

A National Summit on Adventist Education

La Sierra University

WHAT ADVENTIST PARENTS CONSIDER  
IMPORTANT IN CHOOSING SCHOOLS  
FOR THEIR CHILDREN

Marketing of Adventist Education

by

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## ABSTRACT

Adventist parents face a variety of options when they choose schools for their children. The focus of this paper is to highlight factors that Adventist parents consider important when they choose schools for their children—regardless of whether they choose Adventist, public, or other school—and extract implications for marketing our schools.

The data is based on a study conducted for the Minnesota Conference of Seventh-day Adventists (DeVost 2009). It used a two-phase mixed method format—a qualitative study consisting of in-person interviews, followed by a quantitative study based on a survey developed from the themes that emerged from the interviews.

The results suggest that most Adventist parents want schools to prepare their children for college, consider schools safe, and trust the teachers. Parents with children in Adventist schools had higher preferences for schools that protect their children from immoral worldly influences, value the faith of their children, and teach good morals.

The implications from these results suggest that marketing our schools using a formula of Adventist Education = Academics + Spiritual Teaching + Safe Environment will not succeed in convincing most Adventist parents to enroll their children in our schools.

## INTRODUCTION

### **Background**

The purpose of education is to teach students to be thinkers and to transform them into the true human beings that God designed us to be (White 1903, 15-7). In order to achieve these objectives, Adventists have produced the largest Protestant private school system in the world and spend millions on curriculum development and teacher training. In addition, local conferences and churches also spend heavily to support local Adventist schools.

Providing our children with high quality education in a safe and spiritual environment has justified the large investments in Adventist education as an alternative to public schools. However, the general perception of the quality of a public school education has been improving in recent years. The Phi Delta Kappa/Gallup (PDK/Gallup) poll is an annual poll conducted regarding parents' attitudes about public schools. Public schools and their teachers enjoy a higher esteem today than they have for many years. According to the 2009 poll, "more than 50% of Americans gave either an A or B to schools in their community, equaling the highest score, which was given back in 2001" (Bushaw and McNee 2009, 10). These more favorable attitudes toward public schools may also be shared by Adventist parents.

Most parents want good teachers they can trust for their children. In the PDK/Gallup poll, parents said they desired teachers that were dedicated and enthusiastic about the teaching profession and that cared about students. When asked if they would like to have their child take up teaching in public schools, 70% answered yes. This is a significant change in esteem for that profession (and the institution of public schools); in

1980 only 48% answered yes to the same question (Bushaw and McNee 2009, 17).

Adventist parents may also have more trust in public school teachers than in the past.

Perceptions of problems in public schools have also changed. When asked in the PDK/Gallup poll what they thought were the biggest problems facing schools, only 5% or fewer of parents thought it was drugs, lack of standards, or lack of good teachers. In the past Adventist schools may have highlighted these as problems in the public school system, but today these are not acknowledged as major problems in schools by most parents. The biggest problems listed were lack of funding, lack of discipline, and overcrowding (Bushaw and McNee 2009, 10)—problems Adventist schools are not exempt from.

### **The Problem and Purpose of this Paper**

Despite the large investments in Adventist education, the high performance of our Adventist schooled children, and the influence of Adventist schools in retaining children in the church, the majority of our parents send their children to public schools, and enrollment in Adventist schools has been declining in the North American Division. This paper will summarize findings from the Minnesota Conference's study of parent preferences and discuss implications and recommendations.

### **THE MINNESOTA CONFERENCE STUDY**

A number of studies have been conducted in the North American Division addressing Adventist education (Sahlin, Richardson, and Rusu 2001; Sahlin et al. 2004; Adventist education in Canada parents' attitude survey 2003). While these studies provide insight into parents' decisions on whether to send their children to Adventist schools or not, they have not focused on the more basic question of what Adventist

parents want in a school/education for their children. The Minnesota Conference undertook a study to fill this gap for its parents (DeVost 2009). There was considerable overlap in the questions posed with those from the other studies; however, rather than ask questions in the context of Adventist schools, the study asked similar questions without bias to or against Adventist schools.

The study used a two-phase mixed method format—a qualitative study consisting of in-person interviews, followed by a quantitative study based on a survey developed from the themes that emerged from the interviews. There were six in-person interviews that included parents of different ethnicities and both urban and rural homes. See Appendix A for the variety of parents and the interview guide used.

For the survey, we called all 393 homes in e-Adventist.net’s Student Leads that had telephone numbers and children expected to be in grades 1 to 12. We made contact with 157 parents, 130 of whom had children attending schools outside the home and had access to email. Of these 130 eligible parents, 123 agreed to participate and 83 actually completed the survey, yielding a response rate of 83/130, or 64%. See Appendix B for demographic frequencies and survey results.

A picture of what Adventist parents consider important emerged from a statistical analysis of the survey data; however, it bears keeping in mind that this was a snapshot in time at a particular conference.

### **Summary of Preferences**

Results from the survey pertinent to this paper were: (1) Parents desire advanced classes or accelerated learning for their children, but consider acquiring a love of learning more important. (2) Almost all parents consider schools safe places. (3) They almost all

prefer small class sizes, but do not prefer multigrade classes. (4) A well equipped science lab is important for most parents; using the latest technologies is especially important. (5) Parents report they do not let their children make the decisions, but whether the child enjoys the school is extremely important. (6) Elementary and high schools are mostly considered as preparing a child for college, and to a lesser extent to prepare them for the workplace. (7) Most would like Bible taught in school, and if cost and transportation were not issues, would like their children in Adventist schools. (8) Most parents trust school teachers, think it's important to know them, and give a lot of weight to how they discipline children and manage the classroom. (9) Of the 49 parents surveyed who did not have any children in Adventist schools, 28 of them would like to have their children there—which indicates that a majority of parents who do not have their children in Adventist schools would prefer they were in Adventist schools—if not for the cost and transportation issues.

### **Differences in Preferences of Parents**

In addition to reporting mean preference scores for parents, the study also tested for statistically significant differences between preferences of parents who send their children to Adventist schools and those who send their children to public schools. These tests were restricted to the 68 parents who had children in Adventist schools exclusively or public schools exclusively (28 and 40 respectively). Several variables were selected a priori for testing, plus two composite variables were created to test for academic and spiritual preferences (see Appendix B for variables, test statistics, and box plots). The major findings are listed next.

(1) There was no significant difference in the trust Adventist school and public school parents have in the schools to keep their children safe. (2) Public school parents had high mean scores for their desire for schools to respect their children's faith and for morals to be taught in school, but both were statistically significantly lower than the Adventist school parents. (3) Adventist school parents had a greater desire to have schools protect their children from immoral worldly influences than public school parents. (4) There was no significant difference in the importance Adventist school parents and public school parents placed on the desire to find good teachers for their children. (5) There was no statistical difference between the parents on their preference of academics. Note that the variables for this composite were chosen to test whether there was a difference in the importance parents attach to the academics they expect for their children—the test was not whether public or Adventist schools are perceived as providing better academics. (6) There was a significant difference between parents in their desire for spirituality in school; in fact, the mean difference of the scores for this composite variable was the largest of all the tested variables: parents with their children in Adventist schools have a greater regard for the spiritual aspect.

## DISCUSSION

Parents want their children to go to schools that are safe and use the latest technologies. They want their children to pick up a love of learning, to enjoy school, and to get the basic building blocks needed for college. Part of the challenge for Adventist education is that these are concerns not only to Adventist parents, but to parents generally—which makes them needs that are provided for by both Adventist and public schools.

## **Challenges to Adventist Education**

This paper suggests two major challenges for Adventist schools. First, competing with public schools by emphasizing that Adventist schools have a safe environment and good teachers is not likely to yield much of an Adventist school advantage, because Adventist parents of public school children consider public schools safe and the teachers competent. (Note: a Google search of “Adventist school safe” returned too many Adventist schools that promote this feature to list.) Trust by parents in the public school system has been rising in recent years (Bushaw and McNee 2009), a trust that seems to be shared by many Adventist parents.

The second challenge gleaned from this study derives from differences in the preferences of parents with children in Adventist schools and those with children in public schools. These differences were regarding their spiritual preferences, including protecting children from immoral worldly influences, valuing the faith of the child, and teaching good morals. This study suggests that simply promoting Adventist schools as ones that honor these spiritual values would likely be ineffective at attracting new parents. The reason is that it is the actual preferences that differ—parents with children in Adventist schools highly value the spiritual components, while those with children in public schools have a statistically significant lower appreciation for them. What is needed to attract parents is not to convince them that Adventist schools are spiritual, but rather that the spiritual aspect in school is important for their children.

A simple example will illustrate this point. If I were to try to convince you that waxed cross-country skis are more enjoyable than the non-wax kind and are worth the extra maintenance, you would likely say, “So what? I don’t cross-country ski.” Before an argument for waxed skis can make any purchasing impact, a change of preference about



skiing has to take place—maybe by an appeal to the health and emotional benefits of spending time outdoors in the winter.

Two positive insights from this study are suggested. First, most Adventist parents simply want school to provide a basic, solid academic foundation for their children that will prepare them for college in an environment that their children enjoy and that inspires a love of learning. This is something our Adventist schools and curriculum are well equipped to provide.

The second positive insight is that most Adventist parents would like to have their children in Adventist school—if it were not for transportation and cost issues. The reality of making choices of what goods to purchase within a framework of a limited disposable income, however, seems to push this like-to-have out of most Adventist parents' consumer bundles. Creating an Adventist educational option that is achievable (in perception or reality) for parents is a challenge that if met, would likely increase enrollment in our schools.

## **Implications and Suggestions**

### **The Business Idea**

Adventist schools are competing against public schools. An organization has to differentiate itself from its competitors to survive. Bruce Henderson (1991) makes this point and introduces the following story to illustrate the origin of strategy.

In 1934, Professor G.F. Gause of Moscow University, known as “the father of mathematical biology,” published the results of a set of experiments in which he put two very small animals (protozoans) of the same genus in a bottle with an adequate supply of food. If the animals were of different species, they could survive and persist together. If they were of the same species, they could not. This observation led to Gause's Principle of Competitive Exclusion: No two species can coexist that make their living in the identical way. (3)

Organizations exist to do something. This something is what Kees van der Heijden (2005) calls its *Business Idea*; it includes three essential components: (a) the societal/customer value created by the organization, (b) the distinctive resources and competencies owned by the organization that allows it to provide the value, and (c) the reinforcing feedback loop that turns the idea into an engine for continued organizational survival (Amazon Kindle location 939). Organizations must have a distinction to survive; they can offer either (a) a differentiated product which cannot be easily copied, or (b) a lowest-cost non-differentiated product, which is produced by of a unique low-cost way of producing/providing the product (Amazon Kindle location 1063). We cannot compete on price, and public schools are encroaching on the area of safety that distinguished us in the past. Developing a distinctly Adventist educational program is not just a matter of keeping up, but of survival.

#### Education Is Who We Become

The process of learning that children go through in their school communities is not just an accumulation of skills and information, but a transformation of who they become—they either become or avoid becoming certain kinds of persons (Wenger 1998, 215). Being in a learning community allows them to negotiate the way of being persons in their circles of friends and acquaintances. Adventist schools can be engineered and marketed as places where students are equipped with perspectives and skills that enable them to have a positive influence in the many circles they are part of—to become young men and women “who are leaders in enterprise, and who influence character” (White 1903, 17).

## Part of a System

Parker Palmer (2000) proposes we cannot understand ourselves until we realize we are like seeds planted in a large ecosystem. We can know ourselves only as both seed and system, self and community. Only then can we embody the commandment to love both neighbor and self (17). Parents will appreciate Adventist education only when they fully realize that it and they are integral parts of a system called Adventism.

Peter Block (2008) suggests that to produce real change in our communities we need to change the conversation, because community is essentially a conversation. Viewed from this perspective, Adventism in general and Adventist education in particular is a conversation, one in which our students are trained “to be thinkers, and not mere reflectors of other men’s thought” and which gives them space to “contemplate the great facts of duty and destiny” (White 1903, 17).

## Conclusion

“To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized--this was to be the work of redemption. This is the object of education, the great object of life” (White 1903, 15-6). We have a terrific product, and a simplistic marketing formula of Adventist Education = Academics + Spiritual Teaching + Safe Environment will not succeed in attracting more Adventist parents because good academics are available at public schools, parents don’t necessarily feel a need for schools to provide spiritual teaching, and parents regard public schools as safe.

Whether they become engineers or pastors, mechanics or teachers, CEOs or physicians, parents want their children to succeed in this life and be prepared for the next. The Adventist educational system offers a solid foundation to build students of substance for a clientele that desires it. But to succeed, it will have to create that clientele by distinguishing Adventist education as a place where students move beyond academics and become certain kinds of persons—ones who are leaders in today’s enterprises and “who possess breadth of mind, clearness of thought, and the courage of their convictions” (White 1903, 18).

## APPENDIX A

### QUALITATIVE STUDY PARENTS AND INTERVIEW GUIDE

#### Parents Interviewed

**Table 1.** Variety of Parents Chosen for Interviews

	African-American	Anglo	Hispanic	Non-white, Non-Hispanic, Non-U.S. Citizen
Public School	X	X		X
Adventist School	X	X	X	X
Dual parent		X	X	X
Single Parent		X		
Long-time Adventist	X	X	X	X
New Adventist				
Rural home		X		
Urban home	X	X	X	X
Within Twin Cities	X		X	X
Outside Twin Cities		X		

*Note.* A parent was sought for each cell in the first two rows. Attempts were made to have at least one parent who met the characteristic of the other rows. Those objectives were almost met. The Xs represent parents who were actually interviewed.

#### Interview Guide

1. What were some of the things you considered when you chose which school to send your children to?
2. What conversations have you had with your child about their school?
3. How would you describe the teacher(s) your child has?
4. What classes are your children taking now?
5. How do you help your children with their school?
6. What do you want school to provide for your children?
7. What are the special challenges you see your children facing in their education?
8. What is the role of the school in the children's social and spiritual development?

**If the following have not been addressed from the more general questions, these may be used:**

9. How important are academic standards in a school?
10. How important is a school's spiritual environment for children's academic education?
11. Is it important to know the administrators of a school?
12. Is it important to know the teachers in a school?
13. How much does the cost influence your choice of a school?
14. How much does transportation of children influence your choice of a school?
15. Have you talked to other parents about which school is best for your child?
16. Is it important that the school is culturally diverse?
17. How important are:
  - a well funded library
  - a well funded science lab
  - specialized teachers
  - single grade per class
  - class size
18. In summary, how would you rank the factors you consider important in choosing a school for your children?

## APPENDIX B

### QUANTITATIVE STUDY STATISTICS AND BOX PLOTS

#### Statistics

**Table 2.** Demographic Information About Parents and Children

Variable	Description	Frequency
Adventist History of Parents		
DemParAdv	Parent raised by an Adventist parent	50
DemAdv10	Been Adventist 10 years or more	73
Birth Place of Parents		
DemBorUS	Born in United States	62
Educational Level of Parents		
DemEduNo	Has no diploma	3
DemEduHS	Has high school diploma	15
DemEduCol	Has college degree	44
DemEduAdv	Has advanced degree	21
Grades of Children		
DemGrd01	Children in 1st grade	17
DemGrd02	Children in 2nd grade	6
DemGrd03	Children in 3rd grade	11
DemGrd04	Children in 4th grade	9
DemGrd05	Children in 5th grade	8
DemGrd06	Children in 6th grade	14
DemGrd07	Children in 7th grade	9
DemGrd08	Children in 8th grade	21
DemGrd09	Children in 9th grade	13
DemGrd10	Children in 10th grade	13
DemGrd11	Children in 11th grade	13
DemGrd12	Children in 12th grade	9
Schools Children Go To		
DemSchPub <sup>a</sup>	Children in public school	46
DemSchPrv	Children in secular private school	2
DemSchChr <sup>b</sup>	Children in non-denominational Christian school	8
DemSchAdv <sup>a,b</sup>	Children in Adventist school	34

*Note.* In all cases,  $N=83$ . <sup>a</sup>Five parents had children in both public and Adventist schools; one had children in public and non-denominational Christian schools. <sup>b</sup>One parent had children in both non-denominational Christian and Adventist schools; one had children in non-denominational and public schools.

**Table 3.** Descriptives for Parent Preferences

Variable	Question	<i>M</i> <sup>a</sup>	<i>SD</i>	<i>Ske</i> <sup>b</sup>	<i>SE</i>	<i>Kur</i> <sup>c</sup>	<i>SE</i>
Advanced Placement							
AdvInd	I want an individualized education plan for my child.	4.8	1.3	-0.4	.3	0.6	.5
AdvLov <sup>d</sup>	Instilling a love of learning is more important than instilling advanced knowledge for preparing my child for college.	5.9	1.0	-1.0	.3	1.5	.5
AdvPlc	I need for school to provide advanced placement classes for my child.	5.3	1.5	-0.8	.3	0.3	.5
Cost and Transportation							
CstSup <sup>c</sup>	For a superior school, I would be willing to pay a monthly tuition per child up to: 1=None 2=\$50 3=\$100 4=\$200 5=\$300 6=\$500 7=\$1,000	4.7	1.6	-0.6	.3	-0.3	.5
CstTrn	I need the school to provide transportation to and from school.	4.6	1.8	-0.5	.3	-0.3	.5
CstTui	I am willing to pay extra tuition for my choice of school.	5.1	1.5	-0.7	.3	0.1	.5
Curriculum							
CurAcr	It is important that a school and its teachers are fully accredited and certified.	6.5	.8	-2.0	.3	4.5	.5
CurBet	Better schools have better curriculums.	5.1	1.6	-0.7	.3	-0.2	.5
CurBok	Extra reading assignments and book reports are important.	5.3	1.4	-0.5	.3	-0.5	.5
CurHmw	Schools should assign plenty of homework.	4.1	1.6	-0.2	.3	-1.0	.5
CurMth	My choice of school is heavily influenced by how mathematics is taught.	4.0	1.4	-0.2	.3	-0.2	.5
CurStd	I pay attention to the standardized test scores of a school.	5.3	1.2	-0.4	.3	-0.4	.5
Environment							
EnvGrp	Group assignments are as important as individual assignments .	5.1	1.5	-0.8	.3	0.1	.5
EnvMul	I prefer a multigrade classroom.	3.4	1.6	0.3	.3	-0.4	.5
EnvSaf	I believe most schools provide for the safety of the children.	5.4	1.3	-1.1	.3	0.8	.5
EnvSml	I prefer a smaller class size of 20 or fewer students.	6.1	1.0	-0.9	.3	-0.1	.5
EnvUni	I prefer that the school uses uniforms.	3.9	1.8	-0.1	.3	-0.9	.5



**Table 3—Continued**

		Extracurricular					
ExtMus	I look for a strong music program in school.	4.9	1.2	-0.4	.3	0.6	.5
ExtSpo	I look for a strong sports program in school.	3.8	1.9	0.1	.3	-1.0	.5
ExtWrk	I would like a work/study program for my child.	5.3	1.3	-0.4	.3	0.0	.5
		Facility					
FacLab	I look for a school with a well equipped science lab.	5.0	1.4	-0.5	.3	0.2	.5
FacTch	It is important for the school to have the latest equipment and technology.	5.7	1.1	-0.8	.3	0.6	.5
		Influences					
InfChi	Where my child wants to go to school has a lot of influence with me.	4.5	1.7	-0.4	.3	-0.8	.5
InfEnj	It is important that my child enjoys their school.	6.4	.7	-0.6	.3	-0.6	.5
InfPar	Other parents' input of a good school is important to me.	5.1	1.1	-0.9	.3	2.3	.5
InfPas	My pastor actively promotes Adventist education.	5.6	1.6	-1.1	.3	0.5	.5
		Proximity of School					
LocAca	I would like my child to go to a boarding academy.	3.3	1.9	0.3	.3	-0.9	.5
LocHom	It is important that the school my child goes to is close to home.	5.6	1.2	-1.3	.3	2.4	.5
		Parent Involvement in Education					
ParEdu	My involvement as a parent is important in my child's educational success.	6.6	.8	-2.2	.3	5.4	.5
ParHmw	I frequently help with my child's homework.	5.3	1.4	-1.2	.3	1.3	.5
		School Prepares For					
PrpBas	I consider elementary and high school as providing basic building blocks which are then developed in college.	6.1	1.2	-2.0	.3	5.4	.5
PrpWrk	It is very important that by the 12th grade my child has the skills to work in a competitive job market.	5.3	1.7	-0.9	.3	-0.1	.5

**Table 3—Continued**

		Spiritual Component					
SpiAdv	If cost and transportation were not issues, I would prefer my child go to an Adventist school.	5.6	1.8	-1.2	.3	0.4	.5
SpiBib	I want my child to learn the Bible in school.	5.7	1.5	-0.8	.3	-0.4	.5
SpiChu <sup>d</sup>	Spiritual teaching should be in church and home, not in school.	3.0	1.9	0.5	.3	-0.8	.5
SpiFth	I want school to value my child's spiritual faith.	6.4	.9	-1.3	.3	0.5	.5
SpiMor	I want school to teach good morals.	6.5	.8	-2.6	.3	10.1	.5
SpiPro	I want school to protect my children from immoral worldly influences.	5.7	1.4	-1.2	.3	1.0	.5
		Teacher					
TeaDis	I pay attention to how teachers manage the classroom and discipline students.	6.2	.9	-1.0	.3	0.0	.5
TeaKnw	It is important for me to know my child's teachers personally.	5.9	1.2	-1.5	.3	3.1	.5
TeaMor	Finding a good teacher is more important than finding a good school.	4.8	1.5	-0.6	.3	0.0	.5
TeaTrs	I trust that most teachers are competent.	5.3	1.2	-1.0	.3	0.6	.5

*Note.*  $N = 83$  for all variables. <sup>a</sup>Except for variable CstSup, the mean score is for the Likert type ranking using the following: [1=Strongly disagree] [2=Mostly disagree] [3=Somewhat disagree] [4=Neutral] [5=Somewhat agree] [6=Mostly agree] [7=Strongly agree]. <sup>b</sup>Ske = Skewness. <sup>c</sup>Kur = Kurtosis. <sup>d</sup>The two variables AdvLov and SpiChu are for preferences that are contrary to the other questions in their theme categories. <sup>e</sup>The mean score for this variable uses the following ranking: 1=None, 2=\$50, 3=\$100, 4=\$200, 5=\$300, 6=\$500, 7=\$1,000.

**Table 4.** Descriptives for Composite Variables

Variable	Question	<i>M</i>	<i>SD</i>	Ske <sup>a</sup>	<i>SE</i>	Kur <sup>b</sup>	<i>SE</i>
Academic Composite (Cronbach Alpha = .707)							
AllAca <sup>c</sup>	Composite of the three advanced placement variables, the six curriculum variables, the EnvGrp and PrpBas variables.	4.8	0.7	-0.3	.3	0.1	.5
Spiritual Composite (Cronbach Alpha = .857)							
AllSpi <sup>d</sup>	Composite of all six spiritual component variables.	5.7	1.1	-1.0	.3	0.6	.5

*Note.*  $N = 83$  for both variables. <sup>a</sup>Ske = Skew. <sup>b</sup>Kur = Kurtosis. <sup>c</sup>AllAca = (AdvInd + AdvLovRV + AdvPlc + CurAcr + CurBet + CurBok + CurHmw + CurMth + CurStd + EnvGrp + PrpBas)/11, where AdvLovRV is the reverse of AdvLov and is equal to 8 - AdvLov. <sup>d</sup>AllSpi = (SpiAdv + SpiBib + SpiChuRV + SpiFth + SpiMor + SpiPro)/6, where SpiChuRV is the reverse of SpiChu and is equal to 8 - SpiChu..

**Table 5.** Variables Used to Test for Differences Between Adventist and Public School Parents

Variable <sup>a</sup>	Transform <sup>b</sup>	Min	Max	<i>M</i>	<i>SD</i>	Skew <sup>c</sup>	<i>SE</i>	Kurt <sup>d</sup>	<i>SE</i>
Sample of Public School Parents ( <i>N</i> = 40)									
AllAca	None	3.3	6.0	4.9	0.7	-0.3	0.4	-0.2	0.7
tAllSpi	LN	0.2	1.9	1.0	0.4	0.3	0.4	-0.5	0.7
tEnvSaf	Square	4.0	49.0	32.0	12.5	-0.7	0.4	0.1	0.7
ExtWrk	None	1.0	7.0	5.3	1.4	-0.5	0.4	0.8	0.7
SpiFth	N/A	4.0	7.0	6.0	1.1	-0.5	0.4	-1.1	0.7
SpiMor	N/A	2.0	7.0	6.2	1.0	-2.1	0.4	6.5	0.7
tSpiPro	LN	0.1	2.0	1.2	0.6	0.1	0.4	-0.9	0.7
TeaMor	None	1.0	7.0	5.0	1.6	-0.7	0.4	0.0	0.7
tTeaTrs	Square	4.0	49.0	28.4	10.0	-0.3	0.4	0.2	0.7
Sample of Adventist School Parents ( <i>N</i> = 28)									
AllAca	None	3.4	6.3	4.7	0.7	0.3	0.4	-0.1	0.9
tAllSpi	LN	0.7	1.9	1.5	0.3	-1.0	0.4	0.7	0.9
tEnvSaf	Square	4.0	49.0	30.8	12.8	-0.6	0.4	-0.4	0.9
ExtWrk	None	4.0	7.0	5.7	1.2	-0.3	0.4	-1.4	0.9
SpiFth	N/A	4.0	7.0	6.8	0.6	-4.1	0.4	17.9	0.9
SpiMor	N/A	5.0	7.0	6.8	0.5	-2.8	0.4	7.8	0.9
tSpiPro	LN	0.4	2.0	1.6	0.5	-0.9	0.4	-0.4	0.9
TeaMor	None	1.0	7.0	4.7	1.6	-0.7	0.4	0.0	0.9
tTeaTrs	Square	9.0	49.0	32.9	11.0	-0.4	0.4	0.1	0.9

*Note.* <sup>a</sup>Variables with a prefix of “t” were transformed to make them more normal.

<sup>b</sup>Transform = transformation performed: Square =  $x^2$ , LN =  $2 - \text{LN}(8 - x)$ , None indicates no transformation was needed, N/A indicates that no transformation could be performed to make the variable normal. <sup>c</sup>Skew = Skewness. <sup>d</sup>Kurt = Kurtosis.

**Table 6.** T-Test Comparison of Parent Scores

Variable	Mean		Transformed Mean		<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i> <sup>a</sup>
	Public	Adventist	Public	Adventist				
AllAca	4.9	4.7			1.03	66	0.308	-0.26
tAllSpi	5.1	6.3	1.0	1.5	-5.52	66	0.000	1.27
tEnvSaf	6.0	6.1	32.0	30.8	0.36	66	0.718	0.15
ExtWrk	5.3	5.7			-1.27	66	0.209	0.32
tSpiPro	5.3	6.2	1.2	1.6	-2.80	66	0.007	0.63
TeaMor	5.0	4.7			0.73	66	0.467	-0.18
tTeaTrs	5.2	5.6	28.4	32.9	-1.77	66	0.081	0.40

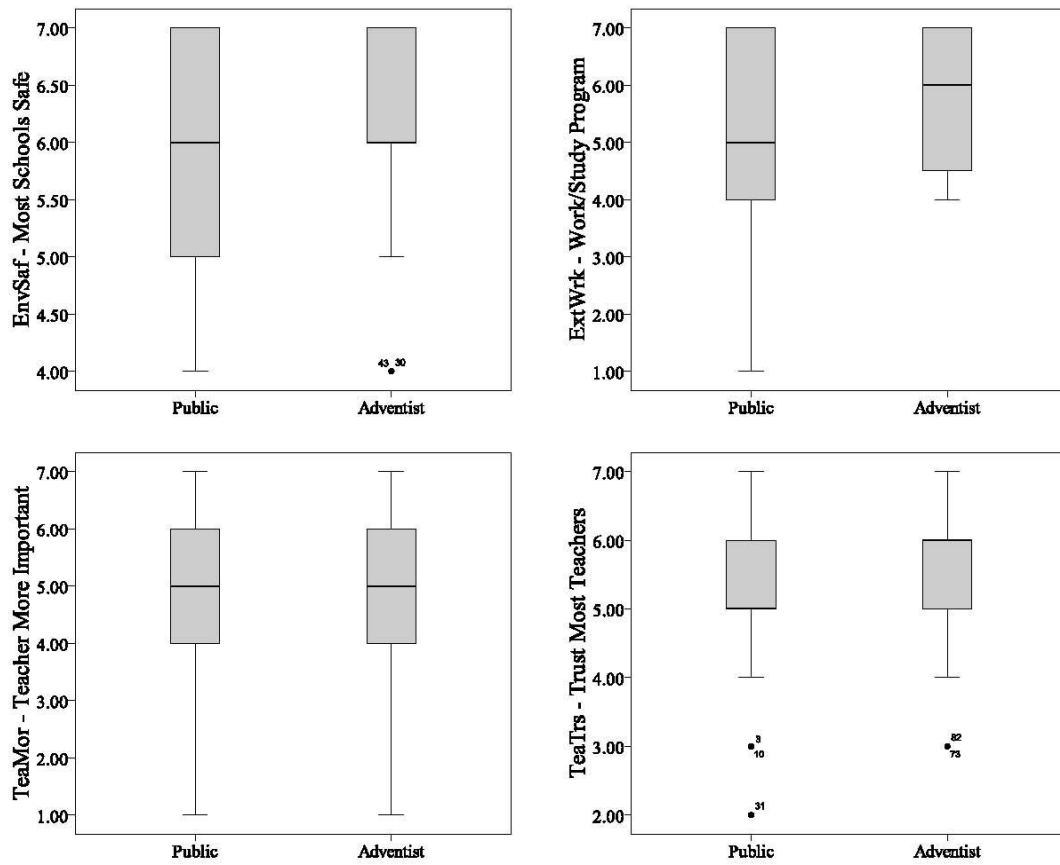
*Note.* No variable failed the Levene's test for equality of variances; all reported values are those for assumed equal variances. <sup>a</sup>Cohen's *d* calculated using means and standard deviations of untransformed scores.

**Table 7.** Mann-Whitney U Test of Parent Scores

Variable	Mean		Mean Rank		<i>U</i>	<i>p</i>	Cohen's <i>d</i> <sup>a</sup>
	Public	Adventist	Public	Adventist			
SpiFth	6.0	6.8	28.2	43.5	307.0	0.000	0.92
SpiMor	6.2	6.8	29.1	42.2	343.5	0.002	0.72

*Note.* <sup>a</sup>Cohen's *d* calculated using means and standard deviations of untransformed scores.

## Box Plots



**Figure 1.** Box plots of variables EnvSaf, ExtWrk, TeaMor, TeaTrs.

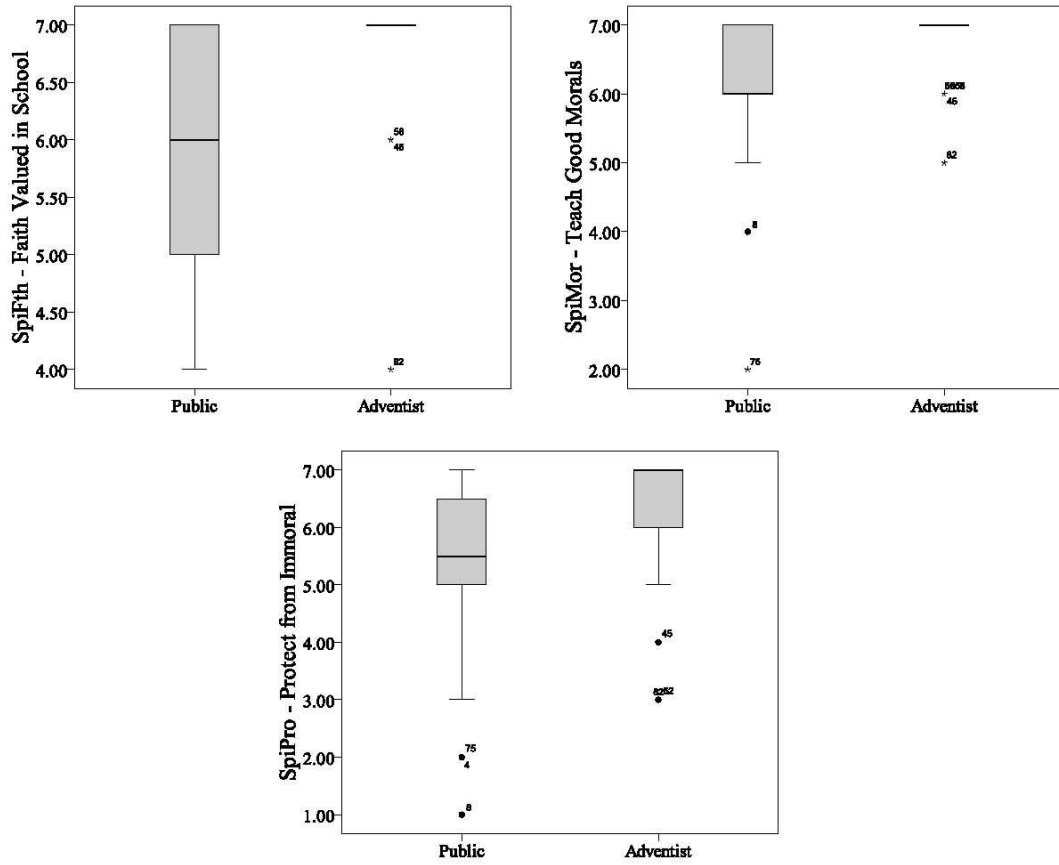


Figure 2. Box plots of variables SpiFth, SpiMor, SpiPro.

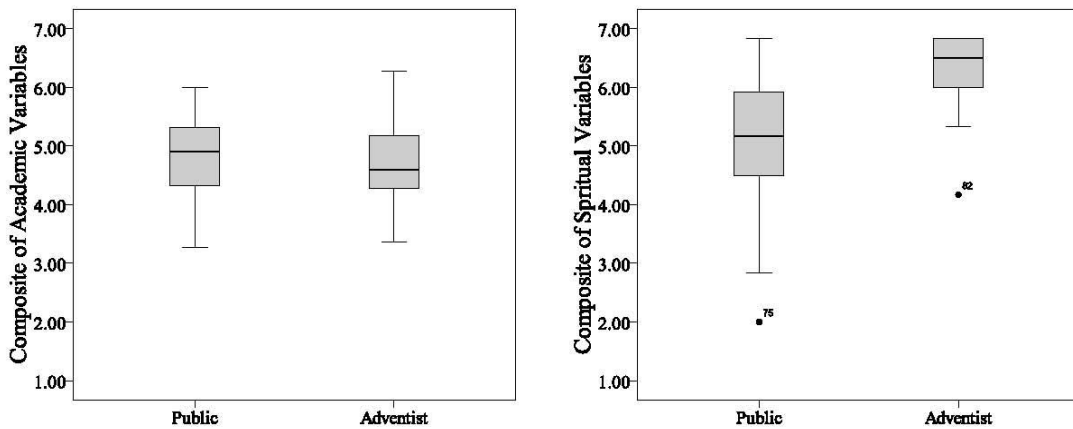


Figure 3. Box plots of composite variables AllAca and AllSpi.

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