

ABSTRACT

FACTORS THAT INFLUENCED PARENTS' SATISFACTION
IN THE LEMENTARY AND SECONDARY SEVENTH-DAY
SCHOOLS WITHIN THE TERRITORY OF NEW YORK

by

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ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Montemorelos University

School of Business and Legal Sciences

Title: FACTORS THAT INFLUENCED PARENTS' SATISFACTION IN THE ELEMENTARY AND SECONDARY SEVENTH-DAY SCHOOLS WITHIN THE TERRITORY OF NEW YORK

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Problem

Enrollment has dropped considerably within Elementary school and Secondary Seventh-day schools due parents insafisfaction researchers have observed that public and private schools that include extracurricular activities which helps students to benefit from them included better grades, having higher standardized test scores and.

Higher

Educational attainment, attending school more regularly, Infrastructure and facilities, that attract the parents to trust the school that create a safety environment for their children, human resources that finds all the mean to help and prepare the children to compete everywhere they may go, religious education that can help the children to

be closer to God while preparing for the soon coming of Christ, and all combine lead to parents satisfaction within the Northeastern Seventh-Day Conference.

Method

The research was empirical quantitative, descriptive, exploratory, explanatory and transversal. The study population was made up of 17 schools, 124 teachers and 2000 students registered tertiary education institutions within the Northeastern. An instrument was administered and 133 parents from the population described. The substantive statistical process was based on regression analysis, performed in SPSS 20.0.

The constructs for the five instruments used were done through factorial analysis techniques (with explained variance levels of over 64%, which are acceptable) and the reliability, measured with the Cronbach alpha coefficient for each instrument, was acceptable (with the lowest explained variance levels of 50%). For the analysis of this hypothesis, the statistical technique of multiple linear regression was used.

Results

The model was validated with the sample of 133 parents with kids in the education institutions identified above. The infrastructure/facilities, extracurricular activities and religious education are good pre-dictators of school satisfaction, according to the perception of parents with kids in education institutions within the Northeastern. When evaluating the influence of independent constructs through the standardized beta coefficients, it was found that the best predictor is infrastructure/facilities, followed by extracurricular activities and religious education, but the prediction of human resources did not have a meaningful result.

Conclusions

It is recommended to the administration of tertiary education institutions in the Northeastern, to pay attention to the review and manage an appropriate and acceptable level of budgetary slack within the institution, to review the income targets set by the institution to ensure that it is easily attained, to improve income level of the institution, to ensure that departments are sufficiently funded, to improve any issue of doubt and job security of employees with their institution and work on employee's efficiency and effectiveness.

Montemorelos University
Faculty of Business and Legal Sciences

FACTORS THAT INFLUENCED PARENTS' SATISFACTION
IN THE LEMENTARY AND SECONDARY SEVENTH-DAY
SCHOOLS WITHIN THE TERRITORY OF NEW YORK

A dissertation
presented in partial fulfillment
of the requirements for the degree
Doctorate in Business Administration

by

Frantz D'Haiti

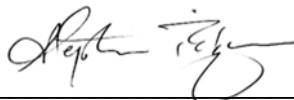
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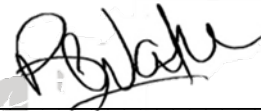
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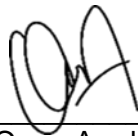
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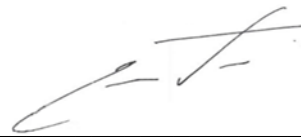
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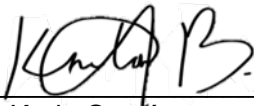
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DEDICATION

This work is dedicated to all D'haiti, Louis, and Joseph, family members who will follow along this doctoral path in scholarship. To my spouse Yvelande and my children for all of the time they spent listening to me discussing topics, brainstorming ideas, and writing the thesis as it was greatly appreciated and who was there every step of the way as he kept encouraging and pushing me even when I didn't want to be pushed.

I have persisted as the first with the hope that our future will be brighter.

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CHAPTER I

PROBLEM DIMENSION

Background

The Seventh-day Adventist Educational Society was established in 1874, of which James White was the titular president for the next five years. Knight (1983) points out that since 1880 the General Conference had been calling for the establishment of church schools but did not see the need for residence halls (Knight, 1983). By 1891 dormitories were a part of the academy in Battle Creek and Mrs. White began speaking for "School Homes."

At a nationwide conference in 1903, the Department of Education implemented a pattern for promoting and directing the church educational system, which remains in existence today (Seventh-day Adventist Encyclopedia, 1976). This system includes guidelines for elementary, day academy, boarding academy and college programs within the local constituent church, conference, union, and division. However, despite the system instituted to promote and direct Seventh-day Adventist education, enrollment at seventh-day adventist schools in North America has been declining.

The following sections provide a brief compilation of definitions of the variables of this research: extracurricular activities, infrastructure/facilities, human resources, religious education and satisfaction.

Extracurricular Activities

Participation in sports may also provide students with unique development opportunities that positively impact the student's social self-concept. This may lead to a.

There has always been debate whether participation in extracurricular activities has a positive correlation with academic success. According to Reeves (2008), students who took part in three or four extracurricular activities during the academic year had dramatically better grades than those who participated in no extracurricular activities at all. Darling, Caldwell, and Smith (2005) suggested that participation in athletics is related to the following positive academic related outcomes including higher grade point average, fewer disciplinary referrals, lower absentee rates, decrease in dropout rates, stronger commitment to the school, liking school better, being in the academic tract in coursework, taking more demanding coursework, more likely to attend college full time and graduate, holding higher aspirations for attending college, applying to more universities and colleges and had better occupational status 15-years after high school.

According to the Merriam-Webster Dictionary (2019), extracurricular activities are not part of the required curriculum; they are activities outside the regular course of study but under the supervision of the school, such as dramatics, athletics, and other extracurricular activities. Furthermore, the term can also be defined as not falling within the scope of a regular curriculum; specifically, of or relating to officially or semiofficially approved and usually organized student activities (such as athletics) connected with school and usually carrying no academic credit, for example, extracurricular sports.

Extracurricular activities are activities that students participate in that do not fall into the realm of normal curriculum of schools. They are found in all levels of our schools. There are many forms of extracurricular activities such as sports, clubs, governance, student newspaper, music, art, and drama. Marsh and Kleitman (2002) further states that varsity athletic teams, and other athletic teams—in or out of school, fraternities, sororities, plus academic, service and vocational education clubs all fall under the banner of extracurricular activities. These activities are totally voluntary so students that do not want to participate in them do not have to.

Lunenburg (2010) states in his article that:

Extracurricular activities serve the same goals and functions as the required and elective courses in the curriculum. However, they provide experiences that are not included in formal courses of study. They allow students to apply the knowledge that they have learned in other classes and acquire concepts of democratic life. (p. 2)

Extracurricular activities have many positive effects on education, in regard to a positive influence on behavior, improved grades, dedication toward school completion, success in adulthood, and social implications.

Infrastructure and Facilities

Torres Landa López (2010) states the following:

The current physical spaces, that is to say the educational infrastructure, provide a convenient learning environment to be carried out the teaching and learning processes responding to new educational models? IES have adequate equipment, with affordable ICT, with information repositories sufficient written and visual?, anthropic environments that are offered to "meet" needs of society are doing so? Are the characteristics of the students to propose educational environments that take advantage of the new qualities that present, to facilitate the construction of new knowledge?. (p. 2)

The school building should be well planned, spaciouly, functionally and with pleasing architectural features. The rooms of the building should be spacious and ventilated with all facilities like fans etc. While constructing a school building we must keep in mind the school buildings should have different facilities such a library, different types of laboratories (physics. chemistry geography biology science, home sc., drawing and painting etc.) workshops art and craft rooms, staff room, principal's office, school office, multimedia room, conference room or theatre etc. along with assembly ground and gymnasium (Nirav, 2012).

Human Resources

Performance of teachers mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management. If the teachers take care of these factors, their performance can be enhanced to the optimum level (Rao, & Kumar, 2004).

Recent research has identified teacher quality as the most important variable in increasing student achievement. The effect of the teacher on student achievement has been shown to be greater than effects due to class size, school, and student socio-economic status (Sanders, & Horn, 1998). Since a teacher is a role model for the students, job satisfaction and eventually the performance of a teacher becomes very vital in the field of education.

Tracey (2003) defines human resources as the people that staff and operate an organization, as contrasted with the financial and material resources of an organization. A human resource is a single person or employee within your organization. Human resources refer to all of the people an organization employs.

Heathfield (2018) mention that human resources is also the organizational function that deals with the people and issues related to people such as compensation and benefits, recruiting and hiring employees, onboarding employees, performance management, training, organization development and culture, and advising senior staff about the impact on people of their financial, planning, and performance decisions on the people in the organization.

International Association for Religious Freedom (2002) said that learning religion' describes the situation where a single religious tradition is taught as the religious education curriculum and is taught from the inside, so to speak. The teachers are expected to be believers in the religion themselves and the object of the instruction is to enable pupils to come to believe in the religion or to strengthen their commitment to it. This type of religious education may also be described as proceeding from faith to faith.

A christian education is an investment. If you have the opportunity to provide christian education for your children, you are investing in your children and their future for sure. It is never a wasted effort or wasted time. Both you and your children will reap the benefits in no time. If you eliminate all of the negative influences, Christian schooling will make an attractive option. Some say christian schools cover children from the genuine world. How truthful is that statement? (Cross, & Livingstone, 1997).

First and foremost, one of the primary aims of the Christian school is to expand sensitive hearts. That can be achieved by working through issues and negative influences with students in a practical and biblically based environment. Christian schools strive to develop hearts that confront or copy the influences of things like humanism, evolution, dishonesty, and greediness, influences that are basically promoted in some state schools. Even ignoring all the positive influences that the Christian school makes available or merely removing the unquestioned negative influences makes it an attractive, gorgeous and striking alternative for everyone (Cross, & Livingstone, 1997).

Parents who know that one of their primary responsibilities is to monitor the input their children receive in the schooling environment and how that input that they receive curves their perception of God and His world should consider enrolling their children in a Christian school or schools that offer Christian religious education as part of their curriculum. Most parents make an effort to protect their children at home by monitoring the books they read, the television programs they watch, the websites they surf, and the friends they keep outside their homes. Christian schools confirm the significance of this parental responsibility and the reasonable length at which the school goes to actively continue the work parents do (Livingstone, 1997).

The school provides additional information about the biblical worldview, looking at all areas of life, including from mathematics, to the sciences, to the languages and the arts from a biblical Christian perspective. This is to prepare the Christian child to take authority for Christ and His kingdom. It is an extension of the parent's mandate to "train up a child in the way he should go and when he or she is old they will not depart

from it" (Proverbs 22:6) and the church's permission to "make disciples of all nations" (Matthew 28:19).

Kroman further observed that the parents of non-attending students were more positive in regard to the uniqueness of Christian education in training students to be witnesses for Christ. Twenty percent of the parents of attending students felt that the boarding schools had not succeeded in their objective to train young people to share their faith.

Kroman (1982) stated

this factor could have a significant import upon the future of not only seventh-day adventist boarding schools but all seventh-day adventist schools. If parents do not perceive the school adequately training young people for witnessing and that training was considered a part of the unique mission of the school, then part of the reason for seventh-day adventist school existence has been negated. (p. 116)

The study by Lewis (1974) on the religious effects of seventh-day adventist church school education revealed that seventh-day adventist parents who were highly religious were more likely to educate their children in seventh-day adventist schools than those who were marginally religious.

Satisfaction

The satisfaction variable is a broad range construct which has several sub-set variables that can be employed to bring about satisfaction. For example, one variable can cause satisfaction, while also several different variables can cause satisfaction. As a result, the satisfaction variable is considered a latent variable because it cannot be measured explicitly. Therefore, because the satisfaction variable is infinitely variable,

the scale used in measuring it must be limited and the survey questions must be precise (Devault, 2018).

Fifty-five percent were satisfied with the spiritual activities, 66% were satisfied with the educational, and 54% were satisfied with the social and recreational activities that were provided. In spite of the many dissatisfactions expressed by the students, most would rather not attend a public school if the choice were given to them.

Kroman (1983) conducted a study on the attitudes of parents regarding secondary boarding schools operated by the seventh-day adventist church in the Mid-America Union Conference. The purpose of the study was to determine whether a relationship existed between the decline of enrollment in boarding academies in North America and the attitudes of parents regarding these boarding schools. He found the relationship between the decline of enrollment of boarding schools and the attitudes of parents was significant. There was a significant difference in attitude between parents who sent their children to seventh-day adventist boarding schools and parents whose children did not attend. Eighty-five percent of parents of attending students and 33% of parents of non-attending students believed the boarding school had a positive influence on.

Kroman further observed that the parents of non-attending students were more positive in regard to the uniqueness of christian education in training students to be witnesses for Christ. Twenty percent of the parents of attending students felt that the boarding schools had not succeeded in their objective to train young people to share their faith.

Kroman (1982) says the following:

This factor could have a significant import upon the future of not only Seventh-day Adventist Boarding Schools but all Seventh-day Adventist schools. If parents do not perceive the school adequately training young people for witnessing and that training was considered a part of the unique mission of the school, then part of the reason for seventh day adventist school existence has been negated. (p. 116)

An evaluation was also made of the importance of adventist education to parents who sent their children to these schools. The results indicated that the majority of parents, over 90%, were satisfied with the learning climate of the schools. They felt that homework was meaningful, teachers were competent, and students were being prepared for post-secondary education. More than 80% took an interest in their children's schooling, and 95% indicated that they attended school events. Adventist parents who sent their children to non- adventist schools were not convinced that adventist education was essential for their children. They thought more highly of non-adventist education and gave this as the major reason for not sending their children to adventist schools. Other reasons were finances and the convenient location of other schools. The religious and spiritual values of adventist schools were of little consideration. Members of the church who never attended adventist schools, nor sent their children to these schools, were less appreciative of adventist education than those who attended them. Parents of students who had attended only adventist schools were also more critical of these schools.

Gregorutti (2008) studied the influence of the degree of identification with values of Christian education on enrollment at adventist schools in Asuncion, Paraguay. He concluded that adventist parents would enroll more children if the following conditions were present: (a) high degree of identification with the principles and values sustained by adventist education, (b) high levels of understanding of Adventist education

identity, (c) high amount of information about a particular school to send children to, and (d) low levels of financial problems and distance to the school. Knowledge and understanding of the value and identity of adventist education is essential for building higher levels of identification with the values of christian education. A member who identifies with these values will attempt to overcome financial and distance barriers.

Kromann (1983) explored parental attitudes regarding adventist secondary boarding schools in mid-American states. He found a significant difference between parents who did not send their young people to adventist schools and parents who did send them in their opinion of quality of academics, cost of attendance, parental church attendance and length of membership, work program, faculty dedication, witnessing training, and the dormitory concept. There was no significant difference found between the two groups in socio-economic levels, effectiveness of teachers, and parental perceptions of the schools' uniqueness in teaching christian beliefs and values. The study revealed that the cost of the boarding school and dormitory-living were two negative variables that may have contributed to non-attendance.

Definitions of the Terms

Extracurricular activities: There are several factors that help school students to be successful in their academic works and experience has proven that students who are involved in school activities, besides the school classes, tend to perform better academically than those who have chosen not to practice any activity.

Infrastructure/facilities: Just like the variable, parents are very sensitive and worried sometimes about the look and the safety of the building their children are sitting

every day. They want a premise that has environment where students can find themselves comfortable while they are learning.

Human Resources: Most responsible parents depend on different reasons before making decisions to enroll their children either to public or private school. Among those reasons, qualifying staff is one of them. They would love to know that staff of the school of their loved ones is well qualified, trained, and experienced to be in charge on their children education.

Religious Education: The choice varies among parents, but the christian parents enroll their children based on their perception and view. There are parents who care more about the academic quality of the education the institution offers. However, Christian parents want a school that will strengthen the faith and the belief of their children. The school must be able to meet the spiritual need of the children for the parents to enroll their children.

Satisfaction. Most of the parents want what is best for their children and education, sometimes is their priority. The quality of the education offered by the school, well-trained professors and the success of their children. When children succeed academically, compete with students from other schools, parents tend to be happy with the school and once they are happy, it also expresses their satisfaction.

Relationship Between Variables

LaBorde (2007) presented one open-ended question in her survey to the sample population, to extract parents' and administrators' motivations and attitudes toward Seventh-day Adventist schools. 10 pastors allow the researcher to determine why parents were not enrolling their children into the local Seventh-day Adventists Church

schools. The study contacted 104 members of the various churches but only 53 participated. It was noted that parents fell in three different choice categories because some of them sent their kids to public, private, and home school; and that they use the following constructs as decision-making factors for enrollment: finance, home school, parent choices, school distance and transportation, the attitudes of teachers, diversity, pastoral influence, and the school's image. Using a quantitative methodology of an open-ended question of "what is /are your reason/s why you do not send your child/children to an SDA elementary or secondary school?"; plus focus group interviews (5-10 persons), one-on-one interviews, and focus group meeting, LaBorde was able to extract that most parents were not satisfied with the present condition of seventh-day adventist schools.

The responses from parents of home-schooled and non-home-schooled students and administrators indicated dissatisfaction with seventh-day adventist schools under a wide banner of factors (LaBorde, 2007):

1. Financial. 100% of the administrators and non-home-schooling parents expressed significant concern on the cost of tuition and fees, and implied that finance was a main reason for unenrollment. 70% of the home-schooling parents agree that the costs were a concern.

2. Home schooling is better. Believing that home-schooling is a better choice over public school and seventh-day adventist enrollment, an overall 64% of respondents indicated that this reason is the second most prominent for unenrollment.

3. Preference for public schools. 80% administrators and 61% non-home-school parents believe that public school is a better choice, and opt to send their children there,

citing that there is no tuition, better teachers, better facilities, and the quality of work is superior.

4. Value perception of SDA schools. A significant reason for unenrollment in Seventh-day Adventist schools is the decline of parents and administrators' value perception of seventh-day adventist philosophy continuum in schools. 42% of non-home-school parents and 30% of home-school parents believed that SDA schools have lost their vision and they are no different from public schools in regard to social influence.

5. School distance and transportation. 50% of administrators and 18% of non-home-school parents expressed that schools were in inappropriate zones for easy access to local transportation, especially the academies.

6. Diverse school population. Diversity in the school population is also a reason for unenrollment, with 18% of non-home-school parents expressing that the varied immigrant population cause changes in school standards, culture and climate.

7. Pastoral issues. 10% of administrators and non-home-school stated that the lack of pastoral influence and support for church schools was a problem. They expressed concern of pastors neglecting to promote christian education and local church schools.

The study concluded that unity among pastors, administrators, teacher and parents is necessary to meet the issues highlighted, thereby mitigating the circumstances. The implications of LaBorde's (2007) study reiterates the fact that the satisfaction variable can take several factors into account to produce results.

It indicates the fulfillment that customers derive from doing business with a firm. In other words, it's how happy the customers are with their transaction and overall experience with the company. Customers derive satisfaction from a product, or a service based on whether their need is met effortlessly, in a convenient way that makes them loyal to the firm. Hence, customer satisfaction is an important step to gain customer loyalty.

Problem Statement

The seventh-day adventist schools within the territory of Atlantic Union Conference have been suffering a decline in enrollment. Varying factors or variables contribute to the decline. They are as follows: inadequate provision of extracurricular activities; insufficient human resources; a lack of adequate working infrastructure/facilities; high financial costs and tuition, a decline in satisfaction among parents and students; a changing climate and culture through diversity; distance accessibility; and the growing trend to choose curriculum over religious education. The decline in enrollment is experienced in the elementary and secondary in seventh-day schools within the territory of the North American Division. This research study will address the different reasons that contribute to the decline in enrollment, and also to explore recommendations that can ease these problems affecting the seventh-day adventist school system in the North American Division (Lashley, & Glover Alves 2009).

Problem

The research question that drives this study is as follows:

Are the variables of extracurricular activities, infrastructure/facilities, human resources and religious education predictors of parents' satisfaction in the elementary and secondary of seventh-day schools within the territory of New York?

In Figure 1 the theoretical model which aims to identify possible relationships between the independent variables to the dependent variable is presented.

Hypothesis

The variables of extracurricular activities, infrastructure/facilities, human resources and religious education are predictors of parents' satisfaction in the elementary and secondary of seventh-day schools within the territory of Northeastern Conference.

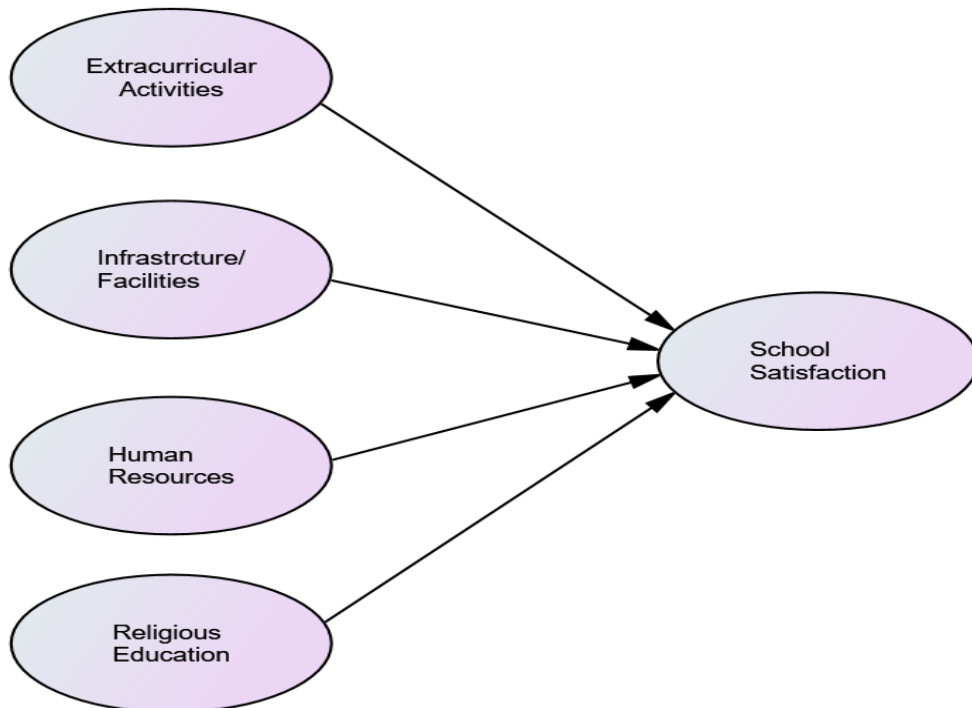


Figure 1. Theoretical Model for Parents' Satisfaction.

Research Objectives

The purpose of the research study is to determine if the abovementioned variables are indeed factors which influence the satisfaction with Elementary and Secondary of Seventh-day Schools within the territory of New York

Significance of the Study

Lashley and Glover Alves (2009) said that there has been marked concern, through observation and by surveys done, that there is a constant decline in the satisfaction numbers of seventh-day adventist schools in the territory of Northeastern Conference. The significance of this study is to determine and understand the reasons behind the decline. By understanding the reasons, it is therefore possible that appropriate recommendations can be made to help ease the crisis.

It is expected that a study like this will help to determine the underlying factors and how they affect each other, which is therefore helpful in clarifying the kind of improvements needed to rectify the situation.

The seventh-day adventist schools within the territory of Atlantic Union Conference have been suffering a decline in enrollment. Varying factors or variables contribute to the decline. They are as follows: Inadequate provision of extracurricular activities; insufficient human resources; a lack of adequate working infrastructure/facilities; high financial costs and tuition, a decline in satisfaction among parents and students; a changing climate and culture through diversity; distance accessibility; and the growing trend to choose curriculum over religious education. The decline in enrollment is experienced in the elementary and secondary in seventh-day schools within the territory of the North American Division. This research study will address the different reasons that

contribute to the decline in enrollment, and also to explore recommendations that can ease these problems affecting the Seventh-day Adventist school system in the North American Division (Lashley, & Glover Alves, 2009).

Limitations

The study has the following limitations:

1. Enable to theoretically test the relationship, together, of all variables in the model.
2. The study is limited to retrieving data through a survey questionnaire distributed among only parents of Seventh-day Adventist students.
3. The study will make recommendations only for Seventh-day Adventist schools within the New York area as applied to the factors that affect that region.

Delimitations

The study has the following delimitations:

1. It was a study with a quantitative, exploratory, descriptive, explanatory and correlational empirical design; so therefore, it is not to solve problems that arise during the investigation.
2. Given the lack of theory of the entire model, some of the relationships between constructs were supported with a partial theoretical framework.

Assumptions

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

1. It is expected that the participants answered the instruments.

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

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

Philosophical Background

In this section, the philosophical background frames the biblical perspective of the study as it pertains to the influencing variables that contribute to the satisfaction in Seventh-day Adventist schools.

The belief in christian education, that is educating the youth in academics and the gospel of Christ, has been a foundation principle of the Seventh-day Adventist Church. When it began in 1874, parents were encouraged to support the ideology and most parents were willing to do so. However, as society morals decline the seventh-day adventist school system has also experienced a decline in the parents seeing the need for Christian Education. The hardship of life has also greatly influence parents' decisions, and therefore makes it easier for many to overlook the necessity of christian education. Gregorutti (2007) showed the steady decline in his paper literature review of factors influencing enrollment in adventist K-12 schools and noted that the loss of perceived value and identification with seventh-day adventist education are notable factors along other external factors, that contribute to the decline.

If parents are following the biblical principles of train up a child in the way he should go (text), then it is quite possible that there would be a significant increase in the enrollment of the seventh-day adventist schools. However, one cannot disregard that there are also significant factors (some of which are outside parents' control) that

influence whether or not seventh-day adventist parents make the choice for christian education.

A secondary factor that has frustrated the parents is the fact that the leaders of the churches along with the institutions, have neglected to see that Christian education is as equally important as evangelism. Maybe if leaders began to see that christian education is another form of evangelism, then maybe there would be a more definite change in people's perspectives. We are an extension of Christ's line of work: redemption, as expressly implied by White (1903) "education and redemption are one" (p. 30).

This is the word I prefer to use when thinking about how education and redemption are ONE. It suggests a working together, very closely for the same goal. That goal is simply the uplifting of individuals and by association the whole human race. God is reconciling each and all of us to himself. In this process I play a part as a teacher. Learning is the tool that I bring to the dynamic work of Christ and the Spirit of teaching others all things that are in Christ (Covrig, 2016).

White (1903) mention that redemption and education are basically both about human development. The value Jesus gives to humans and to their development is profound. Just look at the Cross. It is an overwhelming declaration of God's heart toward us as humans in need of rescuing. The full recovery and full restoration and full dignity of all humans is assured in that one act. But it is not yet realized in all of us. That is how education—teaching and learning—can help. Christ DID and is doing that work. He called me to work with him and equipped me as a teacher to cooperate.

Study Organization

This research is arranged in five chapters. In Chapter I, there has been a

presentation of the background of the problem, the relationship between the variables, the investigation to be carried out, the problem statement, the definition of terms, the research hypothesis, the research questions, the objective of the investigation, the justification, the limitations, the delimitations, the assumptions and the philosophical background. The remaining sections of the research paper are structured in sequential chapters.

Next, in Chapter II, a review of extracurricular activities, infrastructure/facilities, human resources, religious education and satisfaction.

Chapter III points out the overall research methodology for the study. This includes the research design used for the data collection, research sampling, data collection techniques, data analysis methods the measurement instrument, the validity, the reliability, the operationalization of the variables, the null hypotheses, the operationalization of the null hypotheses, the research questions and limitations of the chosen method.

In Chapter IV, the nature of the analysis procedure is described, and the findings are presented in relation to the research hypothesis, the behavior of the variables and the analysis of the main model.

Finally, in Chapter V, a summary of the study is, presented, along with the results, the conclusions, recommendations and paths for future research.

CHAPTER II

LITERATURE REVIEW

Introduction

In this chapter, it is vital to consider the literature review each construct considered or that has been introduced in Chapter I. The purpose of the review is for the researcher to establish the existing literature on the variables in order to identify any existing gaps upon which to base this study and inform the research. This chapter begins by providing some brief definitions of variables and then plan to investigate each variable individually. This will be followed by a thorough overview of any existing relationships among the constructs. Included here also will be references made to previous research carried out on the various constructs and the relationships that exist among them.

Through this segment, several tools will be used to conduct the research such as google, google scholar, sage, ebsco host, proquest databases and academic search complete. Many terms will be used: extracurricular activities, human resources, infrastructure/facilities, financial, satisfaction, climate and culture through diversity, distance accessibility, and religious education.

Extracurricular Activities

Importance

Cho (1987) said that the curriculum is too limited. According to Adner and Kapoor (2010), all activities that are performed by students of schools and colleges that fall outside the sphere of the normal academic curriculum of any school, institute or university are known as extracurricular activities. A variety of extracurricular activities are available at various levels which include athletics, football basketball, baseball, bowling, climbing, cheer leading, field hockey, ice hockey, golf, ice skating, swimming, softball, tennis, table tennis, track, and volleyball. For students, there are numerous advantages of participating in extracurricular activities. Some of these include physical development, learning creativity, relief from stress, self-confidence, team spirit and companionship, time management.

Despite the large amount of literature focusing on the contexts of adolescent development, surprisingly little attention has been paid to the role of extracurricular activities, which are central developmental settings for adolescents. Mahoney and Bergman (2002) reported that 75% of 14-year-olds participate in structured extracurricular activities. According to the Department of Education, National Center for Education Statistics (USA) (2002), 25% of all high school seniors participate in academic clubs; 43% participate in athletics; 8% are members of a cheerleading or drill team; 19% are involved with the school newspaper or yearbook; 28% participate in music, drama, or debate; and 18% are members of vocational clubs. Moreover, our own investigation revealed that 70% of the adolescents interviewed in the National Longitudinal Study of Adolescent Health reported participating in at least one school-based extracurricular activity. Given that such a large number of adolescents are engaged in at least one

type of school-based extracurricular activity, it is crucial to account for these activities in order to better understand the contextual influences on adolescent development. Also, considering the wealth of studies that point to the importance of examining adolescent development in context (Allen, Hauser, Bell, & O'Connor, 1994; Brody, Stone-man, & McCoy, 1994; Buchanan, & Waizenhofer, 2001), the role of extracurricular activities in adolescent development must be examined in addition to the family, peer, school, and neighborhood contexts in which they are embedded. The settings of extra-curricular activities serve as a place to act out the developmental tasks of adolescence. It is believed that extracurricular activities offer a means to express and explore one's identity, generate social and human capital, and offer a challenging setting outside of academics. Adolescents form their identity by developing skills, discovering prefer-ences, and associating themselves with others (Eccles and Barber, 1999; Youniss, et al., 2002). Being a member of a particular group structures, what individuals do with their time and the kinds of values and norms to which they are exposed (Eckert, 1989). Participating in extracurricular activities helps adolescents come to understand them-selves by observing and interpreting their own behavior when they are engaged in these activities (Valentine, Cooper, Bettencourt, & DuBois, 2002). Thus, adolescents' identity and peer group influence subsequent activity choices, shaping the nature of their developmental pathway. Later in adolescence, they may even select an activity according to its ability to affirm the valued aspects of their identity (Haggard, & Williams, 1992). In addition to the developmental tasks that are fulfilled, researchers have posited that participation in extracurricular activities affords adolescents the opportunity to de-velop social capital in the form of extended supportive networks of friends and adults

(Kahne, O'Brien, Brown, & Quinn, 2001; McNeal, 1999; Patrick, et al., 1999). The time adolescents spend in after-school extracurricular activities stands in contrast to the quick-paced schedule of the school day. During extracurricular activities, students are better able to get to know other peers and adults through personal bonding and mutual trust and commitment. Students involved in extracurricular activities have the opportunity to develop mentoring or coaching relationships, develop personal relationships with peers who share similar interests, and possibly interact with other adults from the school or community who provide support for the activity (Dworkin, Larson and Hansen, 2003; Gould, Feltz, & Weiss, 1985). This is hypothesized to promote student engagement in school and to bolster academic achievement (Lamborn, Brown, Mounts, & Steinberg, 1992). In case studies of nine high-achieving female high school students (Reis, & Diaz, 1999) reported that these young women identified extracurricular activities, among other factors, as being extremely influential to their success by enabling them to develop supportive networks of high-achieving peers and adults. Finally, extracurricular activities may provide a challenging setting for students outside of academics that helps them maintain contact with the school environment (Finn, 1989). For some students, activities offer a place to develop additional skills and recognition that extend beyond academic achievement. However, for others, activities may be the only place to obtain success tied to the school context, in that such success would not be obtained through academics (Brown, & Theobald, 1998). While support for this notion is largely theoretical, one study comparing students who were athlete-scholars, athletes only, scholars only, and neither athletes nor scholars showed that members of the "athletes-only" group had more friendship nominations and were more likely to part of the leading

crowd than members of the scholars-only group (Coleman, 1961). Students who were more successful in sports than in academics were still able to command the recognition and respect of their peers, which was associated with more positive psychosocial outcomes. Of course, the issue of self-selection into activity participation must always be considered. It is possible that students who are more likely to be in the “leading crowd” regardless of participation are those who also choose to participate in sports. Selection issues, while difficult to account for in most research on extracurricular activity participation, must at least be acknowledged as a factor. We discuss the issue of selection later in the review.

Dimensions

Lunenburg and Irby (2006) believes that shifting the focus of instruction from teaching to learning; forming collaborative structures and processes for teachers to work together to improve instruction; and ensuring that professional development is ongoing and focused toward school goals are among the key tasks that principals must perform to be effective instructional leaders in a professional learning community. Furthermore, this will require wide leadership focused directly on learning. School principals can accomplish this by (a) focusing on learning, (b) encouraging collaboration, (c) using data to improve learning, (d) providing support, and (e) aligning curriculum, instruction, and assessment. Taken together, these five dimensions provide a compelling framework for accomplishing wide success for all children (Fullan, 2010; Lunenburg, & Carr, 2003; Marzano, & Waters, 2010).

Infrastructure/facilities

Importance

According to Shade and Stewart (2001), the main reason teachers struggle with inclusive classrooms is the lack of a positive attitude in general toward the inclusion model. In their research on teachers' attitudes in the classroom, Clark and Peterson (1986) noted within Christian schools in the United States, the three most often noted reasons for not providing inclusive education are the associated costs, the belief that other students lose time with the teacher, and the lack of training for teachers in inclusive educational programs (Tucker, 1996). Adventist author Douglas (2005) noted that inclusive classrooms can be established in Adventist schools and that "by practicing deliberate inclusivity, we will come to see differences in culture, ethnicity, and gender as opportunities to creatively enhance and fulfill our collective goals" (p. 23). Douglas further added that personnel in Adventist schools must intentionally work to create inclusive classrooms that are "safe, valued, recognized, and respected" (p. 23).

Dimensions

Several studies have related school facilities and academic performance. According to Jaiyeoba and Atanda (2005), school facilities facilitate effective teaching and learning in schools. Lyons and Hazier (2002) adds that learning is a complex activity that puts students' motivation and physical condition to the test while Cash (1993) found that when socio-economic factors were constant, facility condition had a significant correlation with student achievement. He also found that air conditioning, absence of graffiti, condition of science laboratories, locker accommodations, condition of classroom

furniture, wall color and acoustic levels correlated with student achievement at a significant level when controlling for socio-economic status of students. Finally, Jaiyeoba and Atanda (2005) also posited that educational facilities are those things which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided among the material resources.

Human Resources

Importance

The findings of a 2007 survey, named REACH (Sargeant, & Berkner, 2015) highlighted concerns regarding inclusion for Adventist teachers in Bermuda, Canada, and the United States¹, such as lack of resources, training, and staffing. Most alarming to these educators was their observation that the number of students with challenges was increasing each school year. Results from the REACH focus questions indicated that inclusion should be considered as the model used to provide education for all Adventist children. Historically, evaluation of teachers' perceptions has revealed three barriers to educating children with disabilities in the general education classroom: a lack of teacher training, teachers' inability to adapt, and teachers' unwillingness to create inclusive classrooms (Leatherman, 2007). In their research on teachers' attitudes in the classroom, Clark and Peterson (1986) noted within Christian schools in the United States, the three most often noted reasons for not providing inclusive education are the associated costs, the belief that other students lose time with the teacher, and the lack of training for teachers in inclusive educational programs (Tucker, 1996).

Dimensions

Principals need to help teachers shift their focus from what they are teaching to what students are learning. We cannot continue to accept the premise that “I taught it; they just didn’t learn it.” The role of instructional leader is to help the school to maintain the focus on why the school exists, and that is to help all students learn (Blase, Blasé, & Phillips, 2010; Smylie, 2010).

Chapman (2018) said that K-12 system in the Northeastern Conference is the largest of all regional conferences with over 17 schools, 124 teachers and 2000 students. Several of our schools have individuals with doctoral qualifications on staff. We make decisions through collaboration and cooperation in a spirit of transformational leadership.

Religious Education

In Canada, a survey conducted by Haakmat (1995) respondents did not have positive of Adventist schools, and felt that such schools did not play a significant role in the students’ spiritual nurture. Lekic (2005) found three areas of importance: spiritual focus, a safe and caring environment, and dedicated school personnel. Klicka (1995) said “anybody should have the right to choose to teach their own children” (p. 26). The primary reason that he gave for home schooling was religious. He reported that 93.8% of home-schooling fathers and 96.4% of home-schooling mothers were born-again Christians who were prepared to make the necessary sacrifice to provide an education for their children. Mayberry, Knowles, Ray and Marlow (1995) American home school and social researchers, found that the majority of home-parent educators were raised in mainstream religious institutions and quoted Deuteronomy 6:6, 7, to explain why they

chose home schooling. Further school choice issues were made by Halstead (1994) who noted that the parents are now focusing on performance issues such as examination results and performance-related issues such as the school's pleasant atmosphere and ethos than on the choices their older parents made long ago (p. 119). This concept may be applied also to the choices that some seventh-day adventist parents make. Greenleaf (2005), an SDA historian, stated that SDA parents "tend to place less stress today on spiritual values when deciding where their children would attend school" (p. 515), and more on other issues such as academic quality. He further cited that "academic pursuits have obscured the real reason for adventist education" (p. 516). Some younger parents also may have certain beliefs or feelings about SDA schools. These beliefs or feelings about the schools affect enrollment. For example, one parent may believe that sending their child to an Adventist school where most of the students are from christian homes will help to strengthen the child's faith in the Lord and the child will remain a SDA church member, whereas another parent may believe that it is not very likely that sending their child to an adventist school where most of the students are from christian homes will help to strengthen the child's faith in the Lord and the child will still remain a SDA church member. Perloff (1993) "an American sociologist, stated that these beliefs are subjectively held and can be ordered along a probability distribution" (p. 29). Parents who identify with adventist education are more inclined to send their children to adventist schools, especially if both parents are members of the church. But those parents who do not identify with Adventist education are much less likely to send their children to church schools.

Dimensions

Seltzer (1987) conducted a survey of adventist church members' concerns regarding the seventh-day adventist educational system in the North American Division. The study covered a wide range of respondents church members from age 21 and up, educators. Adventist students who were planning to attend a college or university whether Adventist or non-Adventist, and ordained adventist ministers. It was generally agreed that adventist schools should provide students with excellent programs in religion and spirituality, but not at the expense of academics which should be equally excellent. All three levels of schooling, primary, secondary and post-secondary, were important to the future of the church and to Adventist young people. Although all these levels were important, respondents felt strongest about the importance of grade schools since decreased support on this level would affect enrollment in academy and college. Although the main reason for sending their children to adventist schools was for the religious values offered, members indicated dissatisfaction with the academic program.

Satisfaction

Importance

Klicka (1995) said “anybody should have the right to choose to teach their own children” (p. 26). The primary reason that he gave for home schooling was religious. He reported that 93.8% of home-schooling fathers and 96.4% of home-schooling mothers were born-again Christians who were prepared to make the necessary sacrifice to provide an education for their children. Mayberry, et al. (1995) American home school

and social researchers, found that most home-parent educators were raised in main-stream religious institutions and quoted (Deuteronomy 6:6,7), to explain why they chose home schooling. Further school choice issues were made by Halstead (1994) “who noted that the parents are now focusing on performance issues such as examination results and performance-related issues such as the school’s pleasant atmosphere and ethos than on the choices their older parents made long ago” (p. 119). This concept may be applied also to the choices that some seventh-day adventist parents make. Greenleaf (2005) an SDA historian, stated that SDA parents “tend to place less stress today on spiritual values when deciding where their children would attend school” (p. 515), and more on other issues such as academic quality. He further cited that “academic pursuits have obscured the real reason for adventist education” (p. 516).

Dimensions

The positive results of parental involvement in their children's schooling include improved achievement, reduced absenteeism, improved behavior, and restored parental confidence in their children's schooling. Parent involvement in education at home and at school was positively related to young adolescents’ academic outcomes (Shumow, & Miller, 2001). Moreover, the earlier this involvement begins, the more profound the results and the longer lasting the effects. When families are involved in their children's education in positive ways, children achieve higher grades and test scores, complete more homework assignments, demonstrate more positive attitudes and behavior, graduate at higher rates, and have greater enrollment in higher education. Parental involvement with older children extends these benefits beyond schooling into later life

and career decisions. This means that families can improve their children's achievement in school by making sure their children attend school regularly, encouraging their children to read at home regularly, and turning off the TV (Barton, & Coley, 1992).

Relationships Between Variables and Research About the Variables

The variables chosen in the present study are extracurricular activities, Infrastructure/Facilities, human resources, religious education and parents' satisfaction

Extracurricular Activities and Parents' Satisfaction

Customer satisfaction is based on the critical service attributes of the organization. Especially on service organizations pre-, during and post-service delivery these attributes are encountered by customers and conclude the satisfaction levels of the service obtained. Moreover, it is important to understand and practice excellent service strategically for customer satisfaction, and this contributes the 'bottom line' of the organization (Lonial, & Raju, 2015). Customers expect higher service standards in the products or services that they use. Therefore, it is essential to maintain the best customer service levels in establishing, developing and maintaining long-term relationships. Management of the organization also must be focused on the customer satisfaction as key attributes in all organizational strategies.

Gilman and Huebner (2000) discovers that relationship between life satisfaction, social interest, and participation in extracurricular activities was assessed among adolescent students. A total of 321 high school adolescents (grades 9-12) were administered a multidimensional measure of life satisfaction and a scale that assessed social interest. Adolescents were also asked to list the number of extracurricular activities that

they participated in since their enrollment in high school. Higher social interest was significantly related to higher levels of overall satisfaction, as well as satisfaction with friends and family. Significant race differences were noted. Adolescents who participated in greater numbers of structured extracurricular activities reported higher school satisfaction. The relationship between social interest and actual participation in extracurricular activities was negligible. Implications of these findings, as well as suggestions for future research are provided.

It is hardly surprising that many U.S. children no longer have a parent at home to supervise their after-school activities. Maternal employment, like paternal employment, is normative. In 1990, 75% of mothers with school-aged children were employed, most of them full time (U.S. Department of Labor, 1991). In fact, moonlighting, or holding multiple jobs, increased by 500% among women between 1970 and 1989 (May, 2007). Half the new jobs created in the 1980s paid a wage lower than the poverty figure for a family of four (May, 2007), and more than one third of all twoparent families in 1998 would be poor if both parents did not work (May, 2007). In 1989, almost 8 out of 10 home buyers came from two-income households (May, 2007). Close to half of all children will spend time in a single-parent household, usually one headed by a mother, before they are 18 (Cherlin, & Furstenberg, 1994), and neither government payments to such families nor the economic assistance provided by absent fathers tends to support female-headed families above the poverty level. Among the 165 low-wage working mothers Edin and Lein (1997) interviewed, none could completely support their families on income from their full-time jobs, and three fifths of these women worked overtime at their main jobs or took a second job to make ends meet. In international perspective,

U.S. parents bear an unusually heavy burden of combined work and family responsibilities (Scarr, 1992), with few supportive or responsive institutions to make the burden lighter. In most industrialized countries, taxes subsidize parental leaves and child care. Scarr noted that European parents provide only between 6% and 15% of the cost of their children's care, Canadian parents provide 60% to 70%, but in the United States, parents provide more than 90% of the child-care costs. The operating cost of U.S. child-care centers has remained about the same since the 1970s, but public funds have supported a smaller and smaller proportion of this cost, leaving parents to pay more and more (Whitebook, Howes, & Phillips, 1990, cited in Zigler, Finn-Stevenson, & Marsland, 1995). In many societies, relatives take a larger share in child-rearing and income production, easing stress on parents and providing a larger network of support for children as well. U.S. society is highly individualistic, and many families today truly sink or swim on their own.

Infrastructure/facilities and Parents' Satisfaction

Customer relationship management (CRM) enhances organizational performance through identifying, acquiring, building and maintaining excellent relationships with customers (Haghshenas, & Ahmadi, 2015). CRM is a strategy that every organization practices in order to be in contact with existing and potential customers (Mohammad, Rashid, and Tahir, 2013) and (Sin, Tse, & Yim, 2005). Customer satisfaction is an important aspect in doing business and all organizations should pay more attention in this area. Organizations have to consider and address the issues on customer needs and differentiation in order to have effective relationships. Customer service is an important role for all the staff of the organization in order to identify, differentiate and then

interact with customers to offer better service at all times (Berndt, Herbst, & Roux, 2005). Institutions are competing with each other to recruit as many students as they can into their academic programmes. A very large amount of money is spent in the recruitment process. However, the retention rate of these numbers of students is alarming low (Crosling, Heagney, & Thomas, 2009).

Customer relationship management is a comprehensive strategy and process of acquiring, retaining, and partnering with selective customers to create superior value for the company and the customer. It involves the integration of marketing, sales, customer service, and the supply-chain functions of the organization to achieve greater efficiencies and effectiveness in delivering customer value, (Parvatiyar, & Sheth, 2002).

Human Resources and Parents' Satisfaction

Rao and Kumar (2004) add that

teaching is a highly noble profession and teachers are always a boon to society. The teaching acts of a teacher are meant to instill confidence in the youth so that not only while as students but also throughout their lifetime they could acquire relevant knowledge whenever they need it. The teacher's job is therefore to show what to study, to challenge the students by setting high standards and to criticize in order to spur to further achievement, to help surmount blind spots and to evaluate each student's progress in terms of valid objectives. Therefore, teachers have to adopt several strategies in their teaching in order to be effective in their jobs. Performance of teachers mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management. If the teachers take care of these factors, their performance can be enhanced to the optimum level. (p. 89)

The ultimate process of education could be simplified as a meaningful interaction between the teacher and the taught. The teacher-pupil relation is in the fore front and other relevant contributors are in the background. This fact emphasizes the role of the

teacher in learning and educating. The teacher thus plays a direct and a crucial role in molding a pupil towards education. Recent research has identified teacher quality as the most important variable in increasing student achievement. The effect of the teacher on student achievement has been shown to be greater than effects due to class size, school, and student socio-economic status (Sanders, & Horn, 1998).

Since a teacher is a role model for the students, job satisfaction and eventually the performance of a teacher becomes very vital in the field of education. Thus, the researcher felt the need to investigate the job satisfaction and performance of teachers in different categories of schools following different systems of education.

Religious Education and Parents' Satisfaction

Customer satisfaction and service quality are separate dimensions to be explored in service sector organisations (Lu, Berchoux, Marek, & Chen, 2015). Customer satisfaction is defined as “an overall evaluation, based on the customer's total purchase and consumption experience with a good or service over time” (Anderson, Fornell, & Rust, 1997). In the marketing literature, customer satisfaction has been recognized as an important part of corporate strategy (Fornell, Johnson, Anderson, Cha, & Bryant, 1996) and a key driver of firm long-term profitability and market value. Satisfaction is contented feeling of a customer after comparing performance (outcome) to the expectation related to the aspects that are offered by the product purchased (Sugiati, Thoyib, Hadiwidjoyo, & Setiawan, 2013). The relationship between satisfaction and loyalty is defined as a highly satisfied customer generally stays loyal longer, buys more as the company introduces new products and upgrade existing products, talk favourably about

the company and its product, pay less attention to competing brands, and is less sensitive to price, provides product or service ideas to the company, and costs less than new customers because transaction is routine (Kotler, 2000).

Philosophers and intellectuals believe that a number of features such as love, wisdom and independence are the basic components of life satisfaction (Bayani, et al., 2011). Religious beliefs, rituals, and obligations are related to the positive results such as improved quality, better life, welfare, physical and mental health, marital satisfaction, sustainable life, and positive performance (Seybold, & Hill, 2001). The positive religious attitude leads to life satisfaction and life satisfaction is one of the predictors of mental health (Lelkes, 2006).

Okulicz-Kozaryn (2010) showed that there is a relationship between the religious dimensions and life satisfaction; and religious people are more satisfied. Moslehi and Ahmadi (2013) studied the role of religious life in marital satisfaction and showed that the couples both of whom are religious are more satisfied than the couples one of whom is religious; and the latter, are more satisfied than the couples none of whom is religious. However, the results of Mirkhan (2014) showed that there is not a positive relationship between religious attitudes and life satisfaction has not been verified.

Finally, it is noteworthy that religious beliefs are of main predictors of life satisfaction.

CHAPTER III

METHODOLOGY

Introduction

The preceding chapter has provided a review of the literature and support for the research question, aim and objectives. The purpose of this chapter is to describe the methods and procedures used in answering the research question and for testing the hypotheses raised earlier in the study. This chapter provides enough detail to the extent that other researchers can easily understand and apply the methodology to similar studies.

This chapter is composed of 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

This is a quantitative investigation. This description is used whenever the research study is concerned with exploring law-like generalizations, like cause and effect relationships and it intends to put forward a stable reality where things can be observed. Also, it is noted that testing through the use of quantitative methods is characterized by the use of statistical analysis with the intent of measuring something.

The data was collected in a single moment to describe the variables and their

interpretation was analyzed. The administration of the instrument was in a single moment between the months of May to November of the year 2018. The research was descriptive for this type of research is devoted to the gathering of information about prevailing conditions or situations for description and interpretation. This method is not simply amassing and tabulating facts but includes proper analyses, interpretation, identification of trends and relationships in the area in which it operates, and the territory in which the school belongs. It was field research, because the data was collected from tertiary education providers in the Northeastern Conference.

Population

Creswell (2013) explained that a population is any group of individuals who have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a type or a more restricted part of that group. In this research study, some tertiary education providers in the Northeastern constituted the population and it consisted of 17 schools, 124 teachers and 2000 students registered tertiary education institutions within the Northeastern.

Sample

Sampling is the process by which a relatively small number of individuals or measures of individuals, objects or events is chosen and analyzed in order to find out something about the entire population from which it was chosen. According to Creswell (2013), sample size refers to the number of units or people that are chosen from which the researcher wishes to gather information or data.

Total population sampling is a type of purposive selection technique that involves examining the entire population that have a particular set of characteristics (Pratt, Schlaifer, Raiffa, & Schlaifer, 1995). In this study, total population sampling or complete enumeration (Creswell, 2013) was used due to the fact that the population size was small. Etikan, Musa, and Alkassim (2016) stated that total population sampling is more commonly used where the number of cases being investigated is relatively small. Of all the parents contacted 133 responded giving a response rate of 52.3%.

Measuring Instruments

The term measuring instrument is an umbrella term which is used by researchers to describe a measurement device such as a survey, test, questionnaire, etc. In this section of the paper, the different variables used in this study will be listed, descriptions will be given related to the development of the instrument, content and construct validity will be explained, and information will be shared on the reliability of the instrument used.

Variables

Variables are the conditions or characteristics that the experimenter manipulates, controls, or observes. The variables used in this research were: (a) dependent variable (satisfaction), and (b) independent variables (extra curriculum activities, Infrastructure and facility, human resources and religious education).

Instrument Development

Elaborated below, is a description of the process used in developing the instruments used in the present study. In consecutive order:

1. A conceptual definition of the variables collaborative relationships was made.
2. The variable relationships of collaboration were dimensioned.
3. Scripts relevant to the purpose of the study were determined for presenting a standard set of questions and response options using a Likert scale.
4. After the instrument was formed, the assistance of an expert writer in the field was requested for review.
5. The instrument then continued to validate content in terms of field testing for relevance and clearness; four experts in the field and five (5) tertiary education providers were provided with the 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.
6. After the validity test, the final instrument that was used in this study was derived and consists of three sections: (a) general instructions, (b) general information and (c) variables, with 118 statements.
7. After approval from the advisor, the data was collected.

The instrument used is shown in Appendix A.

Instrument Validity

Kimberlin and Winterstein (2008) stated that content validity addresses how well the items developed to operationalize a construct provide an adequate and representative sample of all the items that might measure the construct of interest. Given that there is statistical test to determine whether a measure adequately covers a content area or adequately represents a construct, content validity in this study depended on

the judgment of experts in the field (see Appendix B).

Content Validity

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

1. Several interviews were conducted with my advisor to find out his opinion on the measurement of the variables and to confirm if my method of inquiry into the literature which guided how I measured my variables was appropriate.

2. The literature was reviewed in different databases on the variables extra curriculum activities, infrastructure-facility, human resources, religious education, and satisfaction.

3. Then, taking into account the list of dimensions 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 four experts in the subject.

Validity of the Constructs

The factorial analysis procedure was used to evaluate the validity of the constructs of extra curriculum activities, infrastructure-facility, human resources, religious education, and satisfaction.

presented in this section. The results of the validation of each variable are presented below. Next, the statistical tests of the factor analysis for the constructs are presented.

Curriculum and Extra-curricular Activities

The instrument of curriculum and extra-curricular activities was composed of four dimensions: (a) scholastic instructional adequacy (CEC1 to CEC6), (b) curriculum comparability (CEC7 to CEC10), (c) scholastic rating (CEC11 to CEC17), and (d) non-scholastic rating (CEC18 to CEC22).

The analysis of the component matrix reveals that 12 out of the 22 statements have a positive correlation coefficient highly greater than .3, as result 10 were disregarded, as can be observed in table 7, the minimum value for the component is .341, and the maximum is .717.

Regarding the sample adequacy measure KMO, a value very close to the unit (KMO = .744) was found. For the Bartlett sphericity test, it was found that the results ($X^2 = 864.896$ $df = 1231$, $p = .000$) 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 extraction statistics by main components, it was found that the commonality values ($Com_{min} = .306$; $Com_{max} = .713$), all items are superior to the extraction criteria ($Com = .300$); additionally, the total variance is very high. It is 48.44%, closer to 50% that was established as a criterion.

The instrument has been submitted to the Cronbach's test or the reliability test. The alpha Cronbach was .839. As for the rotated factorial solution, the Varimax method was used, and the indicators have been reclassified (see Table 1).

Initially, the first factor which was "scholastic instructional adequacy" was composed of six indicators (CEC1-CEC6) has been modified. It was changed to "mixture of

scholastic and non-scholastic rating," it is now contained 9 indicators which are: "Students' interests are adequately matched with the variety of after-school clubs (CEC20)", "The after-school program provides useful homework help (CEC19)" "The school's gifted program promotes active learning (CEC12)", "Adventist schools cultivate good test taking skills in students (CEC13)," "The school is open to adopting new programs to improve its standards (CEC6)", "Students' creativities are enhanced with the science, technology, engineering, math (STEM)", "Program offered (CEC4)," "The elementary school syllabus is dense (CEC11)," "The students enjoy participating in the current non-scholastic activities (CEC21)," and "The school's main objective is to maintain high test scores (CEC14)".

Formerly, the second factor was "curriculum comparability" it was initially organized this way (CEC7 to CEC10)", and it was composed of four indicators, now it is still remained "curriculum comparability" now it contains four indicators, which are reclassified: "Adventist elementary school instruction integrates with the board of education's CORE program (CEC8)", "The instructional outline for adventist schools is comparable to other private schools (CEC7)", "Adventist elementary instruction closely follows the board of education's outline (CEC9)," "Adventist high schools successfully prepare students for college using SAT or ACT (CEC2)".

At first, the third factor "scholastic rating" was composed of seven indicators (CEC11 – CEC17). It has been rotated and remained the same "scholastic rating" and contains 4 indicators: "Adventist teachers are unsuitably equipped in instructing the science, technology, engineering, math (STEM) syllabus (CEC5)", The quality of the

school's education is inferior (CEC15)", "The school's instructional program needs improvement (CEC17)," and "After-school programs provided are lacking in variety (CEC18)".

And finally, the fourth factor "non-scholastic rating" was comprised of five factors (CEC18 – CEC22). Due to the rotation of the items, this factor was renamed "scholastic adequacy" and it now contains 5 factors: "The school is technologically equipped (CEC16)", "Program advancement is behind in comparison to other private schools., (CEC10)," "Adventist elementary schools have a low success rate in preparing students for the State Exam (CEC1)," "The school's non-scholastic activities are expensive (CEC22)", and "Adventist schools lack advanced placement (AP) programs that support the students' interests (CEC3)".

Infrastructure/facilities

The instrument of infrastructure facility was made up of three dimensions: (a) organization (IF1 to IF4), (b) safe and security (IF5 to IF11), and (c) facilities management (IF12 to IF16). The analysis of the component matrix reveals that 10 out of the 16 statements have a positive correlation coefficient highly greater than .3. As result, six of the items were disregarded. The minimum value for the component is .375, and the maximum is .729.

Regarding the sample adequacy measure KMO, a value very close to the unit (KMO = .775) was found. For the Bartlett sphericity test, it was found that the results ($X^2 = 616.478$ $df = 120$, $p = .000$) are significant.

Table 1

Rotated Matrix of Extracurricular Activities

Items	Component			
	1	2	3	4
Students' interests are adequately matched with the variety of after-school clubs.	.705			
The after-school program provides useful homework help.	.666			
The school's Gifted Program promotes active learning.	.659			
Adventist schools cultivate good test taking skills in students.	.658			
The school is open to adopting new programs to improve its standards.	.562	.372		
Students' creativities are enhanced with the Science, Technology, Engineering, Math (STEM) program offered.	.561	.338		
The elementary school syllabus is dense.	.489			
The students enjoy participating in the current non-scholastic activities.	.489			
The school's main objective is to maintain high test scores.	.399			.354
Adventist elementary school instruction integrates with the Board of Education's CORE program.		.823		
The instructional outline for Adventist schools is comparable to other private schools.		.748		
Adventist elementary instruction closely follows the Board of Education's outline.	.326	.616		
Adventist high schools successfully prepare students for college using SAT or ACT.	.383	.443		-.390
Adventist teachers are unsuitably equipped in instructing the Science, Technology, Engineering, Math (STEM) syllabus.			.677	
The quality of the school's education is inferior.			.635	
The school's instructional program needs improvement.		-.307	.545	
After-school programs provided are lacking in variety.			.539	
The school is technologically equipped.			-.496	.486
Program advancement is behind in comparison to other private schools.		-.400	.493	.368
Adventist elementary schools have a low success rate in preparing students for the State Exam.				.679
The school's non-scholastic activities are expensive.				.585
Adventist schools lack Advanced Placement (AP) programs that support the students' interests.			.401	.488

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

For the extraction statistics by main components, it was found that the commonality values ($Com_{min} = .313$; $Com_{max} = .733$), all items are superior to the extraction criteria ($Com = .300$); additionally, the total variance is high. It is 49.25%, less than 50% established as a criterion.

The instrument has been submitted to the Cronbach's test or the reliability test. The Alpha was .846.

As for the rotated factorial solution, the varimax method was used (see Table 2), and the indicators have been rotated and reclassified.

Originally, the first factor that was "organization" and it contained four indicators (IF1 – IF4) it was rearranged and renamed to "safety security and facilities management," and it is now comprised of 10 indicators that are: "The school has inadequate secured facilities (IF6)", "the security system of the school gives assurance to the parents (IF5)", "The entrances and exits of the of school building are improperly lit and unsecured (IF13)", "Staff training programs are in place to facilitate emergency situations (IF14)," "The school building and the classrooms meet the safety codes of the city (IF12)", "classrooms are well lit and arranged for active learning (IF11)", "The condition of the school's grounds provides safety to the students and staff (IF4)", "Students are supervised while on the playground (IF8)", "the playground is child-friendly (IF9)", "The school has a proper wheelchair ramp for students in wheelchairs or on crutches (IF16)".

The second factor that was "safety and security" and initially it arranged this way (IF5 to IF11)" and included seven indicators, now it is called "organization and

safety” and contains four indicators, with a different classification: The public areas of the school (hallways, stairs, lobby, parking lot, etc.) are constantly monitored by cameras (IF10)”, “Safety is important to the school administration (IF7)”, and “Class sizes in Adventist elementary schools are too large (IF1)”.

The third factor “facilities management” formally was composed of 4 indicators (IF12-IF16). After been rotated it is now renamed “attachment” and composes of three indicators: “I have good relationship with other church members (MR6)”, “I am part of the family of my local church (MR8)”, and “I fully believe in the doctrines and practices of the church (MR4)”.

And finally, the fourth factor “commitment” was constituted of 3 factors (MR11 – MR13). Due to the rotation of the items, this factor was renamed “organization” and it now contains two factors: “Combining grade levels impedes the progress of students (IF2)”, and “Combining grade levels enhances the progress of students (IF3)”.

Human Resources

The instrument of transformational leadership style was composed of three dimensions: (a) labor management (HR1 to HR4), (b) communication and interactions (HR5 to HR8), and (c) compensation and benefit (HR9 to HR12).

The analysis of the component matrix reveals that 6 out of the 12 statements have a positive correlation coefficient highly greater than .3. As result, six of the items were disregarded. As can be observed in table 7, the minimum value for the component is .335, and the maximum is .794.

Table 2

Rotated Matrix of Infrastructure/facilities

Items	Component		
	1	2	3
The security system of the school gives assurance to the parents.	.779		
The school's grounds provide safety to the students and staff.	.745		
The playground is child-friendly.	.691		
Students are supervised while on the playground.	.684		
Staff training programs are in place to facilitate emergency situations.	.674		
Classrooms are well lit and arranged for active learning.	.624		
Safety is important to the school administration.	.605	-0.341	
The public areas of the school (hallways, stairs, lobby, parking lot, etc.) are constantly monitored by cameras.	.595		
The school building and the classrooms meet the safety codes of the city	.551		
The school has inadequate secured facilities		.707	
The entrances and exits of the school building are improperly lit and unsecured.		.698	
The children are untrained in proper emergency response.	-0.338	.607	
Class sizes in Adventist elementary schools are too large.		.548	
Combining grade levels impedes the progress of students.			-.835
Combining grade levels enhances the progress of students			.821

Regarding the sample adequacy measure KMO, a value very close to the unit (KMO = .714) was found. For the Bartlett sphericity test, it was found that the results ($X^2 = 360.585$ df = 66, $p = .000$) are significant (See Table 8).

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

For the extraction statistics by main components, it was found that the commonality values ($Com_{min} = .302$; $Com_{max} = .675$), all items are superior to the extraction criteria ($Com = .300$); additionally, the total variance is very high. It is 53.90%, greater than 50% established as a criterion.

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

The Alpha was .766.

As for the rotated factorial solution, the Varimax method was used (See Table 3), and the indicators have been reclassified.

Initially, the first factor which was “labor management” was composed of four indicators (HR1 – HR4) has been modified. It was changed to “communication and management,” it is now contained four indicators which are: “The teachers are inadequately compensated for their positions (HR5)”, “The teachers receive a lot of support from the parents (HR9)” “A lack of communication between the administration and the teachers affect the overall work performance of the staff (HR7)”, and “Adventist schools lack strong policies against bullying (HR4)”.

Formerly, the second factor was “communication and interaction” and it initially organized this way (HR5 to HR8)” and it was composed of four indicators, now it is called “labor manage and compensation benefits” now it contains five indicators, which are reclassified: “Confidential support is available for abused children (HR3)”, “The school’s teachers are academically qualified (HR2)”, “Ongoing training and seminar workshops are provided for teachers to improve on their teaching skills (HR12),” “The school is an impartial employer (HR1)”.

Religious Education

The instrument religious education was composed of three dimensions: (a) spiritual curriculum (RE1 to RE4), (b) spiritual development (RE5 to RE8), and (c) secular concern (RE9 to RE12).

Table 3

Rotated Matrix of Human Resources

	Component		
	1	2	3
There is a lack of communication between the leaders of the school and the parents.	.787		
The office staff lacks efficiency in their interaction with parents.	.778		
The teachers get little support from the administration.	.732		
Adventist schools lack strong policies against bullying.	.654		
Confidential support is available for abused children		.819	
The school's teachers are academically qualified.		.777	
Ongoing training and seminar workshops are provided for teachers to improve on abilities and skills.		.578	.368
Retirement plans and benefits for teachers and staff meet the required standards.		.541	
The school is an impartial employer.	.374	.399	
The teachers receive a lot of support from the parents.			.760
The level of communication between the administration and the teachers affect the overall performance of the staff.			.711
The teachers are inadequately compensated for their positions.			.554

The analysis of the component matrix reveals that 6 out of the 12 statements have a positive correlation coefficient highly greater than .3. As result, six of the items were disregarded. The minimum value for the component is .400, and the maximum is .623.

Regarding the sample adequacy measure KMO, a value very close to the unit (KMO = .714) was found. For the Bartlett sphericity test, it was found that the results ($X^2 = 360.465$ df = 66, $p = .000$) 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 extraction statistics by main components, it was found that the commonality values ($Com_{min} = .342$; $Com_{max} = .676$), all items are superior to the extraction criteria ($Com = .300$); additionally, the total variance is very high. It is 53.19%, greater than 50% established as a criterion.

The instrument has been submitted to the Cronbach's test or the reliability test. The Alpha was .720.

As for the rotated factorial solution, the Varimax method was used (see Table 4), and the indicators have been reclassified.

Initially, the first factor which was "spiritual curriculum" was composed of four indicators (RE1 – RE4) has been modified. It was changed to "spiritual curriculum and spiritual development," it is now contained four indicators which are: "Religion taught in Adventist schools infringes on students' religious liberty (RE4)", "Daily Bible classes are an unnecessary extra load on the curriculum (RE2)", "My child's spiritual development declined after attending the school (RE8)", and "Religious education in the Adventist school system has a one-sided view of religion (RE3)."

Formerly, the second factor was "spiritual development" and it initially organized this way (RE5 to RE8)" and it was composed of four indicators, after the rotation it remained "spiritual development" it contains four indicators, which are reclassified: "Week of prayer successfully cultivates faith values in students (RE6)", "The school's practice of daily worship enhances spiritual growth in students (RE5)", "My child gained more spiritual development by attending the school (RE7)," and "The integration of faith and learning is a powerful motivator for enrollment (HR1)."

At first, the third factor “secular concerns” was composed of four indicators (RE9 – RE12). It has been rotated and remained “secular concerns” and contains four indicators: “Drug and alcohol abuse are significantly lower in Adventist high schools (RE10), “Sexual abstinence taught from a religious perspective in Adventist high schools is effective (RE12)”, “Adventist elementary students are less likely to believe in evolution (RE11)”, and “Religious education fosters intolerance toward homosexuality (RE9).”

Table 4

Rotated Matrix of Religious Education

	Component		
	1	2	3
Religion taught in Adventist schools infringes on students’ religious liberty.	.764		
Daily Bible classes are an unnecessary extra load on the curriculum.	.759		
My child’s spiritual development declined after attending the school.	.695		
Religious education in the Adventist school system has a one-sided view of religion.	.615		
Week of prayer successfully cultivates faith values in students.		.810	
The school’s practice of daily worship enhances spiritual growth in students.		.714	
My child gained more spiritual development by attending the school.		.680	
The integration of faith and learning is a powerful motivator for enrolment.		.670	
Drug and alcohol abuse are significantly lower in Adventist high schools.			.776
Sexual abstinence taught from a religious perspective in Adventist high schools is effective.			.668
Adventist elementary students are less likely to believe in evolution.			.553
Religious education fosters intolerance toward homosexuality.			.471

School Satisfaction

The instrument of satisfaction was composed of four dimensions: (a) perceived value on scholastic and non-scholastic statements (SA1 to SA5), (b) Perceived values

on facilities and services (SA6 to SA10), (c) Perceived values on facial work (SA11 to SA14), and (d) perceived value on academic and spiritual worth (SA15 to SA19).

The analysis of the component matrix reveals that 13 out the 19 statements have a positive correlation coefficient highly greater than .3. as results, six items were not considered. The minimum value for the component is .324, and the maximum is .814.

Regarding the sample adequacy measure KMO, a value very close to the unit (KMO = .832) was found. For the Bartlett sphericity test, it was found that the results ($\chi^2 = 794.369$ df = 171, $p = .000$) 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 extraction statistics by main components, it was found that the commonality values ($Com_{min} = .319$; $Com_{max} = .674$), all items are superior to the extraction criteria ($Com = .300$); additionally, the total variance is very high. It is 53.26%, greater than 50% established as a criterion. As for the rotated factorial solution, the Varimax method was used (see Table 5), and the indicators have been reclassified.

Initially, the first factor which was “perceived value on scholastic and non-scholastic” was composed of 5 indicators (SA1 – SA5) has been modified. It was changed to “perceived value on academic, spiritual worth and scholastic” it is now contained nine indicators which are: “There is an internal collaborative environment between teachers and students (SA3)”, “The quality of the recreational program contributes to the overall educational improvement of my child (SA5)”, “The professionalism of the teachers helps to foster an enriching learning environment (SA18)”, “The quality of the academic curriculum fosters improved learning abilities (SA1)”, “The curriculum meets my child’s

educational goals (SA16)”, “The teachers are innovative in their teaching methodology (SA2),” “The spiritual education of my child by the school improved his/her overall behavior (SA19),” “Price cannot measure the values of religious education (SA14)”, and “The curriculum adequately prepares students for post graduate studies (SA15)”.

Formerly, the second factor was “perceived value on facilities and services” and it initially organized this way (SA6 to SA10)” and it was composed of five indicators, now it is called “perceived value on financial worth and non-scholastic” now it contains five indicators, which are reclassified: “I seem to pay more tuition and fees for less services (SA13)”, “Discrimination is shown in the academic evaluation of students (SA4)”, “The quality of education offered at other private schools seems to value more (SA12)”, “The classrooms are inadequately equipped (SA7)”, and “A lot of effort was extended to meet the financial obligations of enrolling my child in Adventist school (SA11)”.

At first, the third factor “perceived value on financial worth” was composed of 4 indicators (SA11 – SA14). It has been rotated and renamed “perceived value on facilities and services” and contains four indicators: “The students learn from each other when two grade levels are combined (SA6)”, “The school is accessible by public transportation (SA10)”, “Health services provided by the school are appropriate (SA8)”, and “The location of the school is in a safe environment for students (SA9)”.

And finally, the fourth factor “perceived value on academic and spiritual worth” was comprised of 5 factors (SA15-SA19). Due to the rotation of the items, this factor remained “perceived value on academic and spiritual worth” and it now contains one factor: “The work load has reduced recreational time for my child (SA17)”.

Table 5

Rotated Matrix of School Satisfaction

	Component			
	1	2	3	4
There is an internal collaborative environment between teachers and students.	.787			
The quality of the recreational program contributes to the overall educational improvement of my child.	.762			
The professionalism of the teachers helps to foster an enriching learning environment.	.708		.371	
The quality of the academic curriculum fosters improved learning abilities.	.675			
The curriculum meets my child's educational goals	.656			
The teachers are innovative in their teaching methodology.	.653			
The spiritual education of my child by the school improved his/her overall behaviour.	.626			
Price cannot measure the value of religious education	.589			-.337
The curriculum adequately prepares students for post graduate studies.	.559	-.374		.425
I seem to pay more tuition and fees for less services and quality.		.694		
Discrimination is shown in the academic evaluation of students.		.668		
The quality of education offered at other private schools seems to value more.		.569	.350	.370
The classrooms are inadequately equipped.		.477		.311
A lot of effort was extended to meet the financial obligations of enrolling my child in Adventist school.	.328	.442		
The students learn from each other when two grade levels are combined.			.747	
The school is accessible by public transportation.			.563	
Health services provided by the school are appropriate.	.349		.497	.314
The location of the school is in a safe environment for students.	.430		.472	
The work load has reduced recreational time for my child.				.736

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 coefficients obtained for the variables are the following: (a) extracurricular activities .715, (b) infrastructure/facilities, .731 (two items were deleted), (c) human resources, .705 (five items were deleted), and (d) school satisfaction, .738.

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 6 shows, as an example, the operationalization of the parents satisfaction 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 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 C.

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.

Main Null Hypothesis

The variables of extracurricular activities, infrastructure/facilities, human resources and religious education are predictors of parents' satisfaction in the Elementary and Secondary of Seventh-day Schools within the territory of Northeastern Conference.

Operationalization of Null Hypotheses

Table 7 shows the operationalization of one of the null hypotheses of this investigation are presented.

Table 6

Operationalization of the Variable Work Environment

Variables	Conceptual Definition	Instrumental definition	Operational definition
School Satisfaction	The quality of the education offered by the school, well-trained professors and the success of their children.	To measure the degree of parents satisfaction data was collected from parents of students attending schools in the Northeastern conference through the measured of 19 items, under the scale: 1 = Strongly disagree 2 = Disagree 3 = Neither agree or disagree 4 = Agree 5 = Strongly disagree.	To measure quality of the parent satisfaction, data was obtained from parents of students attending schools in the Northeastern Conference, through the measure of 19 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 poor 2 = Poor 3 = Average 4 = Good 5 = Excellent

Table 7

Operationalization of Hypotheses

Hypothesis	Variables	Level of measurement	Statistical Test
H ₀₄ : Extra Curriculum Activities, Infrastructure/facilities, human resources, and religious education are predictors of the of parents' satisfaction In the Seventh-Day schools of the Northeastern Conference of Seventh-day Adventists in Queens, New York.	Independents A. Extra-curriculum activities B. Infrastructure/facilities. C. Human resources D. Religious education Dependents E. Parents satisfaction.	Metrics Metrics Metrics Metrics	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 $p \leq .05$.

Data Collection

The data collection was carried out in the following way:

1. A letter was sent to the President of the Northeastern Conference of Seventh-day Adventists and well as the School Superintendent of the Northeastern Conference of Seventh-day Adventists. The letter requested permission for the researcher to apply the instrument to the staff.
2. The instrument was then distributed to church pastors, school principals and parents.
3. The survey was applied in physical form during work hours so that parents would be motivated to complete the instrument. The pastors' surveys were returned to a designated office employee. The surveys from the office staff were returned to a different office employee. The survey for the Seventh-day Adventists and non-Seventh-day parents were returned to the respective school Principal and the church Pastors.

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

This study had, among its objectives, to explore whether extracurricular activities, human resources, infrastructure/facilities, financial, climate and culture through diversity, distance accessibility, and religious education are significant predictors of parents' satisfaction, according to the perception of the senior employees of tertiary education institutions in the Northeastern Conference in accordance to the theoretical model identified in chapter one.

The research was considered quantitative, explanatory, transversal, descriptive, exploratory, correlational and field. The predictor variables in this research were extracurricular activities, human resources, infrastructure/facilities, financial, climate and culture through diversity, distance accessibility and religious education.

The demographic variables were the following: gender, church affiliation, employment, grade level(s), marital status, number of children attending SDA School, number of years child(ren) attending SDA School.

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.

Sample

The population that was observed for this research was estimated to be 133 tertiary education institutions in the North American Division. The research was targeted at the seventh-day and non-seventh-day adventist parents. Data collection was done by the use of a questionnaire. The field work was conducted during the months of August and November of 2018 and workable feedback was received by 133 respondents which represented 52.3% of the population.

Demographic Description

This section contains the demographic information regarding the subjects for this research. The results presented are for the variables gender, church affiliation, employment, grade level(s), marital status, number of children attending SDA School, number of years child(ren) attending SDA School (statistical tables are shown in Appendix D).

Gender

According to the gender of the participants is 56.4% were male and 43.6% are females.

Affiliation of Employees

In Table 8, it can be observed that 99.2% of the participants were seventh-day adventist and 9.8% were non-seventh-day adventist.

Table 8

Distribution of Participants for Affiliation

	<i>n</i>	<i>%</i>
SDA	120	90.2
NON_SDA	13	9.8
Total	133	100.0

Employment Type

It can be observed in Table 9 that 73.7% of the participants were full-time employees, 16.5% were part-time, and 9.8 were seasonal employees.

Child Attending

In Table 10 it can be observed that 37.5% of the participants had a child attending the seventh-day school, 36.1% had 2 children, 20.3% had three children.

Grade Level

The grade level of the parent's participants is that 51.9% of the participants had children in Elementary to Pre-K-8, 51.9% and secondary grade 9-12, 45.1%

Table 9

Distribution of Participants for Type of Employment

	<i>n</i>	<i>%</i>
Full-time	98	73.7
Part-Time	22	16.5
Seasonal Work	13	9.8
Total	133	100.0

Table 10

Distribution of Participants for Type of Employment

	<i>n</i>	<i>%</i>
1	50	37.6
2	48	36.1
3	27	20.3
4 and up	8	6.0
Total	133	100.0

Marital Status

Table 11 shows the data according to marital status, which shows that 78.2% were married and 9.8% were divorced. Most of the respondents were married.

Years Attending SDA Schools

In Table 12 it can be observed that 39.8% of the participants has been attending Seventh-day School for 1-4 years, 24.8% for 5-8, 21.8%.

Table 11

Distribution of Participants for Marital Status

	<i>n</i>	<i>%</i>
Single	16	12.0
Married	104	78.2
Divorced	13	9.8
Total	133	100.0

Table 12

Distribution of Participants for Years Attending SDA Schools

	n	%
1-4	53	39.8
5-8	33	24.8
9-12	29	21.8
13 and up	17	12.8
Total	133	100.0

Arithmetic Means

Extracurricular Activities

Table 13 shows the arithmetic mean of the extracurricular activities' variable. It can be observed that the items with the lowest arithmetic means are: "The instructional outline for Adventist schools is comparable to other private schools (CEC1 = 2.60)", "Students' interests are adequately matched with the variety of after-school clubs (CEC20 = 2.92)", and "The elementary school syllabus is dense (CEC5 = 2.97)". The highest arithmetic means of the extracurricular activities are: "Program advancement is behind in comparison to other private schools (CEC17 = 3.66)", "Adventist schools cultivate good test taking skills in students (CEC8 = 3.60)", "The school's main objective is to maintain high test scores (CEC9 = 3.56)". The general arithmetic mean of the construct is 3.25 meaning that parents are *neutral* with the extracurricular activities.

Table 13

Arithmetic Mean of the Extracurricular Activities'

Items	<i>M</i>	<i>SD</i>
CEC1	2.60	1.223
CEC2	3.49	1.098
CEC3	3.24	1.122
CEC4	3.40	1.000
CEC5	2.97	1.177
CEC6	3.41	1.023
CEC7	3.36	1.123
CEC8	3.60	.960
CEC9	3.56	1.002
CEC10	3.12	1.083
CEC11	3.16	.914
CEC12	3.24	1.052
CEC13	3.42	1.009
CEC14	3.12	1.239
CEC15	2.60	1.278
CEC16	3.18	1.129
CEC17	3.66	.967
CEC18	3.33	1.093
CEC19	3.27	1.103
CEC20	2.92	1.112
CEC21	3.60	.945
CEC22	3.20	1.064
CEC	3.25	.409

Infrastructure/facilities

Table 14 shows the arithmetic mean of the Infrastructure/facilities variable. It can be observed that the items with the lowest arithmetic means are: "Class sizes in Adventist elementary schools are too large (IF1 = 2.30)", "The public areas of the school (hallways, stairs, lobby, parking lot, etc.) are constantly monitored by cameras (IF10

=2.89)”, “The school has a proper wheelchair ramp for students in wheelchairs or on crutches (IF 16 = 2.97)”. The highest arithmetic means of the Infrastructure/facilities variable are: “Classrooms are well lit and arranged for active learning (IF11 = 4.00)”, “The school building and the classrooms meet the safety codes of the city (IF12 = 3.98)” “The entrances and exits of the of school building are improperly lit and unsecured (IF13 = 3.82)”. The general arithmetic mean of the construct is 3.34 meaning that parents are *neutral* with the Infrastructure/facilities.

Table 14

Arithmetic Mean of the Infrastructure/facilities

Items	<i>M</i>	<i>SD</i>
IF1	2.30	1.175
IF3	3.03	1.124
IF4	3.69	.904
IF5	3.53	.981
IF6	3.45	.996
IF7	3.03	1.134
IF8	3.06	1.113
IF9	3.43	.995
IF10	2.89	1.182
IF11	4.00	1.011
IF12	3.98	.846
IF13	3.82	.925
IF14	3.57	.955
IF16	2.97	1.131
IF	3.34	.488

Human Resource

Table 15 shows the arithmetic mean of the human resources variable. It can be observed that the items with the lowest arithmetic means are: “Ongoing training and seminar workshops are provided for teachers to improve on their teaching skills (HR5 = 2.73)”, “A lack of communication between the administration and the teachers affect the overall work performance of the staff (HR7 = 2.79)”, “The teachers receive a lot of support from the parents (HR9 = 2.81)”. The highest arithmetic mean for Human resource are: “There is a lack of communication between the leaders of the school and the parents (HR6 = 3.48)”, “The office staff lacks efficiency in their interaction with parents (HR10 = 3.29)”, “The school is an impartial employer (HR1 = 3.23)”. The general arithmetic mean of the construct is 3.11 meaning that parents are *neutral* with the human resources.

Table 15

Arithmetic Mean of the Human Resources

Items	<i>M</i>	<i>SD</i>
HR1	3.23	1.093
HR4	3.00	1.215
HR5	2.73	1.217
HR6	3.48	1.118
HR7	2.79	1.042
HR9	2.81	1.113
HR10	3.29	1.099
HR	3.11	.547

Religious Education

Table 16 shows the arithmetic mean of the religious education variable. It can be observed that the items with the lowest arithmetic means are: “The school’s practice of daily worship enhances spiritual growth in students (RE2 = 1.97)”, “Drug and alcohol abuse are significantly lower in Adventist high schools (RE8 = 2.18)”. The highest arithmetic means for the religious education variable is: “Daily Bible classes are an unnecessary extra load on the curriculum (RE3 = 2.60)”, “Week of prayer successfully cultivates faith values in students RE4 = 2.35)”. The general arithmetic mean of the construct is 3.32 meaning that parents are *neutral* with the religious education.

Table 16

Arithmetic Mean of the Religious Education

Items	<i>M</i>	<i>SD</i>
RE2	1.97	1.233
RE3	2.60	1.272
RE4	2.35	1.225
RE8	2.18	1.181
RE	3.32	.396

School Satisfaction

Table 17 shows the arithmetic mean of the school satisfaction variable. It can be observed that the items with the lowest arithmetic means are: “The curriculum adequately prepares students for post graduate studies (SA4 = 2.48)”, “The classrooms are inadequately equipped (SA7 = 2.90)”, “The workload has reduced recreational time for my child (SA13 = 2.89)”. The highest arithmetic means of satisfaction variable were: “The

professionalism of the teachers helps to foster an enriching learning environment (SA14 = 3.94)”, “The quality of the academic curriculum fosters improved learning abilities (SA1 = 3.89)”, “Discrimination is shown in the academic evaluation of students (SA9 = 3.78)”. The general arithmetic mean of the construct is 3.47 meaning that parents are *neutral* with the school satisfaction.

Multiple Regression Assumptions

The dataset was cleaned to ensure normality leaving the dataset at 133 data points.

For this research, the first criterion that was analysed 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 proved, using the Durbin-Watson test, whose value is very close to two, this indicates that the errors are not correlated and are independent. Finally, the homoscedasticity was analysed, and it was proven that the errors have equal variances (see Appendix E).

Null Hypothesis

This section presents the null hypotheses to which the supporting statistical tables are seen in Appendix F.

Table 17

Arithmetic Mean of the School Satisfaction

Items	<i>M</i>	<i>SD</i>
SA1	3.89	.855
SA2	3.61	.867
SA3	3.70	.823
SA4	2.48	1.041
SA5	3.54	.908
SA6	3.36	.996
SA7	2.90	1.160
SA8	3.47	.989
SA9	3.78	.864
SA10	3.63	1.046
SA11	3.57	1.024
SA12	2.90	1.177
SA13	2.89	1.129
SA14	3.94	.963
SA15	3.67	.933
SA16	3.63	.948
SA17	3.06	1.071
SA18	3.78	.881
SA19	4.06	.894
SA	3.47	.411

H₀: The empirical model, in which work extra-curricular activities, infrastructure-facilities, and human resources, are predictors of parent's satisfaction of the seventh-day Adventist schools of the territory of Northeastern Conference of Seventh-day Adventists.

Linear regression was used to test this hypothesis whereby job satisfaction was the dependent variable and are the independent variables.

When applying the method of stepwisser in the regression analysis, it shows that the best predictor, was the variable infrastructure/facilities because it explained 34.6% of

the variance of the dependent variable school satisfaction (see Model 1, Figure 2, Table 18). Model 1 has a F value equal to 70.834 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.

It also was observed that the variables infrastructure/facilities and extracurricular activities were good predictors of the school satisfaction variable. The value of R^2 adjusted was equal to .457, which means that these two variables explain 45% of variance of the dependent variable school satisfaction (see Model 2, Figure 3, Table 18). Model 2 has a F value equal to 56.542 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.

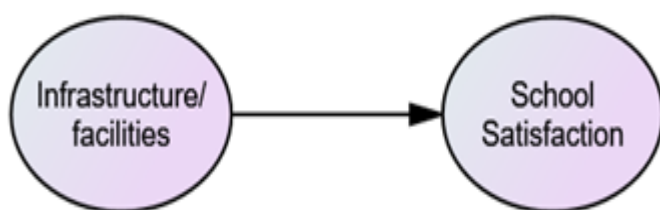


Figure 2. Model 1.

Table 18

Regression Results

Model	R	R Square	Adjusted R Square
1. Infrastructure/facilities	.592	.351	.346
2. Infrastructure/facilities and extracurricular activities.	.682	.465	.457
3. Infrastructure/facilities, extracurricular activities and religious education.	.712	.507	.495

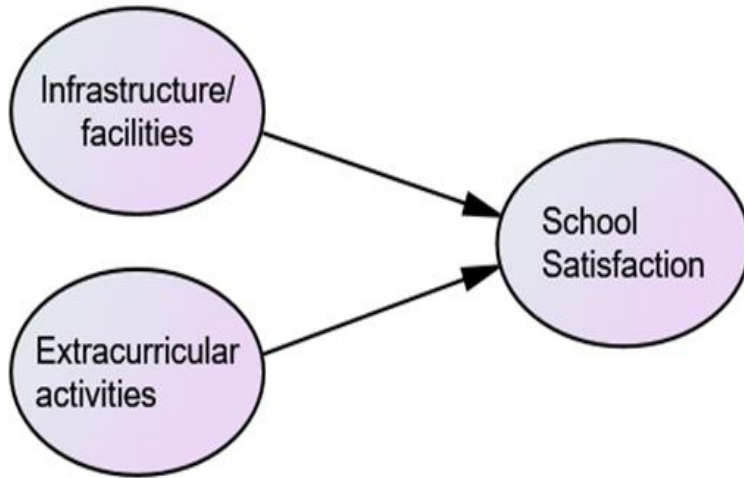


Figure 3. Model 2.

Model 3 that has infrastructure/facilities, extracurricular activities, and religious education show that the three variables are good predictors for school satisfaction. The value of R^2 adjusted was equal to .495, which means that these three variables explain 49.5% of variance of the dependent variable job satisfaction (see Model 3, Figure 4, Table 18). Model 3 has a F value equal to 44.209 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-standardizes B_k for each model were the following: (a) Model 1 B_0 equal to 1.805, B_1 equal to .498; (b) Model 2 B_0 equal to 1.078, B_1 equal to .335 and B_2 equal to .392; (c) Model 3 B_0 equal to .579, B_1 equal to .337, B_2 equal to .309, and B_3 equal to .228.

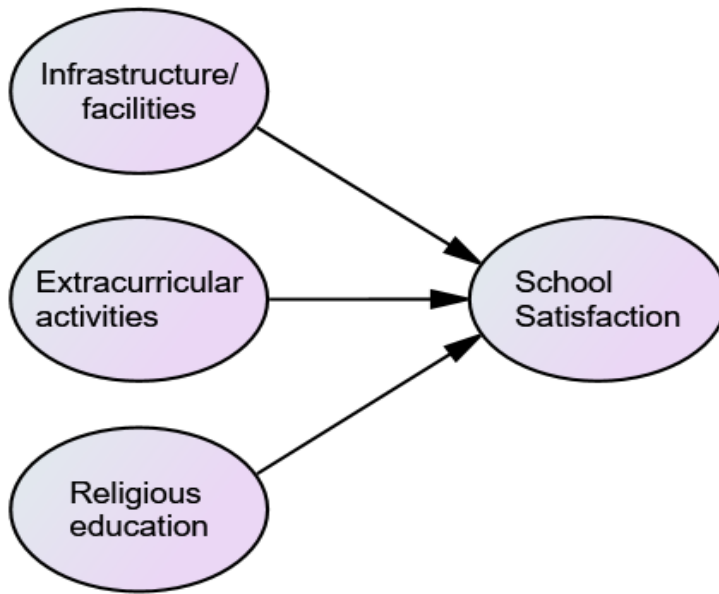


Figure 4. Model 3.

The collinearity of the variables was also analyzed, and it was observed that the factor of the inflation of the variance (FIV) of extracurricular activities, infrastructure/facilities, and religious education, was less than ten, for which, it is concluded that school satisfaction variable and the before mention variables do not present collinearity.

Summary of Chapter

The chapter was quite extensive as it presented the results of the investigation. It showed the demographic data and the extent of its behaviour. All the respective tests relevant to the confirmatory model were presented and the complementary questions were answered with descriptive statistics.

CHAPTER V

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This study explored the Seventh-Day Adventist Schools within the territory of Northeastern Conference have been suffering a decline in enrollment. Varying factors or variables contribute to the decline. They are as follows: inadequate provision of extracurricular activities; insufficient human resources; a lack of adequate working infrastructure/facilities; high financial costs and tuition, a decline in satisfaction among parents and students; a changing climate and culture through diversity; distance accessibility; and the growing trend to choose curriculum over religious education. The decline in enrollment is experienced in the Elementary and Secondary in Seventh-day Schools within the territory of the North American Division. This research study will address the different reasons that contribute to the decline in enrollment, and also to explore recommendations that can ease these problems affecting the Seventh-day Adventist school system in the North American Division (Lashley, & Glover Alves, 2009).

The variables were extracurricular activities, human resources, infrastructure/facilities, and religious education, while the dependent variable was school satisfaction. The demographic variables were the following: number of years child(ren) attending SDA School and children attending SDA school, employment, grade level, marital status, and gender.

The sample that was used in this research was 133 respondents of the education of different conferences and unions of the North American Division, while the criterion variable was satisfaction. For the analysis of the main hypothesis the statistical technique of multiple linear regression was used.

Discussion

In this section, the results are discussed and answers to the questions and initial objectives of the research by construct are presented.

Extracurricular Activities

Cho (1998) said that the curriculum is too limited. According to Adner and Kapoor (2010), all activities that are performed by students of schools and colleges that fall outside the sphere of the normal academic curriculum of any school, institute or university are known as extracurricular activities. A variety of extracurricular activities are available at various levels which include athletics, football basketball, baseball, bowling, climbing, cheer leading, field hockey, ice hockey, golf, ice skating, swimming, softball, tennis, table tennis, track, and volleyball. For students, there are numerous advantages of participating in extracurricular activities. Some of these include physical development, learning creativity, relief from stress, self-confidence, team spirit and companionship, time management.

Despite the large amount of literature focusing on the contexts of adolescent development, surprisingly little attention has been paid to the role of extracurricular activities, which are central developmental settings for adolescents. Mahoney and

Bergman (2002) reported that 75% of 14-year-olds participate in structured extracurricular activities. According to the Department of Education, National Center for Education Statistics (US) (2002), 25% of all high school seniors participate in academic clubs; 43% participate in athletics; 8% are members of a cheerleading or drill team; 19% are involved with the school newspaper or yearbook; 28% participate in music, drama, or debate; and 18% are members of vocational clubs. Moreover, this investigation revealed that 70% of the adolescents interviewed in the National Longitudinal Study of Adolescent Health reported participating in at least one school-based extracurricular activity. Given that such a large number of adolescents are engaged in at least one type of school-based extracurricular activity, it is crucial to account for these activities in order to better understand the contextual influences on adolescent development.

Consistent with the theorists presented above, the model presented similar findings. Extracurricular activities is a predictor of parents' satisfaction. Therefore, when there are such activities in the Seventh Adventist School it brings satisfaction to the parents with the school.

A look at the arithmetic mean suggested that the majority was *neutral* to the influences of extracurricular activities. This was a little different with the model, suggesting that extracurricular activities have an influence on the school satisfaction.

The items with the three highest scores were: "Program advancement is behind in comparison to other private schools", "adventist schools cultivate good test taking skills in students", "and the school's main objective is to maintain high test scores". On the other hands, the three lowest means corresponds to the following statements such as: The instructional outline for adventist schools is comparable to other private

schools”, “Students’ interests are adequately matched with the variety of after-school clubs”, “The elementary school syllabus is dense”

Human Resources

The findings of a 2007 survey, named REACH (NAD Office of Education, 2010) highlighted concerns regarding inclusion for Adventist teachers in Bermuda, Canada, and the United States¹, such as lack of resources, training, and staffing. Most alarming to these educators was their observation that the number of students with challenges was increasing each school year. Results from the REACH focus questions indicated that inclusion should be considered as the model used to provide education for all Adventist children. Historically, evaluation of teachers’ perceptions has revealed three barriers to educating children with disabilities in the general education classroom: a lack of teacher training, teachers’ inability to adapt, and teachers’ unwillingness to create inclusive classrooms (Leatherman, 2007). In their research on teachers’ attitudes in the classroom, Clark and Peterson (1986) noted within Christian schools in the United States, the three most often noted reasons for not providing inclusive education are the associated costs, the belief that other students lose time with the teacher, and the lack of training for teachers in inclusive educational programs (Tucker, 1996).

A look at the arithmetic mean suggested that the majority was *neutral* to the influences of human resources. This was little different with the model, suggesting that human resources do not have an influence on the school satisfaction.

As can be observed that the items with the lowest arithmetic means are: “Ongoing training and seminar workshops are provided for teachers to improve on their teaching skills”, “A lack of communication between the administration and the teachers affect the

overall work performance of the staff”, “The teachers receive a lot of support from the parents”. The highest arithmetic mean for Human resource are: “There is a lack of communication between the leaders of the school and the parents”, “The office staff lacks efficiency in their interaction with parents”, “The school is an impartial employer”.

Infrastructure/facilities

According to Shade and Stewart (2001), the main reason teachers struggle with inclusive classrooms is the lack of a positive attitude in general toward the inclusion model. In their research on teachers’ attitudes in the classroom, Clark and Peterson (1986) noted within christian schools in the United States, the three most often noted reasons for not providing inclusive education are the associated costs, the belief that other students lose time with the teacher, and the lack of training for teachers in inclusive educational programs (Tucker, 1996). Adventist author Douglas (2005) noted that inclusive classrooms can be established in Adventist schools and that “by practicing deliberate inclusivity, we will come to see differences in culture, ethnicity, and gender as opportunities to creatively enhance and fulfill our collective goals” (p. 23). Walter further added that personnel in Adventist schools must intentionally work to create inclusive classrooms that are “safe, valued, recognized, and respected” (p. 23).

A look at the arithmetic mean suggested that the majority was *neutral* to the influences of infrastructure/facilities. This was consistent with the model, suggesting that infrastructure/facilities have an influence on the school satisfaction.

The arithmetic means suggests that the lowest arithmetic means corresponds to the following items: “Class sizes in adventist elementary schools are too large”, “The

public areas of the school (hallways, stairs, lobby, parking lot, etc.) are constantly monitored by cameras”, “and the school has a proper wheelchair ramp for students in wheelchairs or on crutches”. The highest arithmetic means of the Infrastructure/facilities variable are: “Classrooms are well lit and arranged for active learning”, “the school building and the classrooms meet the safety codes of the city”, “the entrances and exits of the of school building are improperly lit and unsecured”.

Religious Education

In Canada, a survey conducted by Haakmat (1995) respondents did not have positive of Adventist schools, and felt that such schools did not play a significant role in the students’ spiritual nurture. While Hunt (1996) found that the most important factors for parents are caring teachers, spiritual environment, and safety. From parents in Canada, Lekic (2005) found three areas of importance: spiritual focus, a safe and caring environment, and dedicated school personnel. Klicka (1995) said, “Anybody should have the right to choose to teach their own children” (p. 26). The primary reason that he gave for home schooling was religious. He reported that 93.8% of home-schooling fathers and 96.4% of home-schooling mothers were born-again Christians who were prepared to make the necessary sacrifice to provide an education for their children (pp. 2, 3). Mayberry, et al. (1995), American home school and social researchers, found that the majority of home-parent educators were raised in mainstream religious institutions and quoted Deut. 6:6, 7, to explain why they chose home schooling. Further school choice issues were made by Halstead (1994) “who noted that the parents are now focusing on performance issues such as examination results and performance-related issues such as the school’s pleasant atmosphere and ethos than on the choices their

older parents made long ago” (p. 119). This concept may be applied also to the choices that some Seventh-day Adventist parents make. Greenleaf (2005), an SDA historian, stated that SDA parents “tend to place less stress today on spiritual values when deciding where their children would attend school” (p. 515), and more on other issues such as academic quality. He further cited that “academic pursuits have obscured the real reason for Adventist education” (p. 516). Some younger parents also may have certain beliefs or feelings about SDA schools. These beliefs or feelings about the schools affect enrollment. For example, one parent may believe that sending their child to an Adventist school where most of the students are from Christian homes will help to strengthen the child’s faith in the Lord and the child will remain a SDA church member, whereas another parent may believe that it is not very likely that sending their child to an Adventist school where most of the students are from Christian homes will help to strengthen the child’s faith in the Lord and the child will still remain a SDA church member. Perloff (1993) an “American sociologist, stated that these beliefs are subjectively held and can be ordered along a probability distribution” (p. 29). Parents who identify with Adventist education are more inclined to send their children to Adventist schools, especially if both parents are members of the church. But those parents who do not identify with Adventist education are much less likely to send their children to church schools.

A look at the arithmetic mean suggested that the majority agreed to the influences of religious education and its outcomes in the school of Northeastern Conference in the Atlantic Union Conference of the North American Division. This was consistent with the model

A look at the arithmetic mean suggested that the majority was *neutral* to the religious education. This was consistent with the model, suggesting that religious education have an influence on the school satisfaction.

As it arithmetic means of religious education correspond to the items with the lowest arithmetic means are: "The school's practice of daily worship enhances spiritual growth in students", "Drug and alcohol abuse are significantly lower in Adventist high schools", the highest arithmetic means for the religious education variable are", "Daily Bible classes are an unnecessary extra load on the curriculum", "Week of prayer successfully cultivates faith values in students". And the items with the highest results are

Satisfaction

Klicka (1995) said, "anybody should have the right to choose to teach their own children" (p. 26). The primary reason that he gave for home schooling was religious. He reported that 93.8% of home-schooling fathers and 96.4% of home-schooling mothers were born-again Christians who were prepared to make the necessary sacrifice to provide an education for their children (pp. 2-3). Mayberry, et al. (1995) American home school and social researchers, found that most home-parent educators were raised in mainstream religious institutions and quoted Deuteronomy 6:6, 7, to explain why they chose home schooling. Further school choice issues were made by Halstead (1994) "who noted that the parents are now focusing on performance issues such as examination results and performance-related issues such as the school's pleasant atmosphere and ethos than on the choices their older parents made long ago" (p. 119). This concept may be applied also to the choices that some Seventh-day Adventist parents make. Greenleaf (2005) an SDA historian, stated that SDA parents "tend to place less

stress today on spiritual values when deciding where their children would attend school” (p. 515), and more on other issues such as academic quality. He further cited that “academic pursuits have obscured the real reason for Adventist education” (p. 516).

Hunter (1991) indicated that

parents chose schools that were located in close proximity to their home, where the students received good examination grades and were well-disciplined. She also found that parents placed less importance on the denomination of the school, the caring teachers, and the emphasis on the practical area of curriculum. (pp. 31-41)

A look at the arithmetic mean suggested that the majority agreed to the factors that determine satisfaction. This was consistent with the model, suggesting perception did have an influence on budgetary satisfaction.

A look at the arithmetic mean suggested that the majority was *neutral* to the school satisfaction.

As can be observed through the lowest arithmetic means which corresponds to the following items from the satisfaction construct: “The curriculum adequately prepares students for post graduate studies”, “The classrooms are inadequately equipped”, “and the work load has reduced recreational time for my child”. The highest arithmetic means of satisfaction variable were: “The professionalism of the teachers helps to foster an enriching learning environment”, “The quality of the academic curriculum fosters improved learning abilities”, “and Discrimination is shown in the academic evaluation of students”.

Conclusions

This section provided the conclusions documented for this paper. It includes conclusions made on arithmetic mean with cross-tables and null hypothesis.

Null Hypothesis

The results of the main hypothesis are described below.

The main hypothesis states that the variables of extracurricular activities, infrastructure/facilities, human resources and religious education are predictors of parents' satisfaction in the elementary and secondary of seventh-day schools within the territory of Northeastern Conference.

It was found that that extra curriculum activities, infrastructure/facilities and religious education are good predictors of school satisfaction in the elementary and secondary school of Northeastern Conference. Therefore, the null hypothesis is rejected. For this model, human resources were not a predictive variable of school satisfaction.

Recommendations

The results of the investigation lead to some recommendations:

1. That administration review and manage an appropriate and acceptable level of budgetary slack within the institution.
2. That administration review the income targets set by the institution to ensure that it is not easily attained. Therefore, extra effort and resources can be directed to improving income level of the institution. There should also be a realisation of income to cash inflow.
3. The administration ensure that departments are sufficiently funded to ensure that efficiency can be attained. For example, investments in information technology both hardware and software.

4. That administration improves any issue of doubt and job security of employees with their institution. This would affect employee's motivation and if improved can improve employee's efficiency and effectiveness.

5. That administration reviews their loan portfolio since increase in short- and long-term loan would have a positive impact on short term liquidity, but this can affect sustainability in the medium and longer term if obligations are not met.

For Future Research

This section presents some recommendations for future research to find models that contribute to parents' satisfaction.

1. Replicate the research, using other populations to compare the results of this investigation.

2. Formulate new models, where new constructs are contemplated to measure parents' satisfaction.

3. Replicate the research, using other populations in tertiary education institutions to compare the results of this investigation.

APPENDIX A

INSTRUMENT

Why are Seventh-day Adventist school enrollment on the decline?



A Sample study for parents of children currently enrolled and those considering prospective enrollment in Seventh-day Adventist elementary and secondary schools within the North American Division.

WHY ARE SEVENTH-DAY ADVENTIST SCHOOL ENROLLMENT ON THE DECLINE?

Dear Participant,

You are invited to participate in a research survey. It will take about 15-20 minutes of your valuable time to complete this questionnaire. It is intended to gather data in pursuit of a PhD degree in Business Administration. It is not necessary for you to write or sign your name on the form, and you are required to answer all the questions as accurately as you can. Your responses will be kept confidential.

Thank you very much for your time and support. Please start with the survey now, by using a pen to place an "X" in the box under the number of each of the following items that reflect your honest opinion. After completing the questionnaire, please return it via email to fraj49@hotmail.com.

Demographics

Please place an “x” in the box(es) of the answers that applies to you:

Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
Church Affiliation	<input type="checkbox"/> SDA <input type="checkbox"/> NON-SDA
Employment	<input type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Seasonal Work
No. of children attending SDA School	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 or more
Grade Level(s)	<input type="checkbox"/> Elementary – Pre K-8 <input type="checkbox"/> Secondary – Grades 9-12
Marital Status	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Divorced <input type="checkbox"/> Other _____
No. of years child(ren) attending SDA School	<input type="checkbox"/> 1 - 4 <input type="checkbox"/> 5 - 8 <input type="checkbox"/> 9 - 12 <input type="checkbox"/> 13 or more years

CURRICULUM & EXTRA-CURRICULAR ACTIVITIES

Please place an “x” in the box of the answers that applies to you.

Curriculum & Extra-Curricular Activities

Curriculum and Extra-Curricular Activities are program instructions that are both academic and recreational. The activities also relate to equipping a school with educational chances to improve curriculum and technological advancement.

Rating scale				
Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

Curriculum & Extra-Curricular Activities		Rate				
Please rate how strongly you agree or disagree with each of the following statements:		1	2	3	4	5
1	Adventist elementary schools have a low success rate in preparing students for the State Exam.					
2	Adventist high schools successfully prepare students for college using SAT or ACT.					
3	Adventist schools lack Advanced Placement (AP) programs that support the students' interests.					
4	Students' creativities are enhanced with the Science, Technology, Engineering, Math (STEM) program offered.					
5	Adventist teachers are unsuitably equipped in instructing the Science, Technology, Engineering, Math (STEM) syllabus.					
6	The school is open to adopting new programs to improve its standards.					
7	The instructional outline for Adventist schools is comparable to other private schools.					
8	Adventist elementary school instruction integrates with the Board of Education's CORE program.					
9	Adventist elementary instruction closely follows the Board of Education's outline.					
10	Program advancement is behind in comparison to other private schools.					
11	The elementary school syllabus is dense.					
12	The school's Gifted Program promotes active learning.					
13	Adventist schools cultivate good test taking skills in students.					
14	The school's main objective is to maintain high test scores.					
15	The quality of the school's education is inferior.					
16	The school is technologically equipped.					
17	The school's instructional program needs improvement.					
18	After-school programs provided are lacking in variety.					
19	The after-school program provides useful homework help.					
20	Students' interests are adequately matched with the variety of after-school clubs.					
21	The students enjoy participating in the current non-scholastic activities.					
22	The school's non-scholastic activities are expensive.					

INFRASTRUCTURE & FACILITIES

Please place an “x” in the box of the answers that applies to you.

Infrastructure & Facilities

Infrastructure & Facilities include the school building and its items. The term also relates to the safety and security features of the school.

Rating scale				
Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

Infrastructure & Facilities		Rate				
Please rate how strongly you agree or disagree with each of the following statements:		1	2	3	4	5
1	Class sizes in Adventist elementary schools are too large.					
2	Combining grade levels impedes the progress of students.					
3	Combining grade levels enhances the progress of students.					
4	Classrooms are well lit and arranged for active learning.					
5	The school’s grounds provide safety to the students and staff.					
6	The security system of the school gives assurance to the parents.					
7	The school has inadequate secured facilities.					
8	The public areas of the school (hallways, stairs, lobby, parking lot, etc.) are constantly monitored by cameras.					
9	The school building and the classrooms meet the safety codes of the city.					
10	The entrances and exits of the school building are improperly lit and unsecured.					
11	Safety is important to the school administration.					
12	Students are supervised while on the playground.					
13	The playground is child-friendly.					
14	Staff training programs are in place to facilitate emergency situations.					
15	The children are untrained in proper emergency response.					
16	The school has a proper wheelchair ramp for students in wheelchairs or on crutches.					

HUMAN RESOURCES

Please place an “x” in the box of the answers that applies to you.

Human Resources

The Human Resources of a school includes the administration, staff, and teachers. The term is broadened to also include how labor is managed and directed, compensation and benefits, and even staff interaction with parents.

Rating scale				
Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

Human Resources		Rate				
Please rate how strongly you agree or disagree with each of the following statements:		1	2	3	4	5
1	The school is an impartial employer.					
2	The school’s teachers are academically qualified.					
3	Confidential support is available for abused children.					
4	Adventist schools lack strong policies against bullying.					
5	There is a lack of communication between the leaders of the school and the parents.					
6	The level of communication between the administration and the teachers affect the overall performance of the staff.					
7	The teachers get little support from the administration.					
8	The teachers receive a lot of support from the parents.					
9	The office staff lacks efficiency in their interaction with parents.					
10	The teachers are inadequately compensated for their positions.					
11	Retirement plans and benefits for teachers and staff meet the required standards.					
12	Ongoing training and seminar workshops are provided for teachers to improve on abilities and skills.					

RELIGIOUS EDUCATION

Please place an “x” in the box of the answers that applies to you.

Religious Education

The purpose of religious education is to enhance spiritual development in students, so that they will be able to better address secular issues and concerns. Educating through Biblical instructions, prayer, and worship are forms of integrating faith and learning in religious educational institutions.

Rating scale

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

Religious Education		Rate				
Please rate how strongly you agree or disagree with each of the following statements:		1	2	3	4	5
1	The integration of faith and learning is a powerful motivator for enrollment.					
2	Daily Bible classes are an unnecessary extra load on the curriculum.					
3	Religious education in the Adventist school system has a one-sided view of religion.					
4	Religion taught in Adventist schools infringes on students’ religious liberty.					
5	The school’s practice of daily worship enhances spiritual growth in students.					
6	Week of prayer successfully cultivates faith values in students.					
7	My child gained more spiritual development by attending the school.					
8	My child’s spiritual development declined after attending the school.					
9	Religious education fosters intolerance toward homosexuality.					
10	Drug and alcohol abuse are significantly lower in Adventist high schools.					
11	Adventist elementary students are less likely to believe in evolution.					
12	Sexual abstinence taught from a religious perspective in Adventist high schools is effective.					

SATISFACTION

Please place an “x” in the box of the answers that applies to you.

Satisfaction

In business, the satisfaction variable gauges the perceived value of products and/or services. In this case, the satisfaction variable measures the overall perceived value held by parents whose children are enrolled in Adventist schools.

Rating scale								
Strongly disagree	Disagree	Neutral	Agree	Strongly agree				
1	2	3	4	5				
Satisfaction				Rate				
Please rate how strongly you agree or disagree with each of the following statements:				1	2	3	4	5
1	The quality of the academic curriculum fosters improved learning abilities.							
2	The teachers are innovative in their teaching methodology.							
3	There is an internal collaborative environment between teachers and students.							
4	Discrimination is shown in the academic evaluation of students.							
5	The quality of the recreational program contributes to the overall educational improvement of my child.							
6	The students learn from each other when two grade levels are combined.							
7	The classrooms are inadequately equipped.							
8	Health services provided by the school are appropriate.							
9	The location of the school is in a safe environment for students.							
10	The school is accessible by public transportation.							
11	A lot of effort was extended to meet the financial obligations of enrolling my child in Adventist school.							
12	The quality of education offered at other private schools seems to value more.							
13	I seem to pay more tuition and fees for less services and quality.							
14	Price cannot measure the value of religious education.							
15	The curriculum adequately prepares students for post graduate studies.							
16	The curriculum meets my child’s educational goals.							
17	The work load has reduced recreational time for my child.							
18	The professionalism of the teachers helps to foster an enriching learning environment.							
19	The spiritual education of my child by the school improved his/her overall behavior.							

Thank you for participating!

APPENDIX B

FACTORIAL ANALYSIS

Extracurricular Activities

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.744
Approx. Chi-Square		864.896
Bartlett's Test of Sphericity	df	231
	Sig.	.000

Communalities

	Initial	Extraction
Adventist elementary schools have a low success rate in preparing students for the State Exam.	1.000	.566
Adventist high schools successfully prepare students for college using SAT or ACT.	1.000	.499
Adventist schools lack Advanced Placement (AP) programs that support the students' interests.	1.000	.464
Students' creativities are enhanced with the Science, Technology, Engineering, Math (STEM) program offered.	1.000	.473
Adventist teachers are unsuitably equipped in instructing the Science, Technology, Engineering, Math (STEM) syllabus.	1.000	.616
The school is open to adopting new programs to improve its standards.	1.000	.506
The instructional outline for Adventist schools is comparable to other private schools.	1.000	.602
Adventist elementary school instruction integrates with the Board of Education's CORE program.	1.000	.713
Adventist elementary instruction closely follows the Board of Education's outline.	1.000	.500
Program advancement is behind in comparison to other private schools.	1.000	.548
The elementary school syllabus is dense.	1.000	.359
The school's Gifted Program promotes active learning.	1.000	.481
Adventist schools cultivate good test taking skills in students.	1.000	.567
The school's main objective is to maintain high test scores.	1.000	.351
The quality of the school's education is inferior.	1.000	.491
The school is technologically equipped.	1.000	.567
The school's instructional program needs improvement.	1.000	.404
After-school programs provided are lacking in variety.	1.000	.306
The after-school program provides useful homework help.	1.000	.464
Students' interests are adequately matched with the variety of after-school clubs.	1.000	.517
The students enjoy participating in the current non-scholastic activities.	1.000	.313
The school's non-scholastic activities are expensive.	1.000	.352

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.851	22.052	22.052	4.851	22.052	22.052	3.627	16.485	16.485
2	2.768	12.584	34.636	2.768	12.584	34.636	2.577	11.715	28.200
3	1.635	7.433	42.068	1.635	7.433	42.068	2.493	11.330	39.530
4	1.402	6.373	48.442	1.402	6.373	48.442	1.961	8.912	48.442
5	1.183	5.375	53.817						
6	1.067	4.852	58.668						
7	1.048	4.764	63.433						
8	.990	4.498	67.931						
9	.910	4.137	72.069						
10	.734	3.338	75.407						
11	.664	3.017	78.424						
12	.635	2.884	81.308						
13	.619	2.812	84.120						
14	.560	2.547	86.667						
15	.527	2.394	89.061						
16	.463	2.103	91.164						
17	.445	2.021	93.185						
18	.380	1.728	94.912						
19	.359	1.630	96.542						
20	.294	1.334	97.877						
21	.249	1.133	99.009						
22	.218	.991	100.000						

Extraction Method: Principal Component Analysis.

Rotated Component Matrix^a

	Component			
	1	2	3	4
Students' interests are adequately matched with the variety of after-school clubs.	.705			
The after-school program provides useful homework help.	.666			
The school's Gifted Program promotes active learning.	.659			
Adventist schools cultivate good test taking skills in students.	.658			
The school is open to adopting new programs to improve its standards.	.562	.372		
Students' creativities are enhanced with the Science, Technology, Engineering, Math (STEM) program offered.	.561	.338		
The elementary school syllabus is dense.	.489			
The students enjoy participating in the current non-scholastic activities.	.489			
The school's main objective is to maintain high test scores.	.399			.354
Adventist elementary school instruction integrates with the Board of Education's CORE program.		.823		
The instructional outline for Adventist schools is comparable to other private schools.		.748		
Adventist elementary instruction closely follows the Board of Education's outline.	.326	.616		
Adventist high schools successfully prepare students for college using SAT or ACT.	.383	.443		-.390
Adventist teachers are unsuitably equipped in instructing the Science, Technology, Engineering, Math (STEM) syllabus.			.677	
The quality of the school's education is inferior.			.635	
The school's instructional program needs improvement.		-.307	.545	
After-school programs provided are lacking in variety.			.539	
The school is technologically equipped.			-.496	.486
Program advancement is behind in comparison to other private schools.		-.400	.493	.368
Adventist elementary schools have a low success rate in preparing students for the State Exam.				.679
The school's non-scholastic activities are expensive.				.585
Adventist schools lack Advanced Placement (AP) programs that support the students' interests.			.401	.488

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Infraestructure/Facilities

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.775
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	Approx. Chi-Square	616.478
Bartlett's Test of Sphericity	df	120
	Sig.	.000

Communalities

	Initial	Extraction
Class sizes in Adventist elementary schools are too large.	1.000	.313
Combining grade levels impedes the progress of students.	1.000	.733
Combining grade levels enhances the progress of students	1.000	.677
Classrooms are well lit and arranged for active learning.	1.000	.396
The school's grounds provide safety to the students and staff.	1.000	.576
The security system of the school gives assurance to the parents.	1.000	.607
The school has inadequate secured facilities	1.000	.437
The public areas of the school (hallways, stairs, lobby, parking lot, etc.) are constantly monitored by cameras.	1.000	.445
The school building and the classrooms meet the safety codes of the city	1.000	.384
The entrances and exits of the school building are improperly lit and unsecured.	1.000	.598
Safety is important to the school administration.	1.000	.504
Students are supervised while on the playground.	1.000	.468
The playground is child-friendly.	1.000	.509
Staff training programs are in place to facilitate emergency situations.	1.000	.492
The children are untrained in proper emergency response.	1.000	.507
The school has a proper wheelchair ramp for students in wheelchairs or on crutches.	1.000	.234

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.614	28.836	28.836	4.614	28.836	28.836	4.273	26.705	26.705
2	1.860	11.624	40.460	1.860	11.624	40.460	2.004	12.522	39.227
3	1.407	8.794	49.254	1.407	8.794	49.254	1.604	10.027	49.254
4	1.221	7.632	56.886						
5	1.000	6.251	63.137						
6	.926	5.785	68.922						
7	.724	4.525	73.447						
8	.702	4.390	77.838						
9	.638	3.987	81.825						
10	.604	3.774	85.599						
11	.541	3.379	88.978						
12	.459	2.871	91.849						
13	.405	2.530	94.379						
14	.336	2.100	96.479						
15	.285	1.784	98.263						
16	.278	1.737	100.000						

Extraction Method: Principal Component Analysis.

Rotated Component Matrix^a

	Component		
	1	2	3
The security system of the school gives assurance to the parents.	.779		
The school's grounds provide safety to the students and staff.	.749		
The playground is child-friendly.	.692		
Staff training programs are in place to facilitate emergency situations.	.680		
Students are supervised while on the playground.	.673		
Safety is important to the school administration.	.617		
Classrooms are well lit and arranged for active learning.	.609		
The public areas of the school (hallways, stairs, lobby, parking lot, etc.) are constantly monitored by cameras.	.592		
The school building and the classrooms meet the safety codes of the city	.550		
The school has a proper wheelchair ramp for students in wheelchairs or on crutches.	.310		
The entrances and exits of the school building are improperly lit and unsecured.		.710	
The school has inadequate secured facilities		.654	
The children are untrained in proper emergency response.	-.342	.620	
Class sizes in Adventist elementary schools are too large.		.526	
Combining grade levels impedes the progress of students.			-.817
Combining grade levels enhances the progress of students			.797

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 4 iterations.

Human Resources

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.714
Approx. Chi-Square	360.585
Bartlett's Test of Sphericity	df
	66
Sig.	.000

Communalities

	Initial	Extraction
The school is an impartial employer.	1.000	.302
The school's teachers are academically qualified.	1.000	.671
Confidential support is available for abused children	1.000	.715
Adventist schools lack strong policies against bullying.	1.000	.488
There is a lack of communication between the leaders of the school and the parents.	1.000	.675
The level of communication between the administration and the teachers affect the overall performance of the staff.	1.000	.573
The teachers get little support from the administration.	1.000	.560
The teachers receive a lot of support from the parents.	1.000	.645
The office staff lacks efficiency in their interaction with parents.	1.000	.612
The teachers are inadequately compensated for their positions.	1.000	.381
Retirement plans and benefits for teachers and staff meet the required standards.	1.000	.357
Ongoing training and seminar workshops are provided for teachers to improve on abilities and skills.	1.000	.490

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.929	24.407	24.407	2.929	24.407	24.407	2.601	21.672	21.672
2	2.089	17.408	41.814	2.089	17.408	41.814	2.203	18.358	40.030
3	1.451	12.088	53.902	1.451	12.088	53.902	1.665	13.872	53.902
4	1.139	9.489	63.391						
5	.867	7.222	70.613						
6	.658	5.482	76.095						
7	.591	4.927	81.023						
8	.581	4.838	85.861						
9	.534	4.449	90.309						
10	.470	3.920	94.230						
11	.388	3.230	97.459						
12	.305	2.541	100.000						

Extraction Method: Principal Component Analysis.

Religious Education

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.706
Approx. Chi-Square		360.465
Bartlett's Test of Sphericity	df	66
	Sig.	.000

Communalities

	Initial	Extraction
The integration of faith and learning is a powerful motivator for enrollment.	1.000	.486
Daily Bible classes are an unnecessary extra load on the curriculum.	1.000	.676
Religious education in the Adventist school system has a one-sided view of religion.	1.000	.400
Religion taught in Adventist schools infringes on students' religious liberty.	1.000	.631
The school's practice of daily worship enhances spiritual growth in students.	1.000	.550
Week of prayer successfully cultivates faith values in students.	1.000	.661
My child gained more spiritual development by attending the school.	1.000	.512
My child's spiritual development declined after attending the school.	1.000	.522
Religious education fosters intolerance toward homosexuality.	1.000	.340
Drug and alcohol abuse are significantly lower in Adventist high schools.	1.000	.672
Adventist elementary students are less likely to believe in evolution.	1.000	.411
Sexual abstinence taught from a religious perspective in Adventist high schools is effective.	1.000	.523

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.287	27.391	27.391	3.287	27.391	27.391	2.347	19.557	19.557
2	1.846	15.381	42.772	1.846	15.381	42.772	2.316	19.300	38.857
3	1.251	10.421	53.193	1.251	10.421	53.193	1.720	14.336	53.193
4	1.041	8.674	61.868						
5	.851	7.094	68.962						
6	.772	6.433	75.395						
7	.701	5.842	81.237						
8	.553	4.608	85.846						
9	.539	4.488	90.333						
10	.498	4.146	94.479						
11	.359	2.989	97.469						
12	.304	2.531	100.000						

Extraction Method: Principal Component Analysis.

Parent's Satisfaction

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.832
Approx. Chi-Square	794.369
Bartlett's Test of Sphericity df	171
Sig.	.000

Communalities

	Initial	Extraction
The quality of the academic curriculum fosters improved learning abilities.	1.000	.491
The teachers are innovative in their teaching methodology.	1.000	.568
There is an internal collaborative environment between teachers and students.	1.000	.642
Discrimination is shown in the academic evaluation of students.	1.000	.488
The quality of the recreational program contributes to the overall educational improvement of my child.	1.000	.633
The students learn from each other when two grade levels are combined.	1.000	.577
The classrooms are inadequately equipped.	1.000	.341
Health services provided by the school are appropriate.	1.000	.481
The location of the school is in a safe environment for students.	1.000	.466
The school is accessible by public transportation.	1.000	.426
A lot of effort was extended to meet the financial obligations of enrolling my child in Adventist school.	1.000	.319

The quality of education offered at other private schools seems to value more.	1.000	.608
I seem to pay more tuition and fees for less services and quality.	1.000	.592
Price cannot measure the value of religious education	1.000	.549
The curriculum adequately prepares students for post graduate studies.	1.000	.644
The curriculum meets my child's educational goals	1.000	.517
The work load has reduced recreational time for my child.	1.000	.626
The professionalism of the teachers helps to foster an enriching learning environment.	1.000	.674
The spiritual education of my child by the school improved his/her overall behavior.	1.000	.478

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.427	28.562	28.562	5.427	28.562	28.562	4.677	24.616	24.616
2	2.162	11.380	39.942	2.162	11.380	39.942	2.124	11.181	35.797
3	1.386	7.294	47.236	1.386	7.294	47.236	1.950	10.261	46.059
4	1.145	6.028	53.264	1.145	6.028	53.264	1.369	7.206	53.264
5	1.085	5.708	58.972						
6	.975	5.133	64.105						
7	.893	4.698	68.803						
8	.799	4.204	73.008						
9	.696	3.665	76.672						
10	.677	3.564	80.236						
11	.602	3.170	83.407						
12	.541	2.849	86.255						
13	.511	2.689	88.944						
14	.504	2.653	91.597						
15	.395	2.077	93.674						
16	.352	1.851	95.524						
17	.321	1.688	97.212						
18	.287	1.508	98.721						
19	.243	1.279	100.000						

Extraction Method: Principal Component Analysis.

APPENDIX C

OPERATIONALIZATION OF THE VARIABLES AND ALPHA CROMBACH

Operationalization of the variable Extra Curriculum Activities

Variables	Conceptual definition	Instrumental definition	Operational definition
Extra Curriculum	The quality of the education offered by the school, well-trained professors and the success of their children.	<p>To measure the degree of parents satisfaction data was collected from parents of students attending schools in the Northeastern conference through the measured of 22 items, under the scale:</p> <p>1 = Strongly disagree 2 = Disagree = Neither agree or disagree 4= Agree 5 = Strongly disagree</p> <ol style="list-style-type: none"> 1. The instructional outline for Adventist schools is comparable to other private schools. 2. Adventist elementary schools have a low success rate in preparing students for the State Exam. 3. Adventist high schools successfully prepare students for college using SAT or ACT. 4. Adventist elementary school instruction integrates with the Board of Education's CORE program. 5. The elementary school syllabus is dense. 6. The school's Gifted Program promotes active learning. 7. Adventist schools lack Advanced Placement (AP) programs that support the students' interests. 	<p>To measure quality of the Extra Curriculum, data was obtained from parents of students attending schools in the Northeastern Conference, through the measure of 19 items.</p> <p>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 = Poor 3 = Average 4 = Good 5 = Excellent</p>

8. Adventist schools cultivate good test taking skills in students.

9. The school's main objective is to maintain high test scores.

10 Students' creativities are enhanced with the Science, Technology, Engineering, Math (STEM) program offered.

11. Adventist teachers are unsuitably equipped in instructing the Science, Technology, Engineering, Math (STEM) syllabus.

12. Adventist elementary instruction closely follows the Board of Education's outline.

13. The quality of the school's education is inferior.

14. The school is technologically equipped.

15. The instructional program needs improvement.

16. The school is open to adopting new programs to improve its standards.

17. Program advancement is behind in comparison to other private schools.

18. After-school programs provided are lacking in variety.

19.The after-school program provides useful homework help.

20. Students' interests are adequately matched with the variety of after-school clubs.

21.The students enjoy participating in the current non-scholastic activities.

22. The school's non-scholastic activities are expensive.

Operationalization of the variable Infrastructure/Facility

Variables	Conceptual definition	Instrumental definition	Operational definition
Infra/Facility	<i>The quality of the education offered by the school, well-trained professors and the success of their children.</i>	<p>To measure the degree of infrastructure/facility data was collected from parents of students attending schools in the Northeastern conference through the measured of 16 items, under the scale:</p> <p>1 = Strongly disagree 2 = Disagree 3 = Neither agree or disagree 4 = Agree 5 = Strongly disagree</p> <p>1. Class sizes in Adventist elementary schools are too large. 2. Combining grade levels impedes the progress of students. 3. Combining grade levels enhances the progress of students. 4. The condition of the school's grounds provides safety to the students and staff. 5. The security system of the school gives assurance to the parents. 6. The school has inadequate secured facilities. 7. Safety is important to the school administration.</p>	<p>To measure quality of the Infrastructure/Facility, data was obtained from parents of students attending schools in the Northeastern Conference, through the measure of 16 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 poor 2 = Poor 3 = Average 4 = Good 5 = Excellent</p>

8. Students are supervised while on the playground.
9. The playground is child-friendly.
10. The public areas of the school (hallways, stairs, lobby, parking lot, etc.) are constantly monitored by cameras.
11. Classrooms are well lit and arranged for active learning.
12. The school building and the classrooms meet the safety codes of the city.
13. The entrances and exits of the school building are improperly lit and unsecured.
14. Staff training programs are in place to facilitate emergency situations.
15. The children are untrained in proper emergency response.
16. The school has a proper wheelchair ramp for students in wheelchairs or on crutches.

Operationalization of the variable human resources

Variables	Conceptual definition	Instrumental definition	Operational definition
Human Res	<i>The quality of the education offered by the school, well-trained professors and the success of their children.</i>	To measure the degree of parents satisfaction data was collected from parents of students attending schools in the Northeastern conference through the measured of 12 items, under the scale: 1 = Strongly disagree 2 = Disagree 3 = Neither agree or disagree 4 = Agree	To measure quality of the human resources, data was obtained from parents of students attending schools in the Northeastern Conference, through the measure of 12 items. The variable was considered as metric.

5 = Strongly disagree

To make the approach of the conclusions of this study, the following equivalence was determined for the scale used:

1. The school is an impartial employer.
 2. The school's teachers are academically qualified.
 3. Confidential support is available for abused children.
 4. Adventist schools lack strong policies against bullying.
 5. The teachers are inadequately compensated for their positions.
 6. There is a lack of communication between the leaders of the school and the parents.
 7. A lack of communication between the administration and the teachers affect the overall work performance of the staff.
 8. The teachers get little support from the administration.
 9. The teachers receive a lot of support from the parents.
 10. The office staff lacks efficiency in their interaction with parents.
 11. Retirement plans and benefits for teachers and staff meet the required standards.
 12. Ongoing training and seminar workshops are provided for teachers to improve on their teaching skills.
-

- 1 = Very poor
- 2 = Poor
- 3 = Average
- 4 = Good
- 5 = Excellent

Operationalization of the variable religious education

Variables	Conceptual definition	Instrumental definition	Operational definition
Religious Ed.	<i>The quality of the education offered by the school, well-trained professors and the success of their children.</i>	<p>To measure the degree of parents satisfaction data was collected from parents of students attending schools in the Northeastern conference through the measured of 12 items, under the scale:</p> <p>1 = Strongly disagree 2 = Disagree 3 = Neither agree or disagree 4 = Agree 5= Strongly disagree</p> <p>1.The integration of faith and learning is a powerful motivator for enrollment. 2. Daily Bible classes are an unnecessary extra load on the curriculum. 3. Religious education in the Adventist school system has a one-sided view of religion. 4. Religion taught in Adventist schools infringes on students' religious liberty. 5. The school's practice of daily worship enhances spiritual growth in students. 6.Week of prayer successfully cultivates faith values in students. 7. My child gained more spiritual development by attending the school. 8.My child's spiritual development declined after attending the school.</p>	<p>To measure quality of the religious education, data was obtained from parents of students attending schools in the Northeastern Conference, through the measure of 12 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 poor 2 = Poor 3 = Average 4 = Good 5 = Excellent</p>

9. Religious education fosters intolerance toward homosexuality.

10. Drug and alcohol abuse are significantly lower in Adventist high schools.

11. Adventist elementary students are less likely to believe in evolution.

12. Sexual abstinence taught from a religious perspective in Adventist high schools is effective.

Extracurricular Activities

Estadísticos de fiabilidad

Alfa de Cronbach	N de elementos
.715	22

Infraestructura facilities

Se eliminaron los ítems 2 y 15

Estadísticos de fiabilidad

Alfa de Cronbach	N de elementos
.731	14

Human Resources

Se eliminaron los ítems 2, 3 8, 11 y 12

Estadísticos de fiabilidad

Alfa de Cronbach	N de elementos
.705	7

Religious Education

Se eliminaron los ítems 1,5,6,7,9,10,11 y 12

Estadísticos de fiabilidad

Alfa de Cronbach	N de elementos
.705	7

School Satisfaction

Estadísticos de fiabilidad

Alfa de Cronbach	N de elementos
.738	19

APPENDIX D

DESCRIPTIVE STATISTICS

Descriptivos

Gender

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Male	75	56.4	56.4	56.4
	Female	58	43.6	43.6	100.0
	Total	133	100.0	100.0	

Affiliation

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	SDA	120	90.2	90.2	90.2
	NON_SDA	13	9.8	9.8	100.0
	Total	133	100.0	100.0	

Employment

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Full-time	98	73.7	73.7	73.7
	Part-Time	22	16.5	16.5	90.2
	Seasonal Work	13	9.8	9.8	100.0
	Total	133	100.0	100.0	

ChildrenInSDASch

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	1	50	37.6	37.6	37.6
	2	48	36.1	36.1	73.7
	3	27	20.3	20.3	94.0
	4 and up	8	6.0	6.0	100.0
	Total	133	100.0	100.0	

GradeLevel

	Frecuencia	Porcentaje	Porcentaje vál- ido	Porcentaje acu- mulado
Elementary - Pre K -8	69	51.9	51.9	51.9
Secondary Grades 9-12	60	45.1	45.1	97.0
Válidos 3.00	3	2.3	2.3	99.2
4.00	1	.8	.8	100.0
Total	133	100.0	100.0	

MaritalStatus

	Frecuencia	Porcentaje	Porcentaje vál- ido	Porcentaje acu- mulado
single	16	12.0	12.0	12.0
Married	104	78.2	78.2	90.2
Válidos Divorced	13	9.8	9.8	100.0
Total	133	100.0	100.0	

YearsAttendingSDASch

	Frecuencia	Porcentaje	Porcentaje vál- ido	Porcentaje acu- mulado
1-4	53	39.8	39.8	39.8
5-8	33	24.8	24.8	64.7
Válidos 9-12	29	21.8	21.8	86.5
13 and up	18	13.5	13.5	100.0
Total	133	100.0	100.0	

APPENDIX E

MULTIPLE REGRESION ASSUMTION

Supuestos de normalidad

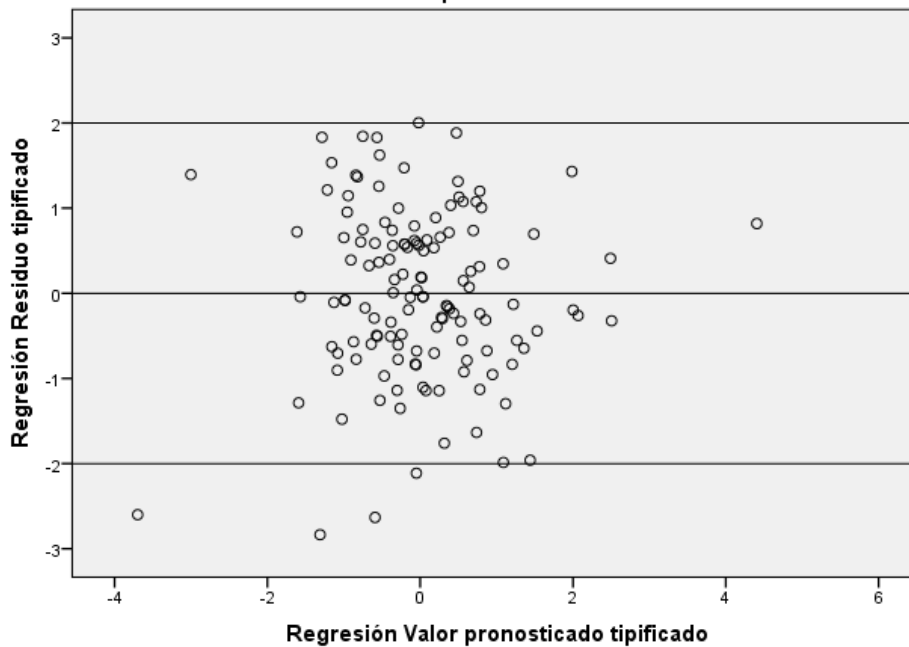
Resumen del modelo^d

Modelo	R	R cuadrado	R cuadrado corregida	Error típ. de la estimación	Durbin-Watson
1	.592 ^a	.351	.346	.33240	
2	.682 ^b	.465	.457	.30289	
3	.712 ^c	.507	.495	.29196	1.951

- a. Variables predictoras: (Constante), IF
- b. Variables predictoras: (Constante), IF, CEC
- c. Variables predictoras: (Constante), IF, CEC, RE
- d. Variable dependiente: SA

Gráfico de dispersión

Variable dependiente: SA

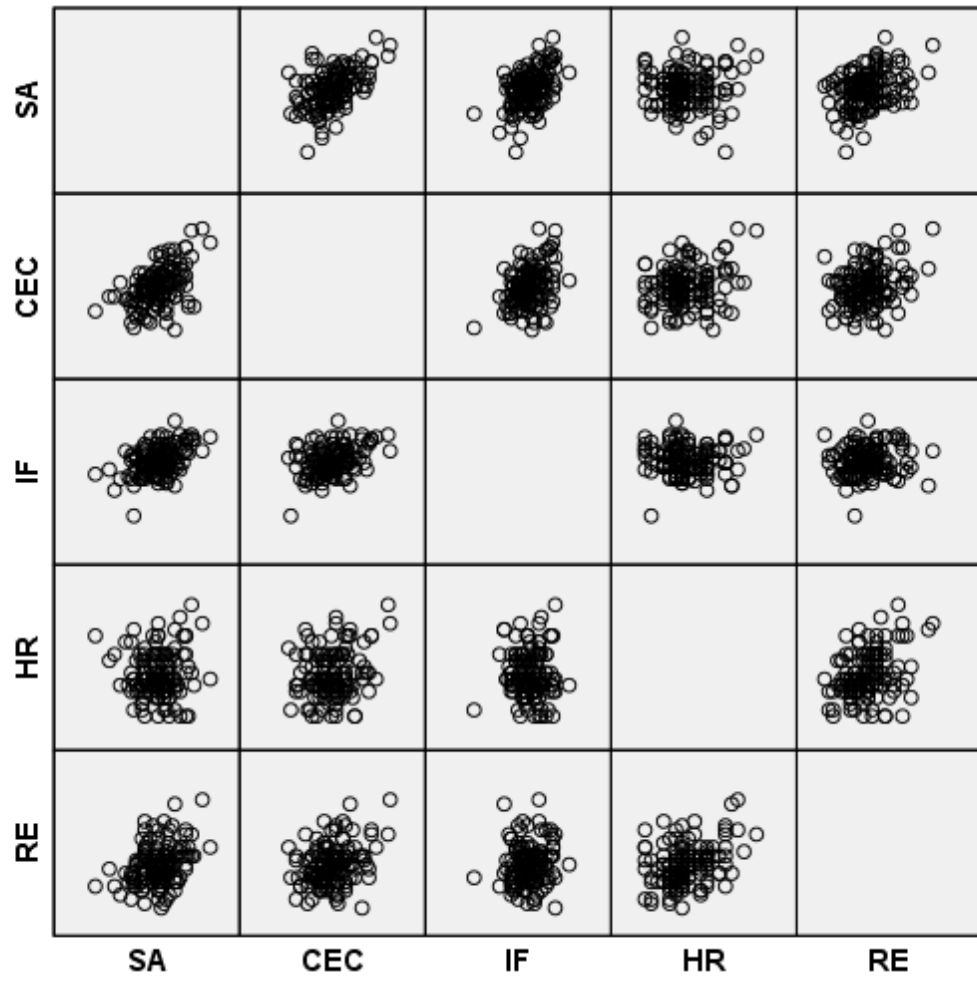


Pruebas de normalidad

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Estadístico	gl	Sig.	Estadístico	gl	Sig.
Standardized Residual	.059	133	.200 [*]	.986	133	.193

*. Este es un límite inferior de la significación verdadera.

a. Corrección de la significación de Lilliefors



APPENDIX F

NULL HYPOTHESIS

Resumen del modelo^d

Modelo	R	R cuadrado	R cuadrado corregida	Error típ. de la estimación	Durbin-Watson
1	.592 ^a	.351	.346	.33240	
2	.682 ^b	.465	.457	.30289	
3	.712 ^c	.507	.495	.29196	1.951

- a. Variables predictoras: (Constante), IF
 b. Variables predictoras: (Constante), IF, CEC
 c. Variables predictoras: (Constante), IF, CEC, RE
 d. Variable dependiente: SA

ANOVA^a

Modelo		Suma de cuadrados	gl	Media cuadrática	F	Sig.
1	Regresión	7.827	1	7.827	70.834	.000 ^b
	Residual	14.474	131	.110		
	Total	22.301	132			
2	Regresión	10.374	2	5.187	56.542	.000 ^c
	Residual	11.926	130	.092		
	Total	22.301	132			
3	Regresión	11.305	3	3.768	44.209	.000 ^d
	Residual	10.996	129	.085		
	Total	22.301	132			

- a. Variable dependiente: SA
 b. Variables predictoras: (Constante), IF
 c. Variables predictoras: (Constante), IF, CEC
 d. Variables predictoras: (Constante), IF, CEC, RE

Coefficientes^a

Modelo		Coeficientes no estandarizados		Coeficientes tipificados	t	Sig.	Estadísticos de colinealidad	
		B	Error típ.	Beta			Tolerancia	FIV
1	(Constante)	1.805	.200		9.023	.000		
	IF	.498	.059	.592	8.416	.000	1.000	1.000
2	(Constante)	1.078	.229		4.713	.000		

	IF	.335	.062	.398	5.378	.000	.751	1.331
	CEC	.392	.074	.390	5.270	.000	.751	1.331
	(Con- stante)	.579	.267		2.165	.032		
3	IF	.337	.060	.401	5.624	.000	.751	1.331
	CEC	.309	.076	.308	4.072	.000	.670	1.493
	RE	.228	.069	.220	3.304	.001	.865	1.156

a. Variable dependiente: SA

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CURRICULUM VITAE

Frantz D'Haiti

OBJECTIVE

Using both managing and ministry knowledge and experience to help others.

EXPERIENCE

<i>Senor Pastor</i>	<i>March 2013-Present</i>
<i>Capernaum SDA Church Adventist (NEC)</i>	<i>Rochester, NY</i>
Senor Pastor 2013	February 2009- Janvier
Ephese SDA Church Adventist (NEC)	Providence, RI
Senor Pastor 2011	October 2009-June
Jerusalem SDA Church (NEC)	Cranston, RI
<i>Senor Pastor</i> 2013	<i>February 2009-February</i>
<i>Ben_Emanuel SDA Church Adventist (NEC)</i>	<i>Randolph, MA</i>
<i>Assistant- Pastor</i>	<i>June 2004- August 2006</i>
<i>Sion SDA Church Adventist(NEC) Lake Region</i>	<i>Chicago, IL</i>
Cas	July 2003-April 2005
<i>Food Service, Andrews University</i>	<i>Berrien Springs, MI</i>
Adjunct Professor	September 2007- April 2009
French Professor	Lake Michigan College Benton Harbor, 1997-1999
Universite Adventiste D'haiti	Carrefour, Haiti
<i>Bookkeeper in charge of Primary and Kindergarten Schools</i>	
▪ Preparing monthly payroll for the professors.	
▪ Reconciling petty cash and replenish petty cash box.	
▪ Assisting the Treasurer in posting journal vouchers.	
▪ Reconciling trust and association checking and accounting functions.	

EDUCATION

- 2015-2019 University of Montemorelos Montemorelos,
Mexico
PhD in Business Administration emphasis on Management
- 2003-2006 Andrews University Berrien Springs, MI
Master of Divinity
- 2001-2002 Atlantic Union College South-Lancaster,
MA.
B.A., Business Administration.
- 1995-1999 Universite Adventiste D'haiti Haiti(W.I)
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