

ABSTRACT

PREDICTING FACTORS OF PARENTAL DECISION IN  
SENDING THEIR CHILDREN TO NORTHEASTERN  
CONFERENCE ELEMENTARY AND  
SECONDARY SCHOOLS

by

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## ABSTRACT OF GRADUATE STUDENT RESEARCH

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Title: PREDICTING FACTORS OF PARENTAL DECISION IN SENDING THEIR CHILDREN TO NORTHEASTERN CONFERENCE ELEMENTARY AND SECONDARY SCHOOLS

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### Problem

The core values of the organization, teacher performance and academic rigor are significant predictors of the decision of Seventh-day Adventist parents when sending their children of K-12 age to a school within the Northeastern Conference system?

### Method

The research was empirical quantitative and explanatory using the multi-regression model. The study population was made up of 14 elementary schools and two secondary schools in the Northeastern Conference of SDA which is a part of the Atlantic Union. An instrument was administered and 135 persons responded from the population described.

The constructs for the four instruments used were done through factorial analysis techniques and the reliability, measured with the Cronbach alpha coefficient for each instrument. For the analysis of this hypothesis, the statistical technique of multiple linear regression was used.

### Results

It was found that the correlation in the parents' decision is important with the three predictor variables: the strongest relationship is with academic rigor, teacher performance, a moderately important correlation was obtained, and teacher performance is also correlated with values central to the organization and academic rigor.

### Conclusion

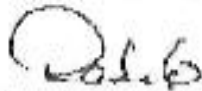
It is recommended to the administrators or persons responsible for Christian education at the Conference and Atlantic Union pay attention to the essential factors that still keep the institution in operation and to ensure look at the areas of interest that fascinates customers and act accordingly. It is imperative that you conserve the ones that you have during your quest for extension.

PREDICTING FACTORS OF PARENTAL DECISION IN  
SENDING THEIR CHILDREN TO NORTHEASTERN  
CONFERENCE ELEMENTARY AND  
SECONDARY SCHOOLS

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presentada en cumplimiento parcial  
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por  
Viola Christine Emmons

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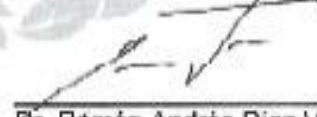
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PREDICTING FACTORS OF PARENTAL DECISION IN  
SENDING THEIR CHILDREN TO NORTHEASTERN  
CONFERENCE ELEMENTARY AND  
SECONDARY SCHOOLS

A dissertation  
presented in partial fulfillment  
of the requirements for the degree  
Doctor in Education

by

Viola Chapman

July 2020

## **DEDICATION**

This work is dedicated to all ambitious students who will not allow obstacles to define their future and will follow along this doctoral path in scholarship. I have persisted with the hope that to those who aspire to achieve academic excellence there is always a possibility. Never allow challenges to define you.

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The topography was somewhat obscure, but as I approached the trail that led to the precipice, it was too far inland to retrieve my steps, so with the unwavering support of the Holy Spirit who stayed with me in spite of the challenges of the enemy, I can exclaim that there is no God like Jehovah. Thanks to Him as I present my accomplishment to Him in praise and adoration.

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## **CHAPTER I**

### **STATEMENT OF THE PROBLEM**

#### **Introduction**

This chapter includes the background that serves as a basis for this research among which is the approach and the statement of the problem that was investigated: the hypotheses of the research, the complementary questions, the objectives, the justification, the limitations, the delimitations, the philosophical framework and the definition of terms.

#### **Background of the Study**

God's original plan at creation was that the family on earth would have been united with the family in heaven. As the model teacher, He outlined the core values of His creation; He spent time with the created beings, telling them about the impending danger that was prevalent in the area. He said KJV (Genesis 1) "You may eat of the fruit from every tree in the garden, but you must not eat the fruit from the tree of knowledge of good and evil in the middle of the garden". As the greatest teacher, He provided academic rigor. His creation was to become actively involved on a daily basis. He wanted to develop the mental, the physical and the spiritual. The object lesson was a test of obedience. Obedience to God's dictates; obedience to His commands.

God was actually restraining the creating beings from the devices of Satan. They clamored for knowledge from the tree of good and evil. White (1943) the tree of

knowledge today has become an instrument of death. The Ivy League schools with all of their amenities have become the tree of knowledge of good and evil. There are thousands who crave for the knowledge of death. From the tree of knowledge, Satan speaks the flattery concerning education, but God's people who have been for warned are not forearmed. Isaiah 55: 2 "Ye have spent your money for that which is not bread".

Although God operated the model school, He did not force His children to adhere to His directives. He gave them the power of choice and as they transcend down through the ages, it has been realized the impact of the power of choice in SDA organization. Millions are eating from the tree of knowledge of good and evil.

Christian education was at its highest pinnacle in the 1900's. When anyone thinks of "Christian education" the thought that comes to mind is of children who attend an institution which is governed or follows biblical principles. Today however, we are so overwhelmed by society and what it has to offer, that as an organization, many SDA parents share different reasons for sending or not sending their child to SDA schools within the Northeastern Conference of SDA K-12 system. As a result, enrollment is on the decline.

One SDA pastor stated that, his reason for not sending his children to SDA schools was because of the lack of academic rigor. He claimed that his child was good in the field of mathematics, but for some unknown reason while she was attending the SDA school, her grade fell drastically, and eventually she developed a dislike for the subject. He took his child out of the system and placed her into a public school, where there is academic rigor and she is actually receiving honors in that specific subject area. Do we have committed SDA parents in our system?

Another parent problem was that she was worried about her daughter's teacher.

She was constantly singled out as an offender. She was frequently excluded from class activities. The parent stated that she could not wait until the school year ended to withdraw her child and send her to another institution. The parent took the child out of the Adventist school system and placed her in a charter school. On arrival because of her performance, her new teacher insisted that the student coming from the SDA school would be one of her top students on the state tests based on her thorough knowledge of mathematics.

One parent has been constantly shedding tears of regret. Her priority was to get her children into Ivy League schools with the hope that her children would become loyal and affluent citizens in society. She was so elated with their accomplishments because she had become the proud parent of a lawyer and a doctor. Several Sabbaths she wished that her children would come with her to church, but they never did.

That parent often grieved when she saw young men and women who of like faith had gone to Christian institutions and were still in church, having an encounter with the Lord. Her words of consolation to herself were "If I have a second time around, I will choose the way of the Lord. My children are too earthly minded to be heavenly good".

A current teacher tells of her experience as a child. Due to financial constraints, she was the only fortunate child out of a family of five who was given the privilege of attending church school. Her brothers and sisters were all taught to fear God and give glory to Him, but unfortunately, none of them are in the church today.

Interestingly, she became frustrated with the SDA system and resorted to the public schools because of the deficiencies within the system. After recognizing the change in character traits of her child, she decided to place her child in an SDA



boarding school. She can never stop singing the praises of the institution and the reformation of her child's character. This thesis will give me an opportunity to research some of the key factors that affect Adventist parents' decision on their choice of schools in the Northeastern Conference K-12 system.

The onslaught of violence, the increase of pedophiles, the bullying of students, the gun wars and the indoctrination of unscriptural practices, have created genuine fear in the minds of parents who are at their wits end to find a safe haven for their children. Politicians and lobbyist have sought ways and means to satisfy this growing need by providing the following: Universal vouchers, means-tested voucher- children from families who are at poverty level, special needs voucher- students who are challenged, tax-credit scholarship- cooperation's giving scholarship as a tax write off and education savings account- restricted account where parents deposit funds for restricted use only.

All these avenues allow religious and nonreligious parents to choose the school that will satisfy the needs of their children.

### What do Some Religious Groups Believe?

Focus on the Family Broadcast (2018) believes that children are a heritage and blessing from God and that parents are accountable to God for raising, shaping and preparing children to serve Him. God holds parents accountable for their children, which includes the responsibility to protect the hearts and minds of their children, a vital part of which is actively choosing the best educational environment for their children. Focus on the family also subscribes to school choice, which is the most efficient way to stabilize and equalize the education of all children. Unlike the upper-class family

who has the finances that are necessary to send their children where they wish, the underprivileged family does not have what it takes, so the voucher program in many states and countries enable religious parents to make a proper choice.

Cultural tendencies play a major role in society thus forming an essential factor in the success of any given institution. Culture is used to determine the dissemination of information in every society. In the American society, cultural biases and idiosyncrasies determine the quality of one's education. The tendency is that race determines the type, the quality and the availability of education in certain areas in the USA. Several organizations have been aggressively addressing the problem to make education possible for all. This, however, depends on the socio-economic status, the geographical location, the religious affiliation and personal conviction and commitment.

Hammond, Keeney, and Raiffa (1998) as late as the 1960s Latino, African-American and even the Native American students were placed in institutions that were segregated and funded at lower rates than white schools. Today however, things have changed since major plans were made to end legal segregation and equalize spending that will make a substantial difference in the lives of all citizens. Parents, because of their religious affiliation or cultural practices are actively involved in their child's future: school choice.

### **Religious Affiliation**

In the early 18<sup>th</sup> century, Christian education was not optional it was a necessity. It is interesting to note that the Pilgrims left England because of persecution and headed for Holland, which to them was a safe haven, but later discovered that their children were losing their language as well as their religion, so they headed for North

America where they landed in Massachusetts. They believed that their children were their prime investment.

### *Puritans*

Fredricks, Blumenfeld, and Paris (2004), to the puritans the education of children was foremost in their minds. Their belief was that if the civilization was going to be successful, then institutions had to be erected. In 1647, every township with fifty household had to erect a school. If the Lord had increased the population to one hundred, they had to build a grammar school to prepare the children for university. They were afraid that Satan will intercept and all the religious education that was taught to them will go to naught when the elderly in the community died.

Society has become permeated with issues pertaining to religion, core-values, and the impact they have on education, which affects the next generation. Ted Wilson, the General Conference President of SDA claimed that due to our change in core organizational practices the authenticity of our beliefs is dying as the devil makes incursion into the lives of the believers. Does it matter if Christian parents choose to educate their children in a public school? Does the elimination of the church's core values or the lack of integration of faith and learning in the classroom by our teachers affect our students as they face the world? Does it matter how or where children are taught?

### *Muslim*

The Muslim/Islam community focuses on the family. Their emphasis is placed on the safeguarding and upbringing of the children. Education is their primary objective. Their education focuses on building the character of the child. To them education is actually aiming at the balanced growth of the individual whereas a result through the

training, the human spirit, the intellect, the rational self and the senses become subdued. Because of organizational core values, parents play an integral part in the life of their child.

They are encouraged to maintain a pleasant atmosphere at home. The training they receive must be infused with their beliefs. It should be of such quality that it should create an attachment to the faith and enable the individual to follow the Quran and adhere to Islamic values. Most parents are aware that the first days of a child are important and so training must begin at that stage. It is imperative to them that parents provide an Islamic culture for their children. Because of their loyalty and commitment to their religious beliefs, most parents indulge in the practice of sending their child to an Islamic school (Shah, 2004).

### *Catholics*

Catholic Diocese (2007) Catholic schools consider essential to their mission the service of permanent formation of a child which is essential to families. They believe that the support and education of the child brings an increasingly closer bond between the values proposed by the school and those proposed by the family. They consider parents as essential factors in the development of their children, since parents are the ones to whom such children were born. Parents are considered the primary source of the child's education. They are the ones who must create that environment and atmosphere that is saturated with love. Families are responsible for giving their children a knowledge of God. By doing this, they are establishing a community where God becomes supreme and His presence is acknowledged.

The Catholic tradition focuses on the family as the foundational block and encourages the parishioners to hold their schools in high esteem as they continue to fulfill the true function of education. If the family is stabilized, then the home and the church will continue to achieve the goal of educating, guiding, and preparing children for service. Give me a child in his/her formative years and I will give you a Catholic for life.

A coworker while reminiscing about her life spoke of her childhood days and the challenge her parents had in providing a Seventh-day Adventist Christian education. In an effort to preserve the religious circle in the home, they decided to send her to a Catholic School. She was in her sixties and she said it continued to be a challenge for her to erase concepts that were taught during her childhood days while attending school. This reiterates the fact that Catholics place a lot of emphasis on the home. Once the foundation is laid, you will have a Catholic for life. This is one of the main reasons why Catholic parents send their children to Catholic schools.

### *Jews*

Benderly sought to unite the Jewish population by connecting Jewish tradition with American ideals. He then encouraged Jewish educators to view the whole process of accepting the new culture as a technique in building a viable culture in the United States. He then began the construction of Jewish schools for boys. As the numbers increased, there became a dire need for girls' schools.

Jewish parents were then convinced that there was no more a need to send Jewish children to public schools. Jewish parents were more focused on obtaining a Jewish education for their children so that they can be imbued with their thoughts and values.

Looking at the practices of the various religious organizations that were mentioned above, one can easily conclude that most parents who have strong religious ties and commitment to their beliefs are influenced by core values when it comes to school choice. Being a part of an organization and operating outside of its principles creates the state of ostracization, which most committed believers try to avoid.

There is a remarkable decline in religious beliefs and in church attendance in many religious organizations, yet because of their upbringing, many parents choose religious institutions instead of public or charter schools for the education of their children because of their experience as a student in a Christian institution. The need also for sound doctrine, one's cultural values, the dissemination of information, the conduit and the implementation of knowledge play an integral role in school choice.

### *Seventh-day Adventist*

White (1913) All believers were encouraged to start a school at the church if the congregation had six children. White (1923) in her book on education cautions followers to give their children a Godly education that is somewhat similar to the future immortal life. Students she continues are to be taught Bible truths so that they become pillars in the church and messengers of truth.

The schools should not be fashioned like that of the world and the Bible should be integrated in every facet. Students should be taught practical knowledge so that it will prepare them to face life's challenges. God's church is asleep and is not aware of the impending danger that faces the young. Committed Seventh-day Adventists parents who believe in organizational core values send their children to SDA schools to continue the heritage.

In spite of all these benefits, we find SDA believers still having difficulties when it comes to making the right choice. For most parents, these basic factors (organizational core values, teacher performance, and academic rigor) must be satisfied before they enroll their students in an SDA K-12 school within the Northeastern Conference system.

God in Matthew 22:37-38 admonished parents that “we must love the Lord thy God with all your soul and with all your mind”. In Deuteronomy 6:9, they are reminded that they must teach the children about God throughout the day, and with this philosophy in mind, most parents are obligated to adhere to organizational core values.

In the earliest part of the twentieth century, Knight (1983) discovered that most Adventist parents had no confidence in the public system, because their concept of truth and values came into conflict with those of their faith.

At the turn of the twenty-first century, the baby boomers have become grandparents and the SDA millennials are of a different mindset. Some have engraved the horrific experiences they have had while attending SDA institutions, while others are looking for basic factors (organizational core values, teacher performance and academic rigor) as convincing elements to come to a proper decision.

Today although conscientious, God fearing dedicated members take advantage of our schools, Knight (2005) indicated that the rate of SDA enrollment has declined in the SDA schools. There are more non-Adventist students enrolling in our schools and this has affected the ratio of non- Adventist to Adventist.

### **Problem Statement**

The school choices that parents make transcends down through the ages and

are dependent on factors that impress them and will make a difference in the lives of their children. The problem that this research focuses on is how organizational core values, teacher performance and academic rigor, affect Seventh-day Adventists parents' decision in sending their children, ages K-12, to a Northeastern Conference School. The actual power of choice that was given to man at creation is the power that is affecting our world and the enrollment in our K-12 organization.

### **Hypothesis**

School choice today of K-12 students within the Northeastern Conference is dependent on parents' conviction. Factors that can affect that decision are core organizational values, teacher performance and academic rigor. The research hypothesis is:

Hi: The core values of the organization, teacher performance and academic rigor are significant predictors of the decision of Seventh-day Adventist parents when sending their children of K-12 age to a school within the Northeastern Conference system.

### **Justification**

In spite of an increase in membership, Greenleaf (2005) "the widespread opinion of parents and students is that the broader curricular opportunities in public schools are evidence of better education than the narrower offering in our church sponsored schools" (p. 515). This has contributed to a sudden decline in enrollment due to factors parents deem to be important for their child's progress. Some researchers have dealt with extensive reasons for the decline, but have not dealt with the basics or most prominent factors for parents' decision on school choice. The aim of this research was to concentrate on the factors that are more meaningful to this generation.



## **Importance**

Parents rarely look at just the educational expectations for their child. They often think of schools as meeting complex ranges of student and family needs, which includes ways of nurturing and developing students. They are more concerned about their child's salvation than academia. The study is important because there have been no investigations with the variables considered in the present population.

## **Delimitations**

This study was delimited in the following ways:

1. Only parents who belong to the Northeastern Conference were interviewed.
2. The study was completed in the year 2019-2020.
3. The application of the instrument covers only parents who profess the Adventist religion.
4. It was a quantitative, descriptive, explanatory, non-experimental and cross-sectional study

## **Definition of Terms**

*Academic Rigor:* Standards that govern, motivate and challenge a student to perform above scale.

*Accountability:* Responsibility or liability to give a detailed report on assigned activities or assignments.

*Assessment congruent to Performance:* Evaluation that is implemented based on grade level.

*Beliefs:* The fundamental principles or guidelines outlined by a community to achieve its heritage.

*Children's Choice:* Children's privilege to contribute or make suggestions with regards to the choice of school of their liking be it dependent on the classmates, location or popularity

*Core values:* The beliefs, culture or practices that are implemented in a particular group.

*Culture:* It is the customs, arts practices and even achievements of a particular group of people.

*Elementary School:* An elementary school is a unit authorized by the board of education and administered by the conference office of education. It offers an organized education program, which may be structured in a variety of ways in terms of community needs such as K-6, 1-6 or 1-8.

*Parent Decision:* A legal decision or choice made by parents especially for minors concerning their education.

*Performance measurement:* An evaluating tool that that is used to assess the accomplishment of an individual on the job.

*Responsibility:* An assignment that has been designated to an individual with the expectations of having it completed.

*Secondary School:* is a unit authorized by the board of education and administered by the conference office of education. It offers an organized education program, which is structured to meet the needs of the requirements of the state and North American Division from grades 9-12.

*SDA Church member:* One who is a baptized member of the Seventh-day Adventist organization.

*Shared Vision:* It is a collaboration of members of an organization creating common interest and a sense of shared purpose.

*Teacher Performance:* A teacher's ability to disseminate information to meet the needs of assigned students.

*Transparency:* The quality of being spotless with no hidden defective character trait.

### **Philosophical Background**

In Bible, times, God was particular and specific when it came to adhering to directives. His intention was for His people to maintain their organizational core values in which belief, culture and social practices were to keep His principles in focus. In Deuteronomy 6: 6-9 He reiterates the fact that His children should be taught of Him. He was emphatic in Proverbs 22:6 when He said, "Train up a child in the way he should go so that when he is old, he will not depart from it".

White (1900) indicates that God's intention for His children was persistent. Through the prophet Samuel, He made a desperate effort to redeem His children by establishing the school of the prophets. Throughout Israel's journey, wherever God's plan of education was carried out, its results testified of its Creator. However, God's people persisted in practices of the neighboring nations and parents became indifferent to God and their children.

White (1913) expresses God's desire to meet the needs of the world, He again provided other agencies to collaborate with parents. He established schools in different locations to serve as a barrier against the flood of mental and spiritual warfare that have permeated society, and captured the minds of the youth. His intention is to save

the youth and promote prosperity. He wants to preserve His core values and redirect the focus of His children.

White (1913) counsels that

in planning for the education of their children outside the home, parents should realize that it is no longer safe to send them to the public school and should endeavor to send them to schools where they will obtain an education based on a Scriptural foundation. (p. 304)

When God created man, He put him in the garden to dress it and to keep it. As the model teacher, God met with them and instructed them, but He gave them the opportunity to develop their mental as well as their physical faculties. He was their model. Even while on earth, He was busily engaged in the carpenter's shop, developing a skill that was necessary for survival. He intends for the young to develop their talents so that they will be of use in society.

White (1913) emphasizes that teachers are directed not just to focus on academia but on the harmonious development of the physical, mental and spiritual powers. 1 Cor. 2:14 "For the natural man receives not the things of the Spirit of God for they are foolishness unto him: neither can he know them because they are spiritually discerned".

White (1900) continues in Testimonies to the Church that teachers should lead students to be critical thinkers so that they can clearly understand the truth for themselves. The teacher is not solely responsible to explain nor should the student to believe. Like the Bereans, inquiry must be awakened, and the student must be motivated to express the truth in his own language, thus making it evident that he sees its force and makes the application. By conscientious efforts, the vital truths should thus be impressed upon the mind of the student. This may be challenging for both teacher and

student, but it is of more value than rushing over important subjects without due consideration. Men who are truly connected with God will exhibit to the world that a more than human agent is standing at the helm.

This preparation is to equip students for the faithful discharge of life's duties. Our institutions should be a spectacle unto angels and men. God believes in academic rigor. Students are to be taught advance science so that they will be prepared to participate in the work that will proceed His coming. 2 Corinthians 3: 5, 6 as a part of God's creation, God's people are not to think anything of themselves, because God is their sufficiency. They are called by God to be abled minister of the gospel.

White (1913) says God wants His children to implement bloom's taxonomy. They should not be regurgitating man's thoughts but should develop their cognitive skills; so that the light of God can flash its rays through their lives and they in turn can reflect its illumination to those in darkness.

White (1913) emphasizes that our schools should be a beacon in society effectively aiding in the disposition of the unemployed masses. Thousands who are becoming incarcerated whose numbers are daily swelling the ranks of the criminal classes, can be rescued if they were given the opportunity to achieve self-support in a happy, healthy, independent environment where they could be directed in skillful, diligent labor in the tilling of the soil and at the same time acquiring a Christian education.

White (1913) in her book *Counsels to Parents, Teachers, and Students* reminds that throughout life, in the school of Christ, students never graduate. Those who are interested in learning both old and young who give heed to the instructions of the Divine

Teacher, will constantly advance in wisdom, refinement, and nobility of soul. In becoming actively, involved, the students are actually preparing themselves to enter that higher school where advancement will continue throughout eternity.

She reiterates the fact that during their educational prowess, students should become involved in missionary work. They should not be so absorbed with studies so that they are deprived of the opportunity of experiencing the needs of those who are poverty stricken. By working in humility while seeking Christ wisdom, they will be able to share the knowledge of Christ to those in darkness while providing for their physical wants.

In the selection of teachers, God calls for men of high moral standards that can be trusted. They should be fully qualified for the position and those doing the interview should do a thorough job, so that the one chosen will be the correct individual. They should be well organized in their presentations so that their students will gain true knowledge.

White insists that it is inhumane and inconsiderate to place young children into the care of teachers who are proud and unloving.

Teachers are given a special responsibility. They are admonished not to become involved in this ministry for financial gain, James 3:1, 2. "Not many of you should become teachers...for you know that those who teach will be judged by great strictness".

Titus 2:7-8 "Show yourselves in all respects to be a model of good works and in your teaching show integrity, dignity and sound speech that cannot be contemned". Teachers are to keep their personal biases and attitude out of the teaching profession.

If they can control themselves, they will be able to control their classes. They should be of such a high moral quality, that they can be trusted with the education of children.

1 Corinthians 12:28: tells that God has appointed in the church, first apostles, second prophets, third teachers, then miracles, then gifts of healing... White cautions teachers that they are not to use just chalk and talk. They are instructed to train children to express themselves using the inquiry method. She further reminds teachers that they are to consider that they are not dealing with angels, but human beings with like passions as they themselves have. The indelible impressions made by such, will never be effaced, and the training that they impart will endure throughout eternity. The teacher should be aware that thoroughness is necessary in the process of character building. The students being the timber should be carefully chosen. If careless unprofessional work is accepted, the building will be ruined, thus resulting in the destruction of the student and a soul eternally lost.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **Introduction**

In this chapter, a theoretical review of the different authors is carried out with the variables: fundamental values of the organization, teaching performance, academic rigor, and parent choice

#### **Organizational Core Values**

Smoliez (1981) defines core values as forming one of the essential factors of a group's culture. They represent the heartland of the ideological system and act as identifying values which are symbols of the group and its membership. Core values provide the indispensable link between the groups cultural and social systems. It is through these core values that social groups can be identified as distinctive ethnic, religious scientific or other cultural communities.

Adventist Christian education has become a major contributing factor to the civility of citizens and the behavioral and social stability of countries within this region. Its core values are more than just informational teaching; rather, they are models built upon the premise that Christ has laid out as guidelines for true education.

Adventist Christian education is among one of the largest educational systems in the world. Its biblical concept evolved from the establishment of the school of the prophets that was organized by the prophet Samuel. Its founder Martha Byington the



opened the first SDA School in Bucks Bridge, New York for Sabbatarian's in 1853. Today, there are 7,500 Adventists schools in about 150 countries, with 85,000 teachers and 1.5 million students (Adventist Education, 2020).

The aim of Adventist education is to help students encounter Christ and through the process enable them to experience the transformational power thus reflecting His image in their lives. An education of this kind imparts far more than academic knowledge. It fosters a balanced development of the whole person—spiritual, physical, intellectual, and social-emotional—a process that spans a lifetime. Working together, homes, schools, and churches cooperate with divine agencies to prepare learners to be good citizens in this world and for eternity (Adventist Education, 2020).

Knight (1997) points this out very aptly when he declares

the redemptive and restorative goal of Christian education provides a focus for the evaluation for all other aspects of Christian education, including the role of the teacher, curricular emphasis, proper instructional methodologies, and the reason for establishing Christian alternatives to public education. (p. 191)

White (1952) states that

parents are the ones to decide whether the minds of their children shall be filled with ennobling thoughts or with vicious sentiments. They cannot keep their active minds unoccupied; neither can you frown away evil. Only by the inculcation of right principles can you exclude wrong thoughts. Unless parents plant the seeds of truth in the hearts of their children, the enemy will sow tares. Good, sound instruction is the only preventive of the evil communications that corrupt good manners. Truth will protect the soul from the endless temptations that must be encountered. (p. 410)

White (1952) shows that the relationship

There is a striking similarity between an uncultivated field and an untrained mind. In the minds of children and youth, the enemy sows' tares, and unless parents keep watchful guard, these will spring up to bear their evil fruit. Unceasing care is needed in cultivating the soil of the mind and sowing it with the precious seed of Bible truth. (p. 417)

Rasi (2001) said that Adventist education imparts more than academic

knowledge. It fosters a balanced development of the whole person—spiritually, intellectually, physically, and socially. Its time dimensions' span eternity. It seeks to develop a life of faith in God and respect for the dignity of all human beings; to build character that is similar to that of the Creator; to nurture thinkers rather than mere reflectors of others' thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individual's potential; to embrace all that is true, good, and beautiful.

### Culture

Adesegun (2011) emphasizes that as

one of their major objectives, Adventists recognize three agencies of education namely: the home, church and school. Parents are therefore responsible to use the opportunity of the home to train their children. They should not allow the business care of this world with its maxims and fashions to divert their attention at the expense of their children. (p. 2)

Valsiner (2000) Culture can be defined as a universal symbol shared by a certain social group; it is a set of interconnected meaning, grounding the way of perceiving and experiencing a social environment, and enabling individuals to orientate themselves in their material and social world.

According to this general view, sharing a culture does not mean that all individuals have to behave consensually, seeing that each individual control their thoughts and reactions. On the contrary, culture is understood as a symbolic field underlying the (dis) similarities in the subject's values, statements, attitudes and behavior. Thus, intra-group differences can be the norm in a particular culture giving each individual the opportunity to express their way of feeling, thinking and behaving which can be seen

as different positions within a shared symbolic universe, namely different interpretations of the common participation in a cultural system.

Culture as defined previously brings together the shared character of socio-symbolic processes and the variability of the ways of how anyone within the system feels or behaves that characterize collective life of that given community. The important factor is completing a task or doing a duty based on specific standards applied by the holders. Teacher's performance, more specifically, refers to achievements shown by a teacher in doing his/her tasks efficiently that will meet society's norms. Performance is influenced by a number of factors (Cooley, & Shen, 2010) student population, availability of teaching materials and the support of stake holders.

### Society Norms

Value-based education has experienced a resurgence in recent times due to different crises and the failure of people in positions of responsibility to act accordingly. (Dollarhide, Gibson, & Saginak, 2008). Ballard (2011) states that core values are those essential guiding principles that form the basis of personal and professional life despite a world in constant change.

White (1984) comments that as an organization there are established values. Despite the geographical location, if one member offends, the entire organization suffers eventually, whether it is directly or indirectly.

For almost half of a century, parents have chosen to send their children to private schools for several causes. The reasons behind these decisions are as individual as families themselves: some may perceive the quality of education to be better at a private school than their neighborhood school, some may wish to continue a family

tradition or be motivated by religious beliefs, and others may seek specialized programs for a child with a particular interest or learning challenge (Murnane, Reardon, Mbekeani, & Lamb, 2018).

Watts, et al. (2012) comment that having clear values and goals is one thing but being faithful to those goals and values is another. The mismatches between words and deeds, intentional or not, are among the main contributors to distrust and erode the brand's reputation and customer loyalty.

Jin and Drozdenko (2010) affirm that:

The fundamental values and beliefs adopted by senior management can significantly influence the decisions and results of the organization. Administrators play an important role in an organization. People tend to follow the example of those above. If they are not actively interested, then observers would not be motivated to actively participate. (p. 341)

With respect to values, Valbuena, Morillo, and Salas (2006) claim that

the value system makes the description of the individual who enters an organization, because there it is within this culture which that a certain scale of personal values and beliefs are reached. Values may vary as the preference for selected behavior through learning to sink a posture before society. Values come to be the practical conception, regulations inherited from present generations and gives to the individual in society and in their organization security for their personal and social development. Society and organizations are supported by values terminals and instrumentals as these govern the individual based on their beliefs and behaviors to achieve existential goals. (pp. 61-62)

Van Rekom, Van Riel, and Wierenga (2006) defines the core values of the organization as "the glue that holds any organization together" (p. 175). The same author points out that "the values or principles of the organization remain intact as it grows. They are strong and firm beliefs that transcend time and guide the selection of behavior patterns with the group" (p. 176).

Character education focuses on the development of morality and positive values of students at all educational levels. The values communicated usually have universal resonance and transcend any particular religious' persuasion (Lickona, 2004).

### Responsibility

According to Ballard and Bates (2008), responsibility, high stakes and student performance are popular terms among educators. A student performance on standardized performance tests is used to measure or reflect the quality of instructions students receive from teachers.

Vandevoort, Amrein-Beardsley, and Berliner (2004) in today's society the quality of a classroom teacher is the most important factor in determining to what extent the student learns. According to these authors, teachers are responsible for student success.

Chehaybar y Kuri (2007) says that a committed teacher with his role as educator is one of the elements that contributes to the quality of education.

The quality and facilitation of the improvement in the work of teachers will be better achieved when teachers and their organizations claim responsibility for developing, and implementing methods to assess teacher performance that respect the complexity and depth of their professional knowledge and practice (Kleinhenz e Ingvarson, 2004, cited in Ballard & Bates, 2008, p. 561).

Most educators agree that the teacher has the responsibility for the student to learn the new knowledge (Bullough, Clark, & Patterson, 2003). Gonzalez Maura, Blández Ángel, Sierra Zamorano, and López Rodríguez (2007) comment that the education

provided by a teacher should be done responsibly and learning should be centered on values, as well as the assumption of new roles in the teaching-learning process.

### Shared Vision

DuFour and Eaker (1998) examine the co-creation of a shared vision and suggest:

The dire need for a compelling vision for schools continues to be one of a major obstacle in any effort to bring about a change and improve schools. Until educators can share and describe the vision of the school they are trying to create, it is impossible to develop policies, procedures, or programs that will help make that vision a reality'. Building a shared vision is a continuous, never-ending, daily challenge confronting all who hope to create a community of learners. (p. 64)

Barnett and McCormick (2003) point out that

each effective leader must have a vision. The vision refers to an idealized goal or objective that the leader wants the organization to achieve in the future." However, the transforming leader must be the main source of charisma. An idealized vision is considered a prerequisite if transformation is expected. Once the vision is created, it must be articulated to mobilize people to pursue it. (pp. 55-56)

In this order of ideas, McLeskey and Waldron (2015) suggests that

to develop a shared vision, many principals realized that they could not demand a vision and guarantee the commitment of teachers unless they develop a relationship of trust and support with their teachers. The teachers themselves felt that they could depend on their principal. Demonstrating trust and support for teachers provided the basis for developing good relationships through which they were able to share the vision, meet and solve problems. (p. 68)

Hammerness (2008) says that

in a demanding society, teachers face difficult times. They face insurmountable obstacles and impossible visions. They face requirements of administrators who contribute to unnecessary pressure in their daily practice. It is difficult to participate in a vision and remain a quality teacher if you are constantly pressured. (p. 33)

Hammerness (2008) as an educator continues to elaborate on a misnomer she had on her vision to become an efficient and qualified teacher. She was hoping to

enhance her classroom with a similar environment that she had encountered as a student in high school. To her surprise instead of fulfilling her professional vision, she acknowledged that she was playing the role of confidant, friend and guidance counselor (p. 5).

### Transparency

Fierro Evans (2003) states that students are formed in a value system. In essence, transparency is an issue anchored in the heart of the teaching practice. The way in which the daily work of the teacher is transmitted to his students speaks volume” (p. 32).

For its part, Kepowicz Malinowska (2007) state the following:

It is intended that the teacher understands the culture, local realities, and varied dynamics before he/she can develop the community that is able to create a climate of cooperation and a democratic culture based on horizontal interactions with students, parents of family, colleagues and authorities. (p. 52)

“In the field of education and the integral formation of the person, the issue of transparency is always confronted with alternatives” (Gómez Vera, Vidal Hurtado, Fawaz Yissi, & Ysern de Arce, 2002, p. 21).

Marchesi Ullastres and Díaz Fouz (2008) reiterates the fact that

the teaching profession faces a crisis of confidence and professional identity. Both feelings are closely related. Trust allows teachers to have security in the actions that are carried out and to face the risks that the teaching profession entails more strongly. Trust reduces anxiety, allows a more balanced judgment and facilitates innovation. (p. 9)

### Teacher Performance

What is Adventist education without teachers?” Teaching is an incarnational process. It is not just teaching how to add numbers, but also how to live a life of faith and

carry out the unique mission of Seventh-day Adventist education (Beardskey-Hardy, 2017).

Teachers are more than educational-outcome machines they are leaders who can guide students toward a purposeful adulthood (Jackson, 2019).

Gutiérrez Rodríguez, Bretón Partida, Bernardo Trejo, Figueiras Cueto, and Martínez Sibaja (2019) say that "teacher performance is the set of educational activities carried out by the instructor to promote the formation and development of generic and specific skills in the students" (p. 121).

Performance is the quality of tasks a teacher performs at work. Your work helps to meet the objectives of the institution (Wiley, 2002). Performance is the employee's ability to instruct with great success when placed in a major responsible position. (Chiavenato, 2000; Stoner, Freeman, & Gilbert, 1996; Werther, & Davis, 2000).

Teacher related factors and in particular teacher preparedness has been cited as a major contributing factor to poor teaching methods which fundamentally translates to pupils' poor performance (Kariuki, Njoka, & Mbugua, 2019). Besides "teachers are critical determinants of student learning and educational progress therefore teachers must be well trained to use effective teaching practices" (p. 2).

Performance evaluation is understood as a process that allows stakeholders to visualize at what level the objectives that the institution has planned have been achieved, and to analyze the contribution of its professors (Chiroque Chunga, 2006).

Alveiro Montoya (2009) comments that "the performance evaluation is an administrative strategy that involves a series of permanent interactions (continuous dialogue) that allows the subordinate a role in the planning and development of their work,



assuming greater responsibility for their results" (p. 4). The same author says that "performance evaluations, is an essential management technique in the administrative activities of the organization. Based on the types of problems identified, performance evaluation helps in the determination and development of a policy adapted to the needs of the organization" (p. 4).

Markovitch and Krieger (1998) imply that performance evaluation is not the final step of a process, it works as a continuous portrait, necessary to define parameters for educational advancement in any institution.

Evers, Rauhut, Milner, McFeeters, and Allain (2015) emphasized the fact that it is imperative that today's students be equipped with tomorrow's skills. In turn, teachers must possess like qualities to educate these students in order to make sure they utilize these skills in their future working life. In order for this to become a reality, teachers must be trained and evaluated to perform the task of educating students.

### Importance

Rodriguez Cavanerio and Coelho de Torres (2018) state that

the evaluation of the teaching performance from the opinion of the students is considered as one of the best strategies that exist to analyze the quality of the teaching, since it is able to judge if the learning received is necessary and useful. (p. 191)

Jara Gutiérrez and Díaz-López (2017) say that in the educational quality the teacher's performance is important and the recognition of their role as a trainer and as a pillar of the formation of society.

Teacher performance is a determining factor in the quality of education, also in the teaching and learning of students of different educational levels (Martínez-Chairez, Guevara-Araiza, & Valles-Ornelas, 2016; Román, & Murillo, 2008).

“Teaching performance is one of the main qualifying factors of the educational system, so it is a priority to have a clear vision and at least a profile that integrates the basic and specific skills of teachers” (Flores, 2012, cited in Flores-Hernández, Sánchez-Mendiola, & Martínez-González, 2016, p. 977).

Martinez-Chairez, et al. (2016) mention that when students reach high controls on standardized large-scale tests, the factor considered, as the main factor to achieve this is teacher performance. “The teacher performance and its re-evaluation are important and essential to structure the change in any educational policy” (Galvez Suarez, & Milla Toro, 2018, p. 434).

DiPaola and Hoy (2005) ask themselves: What is the value of this for a father who is looking for a school for his children? Parents are overwhelmingly concerned about teacher performance and affirm when government, administrators and other stakeholders are involved.

Morgan, Hodge, Trepinski, and Anderson (2014) comment that in the last five to ten years they have seen a renewed interest in teacher stability, behavior and effectiveness. Data on teacher performance and teacher effectiveness are being increasingly used as a basis for decision making on continuous employment, tenure and promotion, and financial bonuses.

### Performance Measurement

Wei and Hui (2019) point out that the use of different assessment instruments to assess the quality of teaching of university teachers has been popular in practice; however, the inconsistency of these evaluation results has not been addressed.

Milanowski (2011) states the following:

The measurement of teaching performance is one of the foundations of the strategic management of human capital in education. More basic activities in human capital management: hiring, induction, performance evaluation and, increasingly, compensation, depend on measuring teacher performance. Performance Measures are also important to document teacher success. But useful measures of teacher performance must go beyond a single administrator with a minimum teacher qualification satisfactory or unsatisfactory based on a single observation in a classroom. (p. 18)

Yang, Luh, and Cheung (2004) comment that many methods have been used to measure teacher performance, however, there is still no solid evidence of whether it improves teaching.

Researchers have unearthed factual evidence to show that good teachers have a tremendous impact on students' learning. Some analysts have concluded that the teachers own scholastic performance has been a contributive factor to student success.

Economists and policymakers have used students' standardized test scores to develop measures of teacher performance, chiefly through a formula called value-added. Value-added models calculate individual teachers' impact on student learning by charting student progress against what they would ordinarily be expected to achieve, by using a host of factors. Teachers whose students consistently beat those odds are considered to have high value-added, while those whose students consistently don't do as students of high-VA teachers benefit not just by scoring higher on math and reading tests at the end of the school year, but also through improved outcomes later in life (Jackson, 2019).

Proof of performance that were cited as examples showed that teacher-recruitment practices in countries where students do unusually well as in Singapore, Finland,

and Korea who recruit their teacher corps exclusively from the top third of their academic cohorts in college, did an exceptional job when compared to the U.S., where just 23 percent of new teachers came from the top third of their graduating class (Hanushek, Piopiunik, & Wiederhold, 2019).

Hanushek, Piopiunik and Wiederhold have reiterated the fact that over the past decade, teacher performance or effectiveness has become a major issue when it comes to school improvement. Researchers have shown that teachers who have been successful in boosting students' scores, have also affected their students' success as adults including the following: college attendance, job acquirement and savings for retirement (Kronholz, 2020). Teachers' performance evaluation can be assessed as the core of society, since their performance can leave an indelible impact on students during their adult life.

### Investigations

Rodríguez Cavanerio and Coelho de Torres (2018) evaluated the teacher's performance from the perception of the students of the University of Carabobo in Venezuela. Teachers who exhibit high performance in their activities related to the teaching-learning process had a high success rate.

Martínez-González, Gómez-Clavelina, Hernández-Torres, Flores-Hernández, and Sánchez-Mendiola (2016) analyze students' comments about the teaching activities of teachers-tutors responsible for the specialization course in family medicine. Residents stated that teacher performance was acceptable, with an average of 4.25. The best qualified dimension was "methodology" with an average of 4.34 in contrast to the "evaluation" dimension with 4.16.

Medley and Coker (1987) developed a study of director precision judgments about teacher performance as predictors of teacher effectiveness. For each of the 46 elementary school principals used revealed that there are strong, correlations between judgments of effectiveness of teachers and student success.

Woessmann (2011) found that teachers' fair wages, then is associated with teacher performance. When teachers were given acceptable wages there was outstanding performance of students in math, science and reading.

Wei and Hui (2019) using a sample of 604 students found that teachers performed better in activities that focused on instructional techniques than when they promoted classroom interaction and student participation. Structural equation models also showed that the activities that involved them in learning and promoted classroom interaction had a strong positive effect on their overall satisfaction with the performance of their teachers.

### **Academic Rigor**

To teach with rigor is to teach accurately and completely. This definition can provide guidance to both teacher and administrator. In order to teach accurately, a teacher must have knowledge of both content and pedagogy. Teachers must teach their content without error and have content knowledge that is deeper than that which they teach. Teaching accurately also implies a use of pedagogy that ensures students learn content for understanding (Jenkins, Goldhorn, & Webb, 2012).

Blackburn and Williamson (2013) try to unravel the myth of academic rigor. Rigor in their estimation is not quantity it is quality. Previous authors consider that academic rigor is not:

1. Lots of homework. All homework is not essential, as some parents and principals seem to perceive. Students tend to become overwhelmed with the amount of busy work given to them because of the expectations of stakeholders.

2. Doing more. Rigor is not an excessive amount of work; it is the quality of work that is accomplished.

3. Not for every student. It is the perception of many that some students are less capable than others. The research firmly believe that standards must not be lowered to meet the needs of students who are somewhat challenged.

4. Providing support means lessening rigor. Working independently seems to be a sign of productivity and academic success while scaffolding seems to be a sign of weakness while in actuality support is an essential factor to success.

Wyse and Soneral (2018) define academic rigor as being subdivided into four categories or levels for the student.

1. Learning that challenges students and involves higher level cognitive processes.

2. Deciphering of concepts between content and problems.

3. Application of content.

4. Academic scaffolding and support for the student.

Muñoz, Palacio, and Escobar (2012) believe that

evaluation is an integral part of academic rigor. They have concluded that evaluation helps improve student learning and helps them meet the common basic standards. Others, however, believed that although there is a relationship between the two concepts, sometimes there is a lack of correlation. (p. 144)

The author reaffirms that

the opposition to this belief is that students have different academic abilities. Some may decipher concepts at a faster rate than others and, therefore, time

becomes a factor for that student, while others may have phobia for the exam. Therefore, the evaluation does not give a true reflection of all students. Although this is factual, evaluation is one of the main contributing elements that determines state funding, academic rigor and school quality. (p. 150)

As Natriello and Dornbusch (1984) pointed out, that a greater level of demand on the part of the teachers, translates into a greater effort on the part of the students to fulfill their tasks.

Blackburn (2013) states that rigor is creating an environment in which each student is expected to learn at high levels, which culminates in high tests scores.

Considerable evidence suggests that elementary and secondary students show the most positive motivation and learning patterns when their school settings emphasize mastery, understanding, and improving skills and knowledge. Whereas school environments that are focused on demonstrating high ability and competing for grades can increase the academic performance of some students. Research suggests that many young people experience diminished motivation under strenuous academic expectations (Meece, Anderman, & Anderman, 2006).

Many educators believe that if they buy programs, textbooks, or technology devices then learning would be rigorous. The right resources can certainly help increase the rigor in a classroom, however, raising the level of rigor for your students is not dependent on the resources you have. Educators should think about the resources they have now and use them more effectively?

If they use a textbook that includes true-false tests they are not rigorous because students can guess the answer. However, if they add one step for more rigor by asking students to rewrite all false answers into true statements, where it requires stu-

dents to demonstrate true understanding then they would have added rigor where student will be forced to do higher level thinking. It's not the resources; it's how you use them to increase rigor that make a difference (Blackburn, 2014).

In a study in the state of New York, Mintrop and Trujillo (2005) found that it is essential that all students be at the class level. Being at class level increases the morale of parents, teachers and students. If a school does not progress annually for two consecutive years, the district intercedes by implementing a three-stage plan. During this incubation period, parents are free to enroll their children in another institution where the prospects are more favorable. Academic rigor is essential to maintain productive and successful community learning.

Robert Talbert, professor of mathematics at Grand Valley State University in Michigan, has an interesting take on rigor. Rigor to him in the context of intellectual work refers to thoroughness, carefulness, and right understanding of the material being learned. Rigor is to academic work what careful practice and nuanced performance is to musical performance, and what intense and committed play is to athletic performance. When we talk about a 'rigorous course' in something, it's a course that examines details, insists on diligent and scrupulous study and performance, and doesn't settle for a mild or informal contact with the key ideas. Concern about rigor is not new, but its importance has been raised with the advent of the Common Core State Standards (CCSS) (Jenkins, Goldhorn, & Webb (2012).

However, the CCSS are only the beginning on a journey to increasing rigor in school. Equally important is the instructional rigor that supports the standards. Instructional rigor focuses on the how--what actually happens in the classroom when implementing the Common Core. Instructional rigor is creating an environment in which each



student is expected to learn at higher than average. There are basic steps principals must implement to support increased rigor in every classroom and school (Blackburn, & Williamson, 2013).

Little, Cohen-Vogel, and Curran (2016) have explained the reasons for academic rigor during the early years of a child. They claimed that due to the increase in middle-class women entering the workforce and an increased demand for childcare, the number of Kindergarten students has grown steadily, and parents cry out for academics. Some researchers considered children of Kindergarten as the degree where spiritual characters and mobility skills developed; however, another discovered that children who were stimulated in a K-3 classroom would probably attend college.

In addition, Schalla (2015) emphasizes the role of families in the lives of their children. This concept cannot be underestimated. Developmental agencies such as organization for economic co-operation and development have been advocating for decentralization in education so that parents can become involved and be a part of their child's education. However, theory constructed has not become theory implemented, because if the educational policies do not fit the culture, both students and parents tend to neglect the help that organizations give.

What I've learned is that if we want students to show us they understand what they learned at a high level, we also need to provide opportunities for students to demonstrate they have truly mastered that learning. In order for students to demonstrate their learning, they must first be engaged in academic tasks, precisely those in the classroom (Jenkins, et al., 2012).

Academic rigor as previously indicated is not just an excessive amount of busy work. It can be considered a teacher's support based on student academic ability.

Because of a student's performance a teacher provides intense work to meet the student needs thus increasing rigor for that specific child or children. However, it must be understood that not all students can undergo excessive academic pressure.

### **Parent Decision**

Using Adventist data with the 18 million membership figure, about 30% of our members are between the ages of 16 and 30. This indicates that there are approximately 6 million potential tertiary students who should be attending our institutions. Out of that number only 74,000 are attending a Seventh-day Adventist tertiary institution. That means that only 1% of Seventh-day Adventist are attending one of our colleges (Beardsley-Hardy, 2017).

When someone commits their child and several thousand dollars to a decision in enrolling them in a private school, they are making a significant choice (Gilkeson, 2008).

Some evidence suggests that lower public school test scores in elementary schools increase the likelihood of private school choice (Lankford, & Wyckoff, 1992).

Catholics are much more likely to attend private school than other students, because of their focus on their religious values (Lankford, & Wyckoff, 1992). As family income and parents' levels of education rise, so does the propensity to choose a private school.

Proponents of school choice argue that, in a liberal democratic society, parents have the right to raise their children in a manner consistent with their lifestyle, religious, philosophical, their political values and beliefs. Education is a natural extension of child rearing preferences; therefore, parents should be able to choose schools consistent

with these preferences (Levin, 2000, p. 7).

Buddin, Cordes, and Kirby (1998) and Hoxby (2002) say that:

When advocates of school choice argue that every child would benefit from school choice, they are usually relying on the idea that school productivity would increase sufficiently to swamp any negative allocation effects that some students might experience. The basic logic is that choice would give schools greater incentives to be productive because less productive schools would lose students to more productive schools. That is, if a school could raise a student's achievement while spending the same amount as the current school, it would be expected to draw the student away from his or her current school. (p. 288)

Cox and Witko (2008) explained that school choice itself does not induce parents' involvement in school. They stressed that factors related to school characteristics such as size or religion rather than the school choice itself have more influence on parental involvement.

The idea being that they will advocate for the needs of their child, and if the school cannot address their child's learning needs, they will remove their child from that school and seek one that is more suitable and accommodating. In theory, this spirit of competitive individualism, in which parents operate in the best interest of their own children, will in effect put pressure on all schools to be more responsive to parents and to address the learning needs of all children in order to attract and maintain student enrolment and the funding attached to each child.

Some researchers examined the perceptions of students, parents, and teachers after the implementation of the school choice policy and found that the positive effects of the system identified by parents were that when their children entered school they preferred, teachers worked harder to teach students, and the overall school satisfaction level increased.

Results estimated from research indicated that the following factors have significant influence on the level of satisfaction that parents have on schools: parents' socio-economic status, students' prior academic achievement, number of subjects receiving private tutoring, parental involvement in education, active feedback from school, parental school participation, and frequency of communication with the teacher.

Parents with high socio-economic status tend to have low levels of school satisfaction. This suggests that parents with high socio economic status are more likely to have higher educational expectations that are not sufficiently met by their child's school, resulting in a low satisfaction level. In a similar way, the level of school satisfaction is decreasing as the number of subjects receiving private tutoring increases.

Studies, however, argue that school choice differs by the quality and quantity of information one has on the schools. According to Schneider, Marschall, Teske, and Roch (1998), parents with lower average income tend to lack accurate information about schools' objective and conditions and highly-educated parents from non-minority groups often had sufficient information on schools gained from their social network of acquaintances. In a similar way, Bell and Collins (2008) emphasizes that parents of different social backgrounds lack similar resources which would allow them to interpret and mediate the interactions with a school that shape their school preference, and ultimately their school choice.

In the Western countries that adopted school choice policies before Korea, innumerable studies have been carried out to examine various issues associated with these policies, including the aspects of school choice that are based on the socio-economic status of parents and racial background discovered that school choice depended basically on the following (Bifulco, Moran, Ball, & Bernazzani (2002); Weiher

and Tedin, 2002): the degree of school stratification resulting from school choice; whether competition among schools contributes to the accountability of schools by improving student's academic achievement and school satisfaction of student and parent (Belfield, & Levin, 2002; Hsieh, & Urquiola, 2006) and the marketization of school and unequal educational opportunities arising from school choice (Ball, 1993; Torche, 2005).

Bosetti (2004) and Suter (2013), as empirical studies have shown, parents' reasons of choosing a certain school are diverse. They are often related to aspects of school quality such as the school profile, school atmosphere or performance level. Besides this, more pragmatic reasons are crucial, such as proximity or provision of child care services.

Even after controlling for disparities in family income and wealth, the children of divorced or separated parents receive less support than the children of married parents which affects their educational success (López Turley, & Desmond, 2011). Having step-parents, in particular, appears to be deleterious to the incidence and amount of financial support students receive for college expenses (Henretta, Wolf, Van Voorhis, & Soldo, 2012).

Furthermore, advocates substantiate the claim to the parental right of choice as a human right, which enables parents to choose their child's education according to their way of life (Musset, 2012).

Rational choice theory informs most school choice plans. This theory suggests that parents are utility maximizers who make decisions from clear value preferences. The Effects of School Choice on Parental School Participation and School Satisfaction substantiates the claim to the parental right of choice as a human right, which enables

parents to choose their child's education according to their way of life (Musset, 2012). based on calculations of the costs, benefits, and probabilities of success of various options; they are able to demand action effectively from local schools and teachers and they can be relied upon to pursue the best interests of their children (Bosetti, 2004).

However, parents appear to employ a 'mixture of rationalities' involving an element of 'the fortuitous and haphazard' (Ball, 2003, p. 23). To make decisions regarding their children's education, parents will rely on their personal values and subjective desired goals of education, as well as others within their social and professional networks to collect information. Parents, whose network does not provide access to relevant and valuable information regarding options of school choice, are limited in their capacity to make informed choices.

As a result, many children find themselves moving from school to school because of parents' dissatisfaction. Parents in their estimation are satisfied but the academic life of the child is sometimes destroyed forever.

## **CHAPTER III**

### **METHODOLOGY**

#### **Introduction**

The objective of this study was to find out if the core values of the organization, teacher performance and academic rigor significantly affect the decision of Seventh-day Adventist parents when sending their K-12 children to a school within the North-eastern Conference system.

This chapter will explore the description of the methodology used during the investigation and address 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**

According to Cohen, Cohen, West, and Aiken (2013) an investigation can be with a quantitative approach if data collection is used to test hypotheses based on numerical measurement and statistical analysis, to establish behavior patterns and test theories. Under this approach, research can have different types of scope. It was explanatory, because it tried to identify causal relationships between the variables, both directly and indirectly, thus trying to explain the interrelationships between the different variables.

It is transversal because it was done only in a certain period, all this using an

instrument that investigates how core values of the organization, teacher performance and academic rigor significantly affect the decision of Seventh-day Adventist parents when sending their children of K-12 age to a school in the Northeastern Conference system.

### **Population and Sample**

This study was conducted in the Northeastern Conference of Seventh-day Adventists that consists of six states namely: Maine, Vermont, Massachusetts, Rhode Island, Connecticut and New York. This includes a population of approximately 32 million people. Within this, there are 182 churches, 25 companies and seven groups with a church membership of over sixty thousand members. There are 14 elementary schools and two high schools.

A letter was sent to inform participants (parents) of the sixteen schools within the Northeastern Conference which is an affiliate of the Atlantic Union that they will be receiving the survey by email. Using the cluster sampling method, schools were chosen based on their geographic location and given a uniform distribution of 22 participants for 15 schools and 23 for one school. Principals were instructed to distribute their elections so that there is representation from each grade. 353 parents were selected and 135 responded.

### **Operationalization of the Variables**

The operationalization includes the definition conceptual, instrumental and operational for each variable.



## Organizational Core Values

Conceptual definition: It is a set of beliefs, fundamental principles or objectives that summarize the practices that govern a culture. The implementation and dissemination of these standards preserves the quality of life and reproduces the heritage in that given community.

Instrumental definition: Appendix A references the instrument used in this study and this variable of organizational core values determined using the following questions:

“OV1 In spite of minor deficiencies, I believe god’s way is the best way.”

“OV2 All subjects presented integrates Faith and Learning.”

“OV3 At my child’s school, laity and clergy work together for school success.”

“OV4 SDA schools are not what they used to be.”

“OV5 Special provision is made at NEC schools for students with special needs.”

“OV6 As a parent, I prefer a committed Christian teacher than a highly qualified atheist teaching my child.”

“OV7 Staff at my child’s school work hard to build trusting relationships with parents and guardians.”

“OV8 Celebration of cultural values fosters togetherness at NEC Schools.”

“OV9 People will have a better perception of my child who is studying in an SDA Christian school.”

“OV10 As a parent I have a clear understanding of the school’s mission.”

“OV11 The school’s mission inspires students to do their best.”

“OV12 They do a great job of reinforcing and promoting their mission internally.”

“OV13 They do a great job of reinforcing and promoting their mission externally.”

“OV14 We are all working toward the same goals.”

“OV15 Based on its vision, this SDA school is the best choice for students and parents.”

“OV16 I feel respected by my child’s school principal and members of staff.”

Operational definition: The instrument used a Likert-type scale from 1 to 5. The factors are: Religious beliefs (items 1, 2, 3, 6, and 8); commitment (items 4, 5, and 9) and mission and vision (items 7, 10, 11, 12, 13, 14, 15, and 16). The arithmetic mean was calculated for the responses to the items for each factor, as well as for the full scale. The value obtained varies in the interval of one to five, in such a way that a higher value indicates a better perception of the organizational core values. The scale is considered metric.

### Teacher Performance

Conceptual Definition: It is the set of actions that a teacher carries out with pedagogical preparation, during the time he spends with his students, aimed at achieving the integral formation of the personality of each of his students with whom he interacts.

Instrumental definition: Appendix A references the instrument used in this study and this variable of teacher performance determined using the following questions:

“TP1 My child’s school has regularly scheduled parent teacher conferences”.

“TP2 Teachers and staff are approachable.”

“TP3 The guidance he/she gets from the teachers contributes in his/her learning.”

“TP4 Teachers at this school have high expectations for all students.”

“TP5 Most teachers implement cooperative - learning to ensure that all concepts are understood.”

“TP6 Teachers at my school are equipped to teach the grades to which they are assigned.”

“TP7 My child’s school hold’s every worker responsible for services rendered.”

“TP8 Most teachers at my school possess an M. Ed. Degree.”

“TP9 Teachers are given professional development periodically during the year.”

“TP10 I feel good about the way my child’s teacher helps him/her in class.”

“TP11 My child’s teacher gives me helpful ideas about how I can support my child’s learning.”

“TP12 My child’s teacher manages his/her classroom efficiently.”

“TP13 I admire NEA classroom teachers’ ability to control their classes in-spite of the number of IEP students in any given classroom.”

“TP14 My child’s teacher communicates regularly with me about my child’s performance.”

“TP15 My child’s teacher has each parent involved in his/her child’s progress.”

“TP16 My child’s teacher gives quizzes and tests based on class presentations.”

“TP17 Teachers ensure that students maximize their potentials.”

“TP18 My child’s teacher gives me opportunities to share what I know about my child.”

“TP19 I commend teachers at my child’s school for their dedication toward Christian Education.”

“TP20 Teachers at my child’s school create a sense of community.”

“TP21 The principal at my child’s school supports the teaching staff to help them achieve their goals.”

“TP22 My child’s teacher is not ashamed to admit to any error that might be overlooked on my child’s tests or assignments.”

Operational definition: The instrument used a Likert-type scale from 1 to 5. The factors are: Commitment (items 1, 5, 6, 7, 8, and 9); teaching and learning (items 2, 3, 4, 12, 17, 21, and 22) and parents’ collaboration (items 10, 11, 13, 14, 15, 16, 18, 19, and 20). The arithmetic mean was calculated for the responses to the items for each factor, as well as for the full scale. The value obtained varies in the interval of one to five, in such a way that a higher value indicates a better perception of the teacher performance. The scale is considered metric.

### Academic Rigor

Conceptual Definition: Academic rigor is the responsibility of an institution to provide quality curricula, relevant assessments, and the ability to maintain academic standards that exceed normal expectations.

Instrumental definition:

Instrumental definition: Appendix A references the instrument used in this study and this variable of academic rigor determined using the following questions:

“AR1 This school offers academic opportunities for every student.”

“AR2 My child’s school works to achieve the goals on my child’s Individual Education Program.”

“AR3 I see my child’s projects, school -work, homework tests and quizzes periodically.”

“AR4 My child’s classmates contribute to his/her learning.”

“AR5 Students have access to the basic resources they need in their classrooms.”

“AR6 Most assignments given are challenging and beyond my child’s grade level.”

“AR7 Students are taught based on their individual needs.”

“AR8 My child’s courses include a lot of rigor.”

“AR9 I am satisfied with my child’s education in this class so far.”

“AR10 I am well informed by the communication that I receive from my child’s school.”

“AR11 My child’s school helps me to keep on track for college.”

“AR12 My school produces students of a high academic caliber.”

“AR13 The yearly IOWA Tests at my child’s school challenge our students.”

“AR14 The curriculum at my child’s school is one that meets our students’ needs.”

“AR15 Our schools participate in the state tests.”

“AR16 Our schools incorporate the state standards with the NAD standards so that our schools are on par with the state’s requirements.”

“AR17 Students at NEC schools are given weekly quizzes and tests.”

“AR18 Students individual needs are taken into consideration when teachers make their presentations.”

“AR19 NEC schools provide extra academic help for struggling students.”

“AR20 Tests provided are relevant to each student progress.”

“AR21 My school offers extra- curricular activities.”

“AR22 NEC students are well ahead of their counterparts academically.”

“AR23 Advanced students at NEC schools are challenged academically.”

“AR24 My school honors students for academic excellence.”

“AR25 NEC Students are given projects to enhance learning.”

“AR26 Rigorous academics is an integral part of my child’s school life.”

Operational definition: The instrument used a Likert-type scale from 1 to 5. The factors are: curricular (items 1, 2, 4, 5, 6, 7, 8, 9, 12, 14, 17, 18, 20, 23, and 26) and extra-curricular (items 3, 10, 11, 13, 15, 16, 19, 21, 22, 24, and 25). The arithmetic mean was calculated for the responses to the items for each factor, as well as for the full scale. The value obtained varies in the interval of one to five, in such a way that a higher value indicates a better perception of the academic rigor. The scale is considered metric.

#### Parents’ Decision

Conceptual Definition: It is the right and the disposition of the parents to choose the school of their preference so that their children study, depending on the academic rigor, the social and religious elements, as well as the cost and services provided by the institution.

Instrumental definition: Appendix A references the instrument used in this study and this variable of parents’ decision determined using the following questions:

“PD1 My church pastor was influential in my choice of an NEA School.”

“PD2 I chose my child’s school because of its religious.”

“PD3 I chose my child’s school because of its academic standards.”

“PD4 My choice of an SDA School depended on policies implemented that will benefit my child.”

“PD5 My culture is an underlying factor when it comes to school choice.”

“PD6 My family and friends approved the decision to enroll my child in an SDA school.”

“PD7 As a Christian I choose an institution that is reputable.”

“PD8 My decision on sending my child to NEA schools was because of my religious beliefs.”

“PD9 My decision in not sending my child to an NEA school was because of location.”

“PD10 Costs was an essential factor when it came to my choice of schools.”

“PD11 My choice of schools was based on school activities and services.”

“PD12 A parent helped me consider the school my child is now attending.”

“PD13 My choice of SDA school was based on the edifice.”

“PD14 My school choice was not based on just academics but also on my child’s future.”

“PD15 My choice of school was based on the affordable price of tuition.”

“PD16 Accessibility to transportation was an important factor to the progress of my child’s school.”

“PD17 My friends and family contributed to my choice of SDA School.”

“PD18 My choice of school was based on the school’s environment.”

“PD19 The fear of pedophiles molesting my child at other institutions was a contributive factor in school choice”.

Operational definition: The instrument used a Likert-type scale from 1 to 5. The

factors are: academic quality (items 1, 3, 4, 5, 7, 15, and 18); social and religious (items 2, 6, 8, 9, and 17) and services and cost (items 10, 11, 12, 13, 14, 16 and 19). The arithmetic mean was calculated for the responses to the items for each factor, as well as for the full scale. The value obtained varies in the interval of one to five, in such a way that a higher value indicates a better perception of the parents' decision. The scale is considered metric.

### Null Hypothesis

The null hypothesis raised was the following:

Ho: The core values of the organization, teacher performance and academic rigor are not predictors of the decision of Seventh-day Adventist parents when sending their K-12 children to a Northeastern Conference school.

Table 1 shows the operationalization of the null hypothesis. It includes the variables, the level of measurement of each variable and the type of statistical test that is known.

Table 1

#### *Operationalization of Null Hypotheses*

Null hypothesis	Variables	Measurement level	Statistical test
The core values of the organization, teacher performance and academic rigor are not predictors of the decision of Seventh-day Adventist parents when sending their children to a K-12 School within the Northeastern Conference.	Independent		For the hypothesis test, Multiple Linear Regression was used. The rejection criterion of the null hypothesis was for significance values $p < .05$ .
	A. Core values of the organization	A. Metrics	
	B. Teacher performance	B. Metrics	
	C. Academic rigor	C. Metrics	
	Dependent		
	D. Parents' decision	D. Metrics	



### **Data Collection**

For the application of the study surveys, the following steps were considered: Parents from 16 schools within the Northeastern Conference were chosen randomly to participate in this study using the parents' emails addresses within our system. They were then notified that the surveys would be sent by a specific date, a total of 353 emails were sent using survey monkey. Participants were given a deadline and those who responded on or before the deadline were chosen. Total parent responses amounted to 135.

### **Data Analysis**

The data was collected in a database. The tests used in this investigation were models of structural equations.

After having completed the database, descriptive statistics (measures of central tendency) 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 aims to know if the core values of the organization, teacher performance and academic rigor are significant predictors of the decision of Seventh-day Adventist parents when sending their K-12 children to a school within the Northeastern Conference system. 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.

#### **Demographic Description**

In the following section the demographic results such as, age, church affiliation, employment, gender, grade level, level of education, number of school age children, marital status are all shown in the statistical tables below. Appendix B shows the support tables.

#### **Age**

Table 2 contains the data that refers to the age of the parents who responded to the instrument. Regarding the age of the parents, it is observed that the majority of respondents declare that they are between 31 and 45 years old, which represents 48.9% ( $n = 66$ ).

Table 2

*Distribution of Participants by Age*

Age	<i>N</i>	%
18 – 30	13	9.6
31 – 45	66	48.9
46 – 60	44	32.6
61 – 75	12	8.9
Total	135	100.0

Church Affiliation

The distribution of participants according to religious affiliation shows that the majority said they belonged to the Seventh-day Adventist Church, which represents 82.2% ( $n=111$ ) of the participants.

Employment

The distribution of parents according to employment was presented as follows: 83.0% were full time ( $n = 112$ ) and 5.2% were part time ( $n = 7$ ). It is observed that the majority of respondents were full time.

Gender

The distribution of gender participants in the research show that the female group represents more than 69.6% of the participants and the male group represents 30.4% of the participants.

Grade Level

Table 3 contains the data that refers to the grade level of children of the parents who responded to the instrument. Regarding the grade level of the children of the

parents, it is observed that the majority of respondents declared to be pre-K – 5th grade, which represents 60.0% ( $n = 81$ ).

#### Level of Education

Table 4 contains the data that refers to the level of education of the parents who responded to the instrument. Regarding the level of education of the parents, it is observed that the majority of respondents declared to have bachelor's degrees, which represent 35.6% ( $n = 48$ ).

Table 3

#### *Distribution of Participants by Grade Level of your Children*

Grade level of your children	<i>n</i>	%
Pre-K – 5th grade	81	60.0
Grades 6-8	27	20.0
Grades 9-12	27	20.0
Total	135	100.0

Table 4

#### *Distribution of Participants by Level of Education*

Level of Education	<i>n</i>	%
High school	15	11.1
Associate	22	16.3
Bachelors'	48	35.6
Masters	41	30.4
Doctorate	9	6.7
Total	135	100.0

## Marital Status

Table 5 contains the data that refer to the marital status of the parents who responded to the instrument. Regarding the level of education of the parents, it is observed that the majority of respondents were married, which represents 63.0% ( $n = 85$ ).

Table 5

### *Distribution of Participants by Marital Status*

Marital Status	<i>n</i>	%
1. Single	35	25.9
2. Married	85	63.0
3. Divorced	12	8.9
4. Widowed	3	2.2
Total	135	100.0

## Number of Children Attending the School

Table 6 contains the data that refer to the number of children attending the school from which the parents who responded to the instrument belong. Regarding the number of children that are sent by parents to school, it is observed that the majority send a child, which represents 51.9% ( $n = 70$ ).

Table 6

### *Distribution of Participants by Number of Children Attending the School*

Number of children attending the school	<i>n</i>	%
1	70	51.9
2	47	34.8
3	14	10.4
4	3	2.2
5	1	.7
Total	135	100.0

## **Validity and Reliability**

### **Validity of the Construct**

The factorial analysis procedure was used to evaluate the validity of the organizational core values, teacher performance, academic rigor and parents' decision. The results of the validation of each variable are presented in Appendix C. Next, the statistical tests of the factor analysis for the constructs are presented.

### **Organizational Core Values**

The factorial analysis procedure was used to analyze the validity of organizational core values. In the analysis of the correlation matrix, it was found that 16 have a positive correlation coefficient greater than .3. Regarding the sample adequacy measure KMO, a value very close to the unit (KMO = .881) was found. For the Bartlett Sphericity test, it was found that the results ( $X^2 = 965.867$ ,  $df = 120$ ,  $p = .000$ ) were significant. Bartlett's Test was significant at .000 because the probability was less than .05. This means that there is good correlation between the items in the construct.

For the extraction statistics by main components, it was found that for the commonality values ( $Com_{min} = .331$ ;  $Com_{max} = .770$ ), the 16 items are greater than the extraction criterion ( $Com = .300$ ). In relation to the total variance explained, a confirmatory analysis was carried out with three factors, explaining 56.910% of the total variance, this value being greater than 50% established as a criterion. Regarding the Rotated Component Matrix, the Varimax method was used. Table 7 presents information comparing the relative saturations of each indicator for the three factors of organizational core values.

The first factor consists of eight items and it is labelled, religious beliefs. These

have high load factors, ranging from .645 to .883. The religious beliefs factor considers some aspects, such as the promotion of the mission, the mission of the school inspires the students, the work towards the same objective and the respect of the staff and administrators towards the students. The element that most influences religious beliefs was "They do a great job of reinforcing and promoting their mission internally" ( $r = .883$ ) and the element that had the least influence was "I feel respected by my child's school principal and members of staff" ( $r = .645$ ).

The second factor consists of five items and it is labelled, commitment. These have acceptable load factors, ranging from .438 to .759. The commitment factor considers some aspects, the work of spiritual leaders in school success, on the preference of parents for a Christian teacher to teach their children, even if they have deficiencies, the way of God is better and on the integration of faith and learning. The element that most influenced commitment was "As a parent, I prefer a committed Christian teacher than a highly qualified atheist teaching my child" ( $r = .759$ ) and the element that had the least influence was "At my child's school, laity and clergy work together for school success" ( $r = .438$ ).

The third factor consists of three items and it is labelled, mission and vision. These have acceptable load factors, ranging from .422 to .727. The mission and vision factor considers aspects such as making special provision in schools for students with needs and children's perception of Adventist schools. The element that most influenced the mission and vision was "SDA schools are not what they used to be" ( $r = .727$ ) and the element that had the least influence was "People will have a better perception of my child who is studying in an SDA Christian school" ( $r = .422$ ).

Table 7

*Rotated Matrix for Organizational Core Values*

	Component		
	1	2	3
OVMV12 They do a great job of reinforcing and promoting their mission internally.	<b>.883</b>	.086	.080
OVMV11 The school's mission inspires students to do their best	<b>.864</b>	.064	.139
OVMV14 We are all working toward the same goals	<b>.825</b>	-.060	-.068
OVMV10 As a parent I have a clear understanding of the school's mission	<b>.782</b>	.100	.150
OVMV15 Based on its vision, this SDA school is the best choice for students and parents.	<b>.776</b>	.204	.042
OVMV13 They do a great job of reinforcing and promoting their mission externally	<b>.696</b>	.106	.226
OVMV7 Staff at my child's school work hard to build trusting relationships with parents and guardians.	<b>.657</b>	.296	.032
OVMV16 I feel respected by my child's school principal and members of staff.	<b>.645</b>	.262	-.099
OVRB3 At my child's school, laity and clergy work together for school success.	.575	<b>.438</b>	.233
OVRB6 As a parent, I prefer a committed Christian teacher than a highly qualified atheist teaching my child.	-.008	<b>.759</b>	.091
OVRB1 In spite of minor deficiencies, I believe god's way is the best way.	.108	<b>.755</b>	.085
OVRB8 Celebration of cultural values fosters togetherness at NEC Schools	.154	<b>.569</b>	-.165
OVRB2 All subjects presented integrates Faith and Learning.	.396	<b>.441</b>	.332
OVCO4 SDA schools are not what they used to be.	-.315	-.076	<b>.727</b>
OVCO5 Special provision is made at NEC schools for students with special needs.	.269	.043	<b>.614</b>
OVCO9 People will have a better perception of my child who is studying in an SDA Christian school.	.365	.138	<b>.422</b>

**Teacher Performance**

The factorial analysis procedure was used to analyze the validity of teacher performance. In the analysis of the correlation matrix, it was found that the 21 have a positive correlation coefficient greater than .3. Regarding the sample adequacy measure KMO, a value very close to the unit (KMO = .939) was found. For the Bartlett Sphericity test, it was found that the results ( $X^2 = 1,989.775$ ,  $df = 231$ ,  $p = .000$ ) are significant. Bartlett's Test is significant at .000 because the probability is less than .05. This means that there is good correlation between the items in the construct.



For the extraction statistics by main components, it was found that for the commonality values ( $Com_{min} = .380$ ;  $Com_{max} = .827$ ), the 22 items are greater than the extraction criterion ( $Com = .300$ ). In relation to the total variance explained, a confirmatory analysis was carried out with three factors, explaining 62.242% of the total variance, this value being greater than 50% established as a criterion. Regarding the Rotated Component Matrix, the Varimax method was used. Table 8 presents information comparing the relative saturations of each indicator for the three factors of teacher performance.

The first factor consists of nine items and it is labelled, commitment. These have acceptable load factors, ranging from .308 to .848. Commitment considers aspects regularly communicated with me about my child's performance. Also, my child's teacher has every parent involved in their child's progress, things like my child's teacher conducts quizzes and tests based on class presentations and My child's teacher gives me helpful ideas on how I can support my child's learning. The elements that most influenced commitment was "I am important to my classmates" ( $r = .848$ ) and the item that had the lowest influence was "My child's teacher gives me opportunities to share what I know about my child" ( $r = .308$ ).

The second factor consists of seven items and it is labelled, teaching and learning. These have acceptable load factors, ranging from .435 to .767. The teaching and learning factor considers some aspects of how my son's teacher manages his classroom efficiently. The guidance you receive from teachers contributes to your learning, and teachers and staff are accessible. The element that most influenced the teaching and learning was "The guidance he receives from teachers contributes to his learning"

( $r = 435$ ) and the element with the least fluency was "My son's teacher manages his classroom efficiently" ( $r = 767$ ).

The third factor consists of six items and it is labelled, parents collaboration. These have acceptable load factors, ranging from .389 to .772.

Table 8

*Rotated Matrix for Teacher Performance*

	Component		
	1	2	3
TPPC14 My child's teacher communicates regularly with me about my child's performance.	<b>.848</b>	.234	.232
TPPC15 My child's teacher has each parent involved in his/her child's progress.	<b>.794</b>	.251	.132
TPPC16 My child's teacher gives quizzes and tests based on class presentations.	<b>.717</b>	.213	.172
TPPC11 My child's teacher gives me helpful ideas about how I can support my child's learning.	<b>.694</b>	.361	.336
TPTL17 Teachers ensure that students maximize their potentials.	.689	<b>.452</b>	.235
TPPC19 I commend teachers at my child's school for their dedication toward Christian Education.	<b>.676</b>	.186	.358
TPTL12 My child's teacher manages his/her classroom efficiently.	.660	<b>.435</b>	.291
TPPC10 I feel good about the way my child's teacher helps him/her in class.	<b>.559</b>	.543	.290
TPPC13 I admire NEA classroom teachers' ability to control their classes in spite of the number of IEP students in any given classroom.	<b>.548</b>	.178	.487
TPTL3 The guidance he/she gets from the teachers contributes in his/her learning.	.233	<b>.767</b>	.108
TPTL2 Teachers and staff are approachable	.259	<b>.747</b>	.105
TPTL21 The principal at my child's school supports the teaching staff to help them achieve their goals.	.429	<b>.688</b>	.195
TPTL4 Teachers at this school have high expectations for all students	.096	<b>.637</b>	.334
TPPC20 Teachers at my child's school create a sense of community.	<b>.464</b>	.606	.184
TPCO6 Teachers at my school are equipped to teach the grades to which they are assigned.	.300	.563	<b>.420</b>
TPTL22 My child's teacher is not ashamed to admit to any error that might be overlooked on my child's tests or assignments.	.519	<b>.520</b>	.062
TPCO7 My child's school hold's every worker responsible for services rendered.	.308	.482	<b>.389</b>
TPCO8 Most teachers at my school possess an M. Ed. Degree	.176	-.064	<b>.772</b>
TPCO9 Teachers are given professional development periodically during the year.	.110	.275	<b>.669</b>
TPCO1 My child's school has regularly scheduled parent teacher conferences.	.216	.329	<b>.659</b>
TPCO5 Most teachers implement cooperative - learning to ensure that all concepts are understood.	.357	.462	<b>.553</b>
TPPC18 My child's teacher gives me opportunities to share what I know about my child.	<b>.308</b>	.214	.489

The parent collaboration factor considers issues such as how the teacher manages his classroom, teachers are equipped to teach, teachers at my school have an academic degree, and teachers receive professional development periodically. The element that most influenced the parents collaboration was "Most teachers at my school possess an M. Ed. Degree" ( $r = .772$ ) and the element with the least influence was "My child's school hold's every worker responsible for services rendered" ( $r = .389$ ).

### **Academic Rigor**

The factorial analysis procedure was used to analyze the validity of academic rigor. In the analysis of the correlation matrix, it was found that the 26 have a positive correlation coefficient greater than .3. Regarding the sample adequacy measure KMO, a value very close to the unit (KMO = .913) was found. For the Bartlett Sphericity test, it was found that the results ( $X^2 = 1,796.419$ ,  $df = 325$ ,  $p = .000$ ) are significant. Bartlett's Test is significant at .000 because the probability is less than .05. This means that there is good correlation between the items in the construct.

For the extraction statistics by main components, it was found that for the commonality values ( $Com_{min} = .130$ ;  $Com_{max} = .674$ ), of the 26 items, 22 reached values greater than the extraction criterion ( $Com = .300$ ). Items 4, 6, 8 and 11 do not meet the criteria. In relation to the total variance explained, an exploratory analysis was carried out with two factors, explaining 46.225% of the total variance, this value does not exceed the 50% established as a criterion. Regarding the Rotated Component Matrix, the Varimax method was used. Table 9 presents information comparing the relative saturations of each indicator for the two factors of academic rigor.

Table 9

*Rotated Matrix for Academic Rigor*

	Component	
	1	2
ARCU18 Students individual needs are taken into consideration when teachers make their presentations.	<b>.766</b>	.296
ARCU1 This school offers academic opportunities for every student.	<b>.681</b>	.343
ARCU20 Tests provided are relevant to each student progress.	<b>.681</b>	.396
ARCU7 Students are taught based on their individual needs.	<b>.675</b>	.176
ARCU23 Advanced students at NEC schools are challenged academically.	<b>.664</b>	.276
ARCU12 My school produces students of a high academic caliber.	<b>.632</b>	.408
AREC22 NEC students are well ahead of their counterparts academically.	.619	<b>.363</b>
ARCU9 I am satisfied with my child's education in this class so far.	<b>.611</b>	.260
ARCU17 Students at NEC schools are given weekly quizzes and tests.	<b>.583</b>	.338
ARCU14 The curriculum at my child's school is one that meets our students' needs.	<b>.574</b>	.487
ARCU2 My child's school works to achieve the goals on my child's Individual Education Program.	<b>.572</b>	.479
AREC3 I see my child's projects, school -work, homework tests and quizzes periodically.	.521	<b>.493</b>
ARCU5 Students have access to the basic resources they need in their classrooms.	<b>.515</b>	.359
ARCU4 My child's classmates contribute to his/her learning.	<b>.464</b>	.056
ARCU8 My child's courses include a lot of rigor.	<b>.451</b>	-.022
ARCU6 Most assignments given are challenging and beyond my child's grade level.	<b>.417</b>	.181
AREC15 Our schools participate in the state tests.	-.253	<b>.674</b>
AREC10 I am well informed by the communication that I receive from my child's school.	.161	<b>.657</b>
AREC24 My school honors students for academic excellence.	.315	<b>.633</b>
AREC25 NEC Students are given projects to enhance learning.	.386	<b>.628</b>
AREC16 Our schools incorporate the state standards with the NAD standards so that our schools are on par with the state's requirements.	.313	<b>.611</b>
AREC21 My school offers extra- curricular activities.	.312	<b>.604</b>
AREC19 NEC schools provide extra academic help for struggling students.	.409	<b>.584</b>
ARCU26 Rigorous academics is an integral part of my child's school life.	<b>.506</b>	.553
AREC13 The yearly IOWA Tests at my child's school challenge our students.	.417	<b>.420</b>
AREC11 My child's school helps me to keep on track for college	.137	<b>.334</b>

The first factor consists of 15 indicators and it is labelled, curricular. These have acceptable load factors, ranging from .417 to .766. In the curricular area, academic opportunities for students are considered, teaching according to needs, attention to outstanding students, the production of quality students and satisfaction with academic service. The elements that most influenced curricular was "Students individual needs

are taken into consideration when teachers make their presentations" ( $r = .766$ ) and the item that had the lowest influence was "Most assignments given are challenging and beyond my child's grade level" ( $r = .417$ ).

The second factor consists of 11 items and it is labelled, extra-curricular. These have acceptable load factors, ranging from .334 to .674. The extracurricular factor considers some aspects such as participation in state tests, communication with parents, consideration towards students with academic excellence, support to improve learning, incorporate quality standards and offering extracurricular activities. The element that most influenced the extra-curricular was "Our schools participate in the state tests" ( $r = .674$ ) and the element with the least fluency was "My child's school helps me to keep on track for college" ( $r = .334$ ).

### **Parental Decision**

The factorial analysis procedure was used to analyze the validity of parental decision. In the analysis of the correlation matrix, it was found that the 19 have a positive correlation coefficient greater than .3. Regarding the sample adequacy measure KMO, a value very close to the unit ( $KMO = .812$ ) was found. For the Bartlett Sphericity test, it was found that the results ( $X^2 = 693.814$ ,  $df = 171$ ,  $p = .000$ ) are significant. Bartlett's Test is significant at .000 because the probability is less than .05. This means that there is good correlation between the items in the construct.

For the extraction statistics by main components, it was found that for the commonality values ( $Com_{min} = .133$ ;  $Com_{max} = .563$ ), Only 17 items are greater than the extraction criterion ( $Com = .300$ ). Items 5 and 13 are less than criteria. In relation to the total variance explained, a confirmatory analysis was carried out with three factors,

explaining 44.379% of the total variance, this value not greater than 50% established as a criterion. Regarding the Rotated Component Matrix, the Varimax method was used. Table 10 presents information comparing the relative saturations of each indicator for the three factors of parental decision.

The first factor consists of seven items and it is labelled, academic quality. These have acceptable load factors, ranging from .345 to .716. The academic quality factor considers issues such as school choice with the school environment, school choice for academic standards, reputable school choice, and affordable tuition rates. The elements that most influenced academic quality was "My choice of school was based on the school's environment" ( $r = .716$ ) and the item that had the lowest influence was "My culture is an underlying factor when it comes to school choice" ( $r = .345$ ).

The second factor consists of seventh items and it is labelled, social and religious. These have acceptable load factors, ranging from .309 to .701. The social and religious factor considers some aspects as: a parent helped me consider the school my son attends now, my choice of schools was based on school activities and services, cost was an essential factor in my choice of schools and the transportation accessibility was an important factor in the progress of my son's school. The element that most influenced the social and religious was "PDSC12 A parent helped me consider the school my child is now attending" ( $r = .701$ ) and the element with the least fluency was "My choice of SDA school was based on the edifice" ( $r = .309$ ).

The three factor consists of four items and it is labelled, services and cost. These have acceptable load factors, ranging from .449 to .747. The services and cost factor consider issues such as the choice of school for being religious, my family and friends approved the decision to enroll my child in an SDA school and my decision not

to send my child to an NEA school was due to location. The element that most influenced the services and cost was " Chose my child's school because of its religious" ( $r = .747$ ) and the element with the least influence was "My friends and family contributed to my choice of SDA School" ( $r = .449$ ).

Table 10

*Rotated Matrix for Parental Decision*

	Component		
	1	2	3
PDAQ18 My choice of school was based on the school's environment.	<b>.716</b>	.106	-.015
PDAQ3 I chose my child's school because of its academic standards.	<b>.711</b>	.085	.155
PDAQ7 As a Christian I choose an institution that is reputable.	<b>.601</b>	.052	.274
PDAQ15 My choice of school was based on the affordable price of tuition.	<b>.543</b>	-.010	.363
PDAQ4 My choice of an SDA School depended on policies implemented that will benefit my child.	<b>.541</b>	.116	.218
PDSR8 My decision on sending my child to NEA schools was because of my religious beliefs.	.499	-.146	<b>.457</b>
PDAQ1 My church pastor was influential in my choice of an NEA School	<b>.457</b>	.438	.080
PDSC13 My choice of SDA school was based on the edifice.	.350	<b>.309</b>	.280
PDAQ5 My culture is an underlying factor when it comes to school choice	<b>.345</b>	.070	-.096
PDSC12 A parent helped me consider the school my child is now attending.	.163	<b>.701</b>	.125
PDSC11 My choice of schools was based on school activities and services.	-.073	<b>.646</b>	-.021
PDSC10 Costs was an essential factor when it came to my choice of schools.	-.239	<b>.599</b>	-.155
PDSC16 Accessibility to transportation was an important factor to the progress of my child's school.	.458	<b>.594</b>	.011
PDSC14 My school choice was not based on just academics but also on my child's future.	.466	<b>.559</b>	.062
PDSC19 The fear of pedophiles molesting my child at other institutions was a contributive factor in school choice.	.351	<b>.448</b>	.087
PDSR2 I chose my child's school because of its religious.	-.052	.017	<b>.747</b>
PDSR6 My family and friends approved the decision to enroll my child in an SDA school.	.037	.195	<b>.736</b>
PDSR9 My decision in not sending my child to an NEA school was because of location.	.225	-.125	<b>.562</b>
PDSR17 My friends and family contributed to my choice of SDA School.	.335	.420	<b>.449</b>

## Descriptive of the Constructs

This section shows the analysis of each of the variables or constructions in general, as well as the behavior of its dimensions and indicators. Appendix D shows the support tables.

### Organizational Core Values

To measure the variable organizational core values, the Central Values Scale of the organization was used, which consists of 16 items with a range of responses within a Likert scale that varies from 1 (*strongly agree*) to 5 (*strongly disagree*). Table 11 shows the mean, standard deviation, asymmetry, kurtosis and organizational core values reliability.

According to the results of averages, it can be observed that the dimension that best evaluates is “mission and vision” ( $M = 4.27$ ;  $SD = .641$ ) and the least evaluated dimension was the “religious beliefs” ( $M = 4.27$  and  $SD = .641$ ).

The organizational core values variable has a mean of 4.08 ( $SD = 0.493$ ) and a kurtosis of  $-.352$ , which indicates a plastic behavior. As for the asymmetry, a negative asymmetric behavior is observed ( $-.346$ ). Figure 1 shows that values tend to meet more on the right side of the average.

Table 11

#### *Descriptions and Reliability of the Organizational Core Values*

Clave	Dimensions	$\bar{X}$	DE	Asymmetry	kurtosis	Reliability
ORVMV	Mission and Vision	4.27	.641	-.932	.755	.680
ORVRB	Religious Beliefs	4.14	.603	-.529	-.288	.911
ORVCO	Commitment	3.44	.673	.478	.267	.301



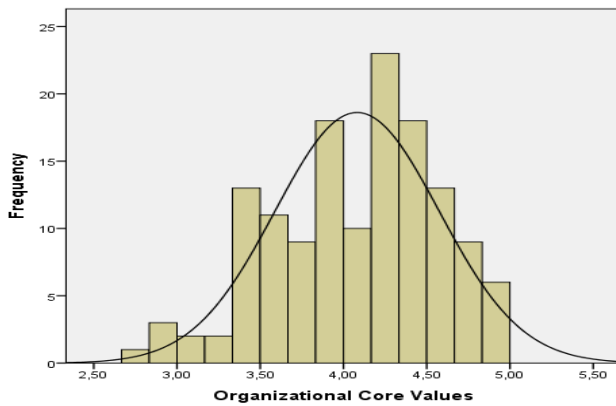


Figure 1. Histogram of Organizational Core Values.

### Mission and Vision

Table 12 shows the mean and standard deviation with respect to the subscale of the mission and vision. According to the results of the means, the best evaluated criterion was the following: “OVMV16 I feel respected by my child’s school principal and members of staff” ( $M = 4.47$ ,  $SD = .756$ ), and the least evaluated behavior was: “OVMV13 They do a great job of reinforcing and promoting their mission externally” ( $M = 3.94$ ,  $SD = .950$ ).

Table 12

#### *Descriptions of the Items of the Mission and Vision*

Items	M	DE
OVMV16 I feel respected by my child’s school principal and members of staff.	4.47	.756
OVMV7 Staff at my child’s school work hard to build trusting relationships with parents and guardians.	4.42	.692
OVMV11 The school’s mission inspires students to do their best	4.38	.768
OVMV10 As a parent I have a clear understanding of the school’s mission	4.35	.825
OVMV14 We are all working toward the same goals	4.26	.777
OVMV15 Based on its vision, this SDA school is the best choice for students and parents.	4.25	.827
OVMV12 They do a great job of reinforcing and promoting their mission internally.	4.14	.909
OVMV13 They do a great job of reinforcing and promoting their mission externally	3.94	.950

## Religious Beliefs

Table 13 shows the mean and standard deviation with respect to the subscale of the religious beliefs. According to the results of the means, the best evaluated criterion was the following: “OVRB1 In-spite of minor deficiencies, I believe god’s way is the best way” ( $M = 4.37$ ,  $SD = .952$ ) and the “OVRB3 At my child’s school, laity and clergy work together for school success” ( $M = 3.88$ ,  $SD = .997$ ).

Table 13

### *Descriptions of the Elements of the Religious Beliefs*

	M	SD
OVRB1 In-spite of minor deficiencies, I believe god’s way is the best way.	4,37	,952
OVRB6 As a parent, I prefer a committed Christian teacher than a highly qualified atheist teaching my child.	4,28	1,002
OVRB2 All subjects presented integrates Faith and Learning.	4,25	,755
OVRB8 Celebration of cultural values fosters togetherness at NEC Schools	3,96	,823
OVRB3 At my child’s school, laity and clergy work together for school success.	3,88	,997

## Commitment

Table 14 shows the mean and standard deviation with respect to the subscale of the commitment. According to the results of the means, the best evaluated criterion was the following: “OVCO9 People will have a better perception of my child who is studying in an SDA Christian school” ( $M = 3.66$ ,  $SD = .970$ ) and the least evaluated behavior was: “OVCO4 SDA schools are not what they used to be” ( $M = 3.09$ ,  $SD = 1.137$ ).

Table 14

*Descriptions of the Items of the Commitment*

Items	M	DE
OVCO9 People will have a better perception of my child who is studying in an SDA Christian school.	3.66	.970
OVCO5 Special provision is made at NEC schools for students with special needs.	3.60	1.015
OVCO4 SDA schools are not what they used to be.	3.09	1.137

## Teacher Performance

To measure the variable teacher performance, the teacher performance scale was used, which consists of 22 items with a range of responses within a Likert scale that varies from 1 (strongly agree) to 5 (strongly disagree). Table 15 shows the mean, standard deviation, asymmetry, kurtosis and teacher performance reliability.

According to the results of averages, it can be observed that the dimension that best evaluates is “teaching and learning” ( $M = 4.33$ ;  $SD = 0.565$ ) and the least evaluated dimension was the “commitment” ( $M = 3.98$  and  $SD = 0.621$ ).

The teacher performance variable has a mean of 4.11 ( $SD = .573$ ) and a kurtosis of .095 which indicates normality. As for the asymmetry, a negative asymmetric behavior is observed (-.519). Figure 2 shows that values tend to meet more on the right side of the average.

Table 15

*Descriptions and Reliability of the Teacher Performance*

Clave	Dimensions	M	DE	Asymmetry	kurtosis	Reliability
TPCO	Commitment	3.98	.621	-.158	-.501	.822
TPTL	Teaching and learning	4.33	.565	-.769	.288	.886
TPPC	Parents collaboration	4.02	.665	-.641	.179	.911

## Commitment

Table 16 shows the mean and standard deviation with respect to the subscale of the commitment. According to the results of the means, the best evaluated criterion was the following: “TPCO9 Teachers are given professional development periodically during the year” ( $M = 4.20$ ,  $SD = .641$ ) and the least evaluated behavior was: “TEPTS24 TPCO8 Most teachers at my school possess an M. Ed. Degree” ( $M = 3.59$ ,  $SD = .965$ ).

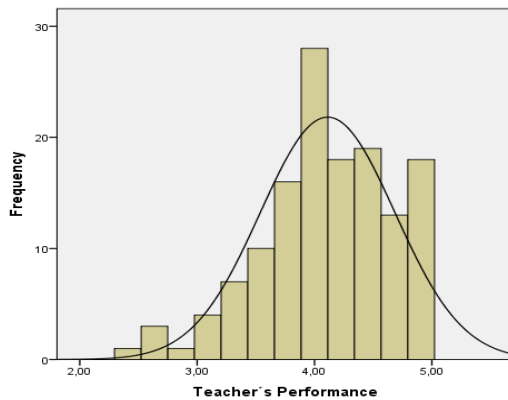


Figure 2. Histogram of Teacher Performance.

Table 16

### *Descriptions of the Elements of the Commitment*

Items	<i>M</i>	<i>DE</i>
TPCO9 Teachers are given professional development periodically during the year.	4.20	.641
TPCO6 Teachers at my school are equipped to teach the grades to which they are assigned.	4.10	.898
TPCO5 Most teachers implement cooperative-learning to ensure that all concepts are understood.	4.06	.790
TPCO1 My child's school has regularly scheduled parent teacher conferences.	3.99	.879
TPCO7 My child's school hold's every worker responsible for services rendered.	3.96	.911
TPCO8 Most teachers at my school possess an M. Ed. Degree	3.59	.965

## Teaching and Learning

Table 17 shows the mean and standard deviation with respect to the subscale of the teaching and learning. According to the results of the means, the best evaluated criterion was the following: “TPTL3 The guidance he/she gets from the teachers contributes in his/her learning” ( $M = 4.52$ ,  $SD = .642$ ) and the least evaluated behavior was: “TPTL12 My child’s teacher manages his/her classroom efficiently” ( $M = 4.13$ ,  $SD = .844$ ).

Table 17

### *Descriptions of the Items of the Teaching and Learning*

Items	<i>M</i>	<i>DE</i>
TPTL3 The guidance he/she gets from the teachers contributes in his/her learning.	4,52	,642
TPTL2 Teachers and staff are approachable	4,51	,631
TPTL4 Teachers at this school have high expectations for all students	4,43	,682
TPTL21 The principal at my child’s school supports the teaching staff to help them achieve their goals.	4,34	,750
TPTL22 My child’s teacher is not ashamed to admit to any error that might be overlooked on my child’s tests or assignments.	4,27	,788
TPTL17 Teachers ensure that students maximize their potentials.	4,14	,769
TPTL12 My child’s teacher manages his/her classroom efficiently.	4,13	,844

## Parents Collaboration

Table 18 shows the mean and standard deviation with respect to the subscale of the parents’ collaboration. According to the results of the means, the best evaluated criterion was the following: “TPPC20 Teachers at my child’s school create a sense of community” ( $M = 4.39$ ,  $SD = .759$ ) and the least evaluated behavior was: “TPPC18 My child’s teacher gives me opportunities to share what I know about my child.” ( $M = 3.67$ ,  $SD = .881$ ).

Table 18

*Descriptions of the Items of the Parents Collaboration*

Items	<i>M</i>	<i>DE</i>
TPPC20 Teachers at my child's school create a sense of community.	4,39	,759
TPPC10 I feel good about the way my child's teacher helps him/her in class.	4,25	,723
TPPC16 My child's teacher gives quizzes and tests based on class presentations.	4,12	,811
TPPC14 My child's teacher communicates regularly with me about my child's performance.	4,07	,953
TPPC15 My child's teacher has each parent involved in his/her child's progress.	4,04	,875
TPPC11 My child's teacher gives me helpful ideas about how I can support my child's learning.	4,01	,875
TPPC19 I commend teachers at my child's school for their dedication toward Christian Education.	3,94	1,009
TPPC13 I admire NEA classroom teachers' ability to control their classes in spite of the number of IEP students in any given classroom.	3,75	,905
TPPC18 My child's teacher gives me opportunities to share what I know about my child.	3,67	,881

## Academic Rigor

To measure the variable academic rigor, the Academic Rigor Scale was used, which consists of 26 items with a range of responses within a Likert scale that varies from 1 (strongly agree) to 5 (strongly disagree). Table 19 shows the mean, standard deviation, asymmetry, kurtosis and academic rigor.

Table 19

*Descriptions and Reliability of the Academic Rigor*

Clave	Dimensions	$\bar{X}$	<i>DE</i>	Asymmetry	kurtosis	Reliability
ARCU	Curricular	3.93	0.573	-.478	.624	.909
AREC	Extra-curricular	3.85	0.608	-.338	.183	.839

According to the results of averages, it can be observed that the dimension that best evaluates is “curricular” ( $M = 3.93$ ;  $SD = 0.573$ ) and the least evaluated dimension was the “extra-curricular” ( $M = 3.85$  and  $SD = 0.608$ ).

The academic rigor variable has a mean of 3.90 ( $SD = .554$ ) and a kurtosis of .235 which indicates a normality. As for the asymmetry, a negative asymmetric behavior is observed (-.311). Figure 3 shows that values tend to meet more on the right side of the average.

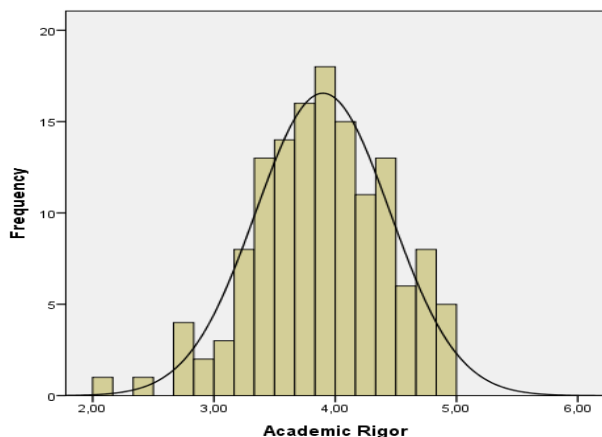


Figure 3. Histogram of Academic Rigor.

## Curricular

Table 20 shows the mean and standard deviation with respect to the subscale of the curricular. According to the results of the means, the best evaluated criterion was the following: “ARCU1 This school offers academic opportunities for every student” ( $M = 4.22$ ,  $SD = .852$ ) and the least evaluated behavior was: “ARCU8 My child’s courses include a lot of rigor” ( $M = 3.09$ ,  $SD = .978$ ).

Table 20

*Descriptions of the Items of the Curricular*

Items	M	DE
ARCU1 This school offers academic opportunities for every student.	4,22	,852
ARCU2 My child's school works to achieve the goals on my child's Individual Education Program.	4,19	,779
ARCU12 My school produces students of a high academic caliber.	4,17	,801
ARCU26 Rigorous academics is an integral part of my child's school life.	4,17	,741
ARCU14 The curriculum at my child's school is one that meets our students' needs.	4,11	,808
ARCU17 Students at NEC schools are given weekly quizzes and tests.	4,09	,778
ARCU18 Students individual needs are taken into consideration when teachers make their presentations.	4,00	,920
ARCU5 Students have access to the basic resources they need in their classrooms.	4,00	,774
ARCU20 Tests provided are relevant to each student progress.	3,98	,924
ARCU9 I am satisfied with my child's education in this class so far.	3,94	,965
ARCU7 Students are taught based on their individual needs.	3,84	,909
ARCU6 Most assignments given are challenging and beyond my child's grade level.	3,80	,856
ARCU23 Advanced students at NEC schools are challenged academically.	3,72	1,009
ARCU4 My child's classmates contribute to his/her learning.	3,69	,835
ARCU8 My child's courses include a lot of rigor.	3,09	,978

**Extra-Curricular**

Table 21 shows the mean and standard deviation with respect to the subscale of the extra-curricular. According to the results of the means, the best evaluated criterion was the following: "AREC3 I see my child's projects, school -work, homework tests and quizzes periodically" ( $M = 4.31$ ,  $SD = .781$ ) and the least evaluated behavior was: "AREC11 My child's school helps me to keep on track for college" ( $M = 2.61$ ,  $SD = 1.331$ ).



Table 21

*Descriptions of the Items of the Extra-Curricular*

	M	SD
AREC3 I see my child's projects, school -work, homework tests and quizzes periodically.	4.31	.781
AREC24 My school honors students for academic excellence.	4.30	.816
AREC25 NEC Students are given projects to enhance learning.	4.22	.681
AREC16 Our schools incorporate the state standards with the NAD standards so that our schools are on par with the state's requirements.	4.13	.809
AREC10 I am well informed by the communication that I receive from my child's school.	4.07	1.034
AREC15 Our schools participate in the state tests.	3.91	1.070
AREC13 The yearly IOWA Tests at my child's school challenge our students.	3.85	.943
AREC19 NEC schools provide extra academic help for struggling students.	3.82	.953
AREC22 NEC students are well ahead of their counterparts academically.	3.64	1.038
AREC21 My school offers extra- curricular activities.	3.49	1.173
AREC11 My child's school helps me to keep on track for college	2.61	1.331

Parental Decision

To measure the variable parental decision, the Parental Decision Scale was used, which consists of 20 items with a range of responses within a Likert scale that varies from 1 (strongly agree) to 5 (strongly disagree). Table 22 shows the mean, standard deviation, asymmetry, kurtosis and academic rigor.

According to the results of averages, it can be observed that the dimension that best evaluates is "social and religious" ( $M = 4.14$ ;  $SD = 0.579$ ) and the least evaluated dimension was the "services and cost" ( $M = 2.97$  and  $SD = 0.786$ ).

The parental decision variable has a mean of 3.65 ( $SD = .533$ ) and a kurtosis of  $-.030$  which indicates normality (Figure 4). As for the asymmetry, a negative asymmetric behavior is observed ( $-.091$ ).

Table 22

*Descriptions and Reliability of the Parental Decision*

Clave	Dimensions	M	DE	Asymmetry	kurtosis	Reliability
PDAQ	Academic Quality	3.95	0.610	-.423	-.014	.716
PDSR	Social and religious	4.14	0.579	-.349	-.504	.624
PDSC	Services and cost	2.97	0.786	.151	-.253	.724

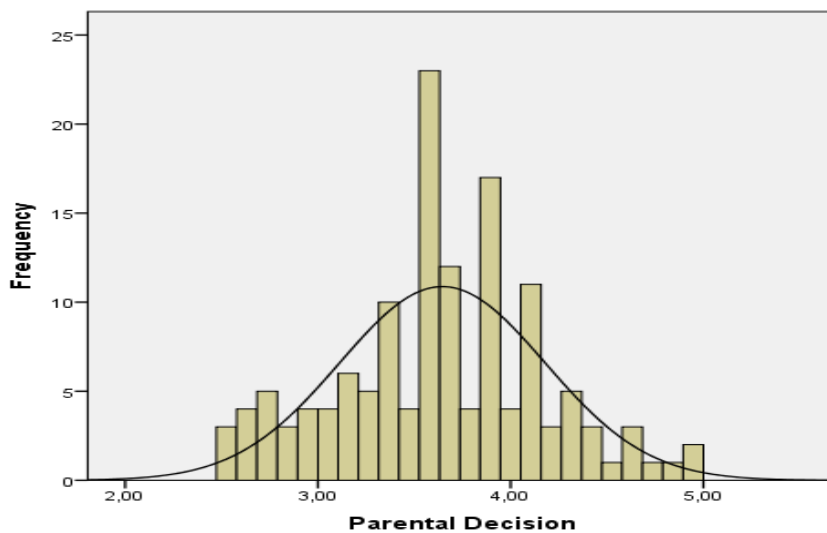


Figure 4. Histogram of Parental Decision.

**Academic Quality**

Table 23 shows the mean and standard deviation with respect to the subscale of the academic quality. According to the results of the means, the best evaluated criterion was the following: “PDAQ7 As a Christian I choose an institution that is reputable” ( $M = 4.31$ ,  $SD = .743$ ) and the least evaluated behavior was: “PDAQ1 My church pastor was influential in my choice of an NEA School” ( $M = 3.30$ ,  $SD = 1.253$ ).

Table 23

*Descriptions of the Items of the Academic Quality*

Indicators	$\bar{X}$	<i>DE</i>
PDAQ7 As a Christian I choose an institution that is reputable.	4,31	,743
PDAQ15 My choice of school was based on the affordable price of tuition.	4,25	,861
PDAQ3 I chose my child's school because of its academic standards.	4,19	,892
PDAQ4 My choice of an SDA School depended on policies implemented that will benefit my child.	4,14	,956
PDAQ5 My culture is an underlying factor when it comes to school choice	3,79	1,130
PDAQ18 My choice of school was based on the school's environment.	3,70	1,098
PDAQ1 My church pastor was influential in my choice of an NEC School	3,30	1,253

**Social and Religious**

Table 24 shows the mean and standard deviation with respect to the subscale of the social and religious. According to the results of the means, the best evaluated criterion was the following: "PDSR9 My decision in not sending my child to an NEA school was because of location" ( $M = 4.68$ ,  $SD = .604$ ) and the least evaluated behavior was: "PDSR17 My friends and family contributed to my choice of SDA School" ( $M = 3.04$ ,  $SD = 1.377$ ).

Table 24

*Descriptions of the Items of the Social and Religious*

Items	$\bar{X}$	<i>DE</i>
PDSR9 My decision in not sending my child to an NEA school was because of location.	4,68	,604
PDSR2 I chose my child's school because of its religious beliefs.	4,53	,839
PDSR8 My decision on sending my child to NEA schools was because of my religious beliefs.	4,38	,642
PDSR6 My family and friends approved the decision to enroll my child in an SDA school.	4,12	,913
PDSR17 My friends and family contributed to my choice of SDA School.	3,04	1,377

## Services and Cost

Table 25 shows the mean and standard deviation with respect to the subscale of the services and cost. According to the results of the means, the best evaluated criterion was the following: “PDSC13 My choice of SDA school was based on the edifice” ( $M = 3.43$ ,  $SD = 1.120$ ) and the least evaluated behavior was: “PDSC12 A parent helped me consider the school my child is now attending” ( $M = 2.43$ ,  $SD = 1.273$ ).

Table 25

### *Descriptions of the Items of the Services and Cost*

	<i>M</i>	<i>SD</i>
PDSC13 My choice of SDA school was based on the edifice.	3.43	1.120
PDSC11 My choice of schools was based on school activities and services.	3.30	1.331
PDSC19 The fear of pedophiles molesting my child at other institutions was a contributive factor in school choice.	3.04	1.416
PDSC16 Accessibility to transportation was an important factor to the progress of my child’s school.	2.97	1.351
PDSC14 My school choice was not based on just academics but also on my child’s future.	2.89	1.265
PDSC10 Costs was an essential factor when it came to my choice of schools.	2.78	1.159
PDSC12 A parent helped me consider the school my child is now attending.	2.43	1.273

## Main Hypothesis

The null hypothesis of this research establishes that,  $H_0$ : The academic rigor, the organizational core values and teacher’s performance are not significant predictors of the parental decision. To test it, the multiple linear regression statistical technique was used, using the Stepwise method. Appendix E shows the support tables.

Based on the results, there is sufficient evidence to reject the null hypothesis ( $F_{(2,135)} = 59,923$ ,  $p = .000$ ) and accept the research hypothesis. That is, the academic

rigor and the organizational core values are significant predictors of the parental decision. In this case, the predictor variables explain 45% of the variance in the criterion variable. The standardized beta coefficients show that the academic rigor ( $\beta = .419$ ,  $p = .000$ ) is more important than the organizational core values ( $\beta = .287$ ,  $p = .012$ ) to explain the parental decision. It is important to clarify that the tolerance values are close to zero, with a value for teacher performance of .246. This indicates not so serious problems of collinearity, but it should be analyzed.

In Table 26 it can be seen that the parental decision correlations are important with the three predictor variables: the strongest relationship being with academic rigor. When observing the correlation of parental decision with teacher's performance, a moderately important correlation is observed, so it would be expected to be a significant predictor. However, teacher's performance also correlates with organizational core values and academic rigor, with important values ( $r > .75$ ). This means that the prediction that teacher's performance could make is included within the explanation given by the other two variables. It can be concluded then that teacher's performance can be considered as an indirect predictor of parental decision, through the other variables, mainly academic rigor, with which it is more strongly correlated.

Table 26

*Correlation Indices Between Variables*

	Teacher's Performance	Organizational Core Values	Academic Rigor
Parental Decision	.537	.635	.657
Teacher's Performance		.764	.864
Organizational Core Values			.829

Note: Correlations are significant at the .05 level.

Now, with the intention of identifying in greater depth the predictor variables of the parental decision, a multiple linear regression analysis was performed, taking as predictor variables all the dimensions of the criterion variables. Three variables were found to be significant predictors ( $F_{(3, 134)} = 36.825, p = .000$ ), accounting for 44% of the variance in Parental Decision. The main predictors were the academic rigor factors; curricular ( $\beta = .372, p = .000$ ) and extracurricular ( $\beta = .275, p = .012$ ). Furthermore, the Commitment in Organizational Core Values factor ( $\beta = .151, p = .034$ ), although with a lower contribution, is also significant.

Although the tolerance values are greater than .3, but mostly less than .5, it is considered important to identify other variables in the prediction. Table 27 shows the correlations between the variables. It is clear that the strongest parental decision relationships are with academic rigor factors, however, commitment is the one that is weakest correlated with parental decision, and turns out to be a significant predictor.

Table 27

*Correlation Indices Between the Predictor Variable Factors and Parental Decision*

	AREC	OVRE	OVCO	OVMV	TPCO	TPTL	TPPC	PD
ARCU	.772	.636	.219	.755	.795	.790	.790	.617
AREC		.572	.393	.692	.756	.623	.714	.621
OVRB			.220	.500	.494	.448	.425	.508
OVCO				.219	.304	.207	.225	.340
OVMV					.706	.748	.718	.543
TPCO						.719	.738	.505
TPTL							.835	.457
TPPC								.515

Note: Correlations are significant at the .05 level.

The other factors, despite having more important correlation values with Parental Decision, are not predictors precisely due to multi-collinearity problems since important correlations ( $r > .5$ ) are observed between them and the Academic Rigor factors. In other words, all of them are indirect predictors, mainly through the Academic Rigor factors. Continuing with the analyzes related to the hypothesis, the factors of the predictor variables were now considered to predict the factors of the criterion variable (see Table 28). It is interesting that the factor that is less explained is the parental decision regarding services and cost. The organizational core values factors stand out in the social and religious factor and also the absence, in all cases, at least directly explaining the Teacher's Performance factors.

Table 28

*Predictors of Parental Decision Factors*

Criterion	Model Fit	R <sup>2</sup>	Predictors
Academic Quality	F <sub>(2,135)</sub> = 51.607, p = .000	42%	Curricular (β = .436) Extra-curricular (β = .261)
Social and Religious	F <sub>(2,135)</sub> = 42.551, p = .000	38%	Religious Beliefs (β = .428) Mission and Vision (β = .286)
Services and cost	F <sub>(2,135)</sub> = 18.808, p = .000	21%	Extra-curricular (β = .317) Commitment (β = .240)

### Other Results

Difference analyzes were performed to observe the possible differences in the variables between the different groups identified. Student's t-tests and ANOVA were used. Appendix F shows the support tables.

According to the results, no significant differences were found according to the identified age groups. There were also no differences found when comparing the responses of those who had one or more children in Adventist schools. When comparing the variables according to religion, no differences were found either, neither among those who work full or part time. According to gender, no differences were observed either, nor with respect to the educational level of the respondents.

Differences were observed according to the degree of study of the children, in the variables of mission and vision (organizational core value) and academic quality (parental decision). In the case of mission and vision ( $t_{(136)} = 2.174, p = .031$ ), the parents of students in PreK-5 ( $M = 4.4, SD = .580$ ) generate a higher average than those with their children in grades 6-12 ( $M = 4.1, SD = .701$ ). The effect size is .37 based on Cohen's *d*. Regarding academic quality ( $t_{(136)} = 3.032, p = .003$ ), parents with children in prek-5 ( $M = 4.1, SD = .585$ ) also rated it higher than parents with students in grades 6-12 ( $M = 3.8, SD = .605$ ). In this case, the effect size is larger ( $d = .52$ ).

The other demographic variable with respect to which differences were found was with respect to marital status. The differences were in the same variables. In Mission and Vision ( $t_{(129,626)} = 1.995, p = .048, df = .34$ ), married people ( $M = 4.2, SD = .695$ ) show a lower value than people in another situation ( $M = 4.4, SD = .522$ ). In the Academic Quality ( $t_{(136)} = 2.451, p = .016, df = .44$ ), the same occurs, in such a way that married people ( $M = 3.9, SD = .653$ ) show a lower mean than those who they are in another condition ( $M = 4.1, SD = .499$ ).



## **CHAPTER V**

### **SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS**

#### **Summary**

The objective of this study was to find out if the core values of the organization, teacher performance and academic rigor are significant predictors of the decision of Seventh-day Adventist parents when sending their children to a school within the Northeastern Conference K-12 system. A review of the literature was performed based on the variables that are the object of study.

Regarding the variable central values of the organization, Smoliez (1981) says that they are one of the essential factors of a group culture. They represent the heart of the ideological system and act as identifying values that are symbols of the group and its membership. Core values provide the indispensable link between cultural groups and social systems. It is through these core values that social groups can identify as distinctive ethnic, religious scientific communities or other cultural communities.

Adventist Christian education has become an important factor contributing to the formation of constructed values under the premise that Christ has established as guidelines for true education. On teaching performance, Gutiérrez Rodríguez, et al. (2019) say that "teacher performance is the set of educational activities carried out by the instructor to promote the formation and development of generic and specific skills in the students" (p. 121). Teacher preparation and bad teaching methods are considered important contributing factors for the low performance of the students (Kariuki,

et al., 2019).

On academic rigor, Jenkins, et al. (2012) they say teachers must teach your content without error and having knowledge of content that is deeper than that they teach. Precise teaching also implies a use of pedagogy that guarantees students learning content to understand. Blackburn (2013) states that rigor is creating an environment in which each student you are expected to learn at high levels, culminating in high test scores. On the decision of parents to send their children to schools, Gilkeson (2008) says that when someone commits their child and several thousand dollars to a decision by enrolling them in a private school, they are making a significant choice.

According to Cohen, et al. (2013) an investigation can be with a quantitative approach if data collection is used to test hypotheses based on numerical measurement and statistical analysis, to establish behavior patterns and test theories. Under this approach, research can have different types of scope. It was explanatory, because it tried to identify causal relationships between the variables, both directly and indirectly, thus trying to explain the interrelationships between the different variable.

The predictor variables were the core values of the organization, teacher performance, and academic rigor, and the variables explained were the parents' decision. 353 parents/guardians were chosen to answer the instruments and 135 of them answered. The hypothesis was: Are the core values of the organization, teacher performance and academic rigor significant predictors of the decision of Seventh-day Adventist parents when sending their children to a school within the Northeastern Conference K-12 system. The statistical technique to test the hypothesis was multiple linear regression. Based on the results, the null hypothesis was rejected ( $F(2,135) =$

59,923,  $p = .000$ ) and accepts the research hypothesis. Academic rigor and the organization's core values are significant predictors of parental decision.

In this case, the predictor variables explain 45% of the variance of the explained variable. The standardized beta coefficients show that academic rigor ( $\beta = .419$ ,  $p = .000$ ) is more important than the organization's core values ( $\beta = .287$ ,  $p = .012$ ) for explain the parents' decision. On the other hand, the element of parental decision that is best explained is academic rigor (42%). The element that parents consider most important for the selection of their children's school is the social and religious aspect.

### **Discussion**

The result obtained in this investigation showed that the strongest predictor of the variable decision of parents to send their children to Adventist schools was the academic rigor exercised by the institution.

According to Ball, Bowe, and Gewirtz (1996) and Van Zanten (2007) the main reasons that guide parents to the choice of their children's school is the quality of the school, its academic results, the reputation of the school and academic demand. For his part, Paulu (1989) considers that parents choose their children's schools based on the educational results recorded by the students. On the other hand, a positive relationship was found between the expectations of parents about the education provided by schools and the academic performance of their children (Cox, Jamentb, & Tarry, 2011; Galindo, & Sheldon, 2012). Also, other studies that have the educational expectations of parents to send their children to school are related to their academic results (Schmitt-Wilson, 2012; Stull, 2013).

The research found that the organization's core values are an important predictor of parents' decision to send their children to educational institutions. These results are related to the point of view of Cain (2009, cited in Velázquez de Naime, Rodríguez Monroy y Guaita, 2012) and Ballvé and Debeljuh (2006) who point out that the core values of the organization are important, since it can be a factor of success and in decision making when purchasing a service, in this case, the parents' decision to send their children. Furthermore, the values of the organization guide the actions and behaviors of the clients (Ogalla, 2005). Several researchers say that the values of the organization are essential elements that stimulate people's actions and decision-making (Edwards, & Cable, 2009; Hassan, 2007; Hultman, 2006; Rosenberg (2008, cited in Velázquez de Naime, et al., 2012).

Teacher performance was also found to be an important predictor of parental decision. Teacher performance is helping to meet the institution's objectives (Wiley, 2002). Hence, teacher performance makes a great contribution towards the parents' decision. For education in schools to be of quality, the role of teachers is required as the key piece of improvement and that also influences the decision of parents and children in choosing it (Barber, & Mourshed, 2007; De Moura, & loschpe, 2007; Delors, 1996). In order for education in schools to be of quality, the role of teachers is required as the key piece of improvement and that also influences the decision of parents and children in choosing it (Barber, & Mourshed, 2007; De Moura, & loschpe, 2007; Delors, 1996). A positive influence was found between the teachers' work and the teachers' attitude towards school, which allows them to choose the same institution for their children again (Sander, & Epstein, 2000; Scott-Jones, 1995).

## **Conclusions**

The conclusions of the present investigation are the following:

1. Academic rigor and organizational core values are the most important predictors, in that order of relevance, of the parents' decision, accounting for almost half of their variability.
2. Teacher performance is a predictor associated with academic rigor.
3. Curricular and extracurricular factors of academic rigor, as well as commitment in organizational core values, are the main predictors of parents' decision, in that order of importance.
4. The parents' decision factor that is most explained by the variables considered is academic quality, followed by social and religious and finally, services and costs.

## **Recommendations**

The recommendations that emerged from this research are the following:

### To Participating Institutions

1. Parental satisfaction is key to student retention therefore careful attention must be paid to parents as customers.
2. Curricular and extra-curricular activities are two essential factors that must be considered as a part of a school's infra structure as they plan academic strategies for grades K-12.
3. In a Christian institution during the hiring process specific attention must be paid to the teacher's commitment to God rather than his/her affiliation with the SDA organization.

### To Future Research

1. Conduct similar research that has other variables such as the economic self-assessment of families, years of belonging to the Adventist church.
2. Extend the research to other institutions within the Atlantic Union.
3. Include more non-SDA parents.
4. Sample population should include parents or guardians of alumni students.

**APPENDIX A**

**INSTRUMENTAL**

The background of the slide features a stylized sun with rays rising over a green hill. The sun is a large yellow semi-circle, and its rays are represented by numerous thin, parallel lines radiating upwards from the top of the sun. The sky is a gradient of yellow and orange. The hill is a solid green shape at the bottom of the slide.

# *A Dissertation Survey*

How Organizational Core Values,  
Teacher Performance, and Academic  
Rigor Impact Parents' Decision when  
Choosing to send their Children to  
Northeastern Conference's K-12  
Schools.



Dear Participant:

This questionnaire is intended to gather research data in pursuit of a PHD in Educational Management. The information that you provide will help us better identify the major factors that impact parent's decision in sending their children to Northeastern Conference K-12 schools.

Kindly complete demographic section and proceed to the items in the tables using the rating scale on the right- hand column to indicate responses. Place an "X" in the box under the number following each item that reflects your honest opinion. Do not write your name or identifying information on the survey. All responses are confidential. Thanking you in advance for your participation.

Viola Chapman, PhD (candidate)



**DEMOGRAPHIC DATA SECTION**

**Circle the answers that apply to you.**

**Gender:**             Male                       Female

**Age in Years:**     18 – 30                       31 – 45                       46 – 60  
                                  61 – 75

**Church Affiliation:**  SDA                       Non-SDA

**Employment Status:**     Full time                       Part time                       Seasonal

**Level of Education:**

High school             Associate                       Bachelors'                       Masters  
 Doctorate

**Number of children attending/who attended SDA schools:** \_\_\_\_\_ children

**Grade level of your child(ren):**

Pre-K – 5<sup>th</sup> grade             Grades 6-8                       Grades 9-12

**Marital Status:**

Single                       Married                       Divorced                       Widowed

## ORGANIZATIONAL CORE VALUES

*Rate each statement based on the beliefs, fundamental practices, or goals that govern your culture, and hence the decision you make, related to your child's education.*

Place an X in the box that reflects your candid opinion.

1. Strongly Disagree      2. Disagree      3. Undecided      4. Agree      5. Strongly Agree

	1	2	3	4	5
I chose my child's school because of its religious infusion.					
I chose my child's school because of its academic standards.					
My choice of an SDA School depended on policies implemented that will benefit my child.					
My culture is an underlying factor when it comes to school choice					
Celebration of cultural values fosters togetherness at NEC Schools					
Teachers and staff are approachable					
The guidance he/she gets from the teachers contributes in his/her learning.					
My family and friends approved the decision to enroll my child in an SDA school.					
People will have a better perception of my child who is studying in an SDA Christian school.					
My child's classmates contribute to his/her learning.					
Students have access to the basic resources they need in their classrooms.					
Teachers at this school have high expectations for all students					
Students are taught based on their individual needs.					
As a Christian I choose an institution that is reputable.					
As a parent I have a clear understanding of the school's mission.					
The school's mission inspires students to do their best					
They do a great job of reinforcing and promoting their mission internally.					
They do a great job of reinforcing and promoting their mission externally					
We are all working toward the same goals					
Based on its vision, this SDA school is the best choice for students and parents.					
I am well informed by the communication that I receive from my child's school.					

My child's school hold's every worker responsible for services rendered.					
I feel respected by my child's school principal and members of staff.					

**ACADEMIC RIGOR**

*Rate each statement based on the level of responsibility that you believe the institution has to provide quality education and maintain standards.*

Place an X in the box that reflects your candid opinion.

1. Strongly Disagree      2. Disagree      3. Undecided      4. Agree      5. Strongly Agree

	1	2	3	4	5
My school produces students of a high academic caliber.					
The yearly IOWA Tests at my child's school challenge our students.					
The curriculum at my child's school is one that meets our students' needs.					
Our schools participate in the state tests.					
Our schools incorporate the state standards with the NAD standards so that our schools are on par with the state's requirements.					
Teachers at my school are equipped to teach the grades to which they are assigned.					
Students at NEC schools are given weekly quizzes and tests.					
All subjects presented integrate Faith and Learning.					
Students' individual needs are taken into consideration when teachers make their presentations.					
NEC schools provide extra academic help for struggling students.					
At my child's school, laity and clergy work together for school success.					
Tests provided are relevant to each student progress.					
My school offers extra- curricular activities.					
Most teachers implement cooperative - learning to ensure that all concepts are understood.					
NEC students are well ahead of their counterparts academically.					
Advanced students at NEC schools are challenged academically.					
My school honors students for academic excellence.					
Special provision is made at NEC schools for students with special needs.					
NEC Students are given projects to enhance learning.					
Rigorous academics are an integral part of my child's school life.					

## TEACHER PERFORMANCE

*Rate each statement based on your perceived performance of your child's teachers.*

**Place an X in the box that reflects your candid opinion.**

1. Strongly Disagree      2. Disagree      3. Undecided      4. Agree      5. Strongly Agree

	1	2	3	4	5
Most teachers at my school possess an M. Ed. Degree					
Teachers are given professional development periodically during the year.					
I feel good about the way my child's teacher helps him/her in class.					
My child's teacher gives me helpful ideas about how I can support my child's learning.					
My child's teacher manages his/her classroom efficiently.					
I admire NEC classroom teachers' ability to control their classes in spite of the number of IEP students in any given classroom.					
I see my child's projects, school-work, homework tests and quizzes periodically.					
My child's teacher communicates regularly with me about my child's performance.					
My child's teacher has each parent involved in his/her child's progress.					
My child's teacher gives quizzes and tests based on class presentations.					
Teachers ensure that students maximize their potentials.					
Most assignments given are challenging					
Most assignments given are beyond my child's grade level.					
My child's courses include a lot of rigor.					
My child's teacher gives me opportunities to share what I know about my child.					
I commend teachers at my child's school for their dedication toward Christian Education.					
Teachers at my child's school create a sense of community.					
The principal at my child's school supports the teaching staff to help them achieve their goals.					
Staff at my child's school work hard to build trusting relationships with parents and guardians.					
My child's teacher is not ashamed to admit to any error that might be overlooked on my child's tests or assignments.					
I am satisfied with my child's education in this class so far.					

## PARENTS' DECISION

*Rate each statement based on an intellectual involvement in your child's academic life.*

Place an X in the box that reflects your candid opinion.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

	1	2	3	4	5
I chose my child's school because of its religious beliefs.					
I chose my child's school because of its academic standards.					
My choice of an SDA school depended on policies implemented that will benefit my child					
My culture is an underlying factor when it comes to school choice					
In spite of minor deficiencies, I believe God's way is the best way.					
My decision in not sending my child to an NEC school was because of location.					
Cost was an essential factor when it came to my choice of schools.					
My choice of schools was based on school activities and services.					
My church pastor was influential in my choice of an NEC School					
A parent helped me consider the school my child is now attending.					
My child's school helps me to keep on track for college					
My choice of SDA school was based on the edifice.					
My school choice was not based on just academics but also on my child's future.					
My choice of school was based on the affordable price of tuition.					
My friends and family contributed to my choice of SDA School.					
SDA schools are not what they used to be.					
My choice of school was based on the school's environment.					
As a parent, I prefer a committed Christian teacher than a highly qualified atheist teaching my child.					
The fear of pedophiles molesting my child at other institutions was a contributive factor in school choice.					

## **APPENDIX B**

### **DEMOGRAPHIC DATA**

**Frequency Table**

		<b>Age Age range</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 18 – 30	13	9,6	9,6	9,6
	2 31 – 45	66	48,9	48,9	58,5
	3 46 – 60	44	32,6	32,6	91,1
	4 61 – 75	12	8,9	8,9	100,0
	Total	135	100,0	100,0	

		<b>Church_A Church Affiliation</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 SDA	111	82,2	82,2	82,2
	2 Non-SDA	24	17,8	17,8	100,0
	Total	135	100,0	100,0	

		<b>Gender</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Male	41	30,4	30,4	30,4
	2 Female	94	69,6	69,6	100,0
	Total	135	100,0	100,0	

		<b>Grade_Child Grade level of your children</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Pre-K – 5th grade	81	60,0	60,0	60,0
	2 Grades 6-8	27	20,0	20,0	80,0
	3 Grades 9-12	27	20,0	20,0	100,0
	Total	135	100,0	100,0	

		<b>Level_E Level of Education</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 High school	15	11,1	11,1	11,1
	2 Associate	22	16,3	16,3	27,4
	3 Bachelors'	48	35,6	35,6	63,0
	4 Masters	41	30,4	30,4	93,3
	5 Doctorate	9	6,7	6,7	100,0
	Total	135	100,0	100,0	



**Marital St Marital status**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Single	35	25,9	25,9	25,9
	2 Married	85	63,0	63,0	88,9
	3 Divorced	12	8,9	8,9	97,8
	4 Widowed	3	2,2	2,2	100,0
	Total	135	100,0	100,0	

**Number Chil Number of children attending the school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	70	51,9	51,9	51,9
	2	47	34,8	34,8	86,7
	3	14	10,4	10,4	97,0
	4	3	2,2	2,2	99,3
	5	1	,7	,7	100,0
	Total	135	100,0	100,0	

## **APPENDIX C**

### **VALIDITY AND RELIABILITY**

## Factor Analysis

### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	,913
Bartlett's Test of Sphericity Approx. Chi-Square	1.796,419
df	325
Sig.	,000

### Communalities

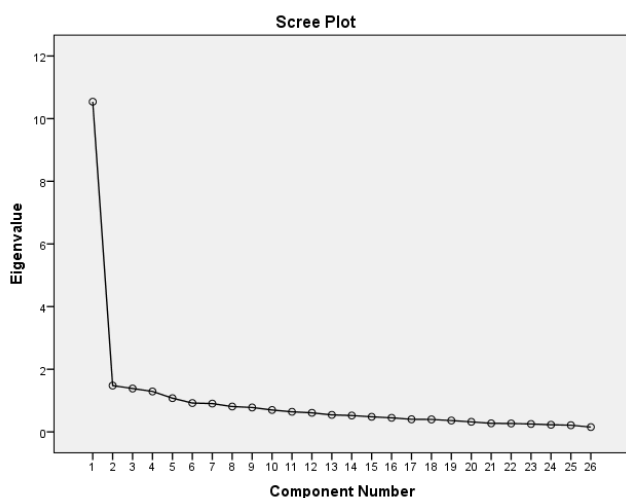
	Initial	Extraction
AR1 This school offers academic opportunities for every student.	1,000	,581
AR2 My child's school works to achieve the goals on my child's Individual Education Program.	1,000	,556
AR3 I see my child's projects, school -work, homework tests and quizzes periodically.	1,000	,514
AR4 My child's classmates contribute to his/her learning.	1,000	,218
AR5 Students have access to the basic resources they need in their classrooms.	1,000	,394
AR6 Most assignments given are challenging and beyond my child's grade level.	1,000	,207
AR7 Students are taught based on their individual needs.	1,000	,487
AR8 My child's courses include a lot of rigor.	1,000	,204
AR9 I am satisfied with my child's education in this class so far.	1,000	,441
AR10 I am well informed by the communication that I receive from my child's school.	1,000	,458
AR11 My child's school helps me to keep on track for college	1,000	,130
AR12 My school produces students of a high academic caliber.	1,000	,566
AR13 The yearly IOWA Tests at my child's school challenge our students.	1,000	,351
AR14 The curriculum at my child's school is one that meets our students' needs.	1,000	,566
AR15 Our schools participate in the state tests.	1,000	,518
AR16 Our schools incorporate the state standards with the NAD standards so that our schools are on par with the state's requirements.	1,000	,472
AR17 Students at NEC schools are given weekly quizzes and tests.	1,000	,454
AR18 Students individual needs are taken into consideration when teachers make their presentations.	1,000	,674
AR19 NEC schools provide extra academic help for struggling students.	1,000	,508
AR20 Tests provided are relevant to each student progress.	1,000	,620
AR21 My school offers extra- curricular activities.	1,000	,462
AR22 NEC students are well ahead of their counterparts academically.	1,000	,515
AR23 Advanced students at NEC schools are challenged academically.	1,000	,517
AR24 My school honors students for academic excellence.	1,000	,500
AR25 NEC Students are given projects to enhance learning.	1,000	,544
AR26 Rigorous academics is an integral part of my child's school life.	1,000	,562

Extraction Method: Principal Component Analysis.

### Total Variance Explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10,539	40,535	40,535	6,840	26,308	26,308
2	1,479	5,690	46,225	5,178	19,917	46,225
3	1,385	5,328	51,552			
4	1,291	4,966	56,518			
25	,213	,820	99,408			
26	,154	,592	100,000			

Extraction Method: Principal Component Analysis.



**Rotated Component Matrix<sup>a</sup>**

	Component	
	1	2
AR18 Students individual needs are taken into consideration when teachers make their presentations.	,766	,296
AR1 This school offers academic opportunities for every student.	,681	,343
AR20 Tests provided are relevant to each student progress.	,681	,396
AR7 Students are taught based on their individual needs.	,675	,176
AR23 Advanced students at NEC schools are challenged academically.	,664	,276
AR12 My school produces students of a high academic caliber.	,632	,408
AR22 NEC students are well ahead of their counterparts academically.	,619	,363
AR9 I am satisfied with my child's education in this class so far.	,611	,260
AR17 Students at NEC schools are given weekly quizzes and tests.	,583	,338
AR14 The curriculum at my child's school is one that meets our students' needs.	,574	,487
AR2 My child's school works to achieve the goals on my child's Individual Education Program.	,572	,479
AR3 I see my child's projects, school -work, homework tests and quizzes periodically.	,521	,493
AR5 Students have access to the basic resources they need in their classrooms.	,515	,359
AR4 My child's classmates contribute to his/her learning.	,464	
AR8 My child's courses include a lot of rigor.	,451	
AR6 Most assignments given are challenging and beyond my child's grade level.	,417	,181
AR15 Our schools participate in the state tests.	-,25	,674
AR10 I am well informed by the communication that I receive from my child's school.	,161	,657
AR24 My school honors students for academic excellence.	,315	,633
AR25 NEC Students are given projects to enhance learning.	,386	,628
AR16 Our schools incorporate the state standards with the NAD standards so that our schools are on par with the state's requirements.	,313	,611
AR21 My school offers extra- curricular activities.	,312	,604
AR19 NEC schools provide extra academic help for struggling students.	,409	,584
AR26 Rigorous academics is an integral part of my child's school life.	,506	,553
AR13 The yearly IOWA Tests at my child's school challenge our students.	,417	,420
AR11 My child's school helps me to keep on track for college	,137	,334

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.<sup>a</sup>

a. Rotation converged in 3 iterations.

## Factor Analysis

### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	,881
Bartlett's Test of Sphericity Approx. Chi-Square	965,867
df	120
Sig.	,000

### Communalities

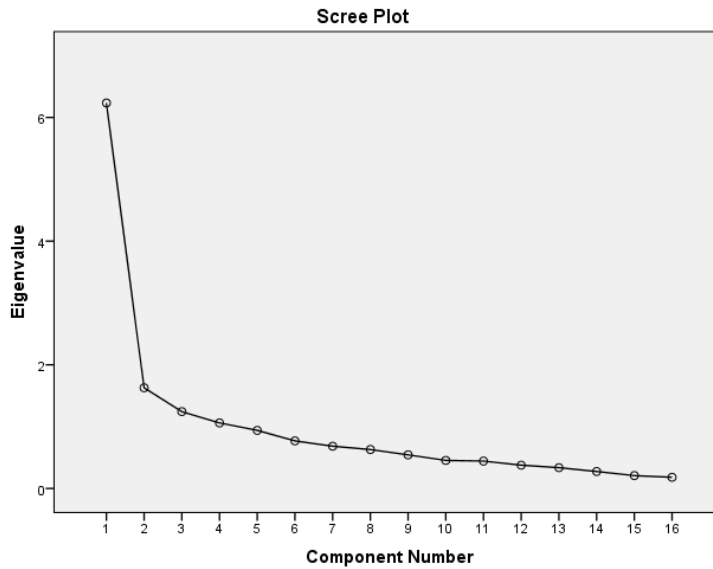
	Initial	Extraction
OV1 In spite of minor deficiencies, I believe god's way is the best way.	1,000	,589
OV2 All subjects presented integrates Faith and Learning.	1,000	,462
OV3 At my child's school, laity and clergy work together for school success.	1,000	,577
OV4 SDA schools are not what they used to be.	1,000	,634
OV5 Special provision is made at NEC schools for students with special needs.	1,000	,451
OV6 As a parent, I prefer a committed Christian teacher than a highly qualified atheist teaching my child.	1,000	,585
OV7 Staff at my child's school work hard to build trusting relationships with parents and guardians.	1,000	,520
OV8 Celebration of cultural values fosters togetherness at NEC Schools	1,000	,374
OV9 People will have a better perception of my child who is studying in an SDA Christian school.	1,000	,331
OV10 As a parent I have a clear understanding of the school's mission	1,000	,644
OV11 The school's mission inspires students to do their best	1,000	,770
OV12 They do a great job of reinforcing and promoting their mission internally.	1,000	,793
OV13 They do a great job of reinforcing and promoting their mission externally	1,000	,546
OV14 We are all working toward the same goals	1,000	,689
OV15 Based on its vision, this SDA school is the best choice for students and parents.	1,000	,646
OV16 I feel respected by my child's school principal and members of staff.	1,000	,494

Extraction Method: Principal Component Analysis.

### Total Variance Explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6,235	38,968	38,968	5,582	34,885	34,885
2	1,628	10,175	49,143	2,117	13,230	48,115
3	1,243	7,767	56,910	1,407	8,795	56,910
4	1,060	6,624	63,535			
5	,939	5,869	69,403			
6	,769	4,807	74,211			
7	,683	4,268	78,479			
8	,629	3,933	82,412			
9	,543	3,395	85,808			
10	,454	2,835	88,643			
11	,443	2,767	91,410			
12	,377	2,354	93,764			
13	,335	2,097	95,861			
14	,274	1,713	97,574			
15	,208	1,300	98,874			
16	,180	1,126	100,000			

Extraction Method: Principal Component Analysis.



**Rotated Component Matrix<sup>a</sup>**

	Component		
	1	2	3
OV12 They do a great job of reinforcing and promoting their mission internally.	,883		
OV11 The school's mission inspires students to do their best	,864		,139
OV14 We are all working toward the same goals	,825		
OV10 As a parent I have a clear understanding of the school's mission	,782	,100	,150
OV15 Based on its vision, this SDA school is the best choice for students and parents.	,776	,204	
OV13 They do a great job of reinforcing and promoting their mission externally	,696	,106	,226
OV7 Staff at my child's school work hard to build trusting relationships with parents and guardians.	,657	,296	
OV16 I feel respected by my child's school principal and members of staff.	,645	,262	
OV3 At my child's school, laity and clergy work together for school success.	,575	,438	,233
OV6 As a parent, I prefer a committed Christian teacher than a highly qualified atheist teaching my child.		,759	
OV1 In spite of minor deficiencies, I believe god's way is the best way.	,108	,755	
OV8 Celebration of cultural values fosters togetherness at NEC Schools	,154	,569	-,16
OV2 All subjects presented integrates Faith and Learning.	,396	,441	,332
OV4 SDA schools are not what they used to be.	-,32		,727
OV5 Special provision is made at NEC schools for students with special needs.	,269		,614
OV9 People will have a better perception of my child who is studying in an SDA Christian school.	,365	,138	,422

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.<sup>a</sup>

a. Rotation converged in 4 iterations.

## Factor Analysis

### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	,812
Bartlett's Test of Sphericity Approx. Chi-Square	693,814
df	171
Sig.	,000

### Communalities

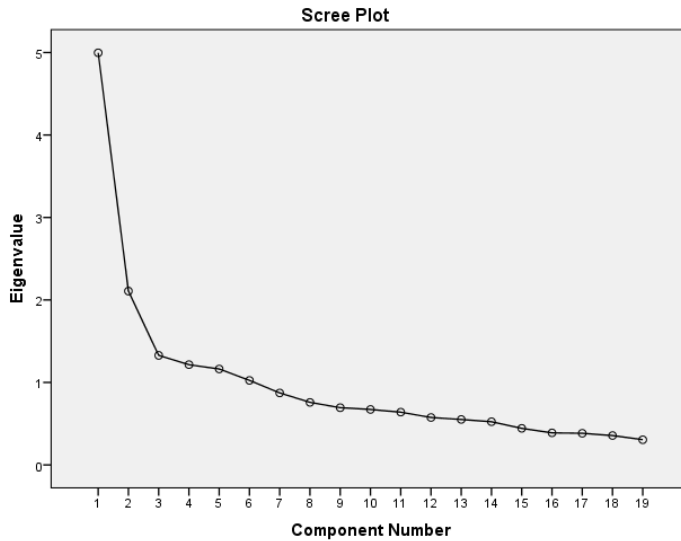
	Initial	Extraction
PD1 My church pastor was influential in my choice of an NEA School	1,000	,407
PD2 I chose my child's school because of its religious.	1,000	,561
PD3 I chose my child's school because of its academic standards.	1,000	,537
PD4 My choice of an SDA School depended on policies implemented that will benefit my child.	1,000	,353
PD5 My culture is an underlying factor when it comes to school choice	1,000	,133
PD6 My family and friends approved the decision to enroll my child in an SDA school.	1,000	,581
PD7 As a Christian I choose an institution that is reputable.	1,000	,440
PD8 My decision on sending my child to NEA schools was because of my religious beliefs.	1,000	,478
PD9 My decision in not sending my child to an NEA school was because of location.	1,000	,382
PD10 Costs was an essential factor when it came to my choice of schools.	1,000	,440
PD11 My choice of schools was based on school activities and services.	1,000	,422
PD12 A parent helped me consider the school my child is now attending.	1,000	,534
PD13 My choice of SDA school was based on the edifice.	1,000	,296
PD14 My school choice was not based on just academics but also on my child's future.	1,000	,533
PD15 My choice of school was based on the affordable price of tuition.	1,000	,427
PD16 Accessibility to transportation was an important factor to the progress of my child's school.	1,000	,563
PD17 My friends and family contributed to my choice of SDA School.	1,000	,491
PD18 My choice of school was based on the school's environment.	1,000	,523
PD19 The fear of pedophiles molesting my child at other institutions was a contributive factor in school choice.	1,000	,331

Extraction Method: Principal Component Analysis.

### Total Variance Explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4,997	26,300	26,300	3,470	18,266	18,266
2	2,107	11,090	37,390	2,712	14,272	32,537
3	1,328	6,989	44,379	2,250	11,842	44,379
4	1,215	6,397	50,777			
5	1,163	6,123	56,899			
6	1,025	5,395	62,294			
17	,383	2,017	96,517			
18	,356	1,874	98,392			
19	,306	1,608	100,000			

Extraction Method: Principal Component Analysis.



**Rotated Component Matrix<sup>a</sup>**

	Component		
	1	2	3
PD18 My choice of school was based on the school's environment.	,716	,106	
PD3 I chose my child's school because of its academic standards.	,711		,155
PD7 As a Christian I choose an institution that is reputable.	,601		,274
PD15 My choice of school was based on the affordable price of tuition.	,543		,363
PD4 My choice of an SDA School depended on policies implemented that will benefit my child.	,541	,116	,218
PD8 My decision on sending my child to NEA schools was because of my religious beliefs.	,499	-,15	,457
PD1 My church pastor was influential in my choice of an NEA School	,457	,438	
PD13 My choice of SDA school was based on the edifice.	,350	,309	,280
PD5 My culture is an underlying factor when it comes to school choice	,345		
PD12 A parent helped me consider the school my child is now attending.	,163	,701	,125
PD11 My choice of schools was based on school activities and services.		,646	
PD10 Costs was an essential factor when it came to my choice of schools.	-,24	,599	-,16
PD16 Accessibility to transportation was an important factor to the progress of my child's school.	,458	,594	
PD14 My school choice was not based on just academics but also on my child's future.	,466	,559	
PD19 The fear of pedophiles molesting my child at other institutions was a contributive factor in school choice.	,351	,448	
PD2 I chose my child's school because of its religious.			,747
PD6 My family and friends approved the decision to enroll my child in an SDA school.		,195	,736
PD9 My decision in not sending my child to an NEA school was because of location.	,225	-,12	,562
PD17 My friends and family contributed to my choice of SDA School.	,335	,420	,449

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.<sup>a</sup>

a. Rotation converged in 5 iterations.



## Factor Analysis

### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	,939
Bartlett's Test of Sphericity Approx. Chi-Square	1.989,775
df	231
Sig.	,000

### Communalities

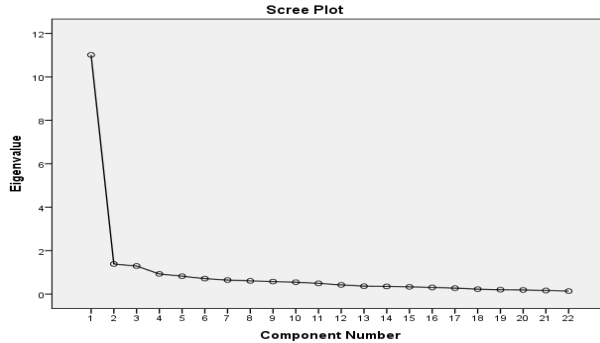
	Initial	Extraction
TP1 My child's school has regularly scheduled parent teacher conferences.	1,000	,590
TP2 Teachers and staff are approachable	1,000	,636
TP3 The guidance he/she gets from the teachers contributes in his/her learning.	1,000	,654
TP4 Teachers at this school have high expectations for all students	1,000	,527
TP5 Most teachers implement cooperative - learning to ensure that all concepts are understood.	1,000	,647
TP6 Teachers at my school are equipped to teach the grades to which they are assigned.	1,000	,583
TP7 My child's school hold's every worker responsible for services rendered.	1,000	,479
TP8 Most teachers at my school possess an M. Ed. Degree	1,000	,631
TP9 Teachers are given professional development periodically during the year.	1,000	,535
TP10 I feel good about the way my child's teacher helps him/her in class.	1,000	,692
TP11 My child's teacher gives me helpful ideas about how I can support my child's learning.	1,000	,725
TP12 My child's teacher manages his/her classroom efficiently.	1,000	,710
TP13 I admire NEA classroom teachers' ability to control their classes in-spite of the number of IEP students in any given classroom.	1,000	,568
TP14 My child's teacher communicates regularly with me about my child's performance.	1,000	,827
TP15 My child's teacher has each parent involved in his/her child's progress.	1,000	,711
TP16 My child's teacher gives quizzes and tests based on class presentations.	1,000	,590
TP17 Teachers ensure that students maximize their potentials.	1,000	,734
TP18 My child's teacher gives me opportunities to share what I know about my child.	1,000	,380
TP19 I commend teachers at my child's school for their dedication toward Christian Education.	1,000	,619
TP20 Teachers at my child's school create a sense of community.	1,000	,617
TP21 The principal at my child's school supports the teaching staff to help them achieve their goals.	1,000	,695
TP22 My child's teacher is not ashamed to admit to any error that might be overlooked on my child's tests or assignments.	1,000	,543

Extraction Method: Principal Component Analysis.

### Total Variance Explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11,015	50,069	50,069	5,622	25,556	25,556
2	1,387	6,303	56,371	4,707	21,397	46,953
3	1,292	5,871	62,242	3,363	15,289	62,242
4	,928	4,219	66,460			
21	,164	,746	99,378			
22	,137	,622	100,000			

Extraction Method: Principal Component Analysis.



**Rotated Component Matrix<sup>a</sup>**

	Component		
	1	2	3
TP14 My child's teacher communicates regularly with me about my child's perform.	,848	,234	,232
TP15 My child's teacher has each parent involved in his/her child's progress.	,794	,251	,132
TP16 My child's teacher gives quizzes and tests based on class presentations.	,717	,213	,172
TP11 My child's teacher gives me helpful ideas about how I can support my child's learning.	,694	,361	,336
TP17 Teachers ensure that students maximize their potentials.	,689	,452	,235
TP19 I commend teachers at my child's school for their dedication toward Christian Education.	,676	,186	,358
TP12 My child's teacher manages his/her classroom efficiently.	,660	,435	,291
TP10 I feel good about the way my child's teacher helps him/her in class.	,559	,543	,290
TP13 I admire NEA classroom teachers' ability to control their classes in spite of the number of IEP students in any given classroom.	,548	,178	,487
TP3 The guidance he/she gets from the teachers contributes in his/her learning.	,233	,767	,108
TP2 Teachers and staff are approachable	,259	,747	,105
TP21 The principal at my child's school supports the teaching staff to help them achieve their goals.	,429	,688	,195
TP4 Teachers at this school have high expectations for all students		,637	,334
TP20 Teachers at my child's school create a sense of community.	,464	,606	,184
TP6 Teachers at my school are equipped to teach the grades to which they are assigned.	,300	,563	,420
TP22 My child's teacher is not ashamed to admit to any error that might be overlooked on my child's tests or assignments.	,519	,520	
TP7 My child's school holds every worker responsible for services rendered.	,308	,482	,389
TP8 Most teachers at my school possess an M. Ed. Degree	,176		,772
TP9 Teachers are given professional development periodically during the year.	,110	,275	,669
TP1 My child's school has regularly scheduled parent teacher conferences.	,216	,329	,659
TP5 Most teachers implement cooperative - learning to ensure that all concepts are understood.	,357	,462	,553
TP18 My child's teacher gives me opportunities to share what I know about my child.	,308	,214	,489

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.<sup>a</sup>

a. Rotation converged in 6 iterations.

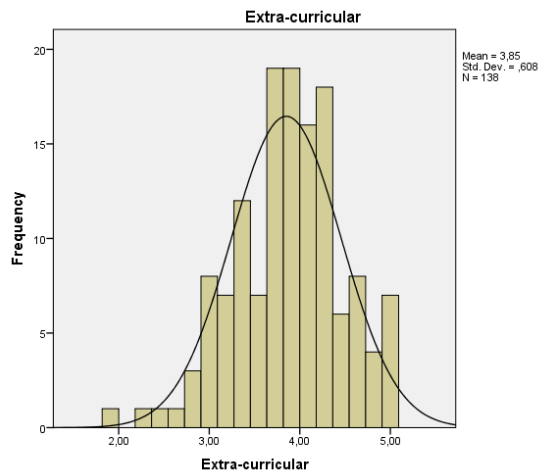
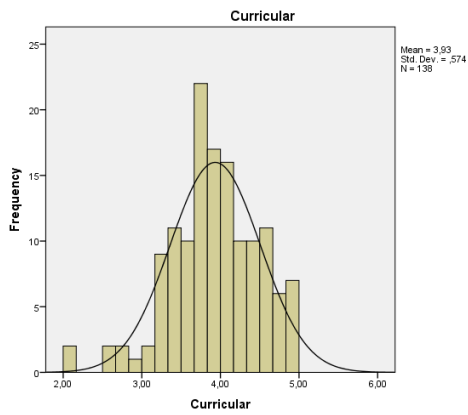
**APPENDIX D**

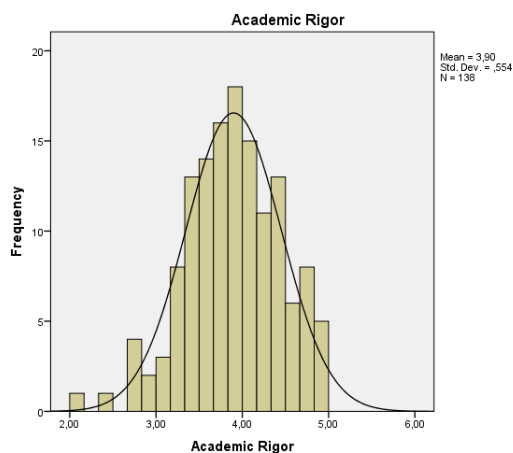
**DESCRIPTIVE**

## Frequencies

		Statistics		
		ARCU Curricu- lar	AREC Extra- curricular	AR Academic Rigor
N	Valid	138	138	138
	Missing	0	0	0
Mean		3,9335	3,8505	3,8984
Std. Deviation		,57361	,60808	,55427
Skewness		-,478	-,338	-,311
Std. Error of Skewness		,206	,206	,206
Kurtosis		,624	,183	,235
Std. Error of Kurtosis		,410	,410	,410

## Histogram



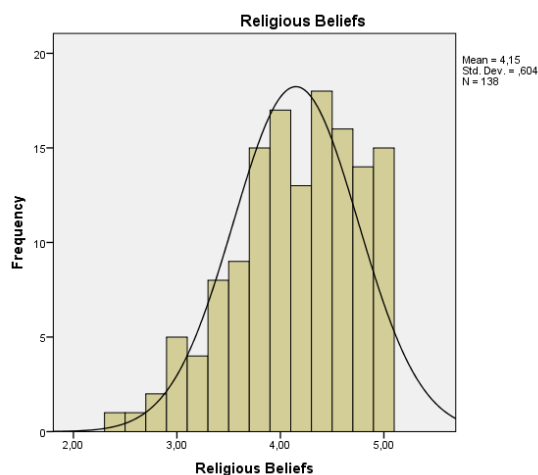


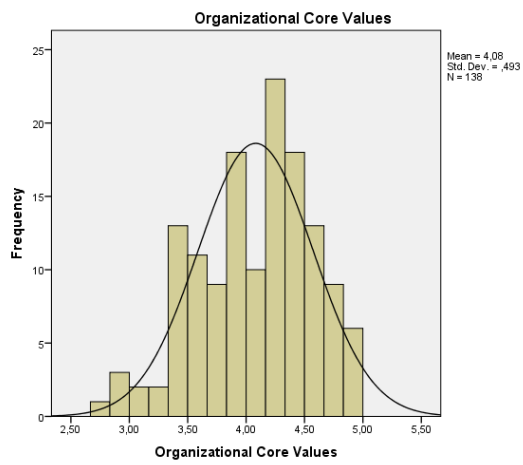
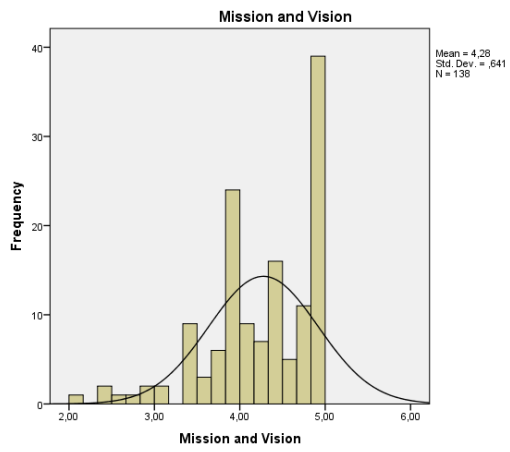
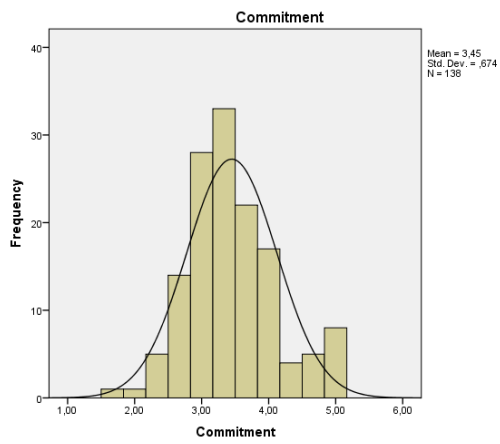
## Frequencies

### Statistics

		OVRB Religious Beliefs	OVCO Commitment	OVMV Mission and Vision	OV Organizational Core Values
N	Valid	138	138	138	138
	Missing	0	0	0	0
Mean		4,1493	3,4493	4,2768	4,0817
Std. Deviation		,60367	,67351	,64106	,49291
Skewness		-,529	,478	-,932	-,346
Std. Error of Skewness		,206	,206	,206	,206
Kurtosis		-,288	,267	,755	-,352
Std. Error of Kurtosis		,410	,410	,410	,410

## Histogram



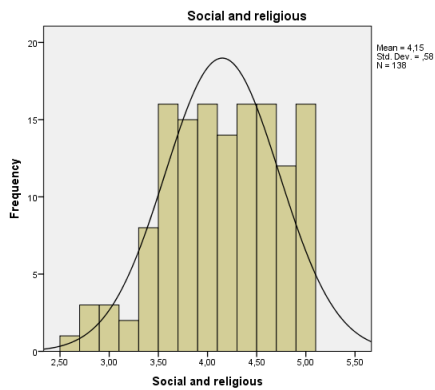
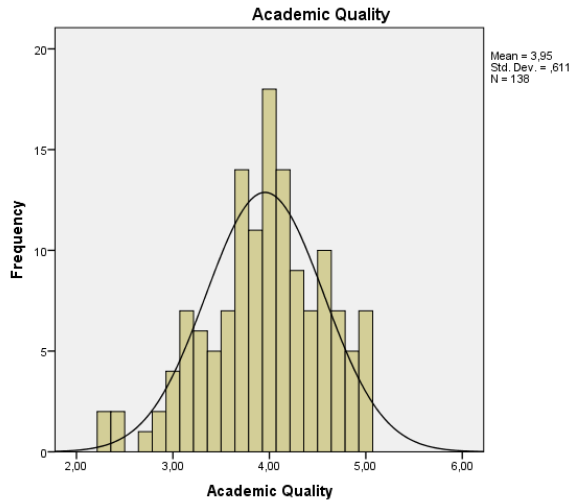


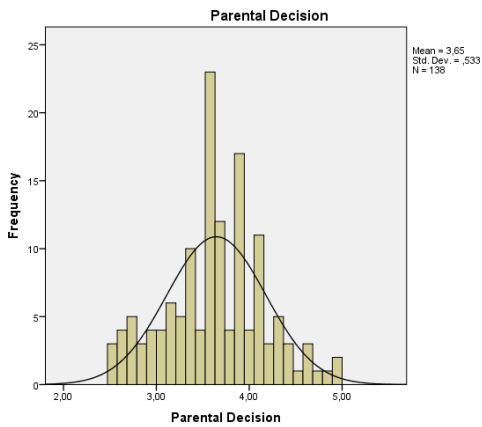
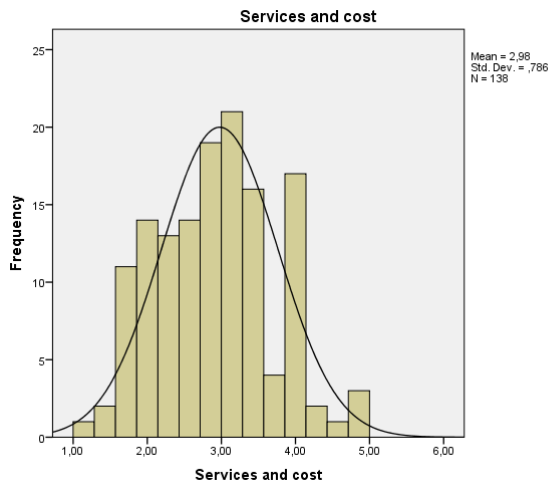
## Frequencies

### Statistics

		PDAQ Academic Quality	PDSR Social and religious	PDSC Services and cost	PD Parental Decision
N	Valid	138	138	138	138
	Missing	0	0	0	0
Mean		3,9545	4,1493	2,9772	3,6457
Std. Deviation		,61074	,57999	,78650	,53287
Skewness		-,423	-,349	,151	,030
Std. Error of Skewness		,206	,206	,206	,206
Kurtosis		-,014	-,504	-,253	-,038
Std. Error of Kurtosis		,410	,410	,410	,410

## Histogram





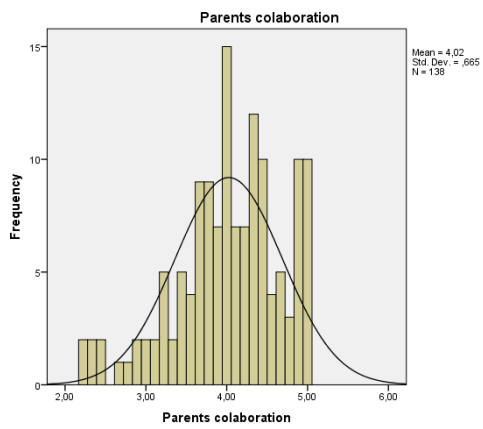
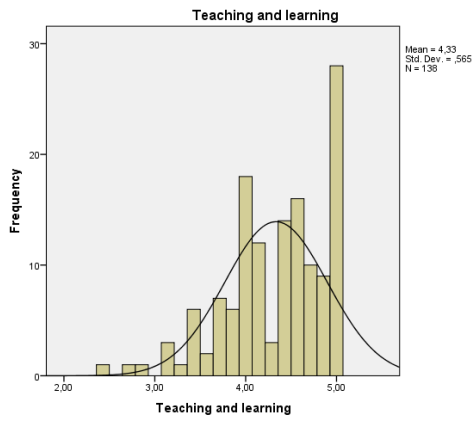
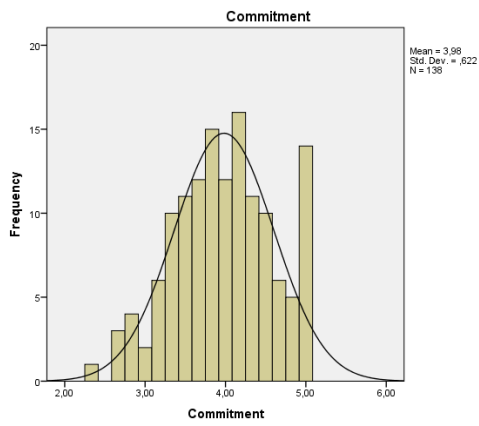
## Frequencies

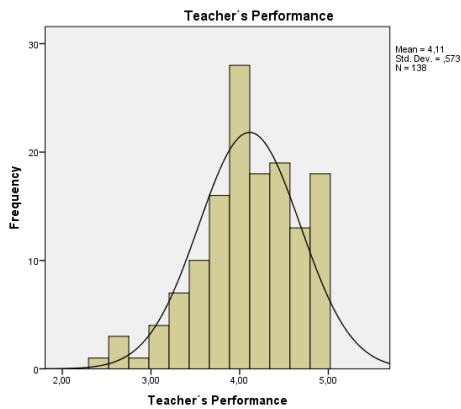
### Statistics

		TPCO Commit- ment	TPTL Teaching and learning	TPPC Parents colaboration	TP Teacher´s Performance
N	Valid	138	138	138	138
	Missing	0	0	0	0
Mean		3,9819	4,3344	4,0250	4,1117
Std. Deviation		,62155	,56500	,66532	,57341
Skewness		-,158	-,769	-,641	-,519
Std. Error of Skewness		,206	,206	,206	,206
Kurtosis		-,501	,288	,179	,095
Std. Error of Kurtosis		,410	,410	,410	,410

## Histogram







## Descriptives

### Descriptive Statistics

	Mean	Std. Deviation
AREC3 I see my child's projects, school -work, homework tests and quizzes periodically.	4,31	,781
AREC24 My school honors students for academic excellence.	4,30	,816
ARCU1 This school offers academic opportunities for every student.	4,22	,852
AREC25 NEC Students are given projects to enhance learning.	4,22	,681
ARCU2 My child's school works to achieve the goals on my child's Individual Education Program.	4,19	,779
ARCU12 My school produces students of a high academic caliber.	4,17	,801
ARCU26 Rigorous academics is an integral part of my child's school life.	4,17	,741
AREC16 Our schools incorporate the state standards with the NAD standards so that our schools are on par with the state's requirements.	4,13	,809
ARCU14 The curriculum at my child's school is one that meets our students' needs.	4,11	,808
ARCU17 Students at NEC schools are given weekly quizzes and tests.	4,09	,778
AREC10 I am well informed by the communication that I receive from my child's school.	4,07	1,034
ARCU18 Students individual needs are taken into consideration when teachers make their presentations.	4,00	,920
ARCU5 Students have access to the basic resources they need in their classrooms.	4,00	,774
ARCU20 Tests provided are relevant to each student progress.	3,98	,924
ARCU9 I am satisfied with my child's education in this class so far.	3,94	,965
AREC15 Our schools participate in the state tests.	3,91	1,070
AREC13 The yearly IOWA Tests at my child's school challenge our students.	3,85	,943
ARCU7 Students are taught based on their individual needs.	3,84	,909
AREC19 NEC schools provide extra academic help for struggling students.	3,82	,953
ARCU6 Most assignments given are challenging and beyond my child's grade level.	3,80	,856
ARCU23 Advanced students at NEC schools are challenged academically.	3,72	1,009
ARCU4 My child's classmates contribute to his/her learning.	3,69	,835
AREC22 NEC students are well ahead of their counterparts academically.	3,64	1,038
AREC21 My school offers extra- curricular activities.	3,49	1,173
ARCU8 My child's courses include a lot of rigor.	3,09	,978
AREC11 My child's school helps me to keep on track for college	2,61	1,331

**Descriptives****Descriptive Statistics**

	Mean	Std. De- viation
OVMV16 I feel respected by my child's school principal and members of staff.	4,47	,756
OVMV7 Staff at my child's school work hard to build trusting relationships with parents and guardians.	4,42	,692
OVMV11 The school's mission inspires students to do their best	4,38	,768
OVRB1 In spite of minor deficiencies, I believe god's way is the best way.	4,37	,952
OVMV10 As a parent I have a clear understanding of the school's mission	4,35	,825
OVRB6 As a parent, I prefer a committed Christian teacher than a highly qualified atheist teaching my child.	4,28	1,002
OVMV14 We are all working toward the same goals	4,26	,777
OVRB2 All subjects presented integrates Faith and Learning.	4,25	,755
OVMV15 Based on its vision, this SDA school is the best choice for students and parents.	4,25	,827
OVMV12 They do a great job of reinforcing and promoting their mission internally.	4,14	,909
OVRB8 Celebration of cultural values fosters togetherness at NEC Schools	3,96	,823
OVMV13 They do a great job of reinforcing and promoting their mission externally	3,94	,950
OVRB3 At my child's school, laity and clergy work together for school success.	3,88	,997
OVCO9 People will have a better perception of my child who is studying in an SDA Christian school.	3,66	,970
OVCO5 Special provision is made at NEC schools for students with special needs.	3,60	1,015
OVCO4 SDA schools are not what they used to be.	3,09	1,137

**Descriptives****Descriptive Statistics**

	Mean	Std. De- viation
PDSR9 My decision in not sending my child to an NEA school was because of location.	4,68	,604
PDSR2 I chose my child's school because of its religious.	4,53	,839
PDSR8 My decision on sending my child to NEA schools was because of my religious beliefs.	4,38	,642
PDAQ7 As a Christian I choose an institution that is reputable.	4,31	,743
PDAQ15 My choice of school was based on the affordable price of tuition.	4,25	,861
PDAQ3 I chose my child's school because of its academic standards.	4,19	,892
PDAQ4 My choice of an SDA School depended on policies implemented that will benefit my child.	4,14	,956
PDSR6 My family and friends approved the decision to enroll my child in an SDA school.	4,12	,913
PDAQ5 My culture is an underlying factor when it comes to school choice	3,79	1,130
PDAQ18 My choice of school was based on the school's environment.	3,70	1,098
PDSC13 My choice of SDA school was based on the edifice.	3,43	1,120
PDAQ1 My church pastor was influential in my choice of an NEA School	3,30	1,253
PDSC11 My choice of schools was based on school activities and services.	3,30	1,331
PDSR17 My friends and family contributed to my choice of SDA School.	3,04	1,377

PDSC19 The fear of pedophiles molesting my child at other institutions was a contributive factor in school choice.	3,04	1,416
PDSC16 Accessibility to transportation was an important factor to the progress of my child's school.	2,97	1,351
PDSC14 My school choice was not based on just academics but also on my child's future.	2,89	1,265
PDSC10 Costs was an essential factor when it came to my choice of schools.	2,78	1,159
PDSC12 A parent helped me consider the school my child is now attending.	2,43	1,273

### Descriptive Statistics

	Mean	Std. De- viation
TPTL3 The guidance he/she gets from the teachers contributes in his/her learning.	4,52	,642
TPTL2 Teachers and staff are approachable	4,51	,631
TPTL4 Teachers at this school have high expectations for all students	4,43	,682
TPPC20 Teachers at my child's school create a sense of community.	4,39	,759
TPTL21 The principal at my child's school supports the teaching staff to help them achieve their goals.	4,34	,750
TPTL22 My child's teacher is not ashamed to admit to any error that might be overlooked on my child's tests or assignments.	4,27	,788
TPPC10 I feel good about the way my child's teacher helps him/her in class.	4,25	,723
TPCO9 Teachers are given professional development periodically during the year.	4,20	,641
TPTL17 Teachers ensure that students maximize their potentials.	4,14	,769
TPTL12 My child's teacher manages his/her classroom efficiently.	4,13	,844
TPPC16 My child's teacher gives quizzes and tests based on class presentations.	4,12	,811
TPCO6 Teachers at my school are equipped to teach the grades to which they are assigned.	4,10	,898
TPPC14 My child's teacher communicates regularly with me about my child's performance.	4,07	,953
TPCO5 Most teachers implement cooperative - learning to ensure that all concepts are understood.	4,06	,790
TPPC15 My child's teacher has each parent involved in his/her child's progress.	4,04	,875
TPPC11 My child's teacher gives me helpful ideas about how I can support my child's learning.	4,01	,875
TPCO1 My child's school has regularly scheduled parent teacher conferences.	3,99	,879
TPCO7 My child's school hold's every worker responsible for services rendered.	3,96	,911
TPPC19 I commend teachers at my child's school for their dedication toward Christian Education.	3,94	1,009
TPPC13 I admire NEA classroom teachers' ability to control their classes in spite of the number of IEP students in any given classroom.	3,75	,905
TPPC18 My child's teacher gives me opportunities to share what I know about my child.	3,67	,881
TPCO8 Most teachers at my school possess an M. Ed. Degree	3,59	,965

## **APPENDIX E**

### **HYPOTHESIS TESTING**

## Regression Hypothesis

### Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Re-moved	Method
1	AR Academic Rigor		. Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).
2	OV Organizational Core Values		. Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).

a. Dependent Variable: PD Parental Decision

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,657 <sup>a</sup>	,432	,428	,40317
2	,676 <sup>b</sup>	,457	,449	,39538

a. Predictors: (Constant), AR Academic Rigor

b. Predictors: (Constant), AR Academic Rigor, OV Organizational Core Values

### ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	16,794	1	16,794	103,318	,000 <sup>b</sup>
	Residual	22,106	136	,163		
	Total	38,900	137			
2	Regression	17,797	2	8,898	56,923	,000 <sup>c</sup>
	Residual	21,104	135	,156		
	Total	38,900	137			

a. Dependent Variable: PD Parental Decision

b. Predictors: (Constant), AR Academic Rigor

c. Predictors: (Constant), AR Academic Rigor, OV Organizational Core Values

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,183	,245		4,835	,000
	AR Academic Rigor	,632	,062	,657	10,165	,000
2	(Constant)	,808	,282		2,867	,005
	AR Academic Rigor	,403	,109	,419	3,692	,000
	OV Organizational Core Values	,311	,123	,287	2,533	,012

a. Dependent Variable: PD Parental Decision

**Excluded Variables<sup>a</sup>**

Model		Beta In	t	Sig.	Partial Correlation	Collinearity
						Statistics
						Tolerance
1	OV Organizational Core Values	,287 <sup>b</sup>	2,533	,012	,213	,312
	TP Teacher's Performance	-,121 <sup>b</sup>	-,941	,348	-,081	,254
2	TP Teacher's Performance	-,179 <sup>c</sup>	-1,410	,161	-,121	,246

a. Dependent Variable: PD Parental Decision

b. Predictors in the Model: (Constant), AR Academic Rigor

c. Predictors in the Model: (Constant), AR Academic Rigor, OV Organizational Core Values

**Correlations**

**Correlations**

		PD Parental Decision	TP Teacher's Performance	OV Organizational Core Values	AR Academic Rigor
PD Parental Decision	Pearson Correlation	1	,537**	,635**	,657**
	Sig. (2-tailed)		,000	,000	,000
	N	138	138	138	138
TP Teacher's Performance	Pearson Correlation	,537**	1	,764**	,864**
	Sig. (2-tailed)	,000		,000	,000
	N	138	138	138	138
OV Organizational Core Values	Pearson Correlation	,635**	,764**	1	,829**
	Sig. (2-tailed)	,000	,000		,000
	N	138	138	138	138
AR Academic Rigor	Pearson Correlation	,657**	,864**	,829**	1
	Sig. (2-tailed)	,000	,000	,000	
	N	138	138	138	138

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## Regression MORE RESULTS ABOUT HYPOTHESIS

### Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	AREC Extra-curricular		. Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).
2	ARCU Curricular		. Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).
3	OVCO Commitment		. Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).

a. Dependent Variable: PD Parental Decision

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,621 <sup>a</sup>	,386	,382	,41900
2	,658 <sup>b</sup>	,433	,425	,40420
3	,672 <sup>c</sup>	,452	,440	,39890

a. Predictors: (Constant), AREC Extra-curricular

b. Predictors: (Constant), AREC Extra-curricular, ARCU Curricular

c. Predictors: (Constant), AREC Extra-curricular, ARCU Curricular, OVCO Commitment

### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15,024	1	15,024	85,578	,000 <sup>b</sup>
	Residual	23,876	136	,176		
	Total	38,900	137			
2	Regression	16,845	2	8,422	51,552	,000 <sup>c</sup>
	Residual	22,056	135	,163		
	Total	38,900	137			
3	Regression	17,579	3	5,860	36,825	,000 <sup>d</sup>
	Residual	21,322	134	,159		
	Total	38,900	137			

a. Dependent Variable: PD Parental Decision

b. Predictors: (Constant), AREC Extra-curricular

c. Predictors: (Constant), AREC Extra-curricular, ARCU Curricular

d. Predictors: (Constant), AREC Extra-curricular, ARCU Curricular, OVCO Commitment

### Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	1,549	,229			6,749	,000
AREC Extra-curricular	,545	,059	,621		9,251	,000
2 (Constant)	1,192	,246			4,848	,000
AREC Extra-curricular	,314	,089	,359		3,515	,001



ARCU Curricular	,316	,095	,340 3,338 ,001
3 (Constant)	,947	,268	3,533 ,001
AREC Extra-curricular	,241	,095	,275 2,549 ,012
ARCU Curricular	,345	,094	,372 3,656 ,000
OVCO Commitment	,119	,056	,151 2,148 ,034

a. Dependent Variable: PD Parental Decision

#### Excluded Variables<sup>a</sup>

Model	Beta In	T	Sig.	Partial Correlation	Collinearity Statistics	
					Tolerance	
1 ARCU Curricular	,340 <sup>b</sup>	3,338	,001	,276		,404
OVRB Religious Beliefs	,227 <sup>b</sup>	2,844	,005	,238		,673
OVCO Commitment	,114 <sup>b</sup>	1,569	,119	,134		,846
OVMV Mission and Vision	,216 <sup>b</sup>	2,358	,020	,199		,521
TPCO Teacher's Commitment	,082 <sup>b</sup>	,798	,426	,069		,429
TPTL Teaching and learning	,114 <sup>b</sup>	1,330	,186	,114		,611
TPPC Parents colaboration	,145 <sup>b</sup>	1,521	,131	,130		,490
2 OVRB Religious Beliefs	,149 <sup>c</sup>	1,768	,079	,151		,579
OVCO Commitment	,151 <sup>c</sup>	2,148	,034	,182		,828
OVMV Mission and Vision	,093 <sup>c</sup>	,912	,364	,079		,400
TPCO Teacher's Commitment	-,116 <sup>c</sup>	-1,010	,314	-,087		,318
TPTL Teaching and learning	-,095 <sup>c</sup>	-,896	,372	-,077		,375
TPPC Parents colaboration	-,028 <sup>c</sup>	-,259	,796	-,022		,349
3 OVRB Religious Beliefs	,140 <sup>d</sup>	1,679	,096	,144		,578
OVMV Mission and Vision	,096 <sup>d</sup>	,950	,344	,082		,400
TPCO Teacher's Commitment	-,142 <sup>d</sup>	-1,248	,214	-,108		,315
TPTL Teaching and learning	-,106 <sup>d</sup>	-1,012	,313	-,087		,374
TPPC Parents colaboration	-,026 <sup>d</sup>	-,239	,811	-,021		,349

a. Dependent Variable: PD Parental Decision

b. Predictors in the Model: (Constant), AREC Extra-curricular

c. Predictors in the Model: (Constant), AREC Extra-curricular, ARCU Curricular

d. Predictors in the Model: (Constant), AREC Extra-curricular, ARCU Curricular, OVCO Commitment

## Regression MORE

### Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	ARCU Curricular		. Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).
2	AREC Extra-curricular		. Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).

a. Dependent Variable: PDAQ Academic Quality

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,637 <sup>a</sup>	,406	,401	,47249
2	,658 <sup>b</sup>	,433	,425	,46316

a. Predictors: (Constant), ARCU Curricular

b. Predictors: (Constant), ARCU Curricular, AREC Extra-curricular

### ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	20,739	1	20,739	92,898	,000 <sup>b</sup>
	Residual	30,362	136	,223		
	Total	51,101	137			
2	Regression	22,141	2	11,071	51,607	,000 <sup>c</sup>
	Residual	28,960	135	,215		
	Total	51,101	137			

a. Dependent Variable: PDAQ Academic Quality

b. Predictors: (Constant), ARCU Curricular

c. Predictors: (Constant), ARCU Curricular, AREC Extra-curricular

### Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	1,286	,280		4,598	,000
ARCU Curricular	,678	,070	,637	9,638	,000
2 (Constant)	1,121	,282		3,980	,000
ARCU Curricular	,464	,109	,436	4,273	,000
AREC Extra-curricular	,262	,102	,261	2,557	,012

a. Dependent Variable: PDAQ Academic Quality

**Excluded Variables<sup>a</sup>**

Model	Beta In	T	Sig.	Partial Correlation	Collinearity Statistics	
					Tolerance	
1 AREC Extra-curricular	,261 <sup>b</sup>	2,557	,012	,215		,404
OVRB Religious Beliefs	,193 <sup>b</sup>	2,291	,024	,193		,595
OVCO Commitment	,083 <sup>b</sup>	1,234	,219	,106		,952
OVMV Mission and Vision	,219 <sup>b</sup>	2,202	,029	,186		,430
TPCO Teacher's Commitment	-,093 <sup>b</sup>	-,848	,398	-,073		,368
TPTL Teaching and learning	,012 <sup>b</sup>	,111	,911	,010		,375
TPPC Parents coloboration	,109 <sup>b</sup>	1,008	,315	,086		,376
2 OVRB Religious Beliefs	,162 <sup>c</sup>	1,927	,056	,164		,579
OVCO Commitment	,026 <sup>c</sup>	,358	,721	,031		,828
OVMV Mission and Vision	,164 <sup>c</sup>	1,609	,110	,138		,400
TPCO Teacher's Commitment	-,223 <sup>c</sup>	-1,961	,052	-,167		,318
TPTL Teaching and learning	,003 <sup>c</sup>	,029	,977	,002		,375
TPPC Parents coloboration	,039 <sup>c</sup>	,356	,723	,031		,349

a. Dependent Variable: PDAQ Academic Quality

b. Predictors in the Model: (Constant), ARCU Curricular

c. Predictors in the Model: (Constant), ARCU Curricular, AREC Extra-curricular

**Regression MORE**

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Re-moved	Method
1	OVRB Religious Beliefs		. Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).
2	OVMV Mission and Vision		. Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).

a. Dependent Variable: PDSR Social and religious

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,571 <sup>a</sup>	,325	,321	,47809
2	,622 <sup>b</sup>	,387	,378	,45758

a. Predictors: (Constant), OVRB Religious Beliefs

b. Predictors: (Constant), OVRB Religious Beliefs, OVMV Mission and Vision

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	14,999	1	14,999	65,622	,000 <sup>b</sup>
Residual	31,086	136	,229		
Total	46,085	137			
2 Regression	17,819	2	8,909	42,551	,000 <sup>c</sup>
Residual	28,266	135	,209		
Total	46,085	137			

a. Dependent Variable: PDSR Social and religious

b. Predictors: (Constant), OVRB Religious Beliefs

c. Predictors: (Constant), OVRB Religious Beliefs, OVMV Mission and Vision

#### Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	1,875	,284			6,609	,000
OVRB Religious Beliefs	,548	,068	,571		8,101	,000
2 (Constant)	1,339	,308			4,345	,000
OVRB Religious Beliefs	,411	,075	,428		5,492	,000
OVMV Mission and Vision	,258	,070	,286		3,669	,000

a. Dependent Variable: PDSR Social and religious

#### Excluded Variables<sup>a</sup>

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics	
					Partial Correlation	Tolerance
1 ARCU Curricular	,265 <sup>b</sup>	2,988	,003	,249		,595
AREC Extra-curricular	,271 <sup>b</sup>	3,266	,001	,271		,673
OVCO Commitment	,050 <sup>b</sup>	,692	,490	,059		,951
OVMV Mission and Vision	,286 <sup>b</sup>	3,669	,000	,301		,750
TPCO Teacher's Commitment	,183 <sup>b</sup>	2,300	,023	,194		,756
TPTL Teaching and learning	,230 <sup>b</sup>	3,009	,003	,251		,799
TTPC Parents coloboration	,265 <sup>b</sup>	3,546	,001	,292		,820
2 ARCU Curricular	,097 <sup>c</sup>	,839	,403	,072		,341
AREC Extra-curricular	,146 <sup>c</sup>	1,468	,145	,126		,453
OVCO Commitment	,018 <sup>c</sup>	,253	,800	,022		,936
TPCO Teacher's Commitment	,016 <sup>c</sup>	,166	,868	,014		,476
TPTL Teaching and learning	,079 <sup>c</sup>	,772	,441	,067		,433
TTPC Parents coloboration	,152 <sup>c</sup>	1,566	,120	,134		,479

a. Dependent Variable: PDSR Social and religious

b. Predictors in the Model: (Constant), OVRB Religious Beliefs

c. Predictors in the Model: (Constant), OVRB Religious Beliefs, OVMV Mission and Vision

#### Regression MORE

#### Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	AREC Extra-curricular		. Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).
2	OVCO Commitment		. Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).

a. Dependent Variable: PDSC Services and cost

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,411 <sup>a</sup>	,169	,163	,71954
2	,467 <sup>b</sup>	,218	,206	,70067

- a. Predictors: (Constant), AREC Extra-curricular  
 b. Predictors: (Constant), AREC Extra-curricular, OVCO Commitment

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14,333	1	14,333	27,684	,000 <sup>b</sup>
	Residual	70,412	136	,518		
	Total	84,745	137			
2	Regression	18,467	2	9,234	18,808	,000 <sup>c</sup>
	Residual	66,278	135	,491		
	Total	84,745	137			

- a. Dependent Variable: PDSC Services and cost  
 b. Predictors: (Constant), AREC Extra-curricular  
 c. Predictors: (Constant), AREC Extra-curricular, OVCO Commitment

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.		
	B	Std. Error	Beta					
1 (Constant)	,929	,394			2,358	,020		
	AREC Extra-curricular	,532	,101	,411			5,262	,000
2 (Constant)	,431	,420			1,026	,307		
	AREC Extra-curricular	,410	,107	,317			3,830	,000
	OVCO Commitment	,280	,097	,240			2,902	,004

- a. Dependent Variable: PDSC Services and cost

**Excluded Variables<sup>a</sup>**

Model	Beta	In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	ARCU Curricular	,121 <sup>b</sup>	,981	,328	,084	,404
	OVRB Religious Beliefs	-,008 <sup>b</sup>	-,081	,936	-,007	,673
	OVCO Commitment	,240 <sup>b</sup>	2,902	,004	,242	,846
	OVMV Mission and Vision	,007 <sup>b</sup>	,063	,950	,005	,521
	TPCO Teacher's Commitment	,068 <sup>b</sup>	,565	,573	,049	,429
	TPTL Teaching and learning	-,069 <sup>b</sup>	-,686	,494	-,059	,611
2	TPPC Parents colaboration	-,022 <sup>b</sup>	-,200	,842	-,017	,490
	ARCU Curricular	,174 <sup>c</sup>	1,445	,151	,124	,395
	OVRB Religious Beliefs	-,006 <sup>c</sup>	-,068	,946	-,006	,673
	OVMV Mission and Vision	,031 <sup>c</sup>	,296	,768	,026	,517
	TPCO Teacher's Commitment	,063 <sup>c</sup>	,543	,588	,047	,429
	TPTL Teaching and learning	-,054 <sup>c</sup>	-,553	,581	-,048	,610
	TTPC Parents colaboration	,005 <sup>c</sup>	,043	,966	,004	,486

## **APPENDIX F**

### **OTHER RESULTS**

**T-Test**

**Group Statistics**

	Age_R Age in years	N	Mean	Std. Deviation
ARCU Curricular	1.00 45 or les	80	3,9812	,54066
	2.00 46 or more	58	3,8678	,61489
AREC Extra-curricular	1.00 45 or les	80	3,8307	,62261
	2.00 46 or more	58	3,8777	,59175
AR Academic Rigor	1.00 45 or les	80	3,9176	,54148
	2.00 46 or more	58	3,8720	,57516
OVRB Religious Beliefs	1.00 45 or les	80	4,1200	,63851
	2.00 46 or more	58	4,1897	,55494
OVCO Commitment	1.00 45 or les	80	3,4583	,66323
	2.00 46 or more	58	3,4368	,69306
OVMV Mission and Vision	1.00 45 or les	80	4,3453	,56473
	2.00 46 or more	58	4,1823	,72804
OV Organizational Core Values	1.00 45 or les	80	4,1086	,49019
	2.00 46 or more	58	4,0446	,49852
PDAQ Academic Quality	1.00 45 or les	80	4,0214	,53986
	2.00 46 or more	58	3,8621	,69108
PDSR Social and religious	1.00 45 or les	80	4,1725	,56276
	2.00 46 or more	58	4,1172	,60644
PDSC Services and cost	1.00 45 or les	80	3,0232	,76187
	2.00 46 or more	58	2,9138	,82172
PD Parental Decision	1.00 45 or les	80	3,6934	,49343
	2.00 46 or more	58	3,5799	,58087
TPCO Teacher's Commitment	1.00 45 or les	80	3,9542	,63974
	2.00 46 or more	58	4,0201	,59896
TPTL Teaching and learning	1.00 45 or les	80	4,3429	,54817
	2.00 46 or more	58	4,3227	,59208
TPPC Parents coloboration	1.00 45 or les	80	4,0347	,64294
	2.00 46 or more	58	4,0115	,70047
TP Teacher's Performance	1.00 45 or les	80	4,1108	,55993
	2.00 46 or more	58	4,1129	,59645

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
ARCU Curricular	Equal variances assumed	,090	,765	1,147	136	,253
AREC Extra-curricular	Equal variances assumed	,798	,373	-,447	136	,655
AR Academic Rigor	Equal variances assumed	,110	,741	,475	136	,635
OVRB Religious Beliefs	Equal variances assumed	2,583	,110	-,668	136	,505
OVCO Commitment	Equal variances assumed	,119	,731	,185	136	,854

OVMV Mission and Vision	Equal variances assumed	3,862	,051	1,481	136	,141
OV Organizational Core Values	Equal variances assumed	,001	,979	,751	136	,454
PDAQ Academic Quality	Equal variances not assumed	6,922	,009	1,462	103,917	,147
PDSR Social and religious	Equal variances assumed	,559	,456	,551	136	,583
PDSC Services and cost	Equal variances assumed	,327	,568	,806	136	,422
PD Parental Decision	Equal variances assumed	,947	,332	1,238	136	,218
TPCO Teacher's Commitment	Equal variances assumed	,446	,505	-,614	136	,540
TPTL Teaching and learning	Equal variances assumed	,001	,973	,207	136	,837
TPPC Parents collaboration	Equal variances assumed	,004	,948	,202	136	,840
TP Teacher's Performance	Equal variances assumed	,000	,994	-,021	136	,983

## T-Test

### Group Statistics

	child_atten_R Number of children attending/who attended SDA schools	N	Mean	Std. Deviation
ARCU Curricular	1.00 One or none	71	3,8858	,63990
	2.00 Two or more	67	3,9841	,49361
AREC Extra-curricular	1.00 One or none	71	3,8015	,66010
	2.00 Two or more	67	3,9023	,54782
AR Academic Rigor	1.00 One or none	71	3,8502	,61325
	2.00 Two or more	67	3,9495	,48342
OVRB Religious Beliefs	1.00 One or none	71	4,0817	,62388
	2.00 Two or more	67	4,2209	,57749
OVCO Commitment	1.00 One or none	71	3,4272	,57233
	2.00 Two or more	67	3,4726	,77013
OVMV Mission and Vision	1.00 One or none	71	4,2412	,68898
	2.00 Two or more	67	4,3145	,58888
OV Organizational Core Values	1.00 One or none	71	4,0387	,52188
	2.00 Two or more	67	4,1272	,45975
PDAQ Academic Quality	1.00 One or none	71	3,9457	,64132
	2.00 Two or more	67	3,9638	,58127
PDSR Social and religious	1.00 One or none	71	4,1183	,59769
	2.00 Two or more	67	4,1821	,56325
PDSC Services and cost	1.00 One or none	71	2,8873	,75358
	2.00 Two or more	67	3,0725	,81474
PD Parental Decision	1.00 One or none	71	3,6012	,53804
	2.00 Two or more	67	3,6929	,52724
TPCO Teacher's Commitment	1.00 One or none	71	3,9413	,64740
	2.00 Two or more	67	4,0249	,59477



TPTL Teaching and learning	1.00 One or none	71	4,2797	,61915
	2.00 Two or more	67	4,3923	,49944
TPPC Parents collaboration	1.00 One or none	71	4,0438	,73475
	2.00 Two or more	67	4,0050	,58776
TP Teacher's Performance	1.00 One or none	71	4,0909	,62923
	2.00 Two or more	67	4,1336	,51151

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
ARCU Curricular	Equal variances not assumed	4,045	,046	-1,013	130,907	,313
AREC Extra-curricular	Equal variances assumed	1,756	,187	-,973	136	,332
AR Academic Rigor	Equal variances not assumed	4,450	,037	-1,059	131,888	,292
OVRB Religious Beliefs	Equal variances assumed	,629	,429	-1,358	136	,177
OVCO Commitment	Equal variances not assumed	7,704	,006	-,391	121,585	,696
OVMV Mission and Vision	Equal variances assumed	2,595	,110	-,670	136	,504
OV Organizational Core Values	Equal variances assumed	1,403	,238	-1,055	136	,293
PDAQ Academic Quality	Equal variances assumed	2,470	,118	-,173	136	,863
PDSR Social and religious	Equal variances assumed	,138	,711	-,644	136	,520
PDSC Services and cost	Equal variances assumed	,372	,543	-1,387	136	,168
PD Parental Decision	Equal variances assumed	,003	,953	-1,010	136	,314
TPCO Teacher's Commitment	Equal variances assumed	,442	,507	-,788	136	,432
TPTL Teaching and learning	Equal variances assumed	3,756	,055	-1,172	136	,243
TPPC Parents collaboration	Equal variances assumed	3,662	,058	,342	136	,733
TP Teacher's Performance	Equal variances assumed	2,370	,126	-,436	136	,663

## T-Test

Group Statistics				
	Church Church Affiliation	N	Mean	Std. Deviation
ARCU Curricular	1 SDA	114	3,9105	,60719
	2 Non SDA	24	4,0429	,36526
AREC Extra-curricular	1 SDA	114	3,8429	,61708
	2 Non SDA	24	3,8864	,57449
AR Academic Rigor	1 SDA	114	3,8819	,58107
	2 Non SDA	24	3,9768	,40419
OVRB Religious Beliefs	1 SDA	114	4,1982	,56286
	2 Non SDA	24	3,9167	,73878
OVCO Commitment	1 SDA	114	3,4708	,69527
	2 Non SDA	24	3,3472	,56019
OVMV Mission and Vision	1 SDA	114	4,2616	,65910
	2 Non SDA	24	4,3490	,55411
OV Organizational Core Values	1 SDA	114	4,0934	,49876
	2 Non SDA	24	4,0260	,47021
PDAQ Academic Quality	1 SDA	114	3,9198	,64255
	2 Non SDA	24	4,1190	,39890
PDSR Social and religious	1 SDA	114	4,1877	,58007
	2 Non SDA	24	3,9667	,55534
PDSC Services and cost	1 SDA	114	2,9799	,83340
	2 Non SDA	24	2,9643	,52150
PD Parental Decision	1 SDA	114	3,6440	,56218
	2 Non SDA	24	3,6535	,37213
TPCO Teacher's Commitment	1 SDA	114	3,9635	,64521
	2 Non SDA	24	4,0694	,49616
TPTL Teaching and learning	1 SDA	114	4,3108	,58246
	2 Non SDA	24	4,4464	,46780
TPPC Parents collaboration	1 SDA	114	3,9873	,69707
	2 Non SDA	24	4,2037	,45715
TP Teacher's Performance	1 SDA	114	4,0837	,59878
	2 Non SDA	24	4,2443	,41806

## Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
ARCU Curricular	Equal variances assumed	3,875	,051	-1,027	136	,306
AREC Extra-curricular	Equal variances assumed	,116	,734	-,317	136	,752
AR Academic Rigor	Equal variances assumed	2,159	,144	-,761	136	,448
OVRB Religious Beliefs	Equal variances not assumed	7,576	,007	1,763	28,877	,089

OVCO Commitment	Equal variances assumed	1,999	,160	,816	136	,416
OVMV Mission and Vision	Equal variances assumed	,981	,324	-,605	136	,546
OV Organizational Core Values	Equal variances assumed	,007	,932	,607	136	,545
PDAQ Academic Quality	Equal variances not assumed	6,246	,014	-1,968	51,841	,054
PDSR Social and religious	Equal variances assumed	1,412	,237	1,709	136	,090
PDSC Services and cost	Equal variances not assumed	6,796	,010	,119	51,359	,906
PD Parental Decision	Equal variances not assumed	3,895	,050	-,102	48,149	,919
TPCO Teacher's Commitment	Equal variances assumed	2,378	,125	-,758	136	,450
TPTL Teaching and learning	Equal variances assumed	,984	,323	-1,070	136	,287
TPPC Parents collaboration	Equal variances not assumed	4,634	,033	-1,900	48,655	,063
TP Teacher's Performance	Equal variances assumed	2,813	,096	-1,250	136	,214

### T-Test

Group Statistics					
	Employment Status	N	Mean	Std. Deviation	
ARCU Curricular	1.00 Full time	115	3,9067	,59463	
	2.00 Other	23	4,0679	,44049	
AREC Extra-curricular	1.00 Full time	115	3,8206	,61392	
	2.00 Other	23	4,0000	,56707	
AR Academic Rigor	1.00 Full time	115	3,8702	,56672	
	2.00 Other	23	4,0393	,47324	
OVRB Religious Beliefs	1.00 Full time	115	4,1165	,61899	
	2.00 Other	23	4,3130	,50028	
OVCO Commitment	1.00 Full time	115	3,4319	,68109	
	2.00 Other	23	3,5362	,64149	
OVMV Mission and Vision	1.00 Full time	115	4,2398	,65997	
	2.00 Other	23	4,4620	,50906	
OV Organizational Core Values	1.00 Full time	115	4,0497	,50271	
	2.00 Other	23	4,2418	,41385	
PDAQ Academic Quality	1.00 Full time	115	3,9317	,62824	
	2.00 Other	23	4,0683	,51123	
PDSR Social and religious	1.00 Full time	115	4,1530	,58958	
	2.00 Other	23	4,1304	,54141	
PDSC Services and cost	1.00 Full time	115	2,9689	,77759	
	2.00 Other	23	3,0186	,84658	
PD Parental Decision	1.00 Full time	115	3,6352	,54766	
	2.00 Other	23	3,6979	,45889	
TPCO Teacher's Commitment	1.00 Full time	115	3,9478	,62570	
	2.00 Other	23	4,1522	,58369	

TPTL Teaching and learning	1.00 Full time	115	4,3118	,57753
	2.00 Other	23	4,4472	,49357
TPPC Parents collaboration	1.00 Full time	115	3,9845	,68980
	2.00 Other	23	4,2271	,48948
TP Teacher's Performance	1.00 Full time	115	4,0787	,58791
	2.00 Other	23	4,2767	,47156

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
ARCU Curricular	Equal variances assumed	1,335	,250	-1,233	136	,220
AREC Extra-curricular	Equal variances assumed	,001	,979	-1,295	136	,197
AR Academic Rigor	Equal variances assumed	,350	,555	-1,339	136	,183
OVRB Religious Beliefs	Equal variances assumed	2,206	,140	-1,431	136	,155
OVCO Commitment	Equal variances assumed	,170	,681	-,677	136	,500
OVMV Mission and Vision	Equal variances assumed	1,271	,262	-1,525	136	,130
OV Organizational Core Values	Equal variances assumed	1,824	,179	-1,719	136	,088
PDAQ Academic Quality	Equal variances assumed	,711	,401	-,979	136	,329
PDSR Social and religious	Equal variances assumed	,431	,513	,170	136	,865
PDSC Services and cost	Equal variances assumed	,231	,632	-,276	136	,783
PD Parental Decision	Equal variances assumed	1,082	,300	-,514	136	,608
TPCO Teacher's Commitment	Equal variances assumed	,000	1,000	-1,445	136	,151
TPTL Teaching and learning	Equal variances assumed	,748	,389	-1,050	136	,296
TPPC Parents collaboration	Equal variances assumed	1,969	,163	-1,605	136	,111
TP Teacher's Performance	Equal variances assumed	,738	,392	-1,519	136	,131

## T-Test

Group Statistics					
	Gender	Gender	N	Mean	Std. Deviation
ARCU Curricular	1	Male	41	4,0251	,62419
	2	Female	97	3,8948	,54965
AREC Extra-curricular	1	Male	41	3,9712	,66165
	2	Female	97	3,7994	,58002
AR Academic Rigor	1	Male	41	4,0024	,61423
	2	Female	97	3,8545	,52408
OVRB Religious Beliefs	1	Male	41	4,2341	,53647
	2	Female	97	4,1134	,62909
OVCO Commitment	1	Male	41	3,5528	,63949
	2	Female	97	3,4055	,68588
OVMV Mission and Vision	1	Male	41	4,2700	,69697
	2	Female	97	4,2796	,61971
OV Organizational Core Values	1	Male	41	4,1241	,50393
	2	Female	97	4,0638	,48972
PDAQ Academic Quality	1	Male	41	4,0070	,64520
	2	Female	97	3,9323	,59765
PDSR Social and religious	1	Male	41	4,2098	,65261
	2	Female	97	4,1237	,54806
PDSC Services and cost	1	Male	41	3,1324	,83323
	2	Female	97	2,9116	,76082
PD Parental Decision	1	Male	41	3,7381	,57769
	2	Female	97	3,6066	,51085
TPCO Teacher's Commitment	1	Male	41	4,0813	,70919
	2	Female	97	3,9399	,57944
TPTL Teaching and learning	1	Male	41	4,4425	,62418
	2	Female	97	4,2887	,53491
TPPC Parents collaboration	1	Male	41	4,0298	,74329
	2	Female	97	4,0229	,63362
TP Teacher's Performance	1	Male	41	4,1752	,65022
	2	Female	97	4,0848	,53909

## Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
ARCU Curricular	Equal variances assumed	,528	,469	1,221	136	,224
AREC Extra-curricular	Equal variances assumed	,551	,459	1,523	136	,130
AR Academic Rigor	Equal variances assumed	1,203	,275	1,438	136	,153
OVRB Religious Beliefs	Equal variances assumed	1,789	,183	1,074	136	,285
OVCO Commitment	Equal variances assumed	,080	,777	1,176	136	,242

OVMV Mission and Vision	Equal variances assumed	,366	,546	-,080	136	,936
OV Organizational Core Values	Equal variances assumed	,156	,693	,655	136	,513
PDAQ Academic Quality	Equal variances assumed	,136	,713	,655	136	,513
PDSR Social and religious	Equal variances assumed	2,469	,118	,795	136	,428
PDSC Services and cost	Equal variances assumed	,405	,526	1,514	136	,132
PD Parental Decision	Equal variances assumed	1,126	,291	1,329	136	,186
TPCO Teacher's Commitment	Equal variances assumed	1,065	,304	1,224	136	,223
TPTL Teaching and learning	Equal variances assumed	,241	,624	1,468	136	,144
TPPC Parents collaboration	Equal variances assumed	,563	,454	,055	136	,956
TP Teacher's Performance	Equal variances assumed	1,611	,207	,845	136	,400

## T-Test

Group Statistics				
	Grade level of your child(ren)	N	Mean	Std. Deviation
ARCU Curricular	1.00 Prek-5	81	3,9699	,54241
	2.00 6-12	57	3,8819	,61644
AREC Extra-curricular	1.00 Prek-5	81	3,8552	,64198
	2.00 6-12	57	3,8437	,56191
AR Academic Rigor	1.00 Prek-5	81	3,9214	,55306
	2.00 6-12	57	3,8657	,55926
OVRB Religious Beliefs	1.00 Prek-5	81	4,0864	,67152
	2.00 6-12	57	4,2386	,48320
OVCO Commitment	1.00 Prek-5	81	3,4115	,65885
	2.00 6-12	57	3,5029	,69614
OVMV Mission and Vision	1.00 Prek-5	81	4,3750	,57960
	2.00 6-12	57	4,1372	,70120
OV Organizational Core Values	1.00 Prek-5	81	4,1042	,49490
	2.00 6-12	57	4,0498	,49268
PDAQ Academic Quality	1.00 Prek-5	81	4,0829	,58504
	2.00 6-12	57	3,7719	,60480
PDSR Social and religious	1.00 Prek-5	81	4,1654	,58034
	2.00 6-12	57	4,1263	,58387
PDSC Services and cost	1.00 Prek-5	81	2,9418	,74873
	2.00 6-12	57	3,0276	,84145
PD Parental Decision	1.00 Prek-5	81	3,6842	,51211
	2.00 6-12	57	3,5910	,56107
TPCO Teacher's Commitment	1.00 Prek-5	81	3,9691	,66464
	2.00 6-12	57	4,0000	,55990

TPTL Teaching and learning	1.00 Prek-5	81	4,3686	,53968
	2.00 6-12	57	4,2857	,60066
TPPC Parents collaboration	1.00 Prek-5	81	4,0947	,64145
	2.00 6-12	57	3,9259	,69145
TP Teacher's Performance	1.00 Prek-5	81	4,1476	,56821
	2.00 6-12	57	4,0606	,58193

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
ARCU Curricular	Equal variances assumed	,058	,809	,887	136	,377
AREC Extra-curricular	Equal variances assumed	1,718	,192	,109	136	,913
AR Academic Rigor	Equal variances assumed	,413	,521	,580	136	,563
OV RB Religious Beliefs	Equal variances not assumed	7,265	,008	-1,548	135,917	,124
OVCO Commitment	Equal variances assumed	,382	,537	-,784	136	,434
OVMV Mission and Vision	Equal variances assumed	1,083	,300	2,174	136	,031
OV Organizational Core Values	Equal variances assumed	,003	,955	,637	136	,525
PDAQ Academic Quality	Equal variances assumed	,186	,667	3,032	136	,003
PDSR Social and religious	Equal variances assumed	,070	,792	,389	136	,698
PDSC Services and cost	Equal variances assumed	1,834	,178	-,629	136	,530
PD Parental Decision	Equal variances assumed	1,458	,229	1,012	136	,313
TPCO Teacher's Commitment	Equal variances assumed	2,199	,140	-,286	136	,775
TPTL Teaching and learning	Equal variances assumed	,246	,621	,848	136	,398
TPPC Parents collaboration	Equal variances assumed	,141	,707	1,473	136	,143
TP Teacher's Performance	Equal variances assumed	,066	,798	,877	136	,382

**T-Test**

**Group Statistics**

	MaritalR Marital Status	N	Mean	Std. Deviation
ARCU Curricular	1.00 Married	86	3,8938	,62759
	2.00 Other	52	3,9993	,46940
AREC Extra-curricular	1.00 Married	86	3,7907	,63859
	2.00 Other	52	3,9493	,54558
AR Academic Rigor	1.00 Married	86	3,8502	,59864
	2.00 Other	52	3,9782	,46645
OVRB Religious Beliefs	1.00 Married	86	4,1233	,58222
	2.00 Other	52	4,1923	,64103
OVCO Commitment	1.00 Married	86	3,4419	,66163
	2.00 Other	52	3,4615	,69906
OVMV Mission and Vision	1.00 Married	86	4,1985	,69478
	2.00 Other	52	4,4063	,52152
OV Organizational Core Values	1.00 Married	86	4,0330	,51450
	2.00 Other	52	4,1623	,44818
PDAQ Academic Quality	1.00 Married	86	3,8571	,65300
	2.00 Other	52	4,1154	,49893
PDSR Social and religious	1.00 Married	86	4,1349	,58244
	2.00 Other	52	4,1731	,58078
PDSC Services and cost	1.00 Married	86	2,9236	,83348
	2.00 Other	52	3,0659	,70069
PD Parental Decision	1.00 Married	86	3,5863	,56051
	2.00 Other	52	3,7439	,47260
TPCO Teacher's Commitment	1.00 Married	86	3,9399	,63653
	2.00 Other	52	4,0513	,59550
TPTL Teaching and learning	1.00 Married	86	4,2924	,61744
	2.00 Other	52	4,4038	,46289
TPPC Parents collaboration	1.00 Married	86	3,9651	,73629
	2.00 Other	52	4,1239	,51913
TP Teacher's Performance	1.00 Married	86	4,0624	,62336
	2.00 Other	52	4,1932	,47408

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
ARCU Curricular	Equal variances assumed	3,146	,078	-1,047	136	,297
AREC Extra-curricular	Equal variances assumed	1,621	,205	-1,491	136	,138
AR Academic Rigor	Equal variances assumed	2,702	,103	-1,318	136	,190
OVRB Religious Beliefs	Equal variances assumed	1,428	,234	-,650	136	,517
OVCO Commitment	Equal variances assumed	,000	,987	-,166	136	,869



OVMV Mission and Vision	Equal variances not assumed	4,690	,032	-1,995	129,626	,048
OV Organizational Core Values	Equal variances assumed	3,212	,075	-1,500	136	,136
PDAQ Academic Quality	Equal variances assumed	3,548	,062	-2,451	136	,016
PDSR Social and religious	Equal variances assumed	,035	,851	-,374	136	,709
PDSC Services and cost	Equal variances assumed	2,061	,153	-1,031	136	,305
PD Parental Decision	Equal variances assumed	1,292	,258	-1,696	136	,092
TPCO Teacher's Commitment	Equal variances assumed	,074	,787	-1,020	136	,310
TPTL Teaching and learning	Equal variances not assumed	5,223	,024	-1,205	129,696	,230
TPPC Parents collaboration	Equal variances not assumed	4,262	,041	-1,482	132,712	,141
TP Teacher's Performance	Equal variances assumed	2,304	,131	-1,302	136	,195

### Oneway Education Level

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
ARCU Curricular	Between Groups	,569	2	,284	,862	,424
	Within Groups	44,508	135	,330		
	Total	45,076	137			
AREC Extra-curricular	Between Groups	,102	2	,051	,136	,873
	Within Groups	50,556	135	,374		
	Total	50,658	137			
AR Academic Rigor	Between Groups	,324	2	,162	,524	,593
	Within Groups	41,764	135	,309		
	Total	42,089	137			
OVRB Religious Beliefs	Between Groups	,197	2	,099	,268	,765
	Within Groups	49,728	135	,368		
	Total	49,925	137			
OVCO Commitment	Between Groups	,923	2	,461	1,017	,364
	Within Groups	61,222	135	,453		
	Total	62,145	137			
OVMV Mission and Vision	Between Groups	1,140	2	,570	1,395	,251
	Within Groups	55,161	135	,409		
	Total	56,301	137			
OV Organizational Core Values	Between Groups	,460	2	,230	,947	,391
	Within Groups	32,825	135	,243		
	Total	33,286	137			
PDAQ Academic Quality	Between Groups	1,974	2	,987	2,713	,070
	Within Groups	49,127	135	,364		
	Total	51,101	137			

PDSR Social and religious	Between Groups	,290	2	,145	,427	,653
	Within Groups	45,795	135	,339		
	Total	46,085	137			
PDSC Services and cost	Between Groups	3,051	2	1,526	2,521	,084
	Within Groups	81,693	135	,605		
	Total	84,745	137			
PD Parental Decision	Between Groups	1,607	2	,803	2,908	,058
	Within Groups	37,294	135	,276		
	Total	38,900	137			
TPCO Teacher's Commitment	Between Groups	,140	2	,070	,179	,837
	Within Groups	52,787	135	,391		
	Total	52,927	137			
TPTL Teaching and learning	Between Groups	,092	2	,046	,142	,868
	Within Groups	43,643	135	,323		
	Total	43,735	137			
TPPC Parents collaboration	Between Groups	,208	2	,104	,232	,793
	Within Groups	60,435	135	,448		
	Total	60,642	137			
TP Teacher's Performance	Between Groups	,045	2	,022	,067	,935
	Within Groups	45,001	135	,333		
	Total	45,046	137			

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## CURRICULUM VITAE

### Professional Summary:

Enthusiastic educator who is eager to contribute to team success through hard work; attentive to detail and excellent organizational skills. Clear understanding of curricular and instruction with special focus on the integration of faith and learning. Unbelievably motivated to learn, grow and excel in any area of functionality

### Skills

- Budgeting
- Instructional Leadership
- School event Coordinator
- Grant Writer
- Community Relationship
- Policy Development and Enforcement
- Event Planner

### PROFESSIONAL EXPERIENCE

#### **Superintendent of NEC Schools:** 06/2012- Present

- Interviewed, hired, supervised and assisted all school employees and offered feedback through positive methods.
- Administered all facets of personal policies and procedures including conceptual modification and approval of professional staff additions.
- Monitored and evaluated educational programs to maintain high quality performance objective and standards.
- Trained teachers on effective teaching techniques, classroom management strategies and behavior management

#### **Principal:** 9/2003- 2008

- Performed classroom evaluation to assess teacher strategies and effectiveness.
- Oversaw administrative functions such as schedule management and protocols for orientation, registration and related activities.
- Researched and evaluated trends and instructional strategies to optimize education effectiveness.
- Collaborated with faculty to develop after school program.

- Researched and evaluated educational program trends and instructional strategies to optimize education effectiveness.

**Teacher:** 1998-2002 Excelsior Elementary School

- Reviewed curriculum and devised alternate approaches to presenting lessons to increase student understanding.
- Observed and evaluated student performance behavior, social development and physical health
- Kept student on task with pro-active behavior modification and positive re-enforcement strategies.
- Administered assessments to determine each student's specific educational and social needs.
- Communicated with parents and students to provide feedback and discuss instructional strategies.
- Public Health Advisor: 10/1996- 3/1997
- Promoted available resources and connected patient with resources.
- Constructed make-shift clinics during the flu-season.
- Formatted outlines for in-house services
- Visited 3-5 clinic sites on a weekly basis.
- Educated patients as to what immunization shots they were about to receive and provided additional information with regards to side effects.
- Responsible for administering MMR, PPD, TD's etc.

### **Professional Affiliation**

Member : Advisory council for the New York City Chancellor. - 2016- Present

Member: Atlantic Union Conference Curriculum and Code Book Committee  
2012- Present

Member: Northeastern Conference Executive Committee. 2012- Present.

Secretary: Northeastern Conference K-12 Board- 2012- Present

Member: Atlantic Union Constitution and Bylaws Committee. 2012- 2016

Director: Northeastern Conference Education Department, Strategic Planning Committee.

Member: Northeastern Conference K-12 Board. 2003-2004.

### **Academics**

Atlantic Union College: South Lancaster- MA/Master of Arts. Educational Instructional and Curriculum Supervision 8/2001

Atlantic Union College, south Lancaster MA/ Master of Arts. Organizational Leadership 5?2002

Loma Linda University-1122 Campus St. Loma Linda CA. Master of Science-Public Health Education- 6/1988

University of the Southern Caribbean. St. Joseph, Maracas Trinidad. BA/ Bachelor of Arts in Theology.