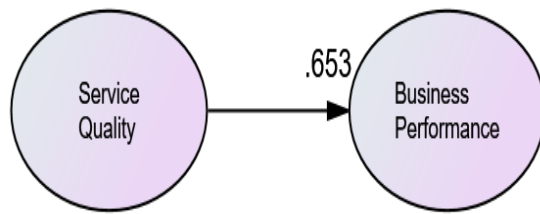


Figure 2. Model 1.

Table 23

Regression Results

Modelo	<i>R</i>	<i>R</i> ²	<i>R</i> ² adjusted
1. Quality of service	.653	.426	.423
2. Strategic management	.729	.531	.525

(Model 2) were good predictors of the business performance variable.

The value of R^2 adjusted was equal to 52.5, which means that these two variables explain 52.5% of variance of the dependent variable business performance (see Figure 3). Model 2 has an F value equal to 87.250, and p value equal to .000. As it can be observed that the p value is less than .05; therefore, there is a positive and significant lineal correlation. Thus, the null hypothesis is rejected.

The values of the non-standardized B_k for each model were the following: (a) model 1 B_0 equal to 1.673, B_1 equal to .589 and (b) model 2 B_0 equal to .823, B_1 equal to .410 and B_2 equal to .395.

The collinearity of the variables was also analyzed, and it was observed that the factor of the inflation of the variance (FIV) of quality service, strategic management and business performance was less than ten, for which it is concluded that

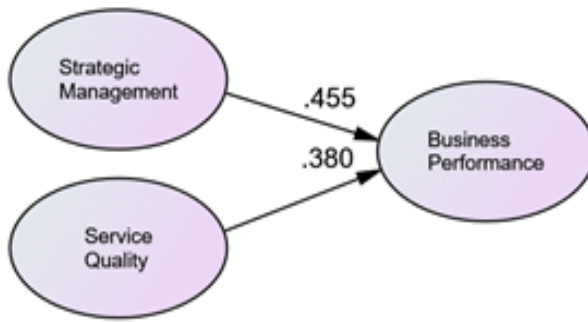


Figure 3. Model 2.

business performance variable and the aforementioned variables do not present collinearity.

Summary of the Chapter

The purpose of this chapter was to present the results following statistical data analysis. Findings were presented based on each of the variables and hypotheses. In the next chapter, an in-depth discussion of these findings relating to the research question will be presented. The issues, whether new or elaborated, that have emerged from the study will be synthesized considering the literature and notable present-day examples. Additionally, conclusions will be provided to summarize the investigation.

CHAPTER V

CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

Introduction

This study explored the causal relationship of how leadership, finance management, marketing, quality of service and strategic management can impact the business performance of the elementary schools in the Atlantic Union. The research was considered empirical, quantitative, explanatory, transversal, descriptive, exploratory and field.

The variables were: leadership, finance management, marketing, quality of service, strategic management, with the dependent variable being business performance. The demographic variables were the following: Age, years of service, education, status, gender, current responsibility and attendance at school.

As for the sample that was used, there were 170 respondents from various elementary schools in the Atlantic Union. The predictor variables were the following: Leadership, finance management, marketing, quality of service, strategic management, while the main variable was business performance. As for the analysis of the main hypothesis the statistical technique linear regression was used.

Conclusions

This section provides the conclusions documented for this paper. It includes conclusions made with Arithmetic means, cross-tables and null hypothesis.

Arithmetic Means

This section shows the conclusions regarding the arithmetic means.

Leadership

The highest arithmetic means for leadership corresponds to the statement that shows that the principal has the necessary skills to do the job. While the lower results were that the principal rarely affirms staff members and may lack managerial competence, the majority believe that the principal has the skills to get the job done.

The total arithmetic mean for the variable was 3.92, which means that the teachers and parents believe that the leadership in the school is very good.

Contingency tables were made to show how the population viewed leadership in the elementary schools based on the questions that were analyzed, since the leadership construct plays a part in disputing the perception that everyone views leadership in the same way.

Finance Management

The highest arithmetic means for finance management corresponds to the statement that shows that endowments could help the school financially. While the lower results were that the school is inadequately funded and that tuition and fees are too high, the majority believe that the higher organizations can do more to assist the schools financially.

The total arithmetic mean for the variable was 3.47, which means that the teachers and parents believe that endowments can be a very good way to help the schools financially.

Contingency tables were made to show how the population viewed finance management in the elementary schools based on the questions that were analyzed, since the finance management construct plays a part in disputing the perception that everyone views finance management in the same way.

Marketing

The highest arithmetic means for marketing corresponds to the statement that shows that students are the school's most important resources. While the lower results were that the school is featured in community articles, there are billboards around the school and the majority believe that the students are the most important assets to the school.

The total arithmetic mean for the variable was 3.35, which means that the teachers and parents believe that the students are the main resources for school marketing.

Contingency tables were made to show how the population viewed marketing in the elementary schools based on the questions that were analyzed, since the marketing construct plays a part in disputing the perception that everyone views marketing in the same way.

Quality of Service

The highest arithmetic means for quality of service corresponds to the statement that shows that it will be a good thing for the school to have a gym. While the lower results were that parents show very little interest in their children's education, staff members are very respectful to parents and the school does have a high standard of discipline. The majority believe that a good gym would help to enhance the quality of

education.

The total arithmetic mean for the variable was 3.41 and it means that the teachers and parents believe that a gym can help to bolster the attendance at school.

Contingency tables were made to show how the population viewed quality service in the elementary schools based on the questions that were analyzed, since the quality of service construct plays a part in disputing the perception that everyone views quality of service in the same way.

Strategic Management

The highest arithmetic means for strategic management corresponds to the statement that shows that the school respects all races and cultures. While the lower results were that the school makes too many demands on parents, that other non-public schools are invited to their programs and that the home and school meetings are poorly attended, the majority believe that the school does respect people of other races and cultures.

The total arithmetic mean for the variable was 3.79 and it means that the teachers and parents believe that the respect for all cultures is good strategic management for the school.

Contingency tables were made to show how the population viewed strategic management in the elementary schools based on the questions that were analyzed, since the strategic management construct plays a part in disputing the perception that everyone views strategic management in the same way.

Business Performance

The highest arithmetic means for business performance corresponds to the

statement that shows that the school honors students for academic excellence. While the lower results were that the school needs a better honor system, students have limited autonomy in school functions and that state tests put too much pressure on students. The majority believe that the school does have a good honor system.

The total arithmetic mean for the variable was 3.81 and it means that the teachers and parents believe that the school does honor students for academic excellence.

Contingency tables were made to show how the sample population viewed business performance in the elementary schools based on the questions that were analyzed, since the business performance construct plays a part in disputing the perception that everyone views business performance in the same way.

Null Hypothesis

The results of the main hypothesis are described below.

The main hypothesis states that leadership, finance management, marketing, quality of service and strategic management are not significant predictors of business performance in elementary schools in the Atlantic Union.

It was found that quality of service and strategic management were good predictors of business performance. When evaluating the influence of independent constructs through the standardized beta coefficients, it was found that the best predictor is quality of service, followed by strategic management. Leadership, finance management and marketing were not significant.

Discussion

In this section, the results are discussed and the answers to the questions and

initial objectives of the research by construct are presented.

Leadership

Abiodun-Akinleye (2010) suggested that leadership in any organization is crucial. Eisenhower (1953) states that leadership is the ability to get people to do what you want them to do, when you want it done, and in a way you want it done. McManus (2005) says that leadership will become the driver for the 21st century economy and the future state of project management.

In keeping with the model presented above, similar findings in the research showed that where you have good leadership, as in this case of elementary schools, teachers and students will be excited, the principal will be able to lead well because of the training and skills needed for the job.

A look at the arithmetic means suggest that the majority of the sample population believed that the principal has the necessary skills to lead and get the job done. The items with the three highest scores were: My principal has the necessary skills to get the job done, my principal is compassionate and the principal leads by example. These items are significant when it comes to leadership. People want leaders who have the skills, the compassion, and can lead by example. The items with the lowest results were: The principal rarely affirms staff members, and the principle lacks managerial competence. Nevertheless, the arithmetic means for these two variables were over three, which show that they were not significant in the ability of the principal to get the work done.

Finance Management

Efremidze et al. (2014) suggested that any business would want to move from

financial dependence to financial independence. Fabozzi and Drake (2009) financial management, sometimes called business finance, is the specialty area of finance concerned with financial decision making within a business entity. Ryan (2004) believes that finance management is the process of raising capital from the financial markets and covers subjects such as the operations of the market for short and long-term finance.

In keeping with the model presented above, similar findings in the research showed that where you have good finance management, as in the case of elementary schools, there will be less wastage and budgetary discretion.

A look at the arithmetic means suggests that most of the sample population believed that endowments can be a great booster to financial success.

The items with the three highest scores were endowments could help my school financially, higher organizations within my division can do better financially, and parents are aware of all fees to be paid during the year. These items are significant when it comes to finance management. People want a school where fundraising is done in order to reduce cost, where parents are aware of all fees to be paid as well as financial statements given out on time.

The items with the lowest results were school is adequately funded, school is inadequately funded, and tuition and fees are too high. Nevertheless, the arithmetic means for these two variables were over two, which shows that they were not significant in the finance management of the school.

Marketing

Blagg and Young (2001) suggested that managers are taught to be budgeters,

the organizers, the controllers. Theodore (2003) believes that in order to market your products well you must have real customers and proper marketing conditions. Penner (2000) believes that marketing strategies used at the secondary level can also be used at the elementary level. They need each other. Chaston et al. (2004) marketing lies in the power of representative form of government in churches.

In keeping with the model presented above, similar findings in the research showed that where you have good marketing, as in this case of elementary schools, it would be seen that the students are the school's most important resources,

A look at the arithmetic means suggest that most of the sample population believed that the students are the most important resources for the school.

The items with the three highest scores were: students are the school's most important resources, accessibility to transportation is important to the success of the school, and the marketing manager at the school can be a great asset. These items are significant when it comes to marketing. People want a school that is passionate about marketing. The items with the lowest results were: promotional billboards are around the school, the school is well publicized, and the school is publicized in community articles. Nevertheless, the arithmetic means for these two variables were over two, which shows that they were not significant in the marketing field.

Quality of Service

Thomas Palley (2009) suggested that one should look at trends and be a step ahead in terms of the service provided. Lim (2009) says to be more innovative with technology and help children to connect with friends around the world.

In keeping with the model presented above, similar findings in the research

showed that where you have good quality of service, in this case elementary schools, it is believed that if there is a gym it will enhance recruitment.

A look at the arithmetic means suggest that most of the sample population believed that it is a good thing to have a gym at the school. The three highest scores were it is a good thing for my school to have a gym, staff members are respectful to all parents, and the school has a high standard of discipline.

These items are significant when it comes to quality of service. The items with the lowest results were: Parents show little interest in their children's education, the school is in good condition, and the school has a disciplinary committee. Nevertheless, the arithmetic means for these two variables were over 2, which shows that they were not significant in the quality of service provided.

Strategic Management

Washington (2017) suggested that all races must be considered in schools and church programs. Friga et al. (2003) strategic planning is important to realizing success in the business field. Sadrail-Usysse (2017) stability of principal in school is crucial to proper business performance but bit comes with planning.

In keeping with the model presented above, similar findings in the research showed that where you have good strategic management as in this case of elementary schools, all races and cultures will be respected.

A look at the arithmetic mean suggest that most of the sample population believed that the school must respect all races and cultures. The items with the three highest scores were: My school respects all races and cultures, school seeks to develop all aspects of students' lives, school has a mission statement. These items are

significant when it comes to strategic management. People want a school where all races and cultures are free to exercise their God given rights. The items with the lowest results were: School makes too much demands on students, school invites other non-public schools to their programs, and home and school meetings are poorly attended. Nevertheless, the arithmetic means for these two variables were over two which shows that they were not significant in the strategic Management.

Business Performance

Neely et al. (2002) sees business performance as drawing together several functionally based reviews of performance measurements as to how a business is doing. Tomai et al. (2010). One needs to know the challenges, practices, values and dominant profiles in order to improve organizational or business performance. Theodore (2003) believes that strategic management will help to sustain mission goals and objectives.

In keeping with the model presented above, similar findings in the research showed that where you have good Business performance like in this case of elementary schools, teachers and parents believe that the school honors students for academic excellence.

A look at the arithmetic means suggest that most of the sample population believed that the school honors students for academic excellence. The items with the three highest scores were: My school honors students for academic excellence, my school can do better with more resources, and my school gives out clear instructions for all upcoming events. The items with the lowest results were: My school needs a better honor system, students are given limited autonomy in school functions, and state tests put too much pressure on students. Nevertheless, the arithmetic means for these

variables was over two, which shows that they were not significant in the business performance.

Recommendations

The results of the investigation lead to some recommendations:

1. That the administration in the Atlantic Union should focus, not only on ensuring that principals have the academic skills to run the school, but also on the managerial component as well.
2. That the administration takes aggressive steps to set up or establish an endowment fund within its educational system to ensure continuous funding for the school apart from tuition payment.
3. That the administration should capitalize on the students' efforts in marketing the school at every opportunity.
4. That the administration should make every effort to ensure that all the elementary schools have a gym or adequate playing facility, since they all play a part in the overall well-being of the students.
5. That the administration should take all necessary measures to promote cultural diversity and to show respect for all races in the system.
6. That the administration continues to honor its students for academic excellence in all of its elementary school in the Union.

For Future Research

1. This section presents some recommendations for future research to find models that contribute to improving business performance.

2. Replicate the research using other populations to compare the results of the investigations. For example, SME's in the Atlantic Union.

3. Formulate new models, where new constructs are contemplated to measure business performance.

4. Replicate the research using other populations at the high school level.

5. Explore the possibility of doing the study within a smaller setting. For example, in a conference instead of the Union.

APPENDIX A

INSTRUMENT



SCHOOL LEADERSHIP QUESTIONNAIRE

I. INSTRUCTIONS

This questionnaire is intended to gather research data in pursuit of a PhD in Business Administration. The information that you provide will help us better understand certain leadership and marketing dynamics in our elementary schools in the Atlantic Union with a view to making them more efficient. Kindly complete the demographic section and proceed to the items in the tables using the rating scale on the right-hand column to indicate responses. Use a pen to place an “X” in the box under the number following each item that reflects your honest opinion. Do not write your name or identifying information on the survey. All responses are confidential. Thanking you in advance for your participation.

Andrew Philbert.

Andrew Philbert, PhD Candidate

II. DEMOGRAPHIC DATA SECTION

Age in Years	<input type="checkbox"/> 18-29 <input type="checkbox"/> 30-49 <input type="checkbox"/> 50-69 <input type="checkbox"/> 70-85			
Years of Service	<input type="checkbox"/> 0-10	<input type="checkbox"/> 11-20	<input type="checkbox"/> 21-30	<input type="checkbox"/> 31 or more
Education	<input type="checkbox"/> High School	<input type="checkbox"/> Bachelors	<input type="checkbox"/> Masters	<input type="checkbox"/> Doctorate
Status	<input type="checkbox"/> Single	<input type="checkbox"/> Married	<input type="checkbox"/> Other	<input type="checkbox"/>
Gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/>	
Current Responsibility	<input type="checkbox"/> Gym Teacher	<input type="checkbox"/> Computer Teacher	<input type="checkbox"/> Math Teacher	<input type="checkbox"/> Other
If a parent, how long has your child/ren been attending this school	<input type="checkbox"/> ___ years	<input type="checkbox"/> Other	<input type="checkbox"/>	

Proceed to the next section and complete all items. It will take just a few minutes of your valuable time to contribute to this significant study. Please respond to all items.

SECTION 1 LEADERSHIP					
1. Strongly disagree 2. Disagree 3. Uncertain 4. Agree 5. Strongly agree					
RATING SCALE	1	2	3	4	5
• My school has strong administrators.					
• Students at my school are happy with the principal.					
• My Principal gets training for the job.					
• Our teachers are excited about the principal.					
• Parents have a difficult time working with the school principal.					
• My school administrators lack moral values.					
• My school principal is innovative.					
• Rapport between my principal and teachers is evident.					
• My Principal is available when needed.					
• My principal handles problems efficiently.					
• My Principal is sociable.					
• My Principal shares educational materials with staff.					
• My Principal helps staff members accomplish their goals.					
• My Principal rarely affirms staff members.					
• My Principal leads by example.					
• My Principal is a visionary.					
• My Principal represents the school well at meetings.					
• My Principal exhibits humility.					
• My Principal lacks managerial competence.					
• My Principal has the necessary skills to do the job.					

• My principal is forgiving.					
• My principal is Compassionate.					
• My Principal is patient.					

SECTION 2 FINANCE MANAGEMENT					
1. Strongly disagree 2. Disagree 3. Uncertain 4. Agree 5. Strongly agree					
RATING SCALE	1	2	3	4	5
• Funding for my school is adequate.					
• My school is inadequately funded.					
• Tuition and fees at my school are too high.					
• Tuition and fees at my school should be the same for all students.					
• My school is poorly supported by our local faith groups.					
• Endowments could help my school financially.					
• Higher organizations within my Division can do more financially.					
• Tuition and fees at my school need to be given closer scrutiny.					
• It is becoming more difficult to fund faith-based education in my Union.					
• My school does fund-raising as a means of reducing costs.					
• Consolidating struggling schools within my district can ease financial problems.					
• My school gives out financial statements on time.					
• My school keeps accurate accounts of financial matters.					
• Parents are informed of financial obligations.					
• Statements are sent out electronically.					
• Financial statements are difficult to understand.					
• My school has competent managers.					
• My school's financial operations are inadequately audited.					
• My school makes financial plans ahead of time.					
• Parents are aware of all fees to be paid during the year.					

SECTION 3 MARKETING					
1. Strongly disagree 2. Disagree 3. Uncertain 4. Agree 5. Strongly agree					
RATING SCALE	1	2	3	4	5
• My school is well publicized.					
• Parents talk negatively to others about my school.					
• My school is featured in community articles.					
• Newsletters go out every week to parents and guardians.					
• Administrators and staff do regular promotions at my school.					
• Students are the school's most important resources.					

• Accessibility to transportation is important to the progress of my school.					
• It is difficult to get to and from my school.					
• Students at my school highlight the school's programs in their churches.					
• Promotional billboards are around my school.					
• Social media is used to market my school.					
• Constituent churches in my district support faith-based education.					
• My school has a marketing plan in place.					
• School board members at my school assist in fund-raising.					
• My school exercises cultural-awareness when doing promotions.					
• Alumni are of great financial assistance to my school.					
• A marketing manager can be a great asset to my school.					
• Contributions from alumni at my school have declined over the years.					
• Constituent churches in my district rarely support our school.					
• My school does many fund- raising activities during the year.					

SECTION 4 QUALITY OF SERVICE					
1. Strongly disagree 2. Disagree 3. Uncertain 4. Agree 5. Strongly agree					
RATING SCALE	1	2	3	4	5
• My school is well maintained.					
• The facility is in a very good condition.					
• The building is poorly maintained.					
• My school should consider investing in security cameras.					
• Security cameras are in my school.					
• Security guards should be placed in my school.					
• My school needs general maintenance to improve its appearance.					
• Administrators can provide healthier snacks for students at my school.					
• Parents at my school show very little interests in their children's education.					
• I believe it is a good thing for my school to have a gym.					
• My school will attract more students if there is a gymnasium.					
• At my school staff members are very respectful to all parents.					
• My school has a high standard of discipline.					
• Fairness is shown when handling conflicts at my school.					

• My school has a disciplinary committee.					
• My school has a zero tolerance for tardiness.					
• Teachers at my school are fully equipped with the tools for teaching.					
• My school has sufficient supplies of books for all students.					
• School policies are fair across the board for all students at my school.					
• My school takes punctuality very seriously.					

SECTION 5 STRATEGIC MANAGEMENT					
1. Strongly disagree 2. Disagree 3. Uncertain 4. Agree 5. Strongly agree					
RATING SCALE	1	2	3	4	5
• My school is close to a public or other private school.					
• My school has a well-rounded curriculum that meets students' needs.					
• At my school, all students are taught by religious teachers.					
• My school has a strong student body that promotes unity.					
• My school invites other non-public schools to our programs.					
• Teachers at my school share information with public school teachers.					
• My school has a mission statement.					
• My school seeks to develop all aspects of our students' lives.					
• My school respects all races and cultures.					
• My school participates in community services.					
• My school attracts students from various religious backgrounds.					
• My school makes too much demand on parents.					
• My school participates in community services as a part of its mission.					
• All staff members at my school receive training in cultural diversity.					
• There is a zero tolerance at my school for misconduct by teachers.					
• My school has a handbook on school policies.					
• My home and school meetings are poorly attended.					
• At my school, parents can be more involved in planning activities.					
• My school's handbook needs to be kept current.					
• My school-board members work in the interests of all students.					

SECTION 6 BUSINESS PERFORMANCE					
1. Strongly disagree 2. Disagree 3. Uncertain 4. Agree 5. Strongly agree					
RATING SCALE	1	2	3	4	5
• My school produces students of a high academic caliber.					

• The yearly IOWA Tests at my school challenge our students.					
• The curriculum at my school is one that meets our students' needs.					
• My school posts students' progress on the academic boards.					
• At my school, state tests put too much pressure on our students.					
• Teachers at my school are equipped to teach the grades to which they are assigned.					
• My school does a good job in maintaining law and order.					
• With more resources my school can fulfill its objectives.					
• My school hardly invests in technology.					
• My school can do better with more technology.					
• At my school, laity and clergy work together for school success.					
• My school has yearly educational trips.					
• My school offers extra- curricular activities.					
• Field trips at my school are too expensive.					
• My school makes adequate arrangements before going on a trip.					
• At my school, students are given limited autonomy in school functions.					
• My school honors students for academic excellence.					
• At my school, field trips are poorly organized.					
• My school needs a better honor system.					
• My school gives clear instructions for all upcoming events.					

APPENDIX B

FACTORIAL ANALYSIS

Leadership

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.930
Bartlett's Test of Sphericity	Approx. Chi-Square	2329.503
	Df	253
	Sig.	.000

Communalities

	Initial	Extraction
L1	1.000	.549
L2	1.000	.619
L3	1.000	.519
L4	1.000	.506
L5	1.000	.512
L6	1.000	.458
L7	1.000	.547
L8	1.000	.524
L9	1.000	.559
L10	1.000	.752
L11	1.000	.694
L12	1.000	.571
L13	1.000	.527
L14	1.000	.515
L15	1.000	.746
L16	1.000	.725
L17	1.000	.562
L18	1.000	.408
L19	1.000	.539
L20	1.000	.705
L21	1.000	.726
L22	1.000	.793
L23	1.000	.739

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.940	47.567	47.567	10.940	47.567	47.567
2	1.720	7.479	55.046	1.720	7.479	55.046
3	1.136	4.940	59.986	1.136	4.940	59.986
4	.986	4.286	64.272			
5	.874	3.799	68.070			
6	.818	3.556	71.626			
7	.735	3.195	74.821			
8	.684	2.973	77.794			
9	.600	2.608	80.403			
10	.580	2.522	82.924			
11	.534	2.320	85.244			
12	.497	2.160	87.405			
13	.451	1.960	89.365			
14	.386	1.680	91.045			
15	.323	1.404	92.449			
16	.291	1.266	93.715			
17	.278	1.208	94.922			
18	.266	1.158	96.081			
19	.253	1.099	97.180			
20	.191	.829	98.009			
21	.185	.804	98.813			
22	.154	.668	99.481			
23	.119	.519	100.000			

Extraction Method: Principal Component Analysis.

Rotated Component Matrix^a

	Component		
	1	2	3
L10	.782	.341	.156
L11	.757	.321	.135
L16	.754	.380	.114
L9	.700	.261	.036
L7	.694	.256	.007

L8	.689	.214	.062
L1	.633	.340	.181
L2	.628	.407	.244
L15	.619	.547	.252
L18	.589	.205	.139
L12	.551	.490	.166
L22	.292	.829	.140
L23	.266	.813	.091
L21	.354	.747	.205
L20	.508	.652	.146
L3	.394	.598	.075
L13	.425	.583	.078
L17	.514	.543	.061
L4	.478	.527	.006
L14	.114	-.086	.703
L19	.086	.255	.683
L5	.223	.076	.675
L6	-.023	.150	.659

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 5 iterations.

Finance Management

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.745
Bartlett's Test of Sphericity	Approx. Chi-Square	616.539
	Df	120
	Sig.	.000

Communalities

	Initial	Extraction
FM1	1.000	.396
FM3	1.000	.576
FM4	1.000	.587
FM6	1.000	.623
FM7	1.000	.620
FM8	1.000	.559
FM9	1.000	.454
FM10	1.000	.710
FM11	1.000	.219
Fm12	1.000	.671
FM13	1.000	.645
FM14	1.000	.539
FM15	1.000	.333
FM17	1.000	.595
FM19	1.000	.529
FM20	1.000	.585

Extraction Method: Principal Component Analysis.

Total Variance Explained

component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.799	23.746	23.746	3.799	23.746	23.746
2	2.106	13.160	36.906	2.106	13.160	36.906
3	1.596	9.972	46.879	1.596	9.972	46.879
4	1.140	7.122	54.001	1.140	7.122	54.001
5	1.029	6.432	60.433			
6	.893	5.579	66.012			
7	.879	5.494	71.506			
8	.799	4.994	76.500			
9	.663	4.141	80.642			
10	.618	3.860	84.502			
11	.514	3.214	87.716			
12	.494	3.088	90.803			
13	.458	2.865	93.668			

14	.408	2.552	96.221			
15	.347	2.171	98.392			
16	.257	1.608	100.000			

Extraction Method: Principal Component Analysis.

Rotated Component Matrix^a

	Component			
	1	2	3	4
Fm12	.808	-.053	.062	-.111
FM13	.781	-.140	.050	.114
FM17	.735	.048	-.229	.020
FM19	.686	.090	.010	.223
FM14	.686	.183	.000	-.187
FM20	.651	.353	-.133	.140
FM15	.421	-.012	-.280	-.279
FM6	.197	.760	.020	.073
FM7	.255	.728	.154	-.045
FM9	-.091	.556	.339	.148
FM1	.390	-.456	.135	.132
FM4	.206	-.077	.703	-.209
FM8	-.159	.201	.698	.082
FM11	-.173	.236	.362	-.051
FM10	.152	-.020	.059	.826
FM3	.079	-.105	.399	-.632

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 8 iterations.

Marketing

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.745
Bartlett's Test of Sphericity	Approx. Chi-Square	583.706
	Df	136
	Sig.	.000

Communalities

	Initial	Extraction
M1	1.000	.425
M3	1.000	.645
M4	1.000	.570
M5	1.000	.677
M6	1.000	.429
M7	1.000	.540
M9	1.000	.639
M10	1.000	.467
M11	1.000	.563
M12	1.000	.577
M13	1.000	.438
M14	1.000	.680
M15	1.000	.580
M16	1.000	.603
M17	1.000	.589
M18	1.000	.715
M20	1.000	.572

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.993	23.489	23.489	3.993	23.489	23.489
2	1.984	11.671	35.159	1.984	11.671	35.159
3	1.419	8.346	43.506	1.419	8.346	43.506
4	1.193	7.016	50.521	1.193	7.016	50.521
5	1.119	6.584	57.106	1.119	6.584	57.106
6	.883	5.195	62.301			
7	.846	4.974	67.274			
8	.793	4.662	71.936			
9	.768	4.518	76.454			
10	.705	4.145	80.599			
11	.669	3.935	84.534			

12	.561	3.300	87.833			
13	.539	3.173	91.006			
14	.432	2.539	93.546			
15	.414	2.436	95.982			
16	.369	2.172	98.154			
17	.314	1.846	100.000			

Extraction Method: Principal Component Analysis.

Rotated Component Matrix^a

	Component				
	1	2	3	4	5
M3	.745	.115	.078	-.255	-.078
M11	.715	.223	.035	-.014	.016
M1	.627	.111	.076	.060	.101
M13	.571	.181	.251	.051	-.116
M9	.568	-.006	-.031	.349	.441
M10	.567	.120	.058	.154	.321
M14	.131	.806	-.042	-.049	.088
M16	.177	.724	.087	-.120	-.156
M12	.227	.676	-.062	.136	.215
M20	-.021	-.028	.747	.096	-.050
M4	.066	-.075	.691	.046	.283
M5	.453	.055	.658	.033	-.185
M15	.284	.390	.510	.243	.168
M17	-.073	-.078	.005	.737	-.186
M7	-.017	.124	.043	.722	.035
M6	.159	-.088	.239	.581	.038
M18	-.035	-.100	-.097	.173	-.815

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 8 iterations.

Quality of Service

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.819
Bartlett's Test of Sphericity	Approx. Chi-Square	808.470
	Df	120
	Sig.	.000

Communalities

	Initial	Extraction
QS1	1.000	.710
QS2	1.000	.639
QS5	1.000	.548
QS6	1.000	.490
QS10	1.000	.709
QS11	1.000	.630
QS12	1.000	.537
QS13	1.000	.637
QS14	1.000	.613
QS15	1.000	.475
QS16	1.000	.632
QS17	1.000	.519
QS18	1.000	.558
QS19	1.000	.502
QS20	1.000	.597
QS3	1.000	.646

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.869	30.430	30.430	4.869	30.430	30.430
2	1.777	11.109	41.538	1.777	11.109	41.538
3	1.608	10.051	51.589	1.608	10.051	51.589
4	1.188	7.423	59.012	1.188	7.423	59.012
5	1.021	6.380	65.392			

6	.790	4.935	70.327			
7	.742	4.639	74.966			
8	.652	4.073	79.040			
9	.611	3.816	82.856			
10	.562	3.512	86.368			
11	.484	3.024	89.392			
12	.402	2.512	91.904			
13	.383	2.396	94.300			
14	.352	2.200	96.500			
15	.295	1.844	98.344			
16	.265	1.656	100.000			

Rotated Component Matrix^a

	Component			
	1	2	3	4
QS16	.786	-.087	-.076	.029
QS20	.760	.085	-.095	-.051
QS13	.645	.193	.328	.274
QS15	.641	.187	-.091	-.143
QS19	.558	.272	.045	.338
QS14	.549	.390	.082	.391
QS18	.534	.517	-.073	.011
QS17	.520	.487	.028	-.105
QS1	.203	.807	.091	.098
QS3	.006	.799	.036	.083
QS2	.171	.770	-.128	-.007
QS10	-.043	-.046	.836	.078
QS11	-.055	.016	.790	-.045
QS5	-.167	.219	-.023	.687
QS6	.067	-.236	-.009	.656
QS12	.326	.360	.261	.482

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 6 iterations.

Strategic Management

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.782
Bartlett's Test of Sphericity	Approx. Chi-Square
	Df
	Sig.
	712.583
	120
	.000

Communalities

	Initial	Extraction
SM2	1.000	.523
SM3	1.000	.449
SM4	1.000	.493
SM5	1.000	.723
SM6	1.000	.725
SM7	1.000	.645
SM8	1.000	.754
SM9	1.000	.665
SM10	1.000	.552
SM11	1.000	.318
SM13	1.000	.657
SM14	1.000	.553
SM15	1.000	.414
SM16	1.000	.440
SM18	1.000	.693
SM20	1.000	.310

Extraction Method: Principal Component Analysis.

Component Matrix^a

	Component			
	1	2	3	4
SM8	.682	-.346	.410	-.019
SM9	.682	-.405	.036	-.184
SM4	.662	.106	-.019	-.209
SM2	.633	.036	-.029	-.346
SM10	.616	.053	-.292	.291
SM3	.574	-.318	-.135	-.018
SM15	.570	.129	-.180	.199

SM16	.537	-.033	-.167	-.350
SM11	.534	.169	.057	-.038
SM7	.518	-.470	.385	.079
SM20	.502	.186	-.153	-.014
SM14	.478	.451	.007	.349
SM6	.166	.767	.326	-.058
SM5	.313	.722	.259	-.192
SM18	.096	-.113	.682	.454
SM13	.460	.034	-.395	.537

Extraction Method: Principal Component Analysis.

a. 4 components extracted.

Business Performance

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.790
Bartlett's Test of Sphericity	Approx. Chi-Square	512.493
	Df	105
	Sig.	.000

Communalities

	Initial	Extraction
BP1	1.000	.700
BP2	1.000	.654
BP3	1.000	.683
BP4	1.000	.465
BP6	1.000	.609
BP7	1.000	.705
BP8	1.000	.391
BP11	1.000	.636
BP12	1.000	.406
BP13	1.000	.539
BP15	1.000	.633
BP17	1.000	.507
BP20	1.000	.643
BP14	1.000	.755
BP18	1.000	.665

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.062	27.080	27.080	4.062	27.080	27.080
2	1.703	11.356	38.436	1.703	11.356	38.436
3	1.135	7.564	46.000	1.135	7.564	46.000
4	1.047	6.982	52.982	1.047	6.982	52.982
5	1.043	6.954	59.936	1.043	6.954	59.936
6	.890	5.934	65.870			
7	.824	5.490	71.361			
8	.762	5.078	76.439			
9	.650	4.332	80.771			
10	.624	4.162	84.933			
11	.564	3.763	88.696			
12	.508	3.388	92.083			
13	.496	3.309	95.393			
14	.362	2.416	97.809			
15	.329	2.191	100.000			

Component Matrixa

	Component				
	1	2	3	4	5
BP3	.658	.413	-.258	.064	.093
BP6	.628	.263	-.216	-.313	-.018
BP20	.622	-.292	.089	-.345	-.211
BP1	.616	.306	-.247	.294	.282
BP12	.595	-.174	.056	.136	.011
BP7	.583	-.289	-.366	-.050	-.381
BP15	.580	-.252	.316	-.356	.080
BP4	.530	.279	.024	.048	-.321
BP18	.497	-.329	.350	-.211	.377
BP17	.472	-.465	-.201	.094	.136
BP2	.366	.549	-.061	-.180	.427
BP8	.344	-.394	-.158	.272	.136
BP11	.279	.411	.617	.028	-.091
BP14	.444	-.148	.352	.639	.068
BP13	.401	.238	.140	.146	-.530

APPENDIX C

ANALYSIS OF RELIABILITY

Leadership

Case Processing Summary

		N	%
Cases	Valid	157	100.0
	Excluded ^a	0	.0
	Total	157	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.937	23

Finance Management

Case Processing Summary

		N	%
Cases	Valid	157	100.0
	Excluded ^a	0	.0
	Total	157	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.658	16

Marketing

Case Processing Summary

		N	%
Cases	Valid	157	100.0
	Excluded ^a	0	.0
	Total	157	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.751	17

Quality of Service

Case Processing Summary

	N	%
Cases Valid	157	100.0
Excluded ^a	0	.0
Total	157	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.801	16

Strategic Management

Case Processing Summary

	N	%
Cases Valid	157	100.0
Excluded ^a	0	.0
Total	157	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.801	16

Business Performance

Case Processing Summary

		N	%
Cases	Valid	157	100.0
	Excluded ^a	0	.0
	Total	157	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.792	15

APPENDIX D

OPERATIONALIZATION OF VARIABLES

Operationalization of the variable Leadership

Variables	Conceptual definition	Instrumental definition	Operational definition
Leadership	Is a process by which an individual influences a group of individuals to achieve a common goal? (Northouse 2010)	<p>The degree of Leadership was determined by the following 23 items, under the scale:</p> <p>1 = Strongly disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly agree</p> <p>1. Strong Administrator 2. Happiness with principal. 3. Good job training. 4. Principal excitement 5. Working with principal. 6. Moral values. 7. Innovativeness 8. Rapport with principal. 9. Availability of principal. 10. Handling problems. 11. Principal sociability. 12. Resourcefulness of principal. 13. Assistance given to teachers by principal. 14. Principal recognition of teachers 15. Leading by example. 16. Principal is visionary 17. Principal representation at meetings. 18. Principal exhibits humility 19. Principal competence 20. Job skills for the principal 21. Principal and forgiveness 22. Principal and compassion 23. Principal and patience</p>	<p>To measure the degree of Leadership data was collected by the Elementary schools in the Atlantic Union through the measure of 23 items. The variable was considered as metric. To make the approach of the conclusions of this study, the following equivalence was determined for the scale used:</p> <p>1 = Very poor 2 = Below average 3 = Average 4 = Above average 5 = Excellent</p>

Operationalization of the variable Finance Management

Variables t	Conceptual definition	Instrumental definition	Operational definition
Finance management	A way of controlling investments and projecting the cost of doing business. (Shim, Siegel, & Dauber, 2008).)	<p>The degree of finance management was determined by the following 20 items, under the scale:</p> <p>1 = Strongly disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly agree</p> <p>1. Adequate funding 2. Inadequate funding. 3. Tuition and fees too high 4. Tuition should be the same for all 5. Poor support by faith groups. 6. Endowments are helpful 7. Higher organizations can do more 8. Closer scrutiny of tuition. 9. Faith based education is expensive. 10. Fund raising reduces cost 11. Combining struggling schools. 12. On time financial statements. 13. Accuracy of financial matters 14. Parents awareness of financial obligations 15. Electronic statements 16. Understanding financial statements 17. Competent Managers 18. Inadequate auditing 19. Financial planning 20. Parents awareness of all fees</p>	<p>To measure the degree of Finance Management by the Elementary schools in the Atlantic Union through the measure of 20 items.</p> <p>The variable was considered as metric.</p> <p>To make the approach of the conclusions of this study, the following equivalence was determined for the scale used:</p> <p>1 = Very good 2 = Below average 3 = Average 4 = Above average 5 = Excellent</p>

Operationalization of the variable Marketing

Variables Marketing	Conceptual Definition	Instrumental definition	Operational definition
	Management of Exchange is the theory that marketing is concerned with influencing and controlling the value of buyers and sellers. (Blythe 2009)	<p>The degree of Marketing was determined by the following 20 items, under the scale:</p> <p>1 = Strongly disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly agree</p> <p>1. School publicity 2. Negative talk about school. 3. Promotions in articles. 4. Newsletter promotions 5. Administrative promotions. 6. Students as main resources 7. Accessibility to transport 8. Transport difficulty. 9. Promotions by students in churches. 10. Billboards around school 11. Social media and promotion. 12. Support by constituent churches. 13. Marketing plan. 14. School board members and marketing 15. Promotion and cultural awareness. 16. Alumni and financial assistance 17. Marketing manager for the school. 18. Contribution decline 19. Poor support from constituent churches.</p>	<p>To measure the degree of Leadership data was collected by the Elementary schools in the Atlantic Union through the measure of 23 items. The variable was considered as metric.</p> <p>To make the approach of the conclusions of this study, the following equivalence was determined for the scale used:</p> <p>1 = Very good 2 = Below average 3 = Average 4 = Above average 5 = Excellent</p>

20. Fundraising activities during the year.

Operationalization of the variable Marketing

Variables	Conceptual definition	Instrumental definition	Operational definition
Quality of Service	Production of an essentially tangible or intangible benefit which through some of exchange satisfies an identified consumer need. (Palmer 1995)	<p>The degree of Quality of service was determined by the following 20 items, under the scale:</p> <p>1 = Strongly disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly agree</p> <p>1. School is well maintained 2. School in good condition. 3. Poor maintenance. 4. Security cameras 5. Availability of cameras in school. 6. Use of security guards. 7. School appearance 8. Healthy snacks. 9. Parental involvement. 10. Gym in school 11. Gymnasium can increase enrollment 12. Staff members are respectful. 13. High disciplinary conduct. 14. Handling conflicts fairly 15. Disciplinary Committee 16. Zero tardiness tolerance 17. Teachers are well prepared. 18. Adequate resources 19. Fairness of policies 20. Punctuality is a priority</p>	<p>To measure the degree of Quality of service data was collected by the Elementary schools in the Atlantic Union through the measure of 20 items. The variable was considered as metric.</p> <p>To make the approach of the conclusions of this study, the following equivalence was determined for the scale used:</p> <p>1 = Very good 2 = Below average 3 = Average 4 = Above average 5 = Excellent</p>

Operationalization of the variable Strategic Management

Variables	Conceptual definition	Instrumental definition	Operational definition
Strategic Management	The process of assessing the cooperation and its environment to meet the firms long term objectives. (Alkhafaji 2013)	<p>The degree of Strategic management was determined by the following 20 items, under the scale:</p> <p>1 = Strongly disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly agree</p> <p>1. Proximity to private or public school 2. Curriculum meets students' needs. 3. Christian Teachers. 4. Student Body 5. Invitation of Non-public schools to programs. 6. Information sharing with public school. 7. Mission statement 8. Whole Education. 9. Races and cultures are respected. 10. Community services. 11. Religious acceptance. 12. Demands on parents. 13. Community service and mission. 14. Diversity Training 15. Misconduct by teachers unacceptable. 16. School hand book 17. Poor attendance at Home and School. 18. Parental involvement in planning. 19. School handbook updated 20. School board members are committed to the welfare of all students.</p>	<p>To measure the degree of Strategic management data was collected by the Elementary schools in the Atlantic Union through the measure of 20 items.</p> <p>The variable was considered as metric.</p> <p>To make the approach of the conclusions of this study, the following equivalence was determined for the scale used:</p> <p>1 = Very good 2 = Below average 3 = Average 4 = Above average 5 = Excellent</p>

Operationalization of the variable Business Performance

Variables		Conceptual definition	Instrumental definition	Operational definition
Business	Per- formance	It is customer and consumer satisfaction as a theory for how to improve business and become competitive. (Lind 2015)	<p>The degree of Business Performance was determined by the following 20 items, under the scale:</p> <p>1 = Strongly disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly agree</p> <p>1. Outstanding students 2. IOWA Tests are good. 3. Curriculum is adequate. 4. Academic postings 5. State tests are too demanding. 6. Teacher excellence. 7. Order and decorum 8. School resources. 9. Inadequate Technology. 10. Investment in technology. 11. All personnel work together. 12. Yearly educational trips. 13. Extra -curricular activities. 14. Expensive school trips 15. Adequate planning for outdoor trips. 16. Students and limited autonomy. 17. Principal representation at meetings. 18. Poorly organized trips. 19. Better honor system 20. Upcoming events are well explained.</p>	<p>To measure the degree of Business Performance data was collected by the Elementary schools in the Atlantic Union through the measure of 20 items.</p> <p>The variable was considered as metric.</p> <p>To make the approach of the conclusions of this study, the following equivalence was determined for the scale used:</p> <p>1 = Very good 2 = Below average 3 = Average 4 = Above average 5 = Excellent</p>

APPENDIX E

STATISTICS OF DEMOGRAPHIC DATA

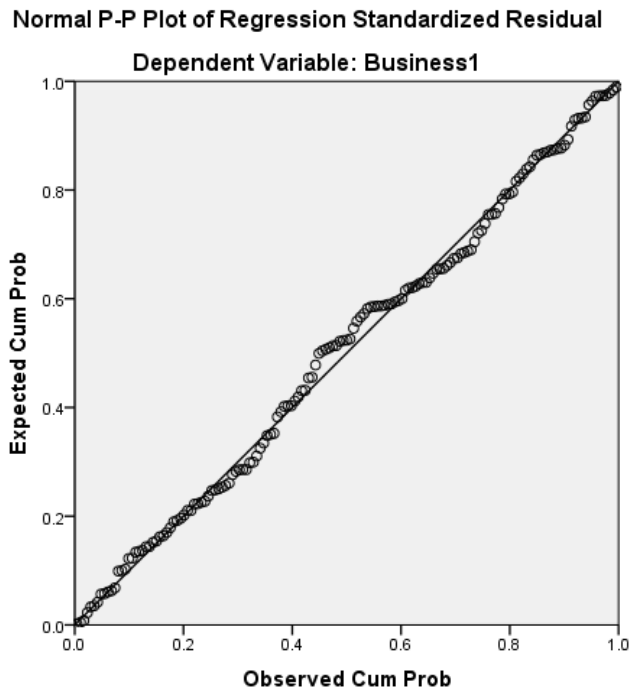
Gender

	Fre- quency	Percent	Valid Per- cent	Cumulative Percent
Valid male	44	28.0	28.0	28.0
female	113	72.0	72.0	100.0
Total	157	100.0	100.0	

APPENDIX F

MULTIPLE REGRESSION ASSUMPTIONS

1. Test of linearity through the graphs



2. Test for normality of the errors with the Kolmogorov-Smirnov statistic ($p > .05$)

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual	.054	157	.200*	.993	157	.659

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

3. Durbin Watson

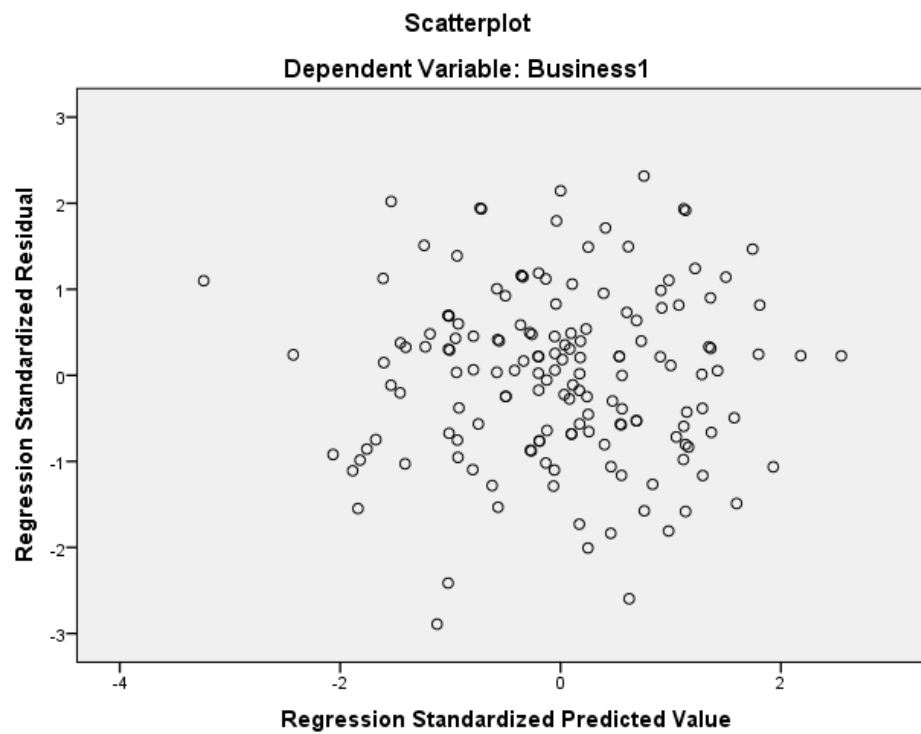
Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.653 ^a	.426	.423	.35448	
2	.729 ^b	.531	.525	.32151	.004

a. Predictors: (Constant), Quality1

b. Predictors: (Constant), Quality1, Strategic1

c. Dependent Variable: Business1



4. Homoscedasticity

APPENDIX G

NULL HYPOTHESIS ANALYSIS

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.653 ^a	.426	.423	.35448	
2	.729 ^b	.531	.525	.32151	.004

a. Predictors: (Constant), Quality1

b. Predictors: (Constant), Quality1, Strategic1

c. Dependent Variable: Business1

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14.479	1	14.479	115.226	.000 ^b
	Residual	19.477	155	.126		
	Total	33.956	156			
2	Regression	18.038	2	9.019	87.250	.000 ^c
	Residual	15.919	154	.103		
	Total	33.956	156			

a. Dependent Variable: Business1

b. Predictors: (Constant), Quality1

c. Predictors: (Constant), Quality1, Strategic1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.673	.201		8.321	.000
	Quality1	.589	.055	.653	10.734	.000
2	(Constant)	.823	.233		3.533	.001
	Quality1	.410	.058	.455	7.031	.000
	Strategic1	.395	.067	.380	5.867	.000

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CURRICULUM VITAE

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OBJECTIVE: To secure a pastoral position with the Northeastern Conference which will allow me to utilize my theological and educational skills.

EDUCATION

<i>YEAR</i>	<i>DEGREE, CERTIFICATE</i>	<i>INSTITUTION</i>
2019	PHD	Montemorelos
2018	MAPMIN	Andrews University
1994	M.ED Curriculum Instruction	Atlantic Union College, South Lancaster, MA
1992	UFT Teacher Certificate	Brooklyn College NY
1988	Bth.Theology	Caribbean Union College, Trinidad W. I.
1980	GCE O'Level Subjects	Mt. Rose S.D.A School, Grenada. W. I.

EXPERIENCE

Currently serving as the Pastor of the Berea Nyack SDA Church 2017
Started a PhD in Business Administration in Montemorelos 2016
Served as the Pastor of the Elmont Temple SDA Church.2013-2017
Served as the Pastor of the Staten Island SDA Church from 2007 to 2013.
Served as the Principal of the Flatbush SDA School from 2006-2007.
Served as principal of the Bethel Elementary School, from 1999-2006.
Taught Grades 5&6 in all subjects Bethel Elementary School 1994 - 1999.
Taught Grades 3&4 Bethel Elementary school 1991-1994
Minister of Religion, Grenada 1988-1990
Attended Caribbean Union College from 1984-1988.
Teacher at the Hermitage Government School Grenada, 1981-1984

ADDITIONAL EXPERIENCES

Served on the Atlantic Union Education Committee 1998-2000

Served as an ordained Elder of the New Life S.D.A. Church 1993-1999

Served as an ordained Elder of the Bethel S.D.A. Church 2000-2007.

Served as a member of the Northeastern Conference K-12 Board 2003-2007.

Served as a member of the Northeastern Academy Board 2002-2005

Served as a member of the Atlantic Union Executive Committee 2006-2011.

Serving as the President of the USC Alumni Association, New York Chapter.

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