

# Research on Adventist Education: Administration Studies

## Elementary & Secondary Education (40)

**Allen, P. L. (1998). *Power in religious organizations: A study of principals' perspectives as seen in three religious high schools in Michigan*. Andrews University.**

*Problem.* Power is a phenomenon that is known to almost everyone, and is evident in any relationship that involves at least two individuals. Despite its inescapability, not many individuals are aware of its nature and characteristics and how it displays itself, especially in the organizational setting. This study focused on how power displays itself in religious organizations, and described particular activities that occur in the context of three religious schools in Michigan.

*Method.* To accomplish the purpose of the study the literature on power was reviewed to identify the existing theories. This documentary approach was combined with case studies to examine the phenomenon within real-life contexts. The case study techniques used were interviews, observation, note taking, and reviewing extant documents in all three schools to obtain a sense of what the observed world was really like. Qualitative content analysis was used to analyze the data. This occurred throughout the process but especially when the data were categorized in a case record by subject and site, and when the database was read several times to look for patterns and to make inferences.

*Conclusions.* The religious institutions studied were characterized by systems of organization, authority, and ideology, which kept things in order and allowed them to accomplish their mission and maintain their status quo. The lower organizations such as the schools operated in a similar way to the church body which owns them, and to ensure that this happens, the head of the church organization serves also as the titular head of the schools and has representatives on the boards of these lower organizations. The policies by which these schools operate are drafted by the parent organization, and specific school policies required approval of the higher organization before becoming effective.

*Authority* is the most evident form of power in the schools and is legitimized by position, person, and performance. The CEO is authorized by the board to lead the institution. His power is further strengthened by his character, ability to use the elements of the spiritual life, and resources for the benefit of the organization. Ideology was identified as the sieve through which education is transmitted, and played a major role in the employment of teachers. The systems of organization, authority, and ideology provide opportunity for a high potential for abuse, because of the rigidity in their structures and expected adherence. The principals are required to enforce the standards and model the qualities of the Christian life as was evident in Jesus Christ. This posed a serious challenge as the servant leadership which they would like to model was frequently subsumed to the need to fulfill organizational requirements.

*More Information:* Full text available online

**Babcock, G. P. (1979 ). *Educational facility space guidelines for Seventh-day Adventist schools, K-12 in the United States.* Andrews University.**

*Problem.* There is a lack of definitive educational facility space guidelines that Seventh-day Adventist church groups may follow in their planning for new school plants. Since requests constantly arrive at the denomination's headquarters for assistance in the planning of school facilities, the General Conference of Seventh-day Adventists through its Department of Education has requested that a set of guidelines relative to minimum space requirements be developed to cover grades K-12 in the United States. Therefore, the primary purpose of the study was to develop minimum space guidelines for the planning of school facilities for the United States portion of the North American Division of Seventh-day Adventists.

*Method.* In order to provide a viable basis for the space guidelines, literature and research were reviewed, the requirements and standards of the fifty states relative to space guidelines were identified, recommendations from professional associations were sought, and personal contacts were made. An analysis of the data gathered yielded information from which it was possible to identify those elements considered significant and upon this information was built a set of suggested minimum space guidelines. All of the superintendents of education in the United States portion of the North American Division of Seventh-day Adventists were asked to respond to the suggested guidelines through the use of an opinionnaire. The guidelines were also submitted to a selected panel of jurors. On the basis of the ideas and information gathered, the minimum space guidelines were revised. The guidelines were then resubmitted to selected members of the panel of jurors for their final evaluation.

*Conclusions.* Major conclusions drawn as a result of literature surveyed, information gathered, and experience gained during the course of the study were that:

1. It is possible to ascertain facility and space requirements by surveying literature and gathering data from the various states
2. The planning of school plants is a complicated process which needs input from teachers, educational administrators, the community, and architects
3. Space guidelines are generally built upon opinions or committee actions and not upon research
4. The only solid research found (Stottlemyer, 1965; Gaude, 1965; Daniels, 1966; Rosenfeld, 1968) concerning the relationship of achievement in subject matter to classroom space, role behavior of pupils to classroom space, number and kinds of pupil activities to classroom space, and pupil deviant behavior to classroom space is largely ignored
5. A body of objective data derived from experimentation could be accumulated to provide the basis for defensible decisions by school plant planners regarding the size of classrooms
6. It is possible to develop school plants which are adequate to meet the educational needs of the youth and which are considerably smaller in size (and therefore cheaper in cost) than what the majority of educators think is adequate
7. The planning process for Seventh-day Adventist schools is similar to, yet distinct from, the planning of larger public schools in that particular problems must be met and distinctive answers sought for them.

*Recommendations.* Based upon the findings of this study, the following recommendations are presented for consideration:

1. In future planning for classroom space, care should be taken not to exceed the space allocation recommended in this study which could result in savings in construction costs.
2. The planning processes for Seventh-day Adventist schools should be closely analyzed in order to make certain that classrooms are not "over-sized"
3. The space guidelines developed in this study should be field tested by those committees planning to build Seventh-day Adventist church schools both at the elementary and secondary levels, and revised in the light of experience
4. Additional studies relative to space needs in specific areas of a school should be conducted (dormitory needs, space needs for work-study programs, and etc.)
5. Short seminars or training courses should be developed to prepare Seventh-day Adventist educators and others concerned with school construction in the developing of educational specifications for Seventh-day Adventist schools.

*More information:* Full text available online

**Barrett, D. (2009). *School vouchers and religion: An examination on attitudes of evangelical parochial leaders in Southern California*. La Sierra University, Riverside, CA.**

*More Information:* Full text will be available online when completed

**Beverly, O. D. (2010). *An assessment of factors influencing student enrollment within the Southern Union Conference of Seventh-day Adventist secondary schools*. Wayne State University, Detroit.**

Work in progress: The primary goal of this research is to identify significant factors which serve as possible impediments to student enrollment in secondary schools within the Southern Union Conference. This study is rooted in the belief that if significant factors which serve as possible impediments to student enrollment can be identified, then effective strategies can be developed to not only reduce enrollment declines, but ultimately stabilize enrollments. This information can also assist the organization in developing long range strategic plans for institutional sustainability over time.

A review of the literature has been conducted on factors which contribute to enrollment trends across educational institutional types-public schools, charter schools, private and parochial schools. The literature review has identified factors influencing enrollment fluctuations and particularly enrollment declines in Seventh-day Adventist schools. Consistent with other parochial schools, the Southern Union Conference of Seventh-day Adventist, one region within the Seventh-day Adventist church organization, has not been immune to the national trend of declining student enrollments found in many private and parochial schools nationally. While church membership has grown in the Seventh-day Adventist church organization, K-12 enrollment in Adventist schools has declined. As a result of concern over fluctuations and declines in student enrollment in its schools, the Southern Union Conference of Seventh-day Adventist has set a goal of increasing K-12 enrollment 30% by the year 2010.

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**Brown, G. A. (1982). *Resource allocation in Seventh-day Adventist elementary schools: An educational production function study.* Andrews University.**

*Problem.* Scarce resources and declining student achievement, heighten the need for schools to examine the resource allocation function more closely than ever to ensure that resources are being used most effectively. The purpose of this study was to evaluate the effects of selected school controlled variables on student achievement in Seventh-day Adventist elementary schools and to develop guidelines for the resource allocation function relative to these selected variables.

*Method.* Thirty schools on both grades three and six served as the population sample. Achievement scores were used as the determiner of school effectiveness. Three basic multiple regression procedures were used in the analysis of data: (1) zero order correlations, (2) individual stepwise multiple regression, and (3) group stepwise multiple regression. The last two procedures were repeated using the previous achievement status as control variables.

*Conclusions.* Major conclusions of the study were: (1) The best predictor of future achievement was the previous achievement status of the student. (2) Most of the variables entered into the prediction equations offered results that conflicted with their zero order correlations. (3) Urban schools rendered strongly negative associations with achievement. (4) Increasing the number of sponsoring churches (and thereby pooling resources) rendered negative associations with achievement. (5) Teachers with bachelor's degrees and/or additional experience were associated with achievement gains on the third-grade level. Opposite results, though somewhat mixed, tended to be true on the sixth-grade level. (6) The group of financial variables offered the weakest correlations with achievement when previous achievement was not controlled; when achievement was controlled, the three groups (school, personnel, and financial) offered approximately equally strong correlations.

*Recommendations.* (1) Whenever and wherever possible, schools should be located away from urban areas. (2) Schools should have as few sponsoring churches as possible. (3) When hiring teachers for the third-grade level, teachers without graduate degrees and/or with the most experience should be given preference. (4) Schools need to have a variety of positively correlated variables associated with their programs to offset the influences of a few strongly negatively correlated variables.

*More information:* Full text available online

**Brown, P. R. (1996 ). *Administrative stress and burnout among Seventh-day Adventist school administrators in the United States.* La Sierra University.**

*Purpose.* This study examined and compared the perceived sources of administrative stress that contributed most to feelings of job-related burnout for elementary/junior academy principals, senior academy principals and superintendents within the Seventh-day Adventist school system in the United States. This study also sought to identify specific variables within these administrative groups that were significantly related to total perceived administrative stress and feelings of job-related burnout.

*Methods.* The Administrative Stress Index (ASI) and the Maslach Burnout Inventory (MBI) were used as part of a non-experimental research design to survey 260 principals and superintendents from the Seventh-day Adventist school system in the United States. Multivariate analysis of variance, discriminant analysis, and Pearson correlations were used to analyze the data. Statistical significance was set at  $p < .05$  for all of the data analyses.

*Results.* Significant differences were found between principals and superintendents in terms of perceived administrative stressors on the ASI. Pearson correlations revealed moderate to strong positive associations between total perceived administrative stress and emotional exhaustion as well as depersonalization levels. A weak-moderate negative correlation was also identified between total perceived administrative stress and level of personal accomplishment.

Multivariate analysis revealed significant differences among the administrative groups in terms of emotional exhaustion burnout levels. However, no significant differences occurred between the administrative groups in total perceived administrative stress or in depersonalization and personal accomplishment burnout. Age and educational level were the demographic variables most frequently found to be related to total administrative stress and feelings of job-related burnout.

*Conclusions.* Task-based stressors appeared to contribute most to feelings of job-related burnout for all administrative groups. Approximately one in every three principals surveyed noted high levels of emotional exhaustion burnout. Total perceived administrative stress appeared to contribute to job-related burnout in all areas: emotional exhaustion, depersonalization, and personal accomplishment for principals and superintendents. However, despite significant findings of moderately positive or negative correlations, the relationships were not perfect, indicating that other factors were likely contributing to both stress and burnout for respondents in all administrative groups.

*More information:* Full text available online

**Bryson, J. W. (2006). *Factors influencing enrollment trends in Seventh-day Adventist boarding schools on North America.* Andrews University.**

*Problem.* Enrollment is declining in the majority of Seventh-day Adventist boarding academies in North America, while it is increasing in a few. This study seeks to identify the more important factors related to increasing and declining enrollment trends.

*Method.* A basic causal-comparative study was conducted involving two groups of Seventh-day Adventist boarding academies, one with an increasing and one with a declining enrollment trend. A survey questionnaire was designed for educators, students, and parents/guardians affiliated with these academies to assess satisfaction and relevant perceptions and to rank the perceived importance of factors influencing enrollment trends, including Academics, Climate, Cost, Facilities, Leadership, Location, Mission, and Support. The statements were developed based on the findings from a review of literature, including the theories of Astin, Pascarella, Terenzini, and Tinto.

*Findings.* The most critical factors influencing enrollment for the respondents were Climate, Mission, and Academics. Cost was the weakest. There was no clear-cut distinction between respondents from academies experiencing an increasing and a declining enrollment trend on levels of satisfaction and perceptions of the factors that influence enrollment. Differences were evident in the relationship of socioeconomic status, church affiliation, and prior boarding academy experience of parents/guardians and levels of satisfaction, perceptions, and influences on enrollment. The findings supported the theories of enrollment, that it is not just one factor, but a combination of persons, systems, academics, and social influences that impact the decision to attend and stay enrolled in a private or parochial school.

*Conclusions.* Although a positive climate, excellent academics, and a focused mission are essential elements for maintaining stable enrollment levels, there still seem to be factors outside the eight identified in this study that could provide answers to the dilemma of declining enrollment trend in some of the Seventh-day Adventist boarding academies in North America. The value Adventists and other private and parochial organizations place on Christian education needs to be seriously assessed.

More Information: Full text not available online

**Caskey, R. L. (2002). *An examination of the perceived need and recommended competencies for a secondary school principal internship program in the Seventh-day Adventist educational system.* Andrews University.**

The purpose of this study was to examine the perceived need for, the recommended competencies of, and the delivery systems suggested, for a secondary school principal internship program in the Seventh-day Adventist educational system. This study evolved from the belief that the significant turnover of principals represents a challenge for Adventist education. Because of this, the supply of qualified and experienced candidates is not available in sufficient numbers to meet the current personnel needs for secondary school administrators.

The review of related literature traced the history of principal internship training in the public school system from the early 1800s to the present. A brief report of Adventist internship information was included. An author generated survey was sent to four major stakeholders in the field of Adventist education: Secondary school board chairs, secondary academy principals, conference and union superintendents, and college and university professors of education in Seventh-day Adventist institutions of higher learning. The groups surveyed included the entire population of these educational leaders in the North American Division of Seventh-day Adventist education (  $n = 297$ ). The research for this study was divided into three parts: (1) The perceived need for a principal internship program; (2) the curricular components and places where they are best learned; and (3) the delivery systems recommended to make this internship available. ANOVA, Chi-square, and post hoc Student-Newman-Keuls tests were used for data analysis.

Findings indicated that all four groups perceived the inclusion of a principal internship program as very important in the training of new principals. They affirmed the importance of all twenty-two competencies surveyed with the best places for learning most of these competencies to be

during an internship or through job experience. They further recommended that the North American Division Office of Education in the General Conference of Seventh-day Adventists assume a leading role in the establishment of principal internship programs in cooperation with union and local conferences and Seventh-day Adventist colleges and universities.

*More information:* Full text available online

**Claver, N. (2008). *Stakeholders' perceptions of school climate and their partnership in school curriculum as predictors of school reputation: A correlational study.* AIIAS, Silang Cavite, Philippines.**

The main purpose of this study was twofold. The first purpose was to determine the stakeholders' perceptions of school climate and their partnership in school curriculum, and school reputation. The second was to come up with a predictive model for school reputation using school partnership, school climate and some demographic variables as predictors.

As a descriptive and correlational survey design, convenience and purposive sampling method was used to select the participants. These included 321 respondents (students: 152, teachers: 44, parents: 63, and community members: 62) from 4 Adventist academies in the Philippines. They responded to 3 questionnaires—High School and Family Partnership (adapted), School Climate Survey (adapted), and Adventist School Reputation (created by this researcher).

When the perceptions of all the stakeholders on school partnership with stakeholders, school climate, and school reputation were considered, the findings of the study showed that the stakeholders generally agreed that many aspects of school partnership with stakeholders, school climate, and school reputation were practiced in their schools. Though significant differences in perceptions of the above variables occurred, the study found that Adventist male and female students, teachers with post-graduate degrees, and stakeholders from boarding schools acknowledged that aspects of school partnership with stakeholders, school climate, and school reputation were practiced in their school. Exceptionally, female students had higher acknowledgement with regard to the practices of philosophical foundation (Adventist religious beliefs) in their schools than male students.

The study also found that all the relationships between school partnership, school climate and school reputation were positive. The relationships ranged from weak to strong. The study further found that the demographic profile (religion), school partnership with stakeholders (parenting) and school climate (student-teacher relations, school environment and staff dedication to students learning) predicted the reputation of the school. These variables explained 55% of the variance in reputation. Recommendations were given to school leaders and future researchers based on these findings.

*More Information:* Copy available from AIIAS Leslie Hardinge Library LG224.E38 .C54 2008

**Dunbebin, C. U. (1959). *An investigation to determine the role classroom teachers play in recruitment.* Andrews University, Berrien Springs, MI.**

[Ch IV – Conclusions and Recommendations] This study was undertaken to determine as far as possible:

- (1) the reasons which teen-agers and others have for not looking toward teaching as an appealing career,
- (2) the major reasons teen-agers give for wanting to become teachers,
- (3) changes which these same students would make to enhance the appeal of teaching, and
- (4) the place which the classroom teacher occupies in the effective recruitment process.

Data which was collected from two sources has been used in developing the conclusions of this study. The sources of data were: a review of current literature dealing with the problem, and information provided from a survey of the students of seven senior academies of the Columbia Union Conference of Seventh-day Adventists.

*More Information:* Full text not available online. Andrews University Library G.S. Th. D899

**Dunbebin, C. U. (1980). *The effect of reality therapy as an administrative model upon the organizational climate and educational outcomes of selected elementary schools.* Dissertation, Andrews University.**

*Problem.* Organizations of nearly every type succeed in fulfilling their mission best when they are productive and effective. Changes in societal outlook have made administrative demands that older leadership theory does not satisfy. It was the purpose of this study to determine the effect the use of Reality Therapy as an administrative model would have upon leader behaviors and organizational climate.

*Method.* The Solomon Four-Group Design was used. The Profile of a School, Leader Behavior Description Questionnaire-Form XII, and Comprehensive Test of Basic Skills-Form T were used to measure change. Four methods of statistical analysis were used: (1) univariate one-way analysis of variance, (2) two-way analysis of variance, (3) analysis of covariance, and (4) t-test for two means. Eighteen elementary schools from the Seventh-day Adventist educational system were studied. Eight were experimental schools and ten were control schools. The eight experimental principals underwent five days of in-service instruction in using Reality Therapy as administrative model over a six-month time period.

*Results.* Significant differences emerged for four causal variables related to principal perceptions of the superintendent: Goal emphasis, Team building, Work facilitation, and Leader trust ( $p < .10$ ). Significant differences were noted for two intervening variables: principal and student perceptions of Subordinate-influence ( $p < .10$  and  $p < .05$ ). No significant difference was shown with respect to end-result or leader behavior variables.

*Conclusions.* The data and their analyses provide a basis for four conclusions with regard to the purpose for which the study was conducted: (1) The use of Reality Therapy as an administrative process did not significantly affect the organizational climate of the experimental group. (2) The

use of Reality Therapy as an administrative process produced significant differences between the experimental and control groups of principals with respect to four causal variables and one intervening variable. (3) The use of Reality Therapy as an administrative process produced a significant difference between the experimental group of students and the control group of students with respect to one intervening variable. (4) The use of Reality Therapy as an administrative process did not produce any significant differences between the experimental and control groups with respect to end-result variables.

*More information:* Full text available online

**Dupont, C. (1989). Is Adventist education for everyone? *Journal of Adventist Education*, 52(2), 10-14. Retrieved from <http://circle.adventist.org/files/jae/en/jae198952021005.pdf>**

The author surveyed Adventists in the Lake Union Conference about the possibility of developing Adventist special-education programs for the mentally retarded. The only way for all Adventist children to be enrolled in Adventist schools is to develop special-education curricula for exceptional children. The aim of the survey was to gauge how Lake Union Conference members related special education to their own educational philosophy and whether they would support the development of such programs. An attitude scale was constructed. Aspects of special education programs discussed are networking, teacher training, cooperation with public schools, church activities, and printed resources.

*Full text on CD:* jae198952021005.pdf

**Ecclestone, R. A. (1978). *An application of the Finlayson School climate scales to four Seventh-day Adventist secondary schools*. Dissertation, University of New England.**

The Finlayson School Climate Questionnaires were administered to four independent secondary schools, each belonging to the Seventh-day Adventist system of education. Two were boarding schools situated in Perth and Melbourne and two were day schools situated in Adelaide and Melbourne. The data were collected at the end of 1977 and analysed by the University of New England factorial analysis computer program. This program was devised by the University for the project of which this study forms a part.

The factorial solution obtained in this study indicates that the Finlayson Questionnaires can be used to measure factors relevant to the concept of school climate in Australian Schools. As one would expect the factorial solution differs to that obtained by Finlayson in British secondary schools. The factorial solutions obtained in this study are compared to those obtained by the U.N.E. and another writers similar application to three Catholic secondary schools. Considerable agreement is found. The scores obtained by the four S.D.A. schools, on individual factors, were compared to those obtained by 42 other Australian schools selected by the computer. Attempt is made to relate this comparison to differences in underlying philosophy.

More Information: Copy available from Avondale College Library [371.0716794 Ec2]  
**Furst, L. G. (1997). Judicial involvement in the governance of church-operated schools. *Journal of Research on Christian Education*, 6(2), 261-282.**

Courts at various levels are called upon to decide issues of governance within churches and church-operated schools. This article reviews four cases, two in Federal courts and two in state courts (in the USA), to determine when judicial intrusion into church disputes is appropriate. The First Amendment prohibits court review of disputes involving church policy and procedure. Religious organizations establish their own rules and regulations for internal governance and discipline, and the courts must accept the decision of church tribunals on such matters. However, when a church-operated school utilizes civil instruments, such as contracts, in carrying on its work, the involvement of the court in settling disputes is appropriate.

*More information:* Lyndon G Furst, Andrews University

**Gamblin, R. T. (2007). *Organizational orientations of K--12 school leaders in the Columbia Union Conference of Seventh-day Adventists*. Dissertation, Andrews University.**

*Purpose of the study* . The purpose of this study was to examine the organizational orientations-- *structure, human resource, political, and symbolic* --of the K-12 school leaders in the Columbia Union Conference of Seventh-day Adventists, and the relationship, if any, to their personal variables of age, gender, experience, and their professional variables of grade levels served, educational attainment, enrollment, support, feelings of success, and job satisfaction.

*Method* . A self-administered Organizational Orientations survey instrument, based on the multiple orientation framework of Bolman and Deal, was used to gather information about the school leaders. The population surveyed provided 56 usable responses, which were analyzed by descriptive statistics, *t* test, analysis of variance (ANOVA), and test of correlation coefficient. Sixteen orientation use (patterns) hypotheses were tested at an alpha level of 0.05. Sixteen orientation level (means) hypotheses were tested at an alpha level of 0.01, except for support, feelings of success, and job satisfaction (0.05). Findings from the content analysis--qualitative data--were compared to the findings from the survey data.

*Results* . As a group, Adventist school leaders in the Columbia Union Conference rated the human resource orientation highest followed by the structural, symbolic, and political. The findings indicate that high-school configured school leaders were more politically oriented than Grade 8 configured school leaders. School leaders of small schools were more structurally oriented than school leaders of large schools. Structurally oriented school leaders felt more supported by their pastors and school boards than other school leaders. Multi-oriented school leaders felt more supported by their conference personnel. Qualitative findings indicated that school leaders were more symbolically oriented than they reported on the survey.

*Conclusions* . School leaders use the human resource orientation more than other orientations when making decisions concerning their organizations. High-school configured school leaders are more politically oriented. A significant number of structurally oriented school leaders of small schools feel supported more by the school board and pastors than do the other school leaders.

In contrast multi-oriented school leaders felt more successful, satisfied, and supported by their conference personnel. The differences between support of school boards and pastors, and conference support to school leadership organizational orientation may be of concern.

*More information:* Full text available online

**Gillan-Byrne, C. (2009). *A philosophical, educational and organizational model for Seventh-day Adventist early childhood education and care centers*. La Sierra University, Riverside, CA.**

*More Information:* Full text will be available online when completed

**Gonzalez, E. A. (1994). *The role of the academy principal in the Austral Union of the Seventh-day Adventist educational system as perceived by principals and teachers*. Dissertation, Andrews University.**

*Problem.* Considering the rapid expansion of educational institutions in the Austral Union of Seventh-day Adventists and the lack of a job description for principals, there is a need for more research in the area of the principal's role.

*Method.* This was a descriptive survey research. A 71-item questionnaire created by Robert Kalangi in 1975 and modified by the researcher was used in this study. The population was all of the principals and teachers of the 12 day- and boarding-academies in the Austral Union. The data were analyzed using percentages, means, and standard deviations. Comparisons were made using t tests and chi-square at .05 level.

*Findings.* Seven of the eleven categories were considered as functions that the principal should perform. The other four categories were considered neutral. Forty-six of the 71 items were perceived as tasks that the principals should perform. Nineteen items were considered neutral, and only 1 was considered as a task that the principal should definitely not engage in. Most of the categories in the Managerial Dimension had a high rating as tasks to be performed by the principal. Principal and Guidance/Discipline had the highest rating by both principals and teachers. Principal and Curriculum/Instruction had a lower rating than what appears in the literature. Other specific tasks which are related to teacher expertise or to activities outside of the school were not perceived as tasks that the principal should perform. It was found that educators favor an advisory committee helping the principal in decision-making.

*Conclusions.* The ideal principal should create a secure school environment, giving priority to the tasks in the Managerial Dimension, especially Guidance/Discipline. The ideal principal should help teachers reach their goals through effective supervision. He/she should engage only in tasks directly related to the school. The principal should seek more participation in decision-making, especially from the teachers with more experience and commitment to the school. *More information:* Full text available online

**Gregorutti, G. (2007). Factors influencing enrollment in Adventist K-12 schools: A review of the literature. 1-10. Retrieved from <http://circle.adventist.org/download/FactorsInfluencingK12Enrollment.pdf>**

This paper summarizes Adventist dissertation research on factors affecting enrollment in Seventh-day Adventist K-12 schools in North America and overseas, 1960-2005. It includes actual trends in private K-12 schools in the USA in comparison with Adventist education. A shorter version of this report was published in the Journal of Adventist Education, by the same title.

*Full text on CD:* FactorsInfluencingK12Enrollment.pdf

**Gregorutti, G. (2007). Trends influencing enrollment in Adventist K-12 schools in NAD: A review of the literature. *Journal of Adventist Education*, 70(2), 10-17. Retrieved from <http://circle.adventist.org/files/jae/en/jae200770021008.pdf>**

In a review of Adventist educational research (1980-2005), Gregorutti infers that enrollment in North American Adventist K-12 schools seems to be affected by: 1) parent's perceptions, 2) parents exposure to and/or identification with Adventist education, 3) external factors such as distance from school and tuition costs, 4) promotional factors such as marketing by pastors, teachers and church leaders, and 5) the level or support of church leadership.

*Full text on CD:* jae200770021008.pdf

**Herman, D. (2009). *Educating Adventists in the school, church and home: A qualitative study of thirty students from Adventist education*. La Sierra University, Riverside, CA.**

*More Information:* Full text will be available online when completed

**Higgs, N. G. (2002 ). *An inquiry of governance training, perceptions of board members' qualifications, and board assessments of day academies in the Southern Union Conference of Seventh-day Adventists*. Dissertation, Andrews University.**

*Purpose of study.* The purpose of the study was to investigate the school boards of non-boarding secondary schools in the Southern Union regarding their governance training programs, the perceptions of the board members regarding their qualifications, and the assessments of the school boards for their effectiveness.

*Methodology.* This study used both qualitative and quantitative approaches to collect data. Five board members and school officials were interviewed. Quantitative data were collected by a questionnaire developed by the researcher. The questionnaires were completed by 109 board members. The population consisted of all willing board members present at a scheduled board meeting. Participants were permitted to refrain from answering questions with which they felt

uncomfortable. The participants responded to 11 objective questions regarding board activities and 13 subjective statements in which they selected responses from strongly agree to strongly disagree. A number of hypotheses were developed regarding the relationship between school board practices and the board members' perceptions. These hypotheses were tested using chi-square and compared with the qualitative data.

*Results.* Qualitative and quantitative findings revealed that there is no systematic governance training in the Southern Union even though two conferences within the union have had periodic training seminars for board members. These two conferences used the school board manual as the basis for their training.

Even though the majority of school board members did not receive governance training, they perceived themselves as qualified for school board membership. They discussed some ideal qualifications for board members such as having an interest in the overall school program and having professional skills needed by the school. They also stated that they understood their roles and responsibilities and were able to make good decisions regardless of governance training. School board members revealed that there was no systematic assessment of board members' effectiveness in the Southern Union.

*Conclusions.* Governance training is not perceived as a high priority among board members. School board assessment is not considered essential for the effectiveness of school boards in the Southern Union Conference of Seventh-day Adventists.

*More information:* Full text available online

**Hill, B. (2006). A more complete report card. South Pacific Division Office of Education.**

What is the purpose of your school? How Adventist do you perceive it to be? Read this summary report of research conducted in the South Pacific Division by Division Education Director, Barry Hill. Comments on 8 of the 18 interview questions are summarized under the headings: the school's purpose, Adventist ethos, teacher's spiritual life, teacher beliefs, non-Adventist school population, teaching values and ideas, school relationships, and school evangelism.

*Full text on CD:* SPDRResearchReport7-06.pdf

**Kunitz, E. J. (1988). A study of group attitudes toward the professional status of teachers in selected Adventist elementary and secondary schools. Andrews University.**

*Problem.* It was not known to what extent groups associated with Adventist education supported the professional role orientation of teaching which in turn affected the work behavior and morale of teachers.

*Method.* A Professional Role Orientation Scale (PROS) was responded to by 701 randomly selected subjects. The scale contained four criteria identifying professional aspects of teaching

as a profession. Responses to the instrument were item weight analyzed and judged for point multiserial reliability before insertion into a BMDP statistical program. Four null hypotheses were tested using two-way ANOVA with the Scheffe test for multiple mean comparisons. Stepwise multiple regressions were conducted on 13 demographics. Ranked and proportional scoring for maximum agreement or disagreement to PROS-items by groups and school levels was performed. Responses to three critical issue questions involving group recognition of teacher professionalism were analyzed.

*Results.* (1) There was no significant difference ( $P \leq 0.7156$ ) between the attitudes of elementary- and secondary-school groups to teacher professionalism recognition. (2) There was a significant difference ( $P \leq 0.0005$ ) between the groups attitudes toward recognition of teacher professionalism. (3) There was no significant interaction ( $P \leq 0.5013$ ) between the four groups and their related school levels. Comparative studies with proportional scoring indicated pastors and principals had less positive attitudes toward recognizing teacher professional status as colleagues with dual-parallel roles. (4) Of the four PROS-categories, the most disagreed with were: (1) professional colleague association, and (2) decision-making authority over work-related teaching activities. (5) Group responses were significantly influenced ( $P \leq 0.05$ ) by: (1) Income (Pastors), (2) Race (Principals), (3) Occupation, Age, Gender, Income, Marital Status (Teachers), and (4) Race, Occupation, Locale, Marital Status (Parents). (6) Professional role recognition of teachers was influenced by: (1) teacher mobility, (2) pastoral support and recognition, and (3) positive student attitudes and achievement.

*Conclusions.* (1) Fear of union-related association with loss of traditional control over decision-making authority was evident, particularly among church school pastors and principals, but not among parents and teachers. (2) Job insecurity, due to short-term hiring practices, was related to increased deprofessionalization of the teacher's role in the Adventist Church organization. (3) Church pastors must recognize and respond positively to distinctive role of Adventist teachers as co-professional.

*More information:* Full text available online

**Lim, D. H. W. (1998). *Educational administrators and computer usage: Leadership styles and computer attitudes in small secondary schools in North America.* Andrews University.**

*Problem.* The purpose of this study was to examine the relationships between the computer attitudes of educational administrators and teachers, the leadership styles of educational administrators, and computer usage in secondary schools.

*Method.* The design of this study used the questionnaire survey to collect data investigating relationships between educational administrators' attitudes toward computers, their leadership styles, and computer use in schools. The sample of the study was derived from educational administrators and teachers from 58 Seventh-day Adventist senior academies (i.e., high schools) found in the United States and Canada. Two instruments were selected for this study. The Computer Attitude Scale (CAS) developed by Loyd and Loyd was used for measuring attitudes toward computers of the educational administrators. The Leadership Behavior Analysis

II-Other was administered to assess the leadership styles of the educational administrators as perceived by teachers.

*Results.* Educational administrators' primary leadership styles had significant correlations with computer anxiety, computer liking, and combined scales whereas leadership style effectiveness and leadership style flexibility had no significant correlations with educational administrators' attitudes toward computers. The t-test of the two dominant leadership styles S3 and S4 indicated a significant difference between S3 and S4 leadership styles for computer anxiety, computer liking, and combined scales. The age and ethnicity of educational administrators also had no significant impact on their attitudes toward computers. No significant relationships were found between attitudes toward computers of educational administrators and attitudes toward computers of teachers.

*Conclusions.* Leadership styles and attitudes toward computers of educational administrators did not have any impact on teachers' attitudes toward computers and computer usage for instructional purposes. Teachers' computer attitudes had a significant correlation with computer usage for instructional purposes.

*More information:* Full text available online

**Marshall, D. E. (2008). *An investigation into the issue of low enrolment in Adventist schools in Canada and how it is being addressed: Seventh-day Adventist Church in Canada.* Retrieved from [http://catnet.sdacc.org/resources/res\\_ID213.pdf](http://catnet.sdacc.org/resources/res_ID213.pdf).**

This study was designed to investigate the low and declining enrolment in Seventh-day Adventist schools in Canada. The investigation was accomplished by conducting a survey among four groups of stakeholders: school administrators, teachers, support staff and school board members. The survey addressed areas such as program quality, facilities, resources, location, marketing, and the perceived roles of teachers, administrators, pastors and other stakeholders. The results of the investigation suggests that, although Adventists schools in Canada deliver a high quality educational program, several areas contribute to low and declining enrolment: tuition cost, program and personnel issues, school plant and facilities, competition and poor marketing. Of these drivers, high tuition cost is the most common reason given by parents for not enrolling their children in Adventist schools. But stakeholders believe that to arrest and reverse the declining enrolment trend, emphasis must be placed on having an aggressive marketing strategy involving key stakeholders.

*Full text on CD:* SDACCenrolmentstudy2008.pdf

**Matthes, A. C. (2010). *The relationship between the principal's leadership characteristics and the ability of primary teachers to deal successfully with the challenges associated with change: A teacher's perspective.***

The literature suggests that there is significant change occurring in the education systems in most countries around the world including Australia (Fullan, 2005; Gamage, 1996). Research relating to the teachers' perspectives of the impact of this change, particularly in the Seventh-day Adventist (SDA) schools system, appears lacking. This thesis firstly examines the perceptions of Australian primary teachers employed by the SDA schools system relating to the extent of change in different areas within the education scene that impacts on their practice. Secondly, it explores the teachers' views on how the school leaders can best help them in dealing with the challenges resulting from the constant changes in their working environments.

This research was conducted employing both quantitative and qualitative methodologies with the integration of both sets of data at the interpretation stage of the study. The quantitative component consisted of an empirical survey involving 282 out of 425 primary teachers within the Australian SDA schools system from 48 out of a total of 51 primary schools. The qualitative component included semi-structured interviews with 28 primary teachers.

The data analyses suggest teachers perceived that the changes in societal expectations, together with an increased likelihood of litigation as well as constant curriculum modifications and meeting increased parent expectations, were having a significant impact on the time available to perform all that is required within their teaching role. Further, the research suggests that teachers were of the opinion that they would have been able to deal successfully with the challenges of change, in a functional, emotional and future sense if their school leaders were more understanding, adopted a personal focus and created collegial environments within the schools. The data also suggests that a significant number of teachers were of the opinion that they were not being sufficiently supported or included in decision-making processes relating to the introduction of change in schools, at times resulting in dissatisfaction with their present roles. Based on the findings, the study recommends that there needs to be further professional development for the Australian SDA school leaders emphasising people-oriented leadership styles and managerial practices rather than bureaucratic-type task orientation in understanding and supporting the teachers.

*More Information:* Full text available online

**Matthies, V. J. (2000). *The status of senior music education in Seventh-day Adventist high schools: Perceptions of administrators.* Avondale College.**

The present study addresses the current status of year 10-12 classroom music education in the Seventh-day Adventist (SDA) school system in Australia and New Zealand, as perceived by education administrators. The main purpose of the study was to identify the current status, and discover reasons for it. The study also aimed to make recommendations for future policy development, if it was found that change was necessary.

While the literature reveals numerous studies on the value of music education, studies on

perceptions of the value of senior music education held by administrators have not been carried out either in the State or SDA education systems.

In order to achieve the aims, perceptions of SDA school administrators were elicited through surveying all principals and education directors in Australia and New Zealand, using a questionnaire developed by the researcher.

The results show that senior music education has an extremely low status in the SDA system, which is partly due to the low priority status placed on it by SDA school administrators. Most administrators perceived that factors such as lack of student interest; lack of suitable, qualified staff; and lack of finance inhibited their ability to increase the extent of senior music education within their spheres of influence.

Based on the literature and the results, recommendations focused on the need for an official SDA education system music curriculum policy for years K-12 to be drafted by a committee representing all major stakeholders, and that this policy be issued to all administrators for implementation within their schools.

Furthermore, it was suggested that further research be carried out in all SDA schools in Australia and New Zealand, in order to assess the extent and success of all music programs, from K-12.

*More Information:* Copy available from SPD Education Office

**Mead, N. (1972). *The status of teacher recruitment in the East Jamaica Conference of Seventh-day Adventists*. Andrews University, Berrien Springs, MI.**

*The problem* of this study was to investigate the status of teacher recruitment in the East Jamaica Conference of Seventh-day Adventists secondary school system. Here exists a high rate of teacher turnover coupled with extreme difficulty in obtaining competent staff. This results in inadequacies and weaknesses in the educational program.

The threefold purpose of the study was 1) to determine teachers' opinions on personnel policies; 2) to determine how many Jamaican students of education at West Indies College and at Andrews University desire to serve in East Jamaica, and 3) to make recommendations for a recruitment program on the basis of these findings and research literature on recruitment. The hypothesis (In East Jamaica Conference secondary school teachers are satisfied with the personnel policies which affect them) was tested on 47 statements on a questionnaire administered among all the high school teachers of East Jamaica.

*The method* did not employ inferential statistics, only descriptive statistics, since a whole population was surveyed. Support for the hypothesis, on each statement, required that the median value of response indicate "agree" or strongly agree." By this criterion, 15 statements were supported in one high school and 24 in the other.

The findings demonstrated the need for:

1. A clear statement of the philosophy and objectives of the school system.
2. Written policies determined in consultation with teachers.
3. Efficient manpower planning.
4. Adequate recruitment, selection, induction, appraisal and compensation programs.

The researcher recommended:

1. Greater investments through increased (a) tuition, (b) enrollment, (c) Conference appropriations, (d) financial support by the church.
2. More involvement of teachers in policymaking.
3. Provision of (a) position guides, (b) written personnel policies for staff members, (c) better working conditions, (d) adequate orientation and in-service training, (e) greater opportunities for professional growth.
4. Maintenance of a continuous search for qualified teachers.
5. Scholarships and loans to potential recruits.
6. Better screening of students enrolling.
7. More options in the curriculum.
8. Greater balance in the school schedule.
9. Improvement of school plants and facilities.

*More Information:* Full text not available online. Andrews University Library G.S. Th. M481

**Minder, W. E. (1985). *A study of the relationship between church sponsored K-12 education and church membership in the Seventh-day Adventist Church.* Western Michigan University Kalamazoo.**

Church growth continues to be a concern for religious sects. Writers on church growth hold that all the various ministries of the church must assist the church in accomplishing church growth.

The purpose of this study was to determine whether or not persons who had been students in the Adventist school system had greater probability of joining the church and staying in the church than those who did not attend an Adventist school but were from homes where at least one parent was a Seventh-day Adventist.

There were two dependent variables in the study: initial baptism to Join the church and continued retention on the church books as a church member at the time of the study. There were five independent variables in the study: (a) amount of K-12 education, (b) church membership of the parents, (c) amount of education of the parents, (d) church involvement of the parents, and (e) whether or not a parent worked for the church.

The research involved collecting data from Adventist families in Illinois, Indiana, Michigan, and Wisconsin. Data were analyzed using Chi square, Cramer's V, and logistic multiple regression. Major conclusions are: (a) students who attend all 12 grades in an Adventist school have approximately a 50% greater probability of joining and staying in the church, (b) there is no cumulative effect of the number of years of Adventist schooling on church joining, (c) there is a cumulative effect of the number of years of Adventist schooling on remaining in the church if the person Joins, and (d) more college graduates tend to stay in the church than non-college

graduates.

The study leads to suggestions for further research related to church growth and K-12 education, its applicability to other denominations, and implications for the viability of K-12 education in the Adventist church.

*More Information:* Copy available from Avondale College Library [253.5088267 M66]

**Molina, S. T. (2002). *Communication effectiveness and decision-making styles of administrators of Adventist secondary schools in Luzon as perceived by the teachers and administrators. AIIAS, Silang Cavite, Philippines.***

Effective communication and decision making are two of the main pillars of healthy institutions. Some authors consider effective communication as the lifeblood of the organization and others consider decision making as the brain. This study explored the relationship between the communication effectiveness and the decision-making styles of administrators of Adventist secondary schools in Luzon.

Data were obtained from 195 administrators and teachers of the 17 Adventist secondary schools in Luzon, Philippines. Participants responded to the Communication Effectiveness Questionnaire (CEQ) with 14-item questions and the Decision-Making Style Questionnaire (DMSQ) with 42-item questions.

Finding revealed that effective level of communication had the highest percentage as perceived by administrators and teachers, 71% from the group of teachers and 79% from administrators. Of the four subscales used to measure and determine the predominant decision-making style of administrators, teachers indicated that administrators were consultative in their decision making. On the other hand, administrators indicated that they were more participative in their decision-making style.

A significant correlation was found between communication effectiveness and decision-making styles of administrators. Teachers' perception showed that the highest relationship was found in effective level of communication and consultative decision-making style, while administrators' perception on the relationship between communication effectiveness and decision-making styles revealed that the highest correlation was found in the effective level and participative decision-making style.

A significant difference was found between the perceptions of teachers and administrators in terms of the administrators' communication effectiveness and decision-making styles. Seventy-one percent of the teachers perceived communication on effective level while 79% of the administrators have the same perception. Only 2% of the administrators indicated that they were very effective in their communication, while 10% of the teachers indicated that administrators were very effective. In terms of the administrators' decision-making styles, teachers perceived that predominantly, administrators were consultative but generally, they can be considered as consultative-participative decision makers. On the other hand, administrators indicated that they were predominantly participative in making decisions but can be considered

as participative-consultative in general.

Major recommendations include: (a) devising a program that would enhance the communication skills of both teachers and administrators to ensure effective communication and more participation in the decision-making process, (b) facilitate comprehensive communication system, (c) devise a system that would provide nonthreatening conditions and would encourage all school personnel to give feedback whether positive or negative; and (d) find ways that a more positive participation and not only consultation in the decision-making process is provided for teachers.

*More Information:* Copy available from AIAS Leslie Hardinge Library LG224.E38 .M66 2002

**Nash, J. R. (1992). *Information essential for accountability and planning as identified by board chairs and principals of Seventh-day Adventist secondary schools.* Andrews University.**

*Problem.* Particularly during the 1980s and 1990s, Seventh-day Adventist secondary schools have been facing problems with enrollments and finances. The purpose of this research was to identify those elements of information and data that the board chairs and principals of United States Seventh-day Adventist secondary schools determined would provide, if gathered and organized, the foundation for school personnel accountability and planning.

*Method.* The population consisted of the board chairs and principals of SDA secondary schools located in the continental United States. A questionnaire was developed, piloted by a panel of judges, and sent to each of the 78 principals and 75 board chairs. The data received was analyzed, organized for majority responses, and tested for significant differences of responses of the principals as compared with those of the board chairs.

*Results.* This study included 149 specific elements of secondary school operational information divided among four categories--finances, curriculum and program, personnel, and plant and equipment. Adventist secondary school principals and board chairs were surveyed for their recommendations of which items of information should be provided to school administrators, board members, department heads, and/or the faculty. The purpose was to identify which elements of information should be prepared and presented to each group of school management personnel. The 149 items and the four groups generated 596 possibilities. The results of the study provided a specific list of informational elements recommended to be included in a data procurement system for accountability and planning. Significant differences in the recommendations of the board chairs and principals were identified and revealed.

*Conclusions.* This research identified the elements that should be included in a data procurement and organization system for planning and accountability and are listed in chapter 4. In addition, 95 items generated recommendations from the chairs and principals that were significantly different in numbers. This strongly suggested the need for board chairs, principals, and board members to evaluate seriously the role of support and involvement that the various entities--board members, department heads, and faculties--should have in the operation of an accountable school.

*More information:* Full text available online

**Noble, J. N. (1964). *Image and role of the business officer in the Seventh-day Adventist boarding academy of the North American Division*. Andrews University, Berrien Springs, MI.**

*The purpose* of this study, broadly conceived, is to determine the functions of the business officers in the Seventh-day Adventist boarding academies of the North American Division. For the purpose of this study the “business officer” is the individual whose primary responsibility is the keeping of the financial records and the conducting of the routine business of the academy, distinct from the principal and not the confused with him.

Concomitant with this study to determine the business officer’s function is an attempt to:

1. Determine present practices concerning the duties and responsibilities of the business officer.
2. Determine what modifications and changes are recommended concerning the duties and responsibilities of the business officer.
3. Determine how well the work of the business officer is understood by those with whom his work is involved.
4. Discover the profile of the boarding academy business officer who is currently in service.

Subjective evidence was introduced by the respondees into the instrument so that data gathered reflected the personal attitudes of union conference auditors, union conference education secretaries, local conference presidents, local conference secretary-treasurers, boarding academy principals, and boarding academy business officers toward the responsibilities and duties of the boarding academy business officer. Data gathered were analyzed and evaluated for possible use in the preparation of a revised schedule of the functions of the boarding academy business officer that could be incorporated into a revision of the *Principal’s Handbook of Administrative Procedures: Seventh-day Adventist Secondary Schools*, 1954 edition.

*More Information:* Full text not available online. Andrews University Library G.S. Th. N749

**Osborn, R. C. (2005). *Ingredients of the most successful schools in the North American Division*. *Journal of Adventist Education*, 68(01), 4-10. Retrieved from <http://circle.adventist.org/files/jae/en/jae200568010406.pdf>**

What ingredients make Seventh-day Adventist schools effective? Do the most successful elementary and secondary schools in the North American Division (NAD) share any elements in common? The results for the following crucial questions about what contributes to the success of Adventist education are provided: what 5 ingredients have most contributed to the school's success, what financial characteristics most contribute to the school's success, and what relationships make the school successful?

Full text on CD: jae200568010406.pdf

**Plummer, P. (1997). Are Adventist schools safe? The answer may surprise you. *Journal of Adventist Education*, 59(03), 4-7. Retrieved from <http://circle.adventist.org/files/jae/en/jae199759030404.pdf>**

Since Adventist schools are not unaffected by the effects of violence, Adventist teachers and administrators cannot afford to ignore the issue. Reflecting on findings from Plummer and Gifford's studies on violence in Adventist schools, this article includes recommendations for school boards and administrators.

Full text on CD: jae199759030404.pdf

**Puesan Khoury, C. A. (1982). *Teacher participation in decision-making in the Lake Union Conference*. Dissertation, Loma Linda University.**

The *purpose* of this study was to determine: (1) the degree to which teachers in Seventh-day Adventist elementary and secondary schools in the Lake Union Conference are presently participating in decision making; (2) the extent to which teachers in Seventh-day Adventist elementary and secondary schools in the Lake Union Conference desire to participate in decision making; (3) the levels of satisfaction of elementary and secondary teachers in the Lake Union Conference with present participation in decision making; and (4) the preferred manner in which elementary and secondary teachers in the Lake Union Conference desire to participate in decision making.

*Findings.* Some of the findings of the study were: (1) that elementary and secondary teachers in the Lake Union Conference are not satisfied with their present level of participation in decision making; (2) that elementary and secondary teachers responding in the study desire greater participation than they are presently enjoying; (3) that there is a diversity in the levels of desired participation; and (4) that the hierarchies of preferred manner of participation in decision making of elementary and secondary teachers are different.

*Conclusions.* Some of the conclusions of the study were: (1) when designing procedures for participation in decision making it is advisable to begin with global decision areas and selectively proceed toward individual teacher decision areas; (2) to facilitate participative decision making it is essential to have a climate of openness; (3) that it would be advantageous for school administrators to help teachers be aware of the benefits of being involved in decision making; and (4) that educational leaders should develop high levels of excellence in the skills essential to implementing participative decision making.

*Recommendations.* Some of the recommendations of the study were: (1) that principals recognize the need for assessing individual teacher desires concerning participation in decision making; (2) that principals as the school leaders encourage teachers to participate in decision making; (3) that principals develop or extend their expertise in implementing the procedures to improve participation in decision making; (4) that teacher training programs be designed to include the skills necessary for teacher participation in decision making. (Abstract shortened

with permission of author.)

*More Information:* Full text not available online

**Rouse, S. M. (2009). *A narrative case study describing the support culture for the change process in a small parochial, boarding secondary school.* Dissertation, Andrews University.**

*Problem.* History acknowledges that change in education is difficult. Literature suggests that the educational system plays a critical role in individual school-change initiatives. Educators need to seek for better understanding of the influence that system issues have on the change process. This study describes a change process experienced by one small boarding school in a parochial school system. It describes the change process as experienced by teachers in the school, administrators at various systemic levels, and parents of students in the school. Their story brings greater understanding of how culture of the system impacts school change.

*Method.* This research used a qualitative single-case design in order to gain insight from the experience of the educators connected to the school in order to achieve greater understanding of how a system reacts to a school making significant change. The case was a small boarding high school in the Northeastern United States. The school is a part of the Seventh-day Adventist system of education, which is the largest Protestant system in the world. Data were collected by interviews, focus groups, observation, and from documents. The data were analyzed for themes, connectedness, and constructions that did or did not intertwine, affirm, or conflict with each other. The stories were then retold in a chronological pattern describing the school's experiences from as many perspectives as possible.

*Results.* The participants in this study described a system conflicted in its quest to maintain and improve on the quality of Adventist education. Five characteristics were revealed in the system as it related to the process of change.

1. The system tended to operate primarily from a well-established paradigm of holding schools accountable.
2. The system did not demonstrate a thorough understanding of what is known about change.
3. The system revealed that it lacked effective communication mechanisms and processes.
4. The system demonstrated some understanding of its role in school change, but events revealed it still had much to learn.
5. The system revealed a growing desire to facilitate positive educational change.

*Discussion.* Education leadership within the system seemed to realize a need for change in order to bring improvement, yet frustrations remained from many who observed continued pressure for the school to operate within traditional approaches to education, only to do it better and more diligently. As the change was measured against established expectations, concerns were increased. When the change brought a level of chaos and a level of dissatisfaction among students and parents, the system responded by imposing greater accountability. The school's response to the expressed concerns from various stakeholders was to scale back the change. There is a need for the development of processes to facilitate change where there is demonstrated understanding and support of change experiences that are usually chaotic.

This education system like many others found its structure to be a hindrance to effective communication. There was a recognition that different support mechanisms were needed to develop better practices in education-beyond just verbal directives that proclaim support of change. This recognition came primarily from the administration level immediately responsible for the school. At this level in the system there was a measure of collaboration created in the change process. However, overall, the system did not provide deliberate, ongoing collaboration to develop new frames of references for all educators in the system. The result was an organization that had not created a context supportive of change. There were times that leaders from various levels of the system stepped in to provide a collaborative solution to problems. When that happened the change process was energized. Leadership also acknowledged weaknesses in the system's support process for change, yet no dramatic changes were visible as the study ended. The process provided information demonstrating that education leadership within the system could know how to better facilitate change and, it was clear, they desired to learn the lessons provided.

*More information:* Full text available online

**Shee, S.C. (2001 ). *Leadership and religiosity: A study of Seventh-day Adventist K--12 school leaders*. Dissertation, La Sierra University,.**

*Procedure* . This study investigated (a) the primary leadership orientations of school leaders in relation to Bolman and Deal's (1997) four-part framework of leadership, (b) the relationships between leadership and religiosity (Batson, et al, 1993), and (c) how demographic variables are related to leadership orientations. A correlational research design methodology was utilized which included two standardized instruments (Leadership Orientation and Religious Life Inventory). 280 school leaders were requested to participate in the study and 74% responded promptly. In addition to descriptive statistics, data were analyzed using bivariate as well as multivariate statistical tools.

*Findings* . Analyses of data reported that the human resource frame was the primary leadership orientation of school leaders in this study. The structural frame was a close second. While the symbolic frame was used the least, use of the political frame was not significantly different from it. About 53% of the school leaders were multiframe users reporting that they used two or more frames "often or always" and approximately 43% were not multiframers. For question 2 and the accompanying subhypotheses, a statistical significant negative relationship was found between the human resource frame and quest religiosity. Although multiple regression analyses found no other statistically significant relationships between leadership and religiosity, the hypothesized direction of their relationships were all supported. As expected, quest religiosity is negatively related to the four frames of leadership whereas intrinsic and extrinsic religiosities and leadership frames are positively related. Female school leaders were more likely to use the human resource frame than their male counterparts.

*Conclusions* . The results of this study suggest that the human resource and structural frames of leadership play a significant role in the way Seventh-day Adventist school leaders operate. However, SDA school leaders' reticent toward the symbolic and political frames needs further

exploration since Bolman and Deal's model of reframing leadership recommends effective utilization of all four frames. Further, the supported direction of relationships between religiosity and leadership deserves attention. Perhaps, an awareness of the impact of religiosity on leadership orientation may engender a greater desire to understand and synergize the two powerful capacities of leading and being religious.

*More Information:* Full text available online

**Tucker, D. (2005). *Marketing Adventist education in North America*. Silver Springs, MD: North American Division. Retrieved from [http://www.nadeducation.org/client\\_data/files/285\\_dontucker.zip](http://www.nadeducation.org/client_data/files/285_dontucker.zip).**

Tucker presents discussion and research reports on marketing Adventist education in North America. Included in this presentation are the following: NAD Focus Group Data, Focus Group Survey Reports, Survey Results, and Survey Instrument.

*Full text on CD:* Survey Results.pdf

*Full text on CD:* Presentation.pdf

*Full text on CD:* Focus group mktg.pdf

*Full text on CD:* Don Tucker #2.ppt

*Full text on CD:* Focus group less mktg.pdf

*Full text on CD:* Survey.pdf

**Villagomez, J. B. (1993). *The principal and principalship of Seventh-day Adventist elementary schools in the North Philippine Union Mission*. Dissertation, La Sierra University.**

*Purpose.* This study was to identify and analyze the personal and professional characteristics of principals of the SDA elementary schools in the North Philippine Union Mission.

*Procedures.* A ten-page questionnaire was used to gather data which were analyzed using descriptive statistics.

*Findings.* Selected findings of the study were: (1) the principal's median age was 42 years; (2) sixty-six percent received bachelor's degrees in elementary education from SDA institutions; (3) forty-two percent had earned an M.A. degree or higher; (4) most valued experiences were inservice, workshops, seminars, and professional study; (5) the top three reasons that could possibly influence the principal to leave the principalship were: excessive workload, health and personal reasons, and finances overshadow scholastic operation; (6) the reasons for continuing in their positions were their interest in soul winning, belief in SDA philosophy of education, the joy of serving the Lord and concern for the school and the church.

*Conclusions.* (1) To be an elementary principal in an SDA school, one should be a member of the SDA church, trained in SDA institutions, have extensive teaching background and at least a bachelor's degree in elementary education. (2) The SDA principals of the elementary schools in

the Philippines have the same problems as their counterparts in North America with the workload as the main possible reason for leaving the principalship. (3) The principals are willing to participate in inservice and upgrading programs.

*Recommendations.* Major recommendations were: (1) school boards provide adequate personnel to give principals enough time for supervision of instruction and curriculum development; (2) the Union board of education review and update their educational policy regarding the administrators', teachers' and staffs' salaries and benefits; (3) the Union board of education develop well-categorized job descriptions for principals and teachers of small and large schools; (4) Philippine Union College, in cooperation with the Union and local board, develop academic programs to help principals finish a master's degree in educational leadership which will qualify them for an administrative certificate.

*More Information:* Full text not available online

**White, W. G. (1982). The academy principalship today. *Journal of Adventist Education*, 44(3), 5-10. Retrieved from <http://circle.adventist.org/files/jae/en/jae198244030506.pdf>**

The author reports on dissertation research regarding Adventist academy principals in the continental USA. "The purposes of the study were 1) to determine and analyze the status off the principalship with respect to a number of personal and professional characteristics, professional and academic preparation, professional experience and status, duties and use of time, and opinions on selected issues; 2) to determine changes that have occurred in the status of the principalship since Jaqua's 1967 study; and 3) to compare some of the personal and professional characteristics of Adventist principals to those included in the 1977 study of senior high school principalship by the National Association of Secondary School Principals."

*Full text on CD:* jae198244030506.pdf

## General Education (20)

**Alaby, J. A. (2002). *Means and ends of the Andrews University leadership program: A study of its critical components and outcomes as they relate to the mission statement*. Dissertation, Andrews University.**

*Problem* . The history of education shows tensions between its means and ends. Tensions became more apparent in contemporary Christian educational institutions. The Leadership Program (LP) of Andrews University was developed as an alternative and innovative means of delivering graduate education with a defined mission. It is job-embedded-theory and practice are united in the participants' workplaces, where they show their competency in 20 areas. It stresses the importance of the individuality of the participant in the development of a teaching/learning community. Yet, the dialectical relationship of the LP's ends and means has not been systematically studied in light of its Christian identity.

*Method* . This qualitative study interpreted philosophically the responses of graduates and faculty of the Leadership Program to three online interviews about their perception of the program's essential ideas/critical components/means in connection with its outcomes/ends/mission statement. Their responses and metaphors were coded and clustered into major themes related to means and ends.

*Results* . Participants perceived six major critical components (means) of the program--job-embedded, community support, faculty issues, individualized nature, competency-based, and academic credibility--and six major outcomes (ends)--professionals able to implement change, competent professionals, empowered leaders, network of professionals, integrated people, and scholars able to think critically--which provided two paradoxes: theory-practice and individuality-community. Participants perceived the connections of the two paradoxes, although they diverged on the mission statement and its connection with today's great issues, thus revealing a lack of emphasis on the social ethical/spiritual dimension of the program.

*Conclusions* . Critical reflection in the pedagogy of praxis at the intersection of the two paradoxes establishes the ideal equilibrium through which the LP can cope with the dialectics of means and ends, and the unity between its epistemological, ontological, and ethical dimensions.

*More Information:* Full text available online

**Araya, G. W. (1991). *Factors influencing support for Seventh-day Adventist education as expressed by church pastors*. Dissertation, La Sierra University.**

*Purpose*. The purpose of this study was to identify the attitudes of church pastors concerning the Seventh-day Adventist educational system, its policies and practices. Pastors were surveyed to determine their expressed perceptions of Adventist education and the level of support they give to it; their perceptions concerning the support for the church school system in their constituent church members; and their perceptions concerning the support of the conference administrators. The study also compared certain demographic variables to determine if a correlation exists between the pastor perceptions and these variables.

*Procedure.* Survey instruments were mailed to 624 ordained pastors within the Pacific Union Conference. Four hundred and four (65 percent) of the instruments were returned sufficiently complete to provide data for analysis.

*Findings.* The findings revealed general positive support including: (1) strongest support for factors which they themselves control; (2) lowest perceptual agreement for items pertaining to teachers and their functioning. They expressed communication problems between pastors and teachers, but the pastors' perceptions about their own support for Christian education is higher than they see in church members and their conference administrators.

*Conclusions emerged from the study.* (1) pastors do not agree with the idea of enrolling more non-SDA students; (2) pastors do not consider Christian education as a primary evangelistic-medium; (3) pastors do not believe in preaching more often on topics related to Christian education; (4) pastors of Caucasian groups tended to respond with a higher level of satisfied conviction about SDA education; (5) pastors who have served longer in the SDA church are significantly more convicted than younger ministers about the value of Christian education; and (6) older pastors found more favor than younger ministers with education as an evangelistic medium.

*Recommendations.* The recommendations included: (1) efforts could be made to provide additional funding for Adventist education; (2) discussion is needed in the relationship of Christian education and the church's evangelistic goals; and (3) research would be valuable in showing the relationship between membership support for Christian education and the frequency with which the pastor preaches on the topic.

*More Information:* Full text not available online

**Avalos Quiñones, H. V., & Vásquez Villanueva, S. (2007). *Presencia de la Profecía Autocumplidora de la Comunicación Humana en La Educación y Consejos para Maestros de Elena G. White.* Tesis de Maestría, Universidad Peruana Unión. Retrieved from <http://investigacion.upeu.edu.pe/index.php/Tesis:MHEID0702>**

Se realizó un estudio bibliográfico exploratorio sobre la presencia de la profecía autocumplidora de la comunicación humana en La Educación y Consejos para Maestros de Elena G. de White; los cuales conforman nuestra fuente de información. Los resultados aportan una nueva propuesta educativa cristiana, quedando unidos a un conjunto de reflexiones teóricas. Concluyen que la conexión del profesor con sus creencias cristianas genera el resultado de altas expectativas manifestadas en actitudes positivas para el educando, contrario al resultado de expectativas bajas, manifestadas en actitudes negativas del profesor hacia sus alumnos, además influyen en sus logros académicos. Se utilizan métodos cualitativos que se concentran exclusivamente en la recopilación de información bibliográfica con el propósito de profundizar en las teorías sobre profecías autocumplidoras, complementado posteriormente con los nuevos conocimientos obtenidos de los demás libros de Elena G. de White. Estos resultados nos sirven como punto de partida para la realización de estudios experimentales que eleven la calidad del aprendizaje y, en general, de la enseñanza cristiana. Propugnando la intervención operativa en

la aplicación de estos conocimientos en dos aspectos fundamentales de estudio que se retroalimentan entre sí: los procesos administrativos y los procesos académicos o de enseñanza. Asimismo la promoción de altas expectativas hacia los alumnos así como la prevención de expectativas negativas. Consideramos la importancia de este estudio para la psicología educativa y ciencias afines, por su aporte para la generación de alternativas innovadoras y creativas que contribuyan en la construcción de instituciones educativas saludables.

*More Information:* Dirección General de Investigación de la Universidad Peruana Unión (UPeU), <http://investigacion.upeu.edu.pe>

**Bhola, A. D. (1982). *A Seventh-day Adventist concept of the kingdom of God and its implication for religious education.* Dissertation, Andrews University.**

*Problem.* While there are statements in the writings of Ellen G. White and those of Seventh-day Adventist scholars that seem to indicate that there is a relationship between the kingdom of God and education, it appears that no major work has been done to show, in a systematic manner, the relationship between the Adventist concept of the kingdom and its philosophy of education. The purpose of this study was to find what relationship exists between the SDA concept of the kingdom and its philosophy of education.

*Method.* This study, which is documentary in nature, is essentially a typological classification research effort. Both the kingdom of God and theories of religious education are classified as transcendent, immanent, and transcendent-immanent. The SDA concept of the kingdom and its philosophy of education are studied in the light of these three classifications.

*Conclusions.* The findings of this study suggest a definite relationship between the SDA concept of the kingdom and its philosophy of education. (1) Biblical scholars agree that the kingdom of God is future as well as present. Although the present kingdom remains unclear to them, the biblical writers have described it as spiritual. Individuals may enter into it. (2) God's kingdom consists of a sovereign Ruler, territory, subjects, justice, law, and worship with the Sabbath standing out as a sign of the presence of the kingdom. (3) The kingdom and religious education are philosophically classified as transcendent, immanent, and transcendent-immanent. (4) Emphasis on the transcendent concept of the kingdom may lead to scholasticism, a philosophy of education that leads to intellectual attainment. Stress on immanence may lead to humanism that relates to practical education. But the transcendent-immanentist concept takes into consideration an education that deals with the development of the whole person. (5) The SDA Church upholds the transcendent-immanentist philosophy of education that takes into consideration man's total experience--his spiritual, moral, social, mental and physical dimension.

*More information:* Full text available online

**Brantley, P. S. (2001). *Adventist education: Is the cup half full or half empty?* Paper presented at the Philosophy of Adventist Education Conference. Retrieved from <http://circle.adventist.org/download/GlobalPerspectiveFinal.ppt>.**

Has the Adventist church articulated a clear philosophy of education to guide practice in schools and colleges throughout the world? What is the purpose of Adventist education? How is it different or unique? Is Adventist education philosophy being put into practice? What are the most urgent needs of Adventist education today? This presentation outlines answers to these questions from a 2001 global survey of Adventist union education directors.

*Full text on CD: GlobalPerspectiveFinal.ppt*

**Bravo Crisóstomo, J., & Mamani Apaza, G. (2008 ). *Modelo de Gestion por procesos para la facultad de Ingenieria y Arquitectura*. Universidad Peruana Unión. Retrieved from <http://investigacion.upeu.edu.pe/index.php/Tesis:FIAIS0801>**

El presente trabajo de investigación diseñó un “Modelo de Gestión Por Procesos para la Facultad de Ingeniería y Arquitectura”, para lo cual se utilizó una metodología diseñada de modo particular de acuerdo a los requerimientos de la Facultad, la cual consta de cuatro etapas bien definidas, estas son: Preparación, identificación, diagnóstico de procesos y propuesta de mejora.

Esta investigación identificó los procesos que realiza la Facultad, estructurándolos en un Mapa de Procesos de primer y segundo nivel. Posteriormente se identificó aquellos procesos con mayor prioridad, efectuándose para ello un análisis que empezó reconociendo aquellos procesos claves según el Mapa de procesos, los cuales fueron sometidos a un estudio para conocer su aporte - estratégico, utilizando para esto una matriz correlacional, entre procesos claves y objetivos estratégicos del Plan 2003-2007 y el Plan Operativo 2007, luego se identificó cuales de éstos procesos claves tienen un mayor impacto sobre el estudiante y finalmente se conoció la - sugerencia de los altos ejecutivos. En consecuencia se eligió como proceso prioritario el “proceso de Formación Académica”, el cual comprende seis procesos: Elaborar Carga Académica y Docente, Establecer Horario Académico, Gestionar Prácticas Preprofesionales Externas, Efectuar Validación Y Convalidación, Gestionar Titulación Por Examen Profesional Y Gestionar Titulación Por Tesis. Los cuales fueron modelados y analizados, lográndose un entendimiento pormenorizado de la situación actual de dichos procesos.

A partir de los procesos mencionados anteriormente, se eligieron tres de ellos, por su aporte para satisfacer al alumno o egresado y debido a la mayor cantidad de - desperdicio que presentaron. Estos fueron; Efectuar Validación y Convalidación, Gestionar Prácticas Preprofesionales Externas y Gestionar Titulación Por Tesis. Los cuales fueron mejorados, teniendo en cuenta la reducción de las actividades que no agregan valor, las opiniones y sugerencias de los clientes, la solución a la problemática de los procesos y los datos obtenidos del benchmarking.

Finalmente los procesos mejorados se documentaron en un Manual de Procedimientos, de acuerdo a un formato estándar para estructurar procedimientos. Obteniéndose un documento claro y detallado de como y cuando deben llevarse a cabo los procesos y el responsable de su ejecución.

*More Information:* Dirección General de Investigación de la Universidad Peruana Unión (UPeU), <http://investigacion.upeu.edu.pe>

**Chamoun Ghazal, H. C. (1989). *Attitudes of male administrators toward hiring and promoting female administrators in the Seventh-day Adventist educational system in the North American division.* Dissertation, Andrews University.**

*Problem.* The ratio of female to male educational administrators is considerably lower than the ratio for teachers. This study investigated the attitudes of male administrators toward hiring and promoting female administrators in the Seventh-day Adventist (SDA) educational system in North America.

*Method.* A questionnaire was prepared consisting of four subscales with a total of 45 items measuring attitudes with respect to recruiting, performance evaluation, promotion, and general areas. This questionnaire was mailed to 458 male educational administrators of whom 322 returned usable surveys. Four hypotheses were tested by analysis of variance and chi-square.

*Findings.* (1) On 40 of the 45 items, male SDA educational administrators expressed a positive attitude toward hiring and promoting women administrators. On no item was a bias against women administrators indicated. (2) There was little indication of any difference in attitude toward recruiting and promoting women administrators on the part of male conference administrators, college/university administrators, and academy administrators. (3) There was no perceptible difference in the attitude toward recruiting and promoting female administrators on the part of male administrators of different educational levels. (4) Male administrators of different age groups do not differ with respect to their attitude toward recruiting and promoting female administrators.

*Conclusions.* The strong, positively expressed, attitudes are somewhat surprising, considering the small proportion of females among educational administrators. It is to be hoped that in the near future these attitudes will bear fruit in practice. Greater opportunity should be given for women to participate in training programs for higher levels of educational administration.

The respondents were strongly of the opinion that ordination is not generally essential for holding administrative positions within the church. It is recommended that the denomination reserve ordination for workers directly involved in pastoral ministry. Men and women should be honest with each other concerning their similarities and differences. They should both recognize the unique leadership qualities possessed by women which may provide a balance to male styles of management.

*More information:* Full text available online

**Cho, P. F.-S. (1987). *A study of the attitudes of the Adventist Church members in Taiwan toward the support of Seventh-day Adventist Christian education.* Dissertation, Andrews University.**

*Problem.* The Seventh-day Adventist denomination has developed a school system to serve the individual needs of its members and general needs of the church. From 1972 to 1986, the educational work of the Adventist church in Taiwan has declined steadily. This study was to investigate the attitudes of church members toward the support of Adventist education on relation to demographic and personal variables.

*Method.* The Adventist Christian Education Attitude Scale measured (1) demographic characteristics; (2) 59 attitude statements, arranged in five scales, identified by factor analysis; and (3) the 13 reasons why church members did not attend or send their youth to Adventist schools. Questionnaires were mailed to 495 church members, 457 of whom responded. The 18 null hypothesis were tested by the t-test for independent means and one-way analysis of variance, each hypothesis was tested at an alpha level of .05.

*Results.* This study revealed the following: (1) Of the five identified areas of church members' attitude toward Adventist education, the Christ-centered education and character building of children and youth was ranked highest; the curriculum offering and teacher qualifications lowest. (2) There was a significant difference in attitudes toward the support of Adventist education in relation to 17 demographic and personal characteristics. (3) The first five reasons why church members do not attend or do not send their youth to Adventist schools were: (a) the schools are not officially recognized by the Taiwan government; (b) opportunity to find a job after graduation is limited; (c) the cost for Adventist education is too burdensome; (d) the curriculum offering is limited; and (e) teachers are inadequately qualified.

*Conclusions.* The major conclusions were: (1) Ministers and teachers had a more favorable attitude than members in other occupations toward the support of Adventist education. (2) Parents who were members of the Adventist church had a more positive attitude toward Adventist education than those parents who had other religious affiliations. (3) Church members who had attended an Adventist school for a longer period of time reported a higher degree of support for Adventist schools than those who had attended an Adventist school for a shorter period of time. (4) Church members who had attended an Adventist college had a more negative attitude toward the Adventist education than those who had not.

*More information:* Full text available online

**Gilkeson, J. E. (2008). *Success stories: The development of a theory to explain the qualities found in Adventist schools that show consistent enrollment increases.* Dissertation, La Sierra University.**

What are the qualities found in select Adventist schools that show consistent enrollment increases over the last five years? The telling of their success stories gives clues to how others might reverse the enrollment trend in Adventist Education which has been declining over the last several years.

Analysis of the data from these successful schools demonstrates that the primary key to enrollment success is visionary leadership. For a school to experience success, these stories indicate there must be a leader that has a vision, the latitude to exert leadership, longevity, and

is supported by academics, marketing, and physical plant changes to build student centered qualities that attract additional students. The resulting theory of School Enrollment Success was developed from the data.

*Primary question.* What common qualities are demonstrated at Seventh-day Adventist Schools that have consistent enrollment increases?

*More Information:* Full text available online

**Gonzáles Abanto, J., & Ruiz Pezo, S. L. (2003). *Proceso unificado de desarrollo para la integración de los servicios de la biblioteca Daniel Hammerly Dupuy*. Universidad Peruana Unión. Retrieved from <http://investigacion.upeu.edu.pe/index.php/Tesis:FIAIS0301>**

La Biblioteca: "Daniel Hammerly Dupuy" de la Universidad Peruana Unión cuenta con importante material bibliográfico, muy valioso para la investigación de los alumnos, docentes y público en general. Pero el usuario debe realizar mucho esfuerzo para llegar a la información que necesita y finalmente es posible que no pueda llegar a obtener la información que podría serle útil. Esta problemática motive el desarrollo de este trabajo de investigación, primero se elaboro el diagnóstico y evaluación de los procesos de los servicios que ofrece la Biblioteca. Se estableció como objetivos: determinar y evaluar los servicios y luego elaborar un sistema de información usando tecnología de Internet para integrar los servicios de la misma.

Se hizo el análisis de la situación actual, luego se ha diseñado el modelo que consideramos ideal (modelo lógico) con el que se debe trabajar en la biblioteca, llegándose a obtener el modelo físico (software) a partir del modelo conceptual que logra integrar y optimizar los servicios. El desarrollo del sistema de biblioteca propuesto ha sido trabajado en plataforma Linux, utilizando la base de datos Oracle, y la programación esta desarrollada en JSP. La metodología es Orientada a Objetos y para el desarrollo del software se utilizo el Proceso Unificado de Desarrollo (RUP) que utiliza como lenguaje de modelamiento al Lenguaje Unificado de Modelamiento (UML).

Luego de aplicar la metodología se consigue las interacciones iniciales del sistema, obteniendo con precisión todos los artefactos necesarios para automatizar y mejorar los servicios en estudio.

*More Information:* Dirección General de Investigación de la Universidad Peruana Unión (UPeU), <http://investigacion.upeu.edu.pe>

**Gorle, T. V. (1976 ). *The role expectations for the division director of education of Seventh-day Adventists: As perceived by seven status groups within the church.* Dissertation, Andrews University.**

*Problem:* One of the most important and costly services provided by the Seventh-day Adventist Church is education. With a rapidly growing membership overseas and new nations sprouting up almost overnight, the need for adapting and fitting the Adventist educational mold to church school systems in these new nations is crucial. In this context, the Division Director of Education appears to play a vital part, yet his role has not been clearly delineated. It is with a view to ascertaining what his role should be, that this study has been undertaken.

*Method:* The respondents drawn from eight overseas divisions as well as from the world headquarters of the Seventh-day Adventist church were grouped under the organizational levels (sectors) of General Conference, Division, Union and Local, and the professions (units) of principals, pastors, and teachers. A thirty-statement questionnaire so designed as to be easily answered and computer scanned, and containing a five-point scale of response covering the range from 1, "strongly agree," to 5, "strongly disagree," was provided. These statements were grouped under six areas, namely, communicator and coordinator; director of personnel; educational specialist and consultant; relations with management; spiritual leader; and supervisor and evaluator. This descriptive study used three statistical procedures to aid in analysing the data. The first, the Kendall Coefficient of Concordance *W*, tested the reliability within groups. The second, the Cattell Coefficient of Pattern Similarity, presented a "Gestalt" view of the inter-relationships of the group responses. The third, the median and Q test, assisted in item identification.

*Results:* The reliability was low but statistically significant. The Gestalt view indicated a negative pattern of similarity among the group responses. The views of teachers, church administrators, educational administrators, and education secretaries compared more closely than did those of pastors, Division Directors of Education, and General Conference respondents. The divergence of reaction indicates a certain independence of thought and response. The areas of the role of the Division Director of Education, according to the degree of agreement awarded them, are placed in priority as follows: specialist and consultant; spiritual leader; supervisor and evaluator; communicator and coordinator; relations with management; director of personnel.

*Conclusions:* The priorities set by all respondents for the specific aspects of the role of the Division Director of Education were to: (1) propagate the philosophy of Christian education, (2) consult and advise Division administrators on educational matters, (3) ensure relevant, spiritual Bible teaching, (4) communicate with the General Conference education department, (5) encourage upgrading and inservice training for educators in all sectors, (6) ensure an Adventist emphasis in the curriculum of all schools, (7) organize division-level workshops, conferences, institutes and extension schools, (8) provide resource materials, (9) emphasize character development, (10) consult, through associates, on educational planning and operation, (11) communicate with all levels of educators, (12) consult in planning and problem-solving situations, (13) ensure the optimum balance among work, study, worship, and recreation in school programs, (14) assist in assessing the professional performance of educators, (15) uphold professional and religious standards, (16) ensure that current files are maintained on

educational workers, (17) ensure that schools have current master plans of development, (18) ensure adequate supervision of schools, (19) have responsibility for professional aspects of inter-division transfers of educational personnel, (20) generally communicate with church members, and (21) advise in the selection of union education secretaries.

*More information:* Full text available online

**Hernandez, E. I., Dudley, R. L., & McBride, D. (1996). Church leaders select priorities for education: A survey of delegates at the GC Session in Utrecht. *Journal of Adventist Education*, 59(02), 8-13. Retrieved from <http://circle.adventist.org/files/jae/en/jae199659020806.pdf>**

2011 delegates attending the 1995 GC Session responded to a 200+ item survey regarding priorities for the next five years. Two of the top 7 general priorities referenced the training and retention aspects of Adventist education. They ranked ten items pertaining specifically to education, with the top five as follows:

1. the teaching of the gospel and Adventist beliefs and values
2. biblical integration
3. developing materials to nurture faith in Adventist youth not attending Adventist schools
4. ensuring Christian education is equally accessible to both genders, and affordable to church members
5. using Christian education for evangelism

Demographic characteristics and responses to selected other items provide the context to these responses still worth considering today.

*Full text on CD:* jae199659020806.pdf

**Iredale, D. J. (1985). *Analysis of the factors affecting job satisfaction among educational administrators employed by the Seventh-day Adventist Church in Australia.* Andrews University, Berrien Springs, MI.**

*Problem:* This study addressed the problem of why educational administrators within the Seventh-day Adventist system in Australia were not remaining longer than their positions. The approach taken was to address the area of job satisfaction and to examine facets or dimensions of the administrators' work that they found satisfying or dissatisfying.

*Method:* This study used an instrument adapted from the one developed by Christesson-Marley (1983). The Seventh-day Adventist Educational Administrators Satisfaction Questionnaire was mailed to the entire population of forty-seven Adventist educational administrators in Australia. Forty-one questionnaires were returned. The data were analyzed using statistical methods appropriate to the seven research questions proposed by the study.

*Results:* The study revealed that, of the administrators surveyed, none were female. Of the five subgroups studied (i.e., education directors, secondary principals, junior secondary principals, vice principals, and primary principals), education directors perceived their jobs in a significantly

different way than did the “in-school” administrators. Supervision was found to be the one dimension giving satisfaction to all those surveyed. While none of the nine dimensions devised for the study were identified as causing dissatisfaction, other individual aspects were identified, such as the lack of participation in union and division meetings; the imposed work load and its subsequent effect on home lives; the evaluation process; and the amount of stress and frustration associated with the job.

*Conclusion:* The study found that education directors perceived their jobs in significantly different ways than did the “in-school” administrators. The turnover rate for all administrators was high, as reflected in the fact that 3.8 years was the average length of stay at any one position. Supervision was found to cause satisfaction for all those studied. For principals, satisfaction was derived from the supervision of their subordinates, however, education directors became less satisfied the more they supervised and more satisfied as others supervised them. Areas of dissatisfaction for the ‘in-school’ administrators included, lack of involvement at union and division meetings, the evaluation process for administrators, the workloads, and the stress and frustration associated with the job. The education directors perceived none of the areas covered by the study as causing dissatisfaction. Two other significant findings were, first those administrators who were satisfied with their jobs planned to stay and make them a career. Second, “in-school” administrators perceived their education directors to be in reality out of touch with the real problems in the schools, and therefore of no real help to them.

*More Information:* Full text not available online. Andrews University Library G.S. Th. I651

**Li, P. W. R. (1986). *Perceptions and attitudes of Taiwanese Seventh-day Adventists toward Seventh-day Adventist education in Taiwan*. Dissertation, Loma Linda University.**

Support of constituent churches is important to schools operated by the Seventh-day Adventist Church. The Church has been carrying on a Christian educational program in Taiwan for 35 years. Today the Church has a college and academy on the Island and the enrollment in the school has been small for the past decade. The present study investigated the perception and attitudes of the Taiwanese Seventh-day Adventists toward Seventh-day Adventist Church education.

From the population of 3,345 Seventh-day Adventist Church members, a sample of ten percent was randomly drawn. Together with the ministers and educators the Church employs in Taiwan, a total of 420 Seventh-day Adventists were selected for the survey. A questionnaire was distributed to these three samples of Seventh-day Adventists and 332 responded.

The survey data revealed that the Seventh-day Adventist educators, ministers, and church members in Taiwan perceive themselves as well acquainted with the philosophy and goals of Seventh-day Adventist education. They tend to base their view about Seventh-day Adventist education more on the Bible than on the writings of Ellen G. White. The respondents see the Seventh-day Adventist educational program in Taiwan as one that is conducive for the spiritual and intellectual development of the students.

Seventh-day Adventists in Taiwan are supportive of their educational program. Respondents with children are more supportive than those with no children. The majority of the three study samples who responded are willing to support Seventh-day Adventist education financially. While most are willing to enroll their children in Seventh-day Adventist schools, many are hesitant to send children to a boarding school. The cost of education in Seventh-day Adventist schools and the long distance between the school and the home are believed to be two of the possible causes of the small enrollment at the school. The survey data suggest a need for further study to explore ways to gain church members' support for the school and for effective ways to keep the churches informed about Seventh-day Adventist education.

*More Information:* Full text available online

**Metcalf, B. G. (1990). *Attitudes of older persons about volunteering and willingness to participate in an intergenerational education program.* Dissertation, Loma Linda University.**

Even though a large number of intergenerational programs exist, not one program providing basic educational preparation was discovered. The need for qualified volunteers is an area of concern, because volunteers must possess qualities other than just a desire to be helpful. Quality preparation and successful participation should assure an opportunity for the volunteers to remain vital and active, as well as to provide services that benefit all participants. Proponents of intergenerational programs may agree that the concept is an excellent one, but are persons over the age of 60 willing to volunteer and to prepare and participate in an intergenerational education program?

A total of 201 surveys were distributed to retirees in four Seventh-day Adventist retirement clubs in Southern California. One hundred sixty-six retirees completed and returned the surveys. Treatment of the data included frequencies, percentages, and chi square testing to determine associations between volunteer and non-volunteer responses and variables.

Findings in this research study indicated that a majority of the respondents volunteered and felt that it was an important activity for older persons. However, this interest did not transfer to a commitment to volunteer to participate in an intergenerational education program.

With the exception of perceived importance for using skills and talents by those who volunteer and older retirees not being willing to prepare, the data reported indicated no differences existed between volunteers and non-volunteers.

One purpose for this study was to attempt assessment of the lack of interest by volunteers to participate in an intergenerational education program. Although the data suggested presence of a high commitment and an interest in helping others, this did not appear to transfer for volunteering in an elementary school. A significant number of these respondents did not indicate an interest in participating nor preparing to assist in an intergenerational education program.

*More Information:* Full text available online

**Panjaitan, C. Z. (1998). *Perception of academic administrators from the association of Christian schools and colleges in the Philippines of current and future continuous quality efforts at their college or university.* AIIAS, Silang Cavite, Philippines.**

The purpose guiding this study was to describe the perceptions of the academic administrators regarding the actual and projected quality efforts in Association of Christian Schools and Colleges (ACSC) institutions of higher education. The results may serve as guidelines in planning and conducting quality improvement programs and in-service training.

The survey involved 87 senior administrators and 132 academic department chairpersons from 28 ACSC institutions of higher education who rated their level of agreement on a 21-item Institutional Quality Self-Assessment instrument. Paris (1996) developed the instrument based on the 1995 Education Pilot Criteria for the Malcolm Baldrige National Quality Award. Coefficient alpha on the data for this study was .95 for the Current Assessment Scale and .96 for the Future Assessment Scale.

Ten research questions were posed for this study. Descriptive statistics used were frequencies, percentages, means, and standard deviations. Inferential statistics used to test the ten hypotheses included correlation, (xxx) test, Chi-square test for independence, and multiple regression.

Five major findings resulted from this study: (a) The majority of the respondents reported some knowledge of Continuous Quality Improvement (CQI) concepts, with no significant differences between senior administrators and chairpersons. (b) ACSC institutions of higher education are currently engaging in a range of efforts related to CQI concepts. Projected quality efforts within the next two years received higher ratings than the present quality efforts. (c) Chairpersons and senior administrators agreed on the level of current quality efforts, but chairpersons rated projected quality efforts significantly lower than did senior administrators. (d) Level of knowledge of CQI concepts and number of years in the present position were significant predictors for perceived actual implementation of CQI concepts for senior administrators. (e) Demographics of an institution did not affect perceptions of the academic administrators in that institution as to the actual implementation of CQI concepts.

Major recommendations for Christian college and university leaders are to establish a formal quality improvement program and to conduct training in quality concepts in each institution. A recommendation for future researchers is to repeat the study using a different design: include faculty and staff in the self-assessment, compare Christian to non-Christian institutions, employ a case study method on a few institutions, or use an experimental approach.

*More Information:* Copy available from AIIAS Leslie Hardinge Library LG224.E38 .P36 1998

**Perla, P. (1994). *Job motivation of Seventh-day Adventist pastors of the Central American Union.* Dissertation, La Sierra University.**

*Purpose.* The purpose of this study was to determine the present and ideal motivational value of selected job aspects for Central American pastors and to determine if a significant relationship

exists between the value assigned these job aspects and selected demographic variables such as age, highest degree earned, years in denominational employment, years of Seventh-day Adventist education received in elementary, secondary, and post-secondary schools; employee satisfaction with the country of residence, and number of churches under his direction. Also determined, were the differences and similarities, between the findings of Manassian (1985) regarding pastoral motivation in the North American Division and the result of this study.

*Study design.* Three common statistical procedures and tests were used in the analysis of the data: correlation coefficient, two-sample t-test, and oneway analysis of variance.

*Findings, conclusions, and recommendations.* (1) It was found that as the degree of education increased, the motivational value that the pastors gave to: "Cooperation among co-workers," "Being recognized as a significant person in the community," and "Service which has a life-long influence," also increased. It could be concluded that the pastors' satisfaction and motivation at work increases when their education increases. It is recommended that efforts be made so that all pastors have the opportunity to further their education by offering sabbaticals, establishing a cumulative fund to be used for continuing education while keeping and enhancing the Masters program such as the one with La Sierra University. (2) In the ideal job situation, it was found that as the degree of education increased, the motivational value given to "Making full use of my abilities," and "Developing my talents for God's work," also increased. It could be concluded that pastors feel that both their talents and abilities are not being used to the maximum. Therefore it is recommended that administration look to place such pastors in an environment that will allow them to utilize their talents to the fullest. (3) It was found that in the ideal job situation, as the number of churches increased the motivational value that pastor gave to "Being relatively independent while working within the church organization," also increased. It could be concluded that the general feeling of such pastors is a greater need for independence. It is recommended that a higher degree of relative independence be given to pastors with a greater number of churches under their leadership.

*More Information:* Full text not available online

**Snorrason, E. B. (2005). *Aims of education in the writings of Ellen White*. Andrews University.**

*Problem* . Ellen White's educational philosophy and its application to the aims of education have not been systematically or thoroughly addressed within the parameters and demands of a graduate thesis. The present dissertation explores the aims of education, especially the ultimate aims of education, in the writings of Ellen G. White, one of the founders of the Seventh-day Adventist Church, and could be of value in assessing the present Seventh-day Adventist educational enterprise.

*Method* . This dissertation is a description and an analysis of Ellen White's concept of education as revealed by her understanding of the aims of education. It is a documentary study, an attempt to identify, describe, analyze, and evaluate White's statements on the aims of education on the basis of her general philosophy, with a special emphasis on epistemology. For a selected context, the educational ideas of Herbert Spencer, John Dewey, and the Manual Education

movements were examined.

*Conclusions* . The study reveals that the ultimate aims of education in the thinking of Spencer and Dewey were focused on the "complete living" and the maximum development and growth of the individual and society. These were based on their ultimate epistemological aim, namely, science, that is, scientific knowledge obtained by the scientific method. White's ultimate aim of education is the restoration of the image of God in the human being. The chief elements in her concept of the image of God are freedom of choice, dignity, individuality, and a character of love expressed in unselfish service to God and fellow human beings. Such character includes the development of the whole being for service. The ultimate epistemological aim of education, a personal and experiential knowledge of God, is indispensable to the ultimate metaphysical and axiological educational aim, the restoration of the image of God in the human being. This ultimate aim of education is not static, but dynamic. The human being will reflect this image, the glory of God, more and more fully throughout eternity.

*More information:* Full text available online

**Velásquez, C., & Leyton, H. (2005). *Desarrollo de un sistema integral de gestión bibliotecaria para la Universidad Peruana Unión basado en el framework Majovi MVC de PHP* Tesis, Universidad Peruana Unión. Retrieved from <http://investigacion.upeu.edu.pe/index.php/Tesis:FIAIS0501>.**

Se desarrolló el sistema integrado de bibliotecaria validado por un análisis efectuado bajo el lenguaje UML, optando por seguir una metodología de desarrollo propia para el proyecto, ayudada en la fase de codificación con las clases y librerías de MOJAVI, un framework basado en el Patrón de Diseño Modelo Vista Controlador (MVC) de PHP. Para el éxito en el desarrollo de un sistema, es necesario diferenciar cuáles son los procesos óptimos para ser automatizados y cuáles pueden ser sólo sistematizados.

Se elaboraron entregables como el Manual de Negocio, manual del Sistema y un pequeño manual de implementación de framework MOJOVI.

La metodología de desarrollo de software no necesariamente debe ser rígida al implementarse, ya que se pueden variar algunos pasos configurándolas de acuerdo a las necesidades propias del sistema (sin alterar demasiado para perder las perspectivas y los objetivos de la metodología base). El elaborar un prototipo núcleo del sistema ayudó bastante en la elaboración, interacción y capacitación de recursos por parte de la biblioteca Central de la UPeU.

Los procesos deben ser claramente establecidos para tener mejor control y poder facilitar así la tarea de cada uno. En caso que no tuvieran estos controles, deberán ser establecidos.

Es posible fusionar 2 metodologías y software utilizado se usan con licencia GPL, es decir que son libres de pagos por licencia, lo que beneficia enormemente a la Universidad Peruana Unión u otra institución que adapte este sistema integrado de administración y gestión bibliotecaria.

Al estar todo el sistema SIBIC desarrollado en una plataforma WEB, se rompe los límites de espacio y tiempo que actualmente tiene Biblioteca Central de la UPeU.

Los procesos “online” permitirán la interacción del usuario con el bibliotecólogo mediante el sistema, el cual toma un papel de canal para las relaciones e interacciones entre los usuarios y el bibliotecario u encargado.

El sistema SIBIC desarrollado, puede implantarse se cualquier sistema de bibliotecas, ya que contempla el formato MARC, tiene herramientas de importación, conversiones de formatos, exportación, etc; todo mediante interfaces para el usuario. Además, es configurable al 100% en todos sus módulos, lo que permite una fácil y rápida adecuación a un tipo particular de biblioteca. Con el respeto a UML, éste es una forma de analizar las cosas desde el punto de vista del mundo real. Por eso, no maneja conceptos, sólo gráficos. El diseñador es libre de crear sus soluciones para cada proceso. Y optimizarlos de acuerdo a las últimas tendencias y tecnologías.

El uso de herramientas y tecnologías actuales y robustos de desarrollo y tecnologías y robustas de desarrollo para el producto final de este trabajo de tesis, ha permitido crear sistemas a los cuales podemos acceder por web, accediendo desde cualquier computador que tenga acceso a Internet, sin necesidad de instalarse algún software. Por tratarse de un sistema de consultas de gran cantidad de documentos, se eligió PHP es un lenguaje robusto, liviano, de abundante documentación y frameworks MVC como el caso de MOJAVI que simplifica abundantemente en la elaboración del sistema. Los algoritmos de búsqueda de bibliografías se adecuan al tipo de búsqueda que se desee realizar algún usuario en particular. El sistema muestra un buscador simple, buscador avanzado por términos, y un acuerdo multi – críticos que permite establecer su propio buscador, de acuerdo a necesidades particulares y en cualquier campo deseado (Inclusive notas de contenido). Somos pocos los que brindamos este tipo de búsquedas, los cual demuestran que no sólo el sistema brinda soluciones, sino valor agregado en beneficio del lector.

El sistema brinda un “historial de búsquedas” que almacena las búsquedas realizadas por un usuario. Para la próxima vez que el usuario búsqueda la misma bibliografía, el sistema simplemente la mostrará directamente del historial de búsquedas, lo cual permite ser muy eficientes en cuanto al tiempo de respuesta de las búsquedas en línea. Al haberse automatizado los procesos de administración y gestión bibliotecaria, el personal de la biblioteca tendrá la posibilidad de acceder únicamente a los módulos en los cuales tenga permiso. Puede modificar un estilo propio de su interfaz en su sesión, lo cual hace del sistema, uno personalizable y administrable en cada proceso. El sistema permite agilizar los reportes para la adecuada toma de decisiones del personal adecuado, y de la dirección de la biblioteca, con datos reales. En el momento deseado y de la manera deseada. El protocolo Z 39.50 permitirá en un futuro no muy lejano, poder realizar consultas bibliográficas a otros servidores en todo el mundo. El sistema es totalmente administrable, pudiendo crear “X” bibliotecas “Y” salas, “Z” tipos de material, etc. En cuanto al tipo de clasificación, el sistema genera el código mediante la norma de clasificación DEWEY, permitiendo también un tipo de clasificación libre, propia de la biblioteca.

Los usuarios cuentan con un catálogo en línea OPAC, el cual se muestra de acuerdo al idioma

preferencial del usuario (actualmente español e inglés). En este catálogo podrán acceder a la bibliografía deseada mediante buscadores, panel de bibliografía, estantería virtual, categorías, etc.

Por último, concluyo y afirmo, en base a los resultados obtenidos en el presente trabajo de investigación y desarrollo, que los objetivos propuestos han sido alcanzados satisfactoriamente.

*More Information:* Dirección General de Investigación de la Universidad Peruana Unión (UPeU), <http://investigacion.upeu.edu.pe>

**Watson, G. W. (2000). *School culture: An investigation of the dominant cultural styles existing in the Australian Adventist education system.* Charles Sturt University, Australia.**

Culture describes the totality of socially transmitted behaviour patterns, beliefs, values and methods of operation that are acceptable to members of a group. It pervades people's minds and forms perceptions to interpret and relate to the world in which they live. The concept that organisations can develop their own culture has created a new way of interpreting the interactions and behaviours of people within workplace environments. By the mid 1980s corporate culture was accepted as a theoretical construct, useful in providing an understanding of organisational management. It was soon recognised that schools too had a distinct culture, influenced by all who attend. A dramatic rush to incorporate cultural concepts within educational administration occurred in the late 1980s and early 1990s, using terms such as 'cultural effectiveness' to describe schools where good practice was evident.

The purpose of this research was to investigate the dominant cultural components of schools within the Australian Adventist Education System. The aims were to investigate what cultural factors supported the norms, values and behaviours of members and using descriptors of strong, moderate and weak, to determine their intensity. The study examined regional variation, short and long-term effects of the culture and the existence of a relationship between measured cultures and teacher satisfaction. Twenty-one schools in eight regions from Queensland to Western Australia participated in the research. Teachers completed the Organisation Culture Inventory as the primary data collection instrument.

Results indicated that a paradox existed at the National level - its strengths were also its weakness. The culture proved to be constructive at moderate to high levels of intensity with affinitive and encouragement orientations being dominant. Though positive cultural factors, these norms were realised at the expense of achievement and self-actualising cultural elements. Such factors translated into high levels of teacher satisfaction apparently due more to the pleasantness of the environment rather than to member achievements. Implications of a continuance of this culture includes the possibility of short-term satisfaction but long-term erosion of the System's educational standards.

*More Information:* Copy available from Avondale College-Main [371.0716794 W33]

## Tertiary & Seminary Education (39)

**Bahimba, P. (1984). *Potential goals of the National University of Rwanda as perceived by senate members, faculty, and students, with implications for the Adventist University of central Africa*. Dissertation, Andrews University.**

*Problem.* The Republic of Rwanda granted the request of the Seventh-day Adventist Church to establish and operate a private university. Rwanda agreed to provide land and recognize degrees and diplomas. The church agreed to have its programs approved by the Ministry of Higher Education. This study was to identify and determine the potential goals of higher education in Rwanda that could serve as guidelines for the Adventist University of Central Africa.

*Method.* The population included all twenty-eight academic senate members, 110 faculty members, and 285 randomly selected students enrolled at the National University of Rwanda (1981-82 school year).

The data-gathering instrument used was the French version of the Institutional Goals Inventory. Two statistical methods were used: descriptive analysis, and analysis of significance using the t-test for correlated samples, one-way analysis of variance, and the Scheffe a-posteriori test.

*Summary of Major Findings.* The major findings were as follows: (1) All rating groups unanimously agreed that there was a discrepancy between "Is" and "Should Be" in each goal statement and goal area. (2) All unanimously agreed on the highest need priority-goal statement in the following areas: Individual Development, Humanism/Altruism (top-ranking priority), Vocational Preparation, Advanced Training, Research, Meeting Local Needs, Democratic Governance, and Innovation. (3) There was a significant difference between the means of "Is" and "Should Be" goals in each of the fourteen goal areas and among the perceptions of the senate, faculty, and students.

*Conclusions.* It would appear from the consensus of discrepancies between "Is" and "Should Be" goals that the institution was in need of improvement. These should provide an agenda for study of goals and programs for the Adventist University of Central Africa.

*Recommendations.* It is suggested that the Adventist University of Central Africa consider the following recommendations: (1) Use this study as a framework for developing goals and curricula; (2) Determine the religious, intellectual, occupational, physical, and social goals consistent with the purposes of Adventist higher education; (3) Direct goals to meet the needs of the Adventist society in francophone Africa. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

*More information:* Full text available online

**Bauer, D. H. (1982). *The role and responsibilities of Andrews University trustees as perceived by themselves*. Dissertation, Andrews University.**

*Problem.* The university board of trustees is the single most important group of the university to guide an institution in fulfilling its goals and objectives. While it may seem that trustees have a grasp of their responsibilities to the institution they serve, it appears that many do not. This study surveys all who have ever served as trustees of Andrews University in order to: (1) identify characteristics of trustees; (2) determine how trustees of Andrews University perceive/perceived their role as trustee in relationship to the twelve trustee responsibilities as listed by John Nason; (3) compare the responses of church administrators with those of laymen; and (4) compare the responses of trustees who served from 1961-1970 with those who served from 1971-1980.

*Method.* The study was based upon data collected from 121 (88 percent) living trustees of Andrews University. A comprehensive two-part questionnaire was sent to each trustee: Part I, biographical and personal information; Part II, responses to 94 items of trustee responsibility and their importance.

*Results.* Significant findings showed a need for: (1) A means of continuing identification, appraisal, and recommendations for trustee appointments; (2) A handbook clearly identifying the role and responsibilities of trustees; (3) A program of orientation for all new appointees and a continuing educational program for all trustees; (4) Trustees to read material and attend workshops and seminars on trusteeship; (5) The formulation of trustee sub-committees; (6) Tentative agendas to be sent to trustees prior to meetings; (7) Trustees to give more personal support to the University and to help identify and cultivate potential supporters; (8) The appointment of fewer ex-officio trustees and more professional layman; (9) Trustees having a better acquaintance with the campus, students, and faculty; (10) A document for trustee signatures stating they have no conflict of interest.

*Conclusions.* While some trustees have a more complete knowledge of trustee responsibilities others are greatly lacking in understanding of trusteeship. An ongoing educational program must be developed to orient trustees to their role and responsibilities. Only then can they serve the University efficiently and effectively.

*More information:* Full text available online

**Birkenstock, D. (1976 ). *A comparison of values of board chairmen and educational administrators in Seventh-day Adventist residential academies, colleges, and universities in the United States of America and Canada*. Dissertation, Andrews University.**

*Problem.* An important concern of administrators is assessing the role of values in education. A high degree of values congruency between board chairmen and educational administrators seems essential for educational institutions to function effectively. The purpose of the study was to assess the degree of values congruency between Seventh day Adventist board chairmen and educational administrators.

*Method.* The Allport, Vernon, and Lindzey Study of Values scale, which furnished relative scores for six value classifications--aesthetic, economic, political, religious, social, and theoretical--was selected for the study. A personal data sheet was developed for the subjects of the study. Ten hypotheses were developed for the study. The first six hypotheses related to the major purpose of the study and held that there is a significant difference between the six value scores of board chairmen and educational administrators as measured by the Study of Values scale. The four hypotheses for the corollary purposes of the study held that there is a significant difference between the six value scores of board chairmen and educational administrators based on the independent variables of age, non-administrative experience, years of administrative experience, highest degree held, major field of study, years of schooling in Seventh-day Adventist educational institutions, enrollment of educational institutions, and level of educational institution, as measured by the Study of Values scale. The Study of Values scale and a personal data sheet were mailed to fifty-two board chairmen and fifty-nine educational administrators. The board chairmen, clergymen by profession and training, held executive positions, such as local conference presidents, union conference residents, and Vice-presidents of the General Conference, in the Seventh-day Adventist church. The educational administrators were principals and presidents of Seventh-day Adventist owned and operated residential academies, colleges, and universities. Thirty-three usable responses were returned by board chairmen, or 63.4 percent, and forty-five by educational administrators, or 76.2 percent, giving a total response of 70.2 percent. Two statistical procedures were used in the study: 1) a one way multivariate analysis of variance, and 2) a discriminant analysis for several groups, conducted for those comparisons which were statistically significant for the analysis of variance. A .05 level of confidence was set for rejecting the null hypotheses on all of the comparisons.

*Results.* No statistically significant differences on the six value scores of board chairmen and educational administrators were obtained. However, seven significant differences were obtained on the comparisons for the independent variables. On some comparisons the following independent variables had significant differences: years of administrative experience, highest academic degree held, major field of study, years of schooling in Seventh-day Adventist educational institutions, enrollment of educational institutions, and level of educational institution. On five statistically significant comparisons the economic political, religious, social, and theoretical values discriminated between the board chairmen and educational administrators according to the discriminant analysis.

*Conclusions.* The following main conclusions emerged from the study: 1. That a high degree of congruency, with direct implications for policy making in educational institutions, existed between the values of board chairmen and educational administrators 2. That educational administrators had a unique value orientation with a high ranking of the religious, political, and social values 3. That board chairmen had similar value ramblings to other clergymen on religious, social, and political values but differed markedly from other clergymen on the economic value 4. That social and economic values discriminated best between board chairmen and educational administrators 5. That subjects were more likely to have dissimilar value orientations when they had had more than ten years of administrative experience 6. That principals of smaller residential academies tended to place a higher priority on social and economic values than did principals of larger residential academies.

**Bissell, H. L. (1977 ). *The relationship of leadership characteristics of academic deans in Seventh-day Adventist colleges and universities to their performance levels as perceived by educational administrators and faculties.* Dissertation, Andrews University.**

*Problem.* The research literature in educational administration describes few studies directed toward identifying the relationship of specific characteristics of administrators to their performance levels. Yet such research would be useful in providing information relevant to the educational preparation and selection of administrators and of value to practicing administrators. The purpose of this study was to identify the relationship of the leadership characteristics of academic deans in Seventh-day Adventist colleges and universities to their performance levels.

*Method.* Six research hypotheses were formulated for determining the relationship between the deans' performance levels and their leadership characteristics and for testing the differences between selected groups of deans with regards to leadership characteristics and performance.

Eight North "American and sixteen overseas institutions participated in the study. The deans' leadership characteristics were rated by 196 respondents including subordinates of the dean and randomly selected departmental chairpersons and/or faculty members. Their performance was evaluated by 209 respondents including super ordinates, peers, and randomly selected departmental chairpersons and/or faculty members. Two instruments were used in the study. The Leader Behavior Description Questionnaire--Form XII (LBDQ) developed at Ohio State University was used to assess twelve leadership characteristics of the deans. The researcher prepared the Academic Dean's Functions Questionnaire (ADFQ) to determine the expected functions of the dean at each institution and to evaluate the dean's performance of each expected function.

Spearman's coefficient of rank correlation rho (p) was used to determine the relationship of the deans' ranking by median scores on the ADFQ to their ranking by median scores on each characteristic of the LBDQ. The mean scores on the LBDQ were examined for significant differences between the following groups of deans: (1) the upper third in performance versus the lower third. (2) the upper half of the North American deans in performance versus the upper half of the overseas deans, and (3) the recently appointed deans versus those who had served for one year or longer in their present positions. Factor analysis was used to reduce the twelve characteristics of the LBDQ to two dimensions of leadership and varimax rotation was performed to determine the loadings of each characteristic on these factors.

*Results.* The following eight characteristics listed in the order of the strength of the relationship were significantly related to the deans' performance levels: Predictive Accuracy, Demand Reconciliation, Initiating Structure, Role Assumption, Persuasiveness, Superior Orientation, Integration, and Consideration. There were significant differences in the mean scores of high and low performance deans on all of these same characteristics except Superior Orientation. Recently appointed deans exhibited significantly more of the characteristic Role Assumption than did deans with one or more years of experience in their present position. When factor analysis and varimax rotation were performed on the subscales of the LBDQ. eight leadership characteristics loaded on an institu~ional-orientedfactor and four loaded on a person-oriented factor.

*Conclusions.* The findings of the study support the following conclusions:

1. The leadership characteristics of deans have a bearing upon the effectiveness with which they perform their functions.
2. High- and low-performance deans exhibit significant differences in leadership behavior.
3. the leadership behavior of deans demonstrates the two-dimensional theories that view leadership as consisting of system oriented and person-oriented dimensions. The deans in this study were strongly system-oriented.

The close relationship between the deans' leadership characteristics and their performance levels has important implications for the educational preparation. Selection, and practice of academic deans.

*More information:* Full text available online

**Blanton, R. K. (1981 ). *The market position of a university relative to an ideal: A study of constituent and faculty perceptions.* Dissertation, Andrews University.**

*Problem.* Specialists in educational trends forecast declining enrollments for higher education until at least the end of the twentieth century. Because of these forecasts many educators have turned to marketing in an effort to find assistance in meeting challenges raised by the prospect of declining enrollments. It is commonly accepted that the success of an institution is determined ultimately by how well it satisfies the needs and expectations of its constituents. In the area of identifying client expectations and needs marketing may well offer its greatest assistance to higher education. It was the purpose of this study to determine if there was any significant difference between the market position of the undergraduate schools of Andrews University and that of an ideal college/university as perceived by constituents and faculty of the university.

*Method.* The census of four selected populations were considered as subjects for the study. These were (1) seniors in academies operated by the Seventh-day Adventist Church in the Lake Union Conference scheduled to graduate in the Spring of 1981, (2) parents of these seniors, (3) faculty members of the academies, and (4) faculty members of Andrews University. Each subject was asked to complete one of two questionnaires developed for the study. Half of the subjects were randomly chosen to receive questionnaires for an "ideal" college/university and half of the subjects were randomly chosen to receive questionnaires concerning Andrews University. Seventy-three percent of the subjects completed and returned questionnaires usable for the data analysis. Two statistical methods were used in analyzing the data. The hypotheses were tested by multivariate analysis of variance followed by discriminant analysis.

*Findings.* All null hypotheses were rejected indicating that significant differences were perceived between the "ideal" college/university and Andrews University. In discriminating between Andrews University and the "ideal" college/university, twenty-one of the thirty variables tested played a significant part for one or more of the populations. Of the four populations and two combined population groups (six total groups) three variables played a significant part for five of the groups, three variables for four of the groups, six variables for two of the groups, and nine variables played a significant part for one group.

*Conclusions.* The findings suggest that all populations under study perceived Andrews University to be significantly different from the "ideal" college/university on some of the thirty variables. The combined populations particularly rated Andrews University relatively lower than the ideal on variables concerning campus cafeteria food, trust relationship between faculty and students, careful cost control by the University, on-campus work opportunities for students, and teachers modeling Christian lifestyle. The total population rated Andrews University relatively higher than the ideal on variables concerning rules being consistent with Christian philosophy and student autonomy.

*More information:* Full text available online

**Boughman, L. W. (1991). *Guidelines for campus beautification with special reference to Seventh-day Adventist academies and colleges in North America. Dissertation, Andrews University.***

*Problem.* Few recognize the potential between campus beautification and the enrichment of the institutional programs or the responsibility role of stewardship for school lands. Often, campus beautification has not been considered an important item in capital outlay.

*Method.* The study utilized the descriptive method. Literature was reviewed to gather concepts related to campus beautification that could be applied to SDA academies and colleges. Ideas were gathered from personal contacts with chairs of other institutions in the area of landscape architecture and from the fifty states that had published guidelines for campus beautification. On the basis of the ideas and information gathered, guidelines for campus beautification with special reference to SDA academies and colleges in North America were developed. SDA principals of academies and presidents of colleges were asked to place a value judgement on each item. The guidelines were sent to a panel of judges for validation.

*Conclusions.* Major conclusions drawn as a result of information and experience gained during the course of the study were: (1) There is a need for guidelines for campus beautification especially in SDA academies and colleges in North America. (2) There is a relationship between campus beautification and the education process. (3) The design, planning, and development of campus beautification is a complicated process which needs the input from several sources. (4) Campus beautification can be achieved within a limited budget by carefully planning the project in phases.

*Recommendations.* Based upon the findings of this study, the following recommendations are presented for consideration. (1) The guidelines developed in this study should be adapted to meet the specific needs of each campus. (2) Short training seminars should be developed to prepare educators and others concerned with campus beautification for educational institutions. (3) The campus beautification guidelines developed in this study should be field tested by those committees planning to build a campus or those wanting to further develop a current campus. (4) In planning for campus beautification, a budget should be implemented and maintained.

*More information:* Full text available online

**Bradfield, C. A. (2009 ). *The demographics, psychographics, reasons for giving, and reasons for not giving of alumni donors and nondonors to two Seventh-day Adventist universities*. Dissertation, Andrews University.**

*Problem:* Adventist universities rely on donor support. The predictors of Adventist alumni giving behavior are vital in order to optimize the fundraising capability of a university, but perceptions of who gives among Adventist alumni and why they give or do not give are not based on research.

*Method:* This empirical study analyzed the relationships between independent variables (demographics, psychographies, reasons for giving, and reasons for not giving) and dependent variables (donor status, level of support measured by largest gift and cumulative gift total, and frequency of support measured by percentage of gift years). The dependent variables were derived from gift data of two comprehensive Adventist universities. The independent variables were created from responses to a survey mailed to alumni of the Universities. The Identification Theory, rather than social exchange, altruism, or obligation theories, was used as a framework for the reasons for giving and not giving. Chi-square, analysis of variance (ANOVA), and correlation tests were used to analyze the relationships between individual variables; multiple regression tests were used to analyze models composed of selected variables.

*Results:* Significant differences between donors and nondonors and significant relationships with level and frequency of support variables existed for all four types of independent variables. Being older, having a spouse with a degree, and receiving the highest degree earlier were demographic predictors of donors. Psychographic predictors of giving behavior included: giving to more than three nonprofits and being involved with the University. Reasons for giving predictive of giving behavior included: being asked to give, believing in the mission, respecting past and current faculty, and returning help as one was helped.

*Conclusions:* The discovery of predictors of Adventist alumni giving behavior will assist university personnel both in identifying alumni who are potential donors and preparing effective funding proposals to optimize philanthropic education and resource acquisition. Additional study of the relationships between the various predictors of Adventist alumni giving behavior is recommended. Encouraging philanthropy, in general, by alumni appears to enhance alumni-giving behavior to their Adventist alma mater.

*More Information:* Full text available online

**Canosa, H. (2005). *The perceptions of governing board performance held by trustees of four Adventist colleges: Select group practices and behaviors in six competencies*. Dissertation, La Sierra University.**

Higher education board governance has, in recent years, garnered growing attention among authors and researchers, particularly in light of a confluence of social, political, and economic factors affecting the viability of private and independent colleges. This descriptive, purposive study explores perceptions of 84 trustees of four Seventh-day Adventist colleges and universities regarding group practices and behaviors, identified in the Chait, Holland and Taylor

"Six Competencies" (1991) construct. In addition to examining the demographic characteristics of the sampled boards, the data were analyzed by variables of church affiliation, gender, age, race and ethnicity, and primary occupation. This study's uniqueness is found in its exploration of board performance in the context of Seventh-day Adventist higher education board culture.

Subjects scored board performance across the contextual, educational, interpersonal, analytical, political, and strategic competencies, in addition to responding to three open-ended questions. A general lack of gender diversity among subjects in the sample suggests participating boards may wish to re-examine board composition to include more Church-employed and Non-White females. Participating boards might wish to employ more board development strategies, including new member orientation, board retreats, and new member mentoring. Moreover, data and responses to open-ended questions appear to suggest subjects of this sample desire their respective boards to initiate board discussions and decision-making with future, strategic interests of the institutions served in mind.

With few notable exceptions primarily in what data render relative to the variable of gender, the study variables do not generally appear to be notably determinative in trustees' perceptions of respective board performance.

*More Information:* Full text available online

**Carlson, R. (1996). Working smarter, not harder: Administrative leadership styles in Adventist colleges. *Journal of Adventist Education*, 59(2), 24-29. Retrieved from <http://circle.adventist.org/files/jae/en/jae199659024005.pdf>**

This article shares the results of research conducted at the 1995 General Conference session in Utrecht, Holland, gathered from Adventist college and university presidents throughout the world field and provides a challenge to administrative excellence in our educational institutions. It shares a list of fundamental practices that enable leaders to do extraordinary things, and a copy of the instrument together with suggestions on using it.

*Full text on CD:* jae199659024005.pdf

**Cash, R. W. (1990). *Freshmen retention at two Seventh-day Adventist higher education institution. Dissertation, Andrews University.***

*Problem.* Information is needed regarding the reasons students attend Seventh-day Adventist higher education institutions, and how these reasons and students' characteristics relate to their decision to remain in college or withdraw.

*Method.* A study was made of freshmen entering Andrews University and Union College in autumn 1983. Survey and personal information were collected at the beginning and near the end of the school year. Students who withdrew during or after their freshmen year were identified. Data collected were analyzed using several criterion variables, including retention

status, time of withdrawal, gender, and school attended. The applicability of Tinto's model of retention was tested for church-related institutions.

*Results.* Freshmen at these two Seventh-day Adventist institutions appear to be similar to their peers at other public and private traditional and residential colleges in personal background, reasons for attending college, freshman year experience, and reasons for persisting or withdrawing. Salient findings include: (1) The greatest differences among students on each campus studied were between students from regional feeder secondary schools and nearby states, and students further away; social reasons were more important to those attending from a shorter distance from home. (2) A general commitment to Christian education was found to contribute to the persistence of many students during and at the end of their freshman year. (3) In addition to the usual academic and social reasons for withdrawing, financial and religious integration/commitment reasons were also related to the decision to remain or withdraw. (4) A relationship was found between student-institution fit and retention. Tinto's model of retention, with the addition of religion pre-enrollment characteristics and religious integration as well as intention to continue, describes the retention behavior of students in church-related institutions in a manner similar to other published tests of the model.

*Conclusions.* Because of their similarity to their peers in other colleges and universities, studies of students at Seventh-day Adventist institutions are appropriate using methods successful on other campuses. A commitment to obtaining a college education in a Christian setting is related both to the decision to attend Andrews University or Union College and to continue beyond the freshman year.

*More information:* Full text available online

**Clifford, G. F. (1976). *The importance of and relationship between admissions criteria for undergraduate students and the management of the office of admissions in Seventh-day Adventist institutions of higher education.* Dissertation, Andrews University.**

*Problem.* The selection and admission of undergraduate students involves the admissions office in the responsibility of maintainin; the delicate threefold balance of academic excellence and quality, institutional economic stability, and the provision of educational opportunity for all who wish to benefit by higher education. Obtaining the information necessary for the adequate and proper assessment of an applicant's eligibility for admission coupled with attention to good management principles and practices in the office of admissions will strengthen and benefit the entire institution, and also enable the deserving student to obtain the educa.tion approliria.te to his potentiaJ.. It was the purpose of the study' to analyze and eva.l.uate the admissions criteria and the principles of management of the undergraduate admissions office in the colleges operated by the Seventh-day Adventist Church in North America.

*Method.* The study involved the responses from a population of ninetyeight persons involved in the admissions decision, and the responses from fifty-eight persons employed in the admissions

office. Two instruments were used. The first was designed to assess the relative importance awarded admissions criteria and requirements by admissions officers and admissions committee members. The second determined the degree of adherence to accepted admissions office management principles by personnel in the admissions office. The hypotheses projected in the study suggested four statistical procedures. The consistency of the responses, within an institution, as tested by an analysis of variance methodology to determine the reliability of the responses. The degree of importance awarded specific admissions criteria and the degree of adherence to specific statements of admissions office management principles were identified by the use of quartile values on all responses to a particular admissions criterion or management statement. Agreement between institutions on admissions criteria and on management principles was obtained by calculating the Pearson product-moment correlation coefficient ( $r$ ) on the means of the responses. Finally, the institutions were ranked with respect to overall consistency of response within each institution on admissions criteria, and for consistency of response within each institution on admissions office management principles. Spearman's correlation coefficient ( $\rho$ ) was obtained as a measure of agreement between these two rankings.

*Results.* Ten of the twelve institutions met the stated criterion level of .71 on the consistency of response on admissions criteria by respondents in the same institution. Only one institution met the same criterion level on consistency of response on admissions office management principles and practice. On the twenty-nine admissions criteria and requirements assessed, respondents considered one academic and five non-intellective admissions criteria essential to the admissions decision. Of the seventy-nine statements relating to admissions office management principles, full adherence was indicated on forty-six and partial adherence on twenty-nine statements. On admissions criteria, forty-two out of sixty-six pairs of institutions achieved the correlation coefficient criterion level of .71. No pairs of institutions met the correlation coefficient criterion level on admissions office management principles. With a rank-order correlation coefficient of .21, consistency of response on the degree of importance awarded admissions criteria bears no relation to consistency of response on the degree of adherence to admissions office management principles in institutions.

*Conclusions.* On the admissions information called for on student application forms, only six of the twenty-nine items or groups of items were regarded as essential to the admissions decision. Admissions offices adhere to the principles of the Wallace mode of admissions office management. Good consistency of response in the same institution and agreement on responses between institutions was demonstrated on admissions criteria. Consistency of response in the same institution and agreement on responses between institutions to statements of admissions office management principles was low. No relationship existed between consistency of response on the importance of admissions criteria and consistency of response on adherence to statements of admissions office management principles.

*More Information:* Full text available online

**Costa, M. (1995). *Factors affecting student enrollment choice: A study of no-shows*. Dissertation, La Sierra University.**

*Purpose.* The purpose of this study was to discover and examine the reasons why undergraduate prospective students who were accepted into degree programs at La Sierra University chose not to enroll (no shows). Factors which influenced no shows' decisions to apply to but not enroll at La Sierra University, as well as factors which influenced their decisions to enroll at other institutions were investigated. These factors were considered to determine if a relationship existed between no shows' enrollment decisions and selected demographics, academic variables, and frequency of university contacts with no shows.

*Study design.* A descriptive, correlational study design was used. A questionnaire was administered to degree seeking undergraduate no shows. The data were analyzed by using descriptive statistical tests, analysis of variance, correlation matrices, and the Chi-square test.

*Findings.* Following are differences found in study survey groups: (1) male and female reasons for not enrolling with respect to "small size of student body"; (2) Seventh-day Adventist and non-Seventh-day Adventist applicants' reasons for not enrolling with respect to campus "conservative Christian lifestyle"; (3) Caucasian and non-Caucasian applicants' reasons for not enrolling with respect to "tuition costs"; and (4) the number of university contacts experienced with respect to no shows selecting "conservative Christian lifestyle" as a reason for not enrolling.

*Conclusions.* It was concluded that: (1) no shows perceived the cost of education to be unacceptably high; (2) no shows tended to have high grade point averages; (3) Seventh-day Adventist no shows had negative perceptions concerning campus conservative Christian lifestyle; (4) no shows perceived the selection of majors, the academic reputation, and the availability of degree programs at La Sierra University to be competitive; and (5) of Seventh-day Adventist no shows, most enrolled at non-Seventh-day Adventist institutions.

*Recommendations.* It is recommended that: (1) efforts be made to provide prospective students with comprehensive information that will communicate accurately and effectively the institution's image, financial options, campus lifestyle, faculty commitment to student success, curriculums, benefits, services, and library resources to guide the prospective student to enroll at La Sierra University; and (2) studies be conducted to determine how the academic and spiritual atmosphere of La Sierra University is perceived and how these perceptions influence enrollment decisions.

*More Information:* Full text not available online

**Cress, P. K. (2005). *Administrator perceptions of Internet-based distance education in Adventist colleges and universities: A mixed-method study*. Dissertation, Andrews University.**

*Problem.* The quality of Internet-based distance education (IBDE) will increasingly become the standard by which students choose a program as higher educational options multiply due to the

dramatic growth in distance education. A system-wide examination of perceptions of IBDE in Adventist higher education is important to administrators for future institutional strategic planning purposes, systemic adoption of policies and practices that promote excellence, and identifying collaborative efforts.

*Method.* This was a sequential exploratory mixed-method study of the perceptions of administrators on IBDE. It was conducted collaboratively with Susan Smith who examined teacher perceptions. Data were collected for both studies from teachers and administrators at nine Adventist colleges and universities across the United States. Research participants were first surveyed using an electronic version of the Institute for Higher Education Policy (IHEP) benchmarks. The survey was followed by a qualitative phase that involved telephone interviews with one identified expert in IBDE on each of the nine campuses.

*Results.* The results of this study indicate little difference in teacher and administrator perceptions with regard to performance on the IHEP benchmarks. However, the most problematic areas of the benchmarks that have significant implications for administrators include: visioning and strategic planning; student and faculty support; and evaluation and assessment. Administrators did express that IBDE was important and future plans were to increase offerings. In the qualitative phase, the themes of prevailing attitudes, collaboration, and qualities of an expert emerged in addition to the seven benchmark categories. Findings that were statistically significant were gender perceptions and the combined effect of experience and position. It was found that mid-level administrators with online teaching experience more strongly identified with leadership roles than teachers or upper level administrators.

*Conclusions.* There are several weak system components in Adventist Internet-based distance education. These areas include strategic planning for technology infrastructure and teaching with technology, policy and management structures, and monitoring and evaluation. Future research recommendations involve exploration of institutional collaborative models, distance education policy and procedures, mid-level administrator impact on distance education, gender differences, and testing and revision of the IHEP benchmarks.

*More information:* Full text available online

**Dial, D. D. (1993). *The role, status and qualifications of the chief advancement officer in selected institutions of higher education.* Dissertation, La Sierra University.**

*Purpose.* The purpose of this study was to gather data concerning the role status and qualifications of chief advancement officers serving in American private colleges and universities. Specifically, this study collected information relating to personal factors, educational backgrounds, job reporting relationships, employment experiences, role activities, duties, and related attitudes.

*Procedures.* The questionnaire was mailed to seventy-six chief advancement officers from eleven Seventh-day Adventist (SDA), twenty nonreligiously oriented, and twenty-nine non-SDA religiously oriented colleges and universities. Sixty (79.0 percent) usable returns were received. Data were analyzed utilizing frequencies, means, chi-square, ANOVA, and the t-test.

*Findings.* Data indicated the high status fund-raisers enjoy within their colleges and universities. The chief fund-raiser profile revealed that s/he played a vital role in managing the college's advancement programs. The survey respondents held similar views concerning the essentials of successful fund-raising.

*Conclusions.* Urgent need exists for: (1) careful study by institutional administrators and trustees regarding the imperative for (a) an effectively formulated statement of mission that appeals to the diversity of potential donors to the institution, (b) a meaningful long-range institutional plan, (c) graduate programs to prepare and upgrade fund-raisers for colleges and universities, and (d) criteria which identify qualities essential to chief advancement officer success; and (2) understanding of the linkage between the profound spiritual perspectives and fund-raising success in religiously-oriented institutions.

*Recommendations.* That (1) institutional administrators and trustees, in collaboration with specialists in fund-raising in institutions of higher learning, assure that statement of mission, long-range plan, graduate programs, and criteria identifying qualities essential to chief advancement officer success, be carefully studied and translated into guidelines for fund-raising success; (2) further research studies be conducted to determine possible relationships between fund-raising effectiveness and length of tenure in the fund-raiser position; and (3) chief advancements officers in religiously-oriented institutions study the linkage between the profound spiritual perspectives and fund-raising success.

*More Information:* Full text not available online

**Egwakhe, J. A. (2002). *The management performance of Adventist International Institute of Advanced Studies (AIAS) as perceived by AIAS students AIAS, Silang Cavite, Philippines.***

This study identifies the perceptions of students at the Adventist International Institute of Advanced Studies (AIAS) on the institution's management performance. The concepts and principles of the Philippine Accrediting Association for Schools, Colleges and Universities (PAASCU) constitute the statistical framework of the weighted average.

Data for the study were obtained from a survey of 130 AIAS students who have stayed and studied at AIAS for up to six months. This study focused on the academic administration, marketing management, and human resource management, as well as the general administration of AIAS. A survey tool was adapted and modified from PAASCU to gather information on these four aspects.

This study is limited to AIAS, with respondents who are currently registered students of the institution. While the application of this study is essential and relevant primarily for AIAS, it can be used as a basis for further research in other Adventist institutions.

The survey findings show that there is a lack of dialogue between students and the management in the selection of lecturers and an inadequacy of lecturers to man the

classrooms. The respondents also indicated poor marketing programs which have resulted to a high cost of enrollment at AIIAS. The clinic is furthermore considered not effective and efficient, recognizing its inability to maintain and sustain the health of both workers and students. Yet, little or nothing has been done to address the issue.

A significant relationship was found between the psychographic variables such as educational experience and cultural adjustment with the management performance of AIIAS. Lack of participative management, time for research project, and inadequate faculty in some academic-related areas have also been identified by the respondents. The respondents indicated that the integration of faith and learning into the academic program of AIIAS is actually that which has differentiated AIIAS from other institutions.

Findings in the study led to the following recommendations: (a) That AIIAS board members and administrators formulate, implement, evaluate, and facilitate a dynamic and comprehensive system of communication with feasible interaction and open relationship between students and administrators. Moreover, they should facilitate the students' involvement in the decision-making process of the institution; (b) that the board and leaders initiate and incorporate in the management framework the concept of management by objectives; (c) that the board and administration improve a built in-service framework in terms of the quality of lecturers, exposing lecturers to professional seminars and training, and constantly embarking on innovative educational training for AIIAS lecturers; (d) that the president, as well as the other administrators, endeavor to find alternative means to enrich the academic programs, marketing management, human resources management, and general administration of AIIAS. Rather than using a push approach, teams with potential expert synergies in managing these four aspects may be involved; (e) that the board and the administration, in conjunction with the students, work towards making AIIAS clinic a lifesaving center; and (f) that a marketing program that involves cooperative effort of students, administration, and alumni be initiated, utilizing the available technical, human, material, and financial resources to market and promote AIIAS.

*More Information:* Copy available from AIIAS Leslie Hardinge Library LG224.B87 .E39 2002

**Faehner, F. M. (2007). *An exploration of the interest in and challenges of fostering undergraduate leadership-development at Andrews University*. Dissertation, Andrews University.**

*Problem.* Among the wide spectrum of definitions regarding the meaning of leadership there are also themes regarding a critical need for leadership-development, and the belief that leadership can be learned and should be available to all. Therefore, it can be said that higher education has both a responsibility and an opportunity to purposefully develop this a new generation of leaders. This study explored the potential of Andrews University to foster a culture of leadership-development that will transform students who will work in collaborative spheres of influence around the globe.

*Methodology.* I used an exploratory, mixed-methods design. Data from an electronic survey were gathered from 418 undergraduate students. Thirteen Andrews University administrators, faculty, and staff were interviewed from a purposive sample selection process. Their responses

were analyzed, clustered, and presented in 24 themes.

*Findings.* Students showed a high level of agreement and support that Andrews should offer a variety of leadership-development programs. Students with higher levels of agreement that Andrews should offer leadership-development and believe that leadership-development will help them Seek Knowledge, Affirm Faith and Change the World will likely participate in the higher levels of leadership-development programs. The discriminate analysis showed that other demographic variables are not predictors of likely participation. The lack of characteristic predictors may be due to the generally high interest in leadership-development found in every demographic group. Most interview respondents expressed that leadership-development is a worthwhile and attractive prospect for Andrews University and that students, staff, and central administration will be highly supportive. They also noted that while many faculty are already supportive of leadership-development, that resistance should be expected, especially related to curriculum changes. Concerns regarding the busy lives of students and faculty, lack of collaboration, further proliferation adding to the financial constraints, and too much talk-too little action emerged as challenges.

*Recommendations and conclusions.* The data and findings that emerged from this study provided a framework to identify 13 best practices for Andrews University to consider. As a microcosm of the international community, Andrews University has the potential to be a nucleus of learning in fostering a global undergraduate leadership-development culture.

*More information:* Full text available online

**Fernández Rojas, J. H. (2005). *La calidad de informacion de la Biblioteca Virtual especializada y el impacto academico en las asignaturas de ingeniería de sistemas en la Universidad Peruana Union*. Tesis de Maestría, Universidad Peruana Unión. Retrieved from <http://investigacion.upeu.edu.pe/index.php/Tesis:MHEID0502>**

Sobre el devenir de las tecnologías de información ha hecho que los servicios informáticos se conviertan en más eficientes, en respuesta a los requerimientos de información, así es como surgen las bibliotecas virtuales: esta investigación nos ha empujado a indagar medios de obtención de información eficientes en el tiempo y espacio. La información que se obtiene debe ser exacta (estar libre de errores, estar en forma clara y precisa, y ser fidedigna y puntual), oportuna (ser apropiada, pertinente y disponible a los requerimientos) y relevante (ser importante, útil y suficientemente amplia), para que pueda ser de calidad y así producir en el estudiante un impacto académico que pueda influir en su aprendizaje (incrementar sus conocimientos, servirle para sus trabajos universitarios, y participación en el aula) e investigación (elaborar informes monográficos, anteproyectos de investigación y construir bibliografías). Se trabajó el problema planteado en la interrogante: ¿cuál es el impacto académico de la calidad de la información de la biblioteca virtual especializada en las asignaturas de la Facultad de Ingeniería en la Universidad Peruana Unión? Para responder a la interrogante se aplicó el método de campo, siendo la muestra 73 alumnos: 22 de la asignatura de "Tesis" (X ciclo) y 51 de la asignatura de "Técnicas de Estudio e Investigación" (1 ciclo) con edades menores a 25 años en ambos sexos, y el 73% con computadora disponible. La

investigación fue tratada longitudinalmente a través del tiempo, se realizó una evaluación inicial; luego se aplicó el uso de la biblioteca virtual que se construyó en ambiente Web, considerando los estándares bibliotecológicos internacionales y, posteriormente, se aplicó la evaluación final para determinar el impacto esperado. En todos los casos, la probabilidad de la media del evaluativo final fue mayor que la media del evaluativo inicial, con un nivel de confianza del 100% ya que la significancia obtenida en la prueba de Wilcoxon fue de 0%; además la correlación entre la calidad de la información y el impacto académico fue de 60.3% según Spearman.

*More Information:* Dirección General de Investigación de la Universidad Peruana Unión (UPeU), <http://investigacion.upeu.edu.pe>

**Gaona, S. (1992). *Trustee and trusteeship of selected private universities and colleges in the United States of America and Canada*. Dissertation, Loma Linda University.**

*Purpose.* The purpose of this study was to compare the demographics, responsibilities and role perceptions of board members in all Universities and Colleges of the Seventh-day Adventist Church in Canada and the United States of America. The study dealt with the entire population of trustees from twelve institutions.

*Procedure.* The questionnaire was comprised of two major parts. The first part dealt with general information and specific demographics. The second part was divided into two Likert style scales.

The data for this research were processed by Dr. George Hilton using a LS 286 microcomputer with the SYSTAT statistical software package (Wilkinson, 1986) and the ENABLE/OA integrated software (The Software Group, 1988).

*Findings.* By and large, a significant difference existed between the trustees' personal perceptions and their perceptions of the view of the entire board of trustees.

*Conclusions.* Some conclusions are: (1) A high degree of perceptive mutuality prevails among the trustee respondents regarding the trustee's responsibilities presented in the questionnaire; (2) The trustees, in general, tend not to reflect interest in or assume responsibility for the financial requirements of an institution; (3) The boards of trustees appear to lack a sense of institutional identity and purpose.

*Recommendations.* Some recommendations are: (1) Each board of trustees should be mindful of always placing God first; (2) Trustees should continue to take the constituency into consideration when making major decisions; (3) Trustees' biographical information should be given to the faculty, students, parents, and administration; (4) The universities and colleges should teach courses in higher education trusteeship; (5) An institution should copy another institution only when the "copied material" agrees or will agree with the unique identity of the institution.

*More Information:* Full text not available online

**Gregorutti, G. (2008). *A mixed-method study of the environmental and personal factors that influence faculty research productivity at small-medium, private, doctorate-granting universities*. Andrews University, Berrien Springs, MI.**

*Problem:* This study sought to determine what organizational factors and personal characteristics of faculty members most relate to research productivity at small- to medium-sized not-for-profit, private, doctorate-granting universities.

*Method:* A mixed methodology was used that included an online survey, follow-up email surveys, and two face-to-face interviews. The main statistical tools used were multivariate analysis of variance (MANOVA) and regression. The final sample came from 12 small- to medium-size, private, not-for-profit doctorate-granting American universities. A group of 277 professors responded to the online survey. An online follow-up qualitative survey was conducted with 34 replies. Two additional face-to-face interviews were performed to complete this mixed-method study.

*Results:* The independent variables for this investigation were socio-demographic, career-achieved experience, self-knowledge, social knowledge, environmental conditions, environmental responses, social contingencies, and behavior. The dependent variable, research output, was the number of scholarly articles, books authored or coauthored, conference proceedings, and books edited within the last 2 years. The multivariate analysis of variance indicated that the highest research productivity was among faculty with the following profile: ages 41 to 50, male, from science departments, having 6 to 15 years at a university, tenured, in some level of administration, ranked as professor, and teaching at both undergraduate and graduate levels. The six constructs of factors for the regression model explained 50.1% for article production (q34) in the last 2 years and a 61.4% for articles in the whole career (q38), respectively. The main constructs producing regressions were self-knowledge and scholarly behaviors. This model explained 23.7% of the conference proceedings (q36). Models for books authored (q35) and books edited (q37) were not significant. Qualitative data showed that: (a) human resources, such as good students and colleagues from the same fields, (b) lower teaching loads, (c) supportive and mentoring environments, and (d) clear expectations built into departmental mission statements were most helpful to create research productivity.

*Conclusions:* Both quantitative and qualitative results indicated a high relationship between self-perception and research productivity. Professors who were self-committed to advancing knowledge generated more scholarly work. Recommendations, discussions, and suggestions for further studies are supplied.

*More Information:* Full text available online

**Gustavsson, J. A. (2000). *Institutional activities in international higher education: An assessment of advancement strategies used at selected small church-related colleges and universities*. Dissertation, Andrews University.**

*Problem* . Small church-related colleges and universities are experiencing financial difficulties. This study assesses the institutional advancement programs at selected Seventh-day Adventist colleges and universities. The purpose of this examination was to analyze "what is" to determine the present-day process of the advancement function, and what "ought to be." These data will also suggest potential areas for growth and development.

*Method* . The study uses a non-experimental, descriptive design. To accomplish the purpose of the study, the literature on institutional advancement was reviewed to find a useable framework. The instrument used for this study was the one used in Willmer's (1980) study with some modifications. The presidents of nine colleges and universities were surveyed through two questionnaires to determine the present-day activities. A questionnaire was also sent to the chairman of the governing board for each school in an attempt to expand the knowledge of the board's involvement in the area of institutional advancement.

*Results* . The research was carried out within the framework of five areas of institutional advancement with research questions for each area. The findings were grouped into the same areas: (1) Institutional commitment. The study found significant deficiencies in the percentage of budget allocation for advancement, and number of professional and clerical staff members; (2) Authority and Organizational structure. The study showed that the schools in this study meet and even exceeded Willmer's model on the level of authority and organization; (3) Personnel Resources. A significant lack of involvement with institutional advancement activities of the presidents and the members of the board was found; (4) Advancement Activities and Functions. All schools reported raising funds through a wide variety of activities; all had alumni organizations and publications mailed regularly, but had a weakness in small mailing lists; (5) Evaluation. No formal evaluation processes were found in any schools.

*Conclusions* . The colleges and universities are trying to raise funds on limited resources. Each school needs to evaluate its institutional advancement activities. Members of the board and volunteers need to be more involved in fund-raising; therefore, training should be conducted. The presidents need to evaluate their priorities and spend considerable more time on advancement activities.

*More information:* Full text available online

**Hill, J. E. C. (1980). *A comparison of the role expectations of the chairperson of the board of trustees of selected universities in Michigan as perceived by five status groups*. Dissertation, Andrews University.**

*Problem*. The university board chairperson performs many tasks in his/her position. However, it appears that there is a lack of consensus on the chairperson's role. Therefore, this study was concerned with the role expectations of the board chairperson of the university as perceived by the board chairperson, university presidents, vice-presidents for academic affairs, vice-

presidents for financial affairs, and other university board members. Is there any correlation between what the board chairperson actually does and what he/she should do as perceived by the five status groups? It was expected that a clarification of the role expectations would provide useful guidelines for improving the environment and functioning of the organization. The purpose was to compare the perceptions of the board chairperson's role with respect to what he/she should do and what he/she does.

*Method.* One hundred and twenty-six subjects comprising five status groups participated in the study. An instrument developed especially for this study, containing eighteen items describing the roles of the university board chairperson of the board of trustees of the university, with respect to expected and actual practice, was used. Four statistical tests were utilized: Thurstone's Categorical Scaling Technique, the Extended Median Test, the Product-moment Correlation (Pearson's  $r$ ), and Kendall's  $W$ .

*Findings.* Results showed that there were significant differences among the median ratings given by each of the five status groups to each specific role in terms of expectation and actual practice. There was a significant correlation of .471 between the scale values assigned to the expected roles by the university presidents and the vice-presidents for academic affairs. Also with respect to actual practice there was a significant correlation of .573 between the scale values given by the board chairpersons and the vice-president for financial affairs. A significant correlation of .591 was found between the scale values assigned to the expected and actual roles by the vice-presidents for financial affairs. Considering the overall groups of respondents, there was a significant correlation of .859 between the scale values given to the expected and actual roles.

*Conclusions.* From an analysis of the data, the following conclusions were reached with regard to the expected roles of the university board chairperson as perceived by five status groups.

There is a high degree of consensus on the following roles: The board chairperson (1) Presides at all meetings of the board and sets the general tone for each meeting; (2) Participates appropriately with the members of the board and mediates instead of domineering; (3) Expedites decision-making and voting of the board after due deliberation; (4) Appoints board committees in accordance with the by-laws and calls for performance reports on a timely basis; (5) Advises and consults with the university president on major problems; (6) Establishes and maintains on behalf of the board good public relations with the press, governmental units, and the public; (7) Provides leadership and recommends appropriate in-service training for the trustees; (8) Serves as a catalyst in initiating evaluation of top executive performance on a regular basis; (9) Leads compensation discussions of the board on behalf of the President.

There is a lack of consensus on the following roles: The university board chairperson (1) Stimulates the board and extracts opinions from each individual where appropriate; (2) Consults with the university president on the trustees' meeting agenda; (3) Initiates the evaluation of the performance of the board as a whole on a regular basis; (4) Insures that the board has adequate advance information and sufficient lead time for deliberation; (5) Receives recommendations from the administration and faculty.

*More information:* Full text available online

**Hunt, L. P. (1989). *Identification of the presence of the restoration concept in Seventh-day Adventist nursing programs in the United States*. Dissertation, Andrews University.**

*Problem.* In 1976 Seventh-day Adventist (SDA) nursing educational leaders adopted a statement of philosophy and goals that incorporated the concept of restoring humans to God's image. Although Adventist education was founded upon restoration themes, no empirical evidence indicates that nursing faculty and students perceive restoration as important or evident in nursing education today. It was the purpose of this study to determine the extent to which the concept of restoration is manifested in SDA nursing programs in the United States.

*Method.* Ten summary statements provide a definition of restoration consistent with the beliefs and teachings of the SDA church. An SDA Concept of Restoration Inventory was developed from the 10 summary statements to determine student and faculty perceptions of the restoration theme. The Inventory was used to measure the extent to which faculty and students perceived restoration concepts to be manifested in philosophy statements, program goals, course objectives, student-teacher interactions, and the teachers' professional activities. The Inventory was administered to 67 full-time faculty and 208 associate degree and baccalaureate degree seniors in nine SDA nursing programs. Corroborative data was gathered from NLN Self-Study Reports and faculty and student interviews.

*Results.* Findings from the Inventory, supported in part by document analyses, indicate that the restoration concept is manifested considerably more in philosophy statements than in program goals and more specific course objectives.

Overall, both faculty and students rated the importance of restoration concepts above the actual existence of restoration in the programs. Students perceived restoration concepts to be significantly less apparent in all areas than did faculty. Divergence was highest between faculty and student responses on the perceived inclusion of restoration in teachers' professional activities.

*Conclusions.* Faculty, and particularly students, agree that the restoration concept is of major importance and should be manifested in all areas of the curriculum. Faculty and students alike indicate dissatisfaction with the inadequate inclusion of restoration concepts in statements of philosophy, program goals, course objectives, student-teacher interactions, and the teachers' professional activities.

*More information:* Full text available online

**Kibuuka, H. E. (2001). Vision and mission statement in Christian higher educational management in Eastern Africa. *Journal of Research on Christian Education*, 10(1), 87-114.**

Literature reveals that although the terms vision, mission and mission statement are understood in a variety of ways, the various concepts of these terms are becoming more commonly used in educational management. A qualitative study of 12 recently established, private, tertiary,

religious educational institutions was conducted to learn how the terms mission and mission statement are used in these institutions. The institutions chosen for this study are from Kenya, Uganda, and Zimbabwe, and all indicated that mission statements are important management statements. However, their written mission statements and the responses of their administrators confirm that, important as mission statements are, they are still understood in varying terms. The same was true of the process of mission-statement formulation, dissemination, and translation into practical life.

*More information:* Hudson Kibuuka, Education Director, East Africa Division

**Link, N. A. (2000). *The role of faith in God in administrative decision-making: A descriptive multiple case study of three African-American Christian women administrators of American higher education*. Dissertation, Andrews University.**

*Problem* . Faith in God is a phenomenon that is difficult to define. Yet, it can be seen as an attitude of complete trust in God. As Proctor (1995) stated, faith in God is believing that there is a purpose and a power (called God) available to each of us, giving us an "inexhaustible source of evergreen inspiration" (p. xvii). Therefore, this study focused on how faith in God impacted administrative decision-making practices of three African-American Christian women administrators of higher education.

*Method* . To achieve the purpose of this study, the literature was reviewed to identify existing theories. This descriptive multiple case study approach examined the impact of religious faith on the decision-making practices of three African-American Christian women administrators of higher education. Case study techniques used were interviews, observations, note-taking, reviewing existent documents, etc. to gain an understanding of what the observed world was actually like. Different kinds of questions and analyses, derived from Spradley's (1979) developmental research sequence, were also used to enhance the method of analyzing and interpreting the data.

*Findings and conclusions* . Throughout this study, numerous attributes or values such as love, honesty, peace, joy, hope, intuition, etc. were engendered by faith in God. These attributes reflected anthropological, psychological, and sociological factors, thereby suggesting three theoretical models (to help understand faith-informed decisions): Fowler's stages of faith, Erikson's theory of human development; and the biblical model (Heb 11 and 1 Cor 13).

According to the findings, it was the practice of the three Christian administrators in this study to ask God for help when making decisions, particularly administrative decisions. Because of their experiences, stories, and viewpoints, it was evident that their profession of faith in God was practiced overtly. The study revealed that religious faith was used as a practical approach to problem solving, conflict resolution, and decision-making practices in the lives of these administrators. Finally, the study showed that faith in God has given these Christian women strength of character to make faith-informed administrative decisions, which is the ability to use the qualities of the spiritual life intermingled with expertise and gifts from God for the good of the organization. *More information:* Full text available online

**MacDonald, M. R. (2003 ). *The contribution of education, experience, and personal characteristics on the reflective judgment of students preparing for school administration*. Dissertation, Andrews University.**

*Problem* . School administrators must use high levels of reasoning to deal with the complexities of today's educational system. Reflective thinking has proven to be an effective administrative tool in problem solving, staff supervision, and school improvement, yet preparation programs for school administrators have limited knowledge about what contributes to reflective judgment in their students, thus making it difficult to develop curriculum and pedagogy to enhance reflection.

*Method* . The Reflective Judgment Model provides the theoretical framework for this mixed methods research design that explores contributory variables that contribute to the reflective judgment of educational leadership students. The Reasoning about Current Issues Test measured reflective judgment, and the Experience and Background Inventory and Demographic Information Form measured experiential, educational, and personal characteristics of 128 educational leadership students. Two linear regression models determined the variables that contributed to the students' reflective judgment. Data were analyzed for reflective judgment level, and contributory variables were determined using two linear regressions. A semi-structured focus group of five high-scoring reflective thinkers provided information on what they believed contributed to their reflective judgment.

*Results* . Reflective judgment levels ranged from pre-reflective to reflective with a mean level score of quasi-reflective. Six variables contributed to reflective judgment, accounting for 14% to 20% of the variability in reflective judgment. Internship and curriculum development class had a positive effect, while school achievement and number of educational leadership courses had a negative effect. Age positively effected reflective judgment, while aspiration level had a negative effect. Focus group students indicated that knowledge of multiple perspectives, influence of others, prior experiences, personal attributes, and social dynamics contributed to their reflective judgment.

*Conclusions* . In the preparation of school administrators, educational leadership programs can enhance students' reasoning by providing a combination of experiences throughout their course of studies that offer opportunities to develop multiple perspectives, deal with "real life" issues, and be exposed to reflective role models through activities such as curriculum development and mentor-supported internships. The wide range of reflective judgment levels and lack of reflective thinking in the majority of the students indicates that it is important for educational leadership faculty to know about the development, assessment, and instruction of reflective judgment in order to more effectively move students to the reflective thinking level.

*More information:* Full text available online

**Matacio, L. R. (2003). Intellectual freedom: Challenges and responsibilities of Seventh-day Adventist academic libraries. *Journal of Research on Christian Education*, 12(2), 171-192.**

A survey was conducted among Library Directors in Seventh-day Adventist (SDA) colleges and universities around the world to learn how SDA librarians view and define intellectual freedom, whether SDA libraries are having censorship challenges to library materials, and what policies and procedures are used to resolve the challenges. It was found that the majority of libraries surveyed have had materials challenged, most often because of differences in religious/theological beliefs or strong language. A comparison made between this study and Hippenhammer's (1993) survey of Christian college libraries showed significant differences in the following areas: written selection policy, reasons for materials challenges, and group submitting challenges.

*More information:* Lauren Matacio, Andrews University

**Miguel, J. I. (2009). *Organizational leadership: A study of the perceptions of servant leadership practices and beliefs, and its implications for a private Christian institution of higher education in Brazil*. Dissertation, UNASP.**

*Purpose:* This study verified the perceptions of the workers of Brazil Adventist University, (UNASP) regarding the beliefs and practices of servant leadership by using data collected online through the instrument called the Organizational Leadership assessment (OLA), focusing on six key areas of organizational health, according to three independent variables, which are leadership categories, campus, and gender.

*Method:* As a quantitative comparative study, the relationship between dependent and independent variables was determined by means of a one-way multivariate analysis of variance (MANOVA) and a 2 by 3 factorial design in order to observe significant differences and interactions between variables. A total of 192 employees working in the three campuses participated in this research involving the three leadership categories (top leadership, management, and workforce).

*Results:* Considering the six levels of organizational health, the institution is perceived as being at level of limited health, with significant differences of perception among the leadership categories, revealing contrasts between the top leadership and the workforce. Besides, when contrasting Campus I and Campus II with Campus III, there are significant differences of perceptions between the first two campuses and the third one. On the other hand, there is no significant difference of perceptions between the genders.

*Conclusion.* The findings show evidence that the institution, having a limited level of organizational health, has a tendency to use traditionalistic attitudes in its practices of leadership. There is also a lack of unanimity regarding the perception of the beliefs and practices of servant leadership among the leadership categories. From the six areas of organizational health, the areas of value people and built community, are perceived as the most

developed and value by the institution, whereas share leadership and develop people are the least practiced and the ones that need the most attention.

*More Information:* Full text not available online

**Morales Cuellar, M. N., & Vásquez Villanueva, S. (2007). *Modelo de Liderazgo del Decano y la Satisfacción Docente*. Tesis de Maestría, Universidad Peruana Unión. Retrieved from <http://investigacion.upeu.edu.pe/index.php/Tesis:MBA0702>**

a presente investigación se ha ocupado de la relación significativa desprendida del liderazgo del decano y la satisfacción docente, en la Facultad de Ingeniería de Sistemas e Informática de la Universidad Peruana de Ciencias e Informática, con el propósito de desarrollar y mejorar la gestión en las universidades, además proponer el modelo de liderazgo del decano caracterizado por el estilo de liderazgo carismático, democrático y consultivo.

La investigación atendió el problema: ¿Cuál es el grado de relación del liderazgo del decano y la satisfacción de los docentes, en la Facultad de Ingeniería de Sistemas e Informática de la Universidad Peruana de Ciencias e Informática, durante el años académico del 2006? Asimismo, se propuso el objetivo de evaluar cómo liderazgo del decano se relaciona con la satisfacción del docente. Se trabajó con una población y muestra de 33 docentes, mediante los métodos cualitativos y cuantitativos, llegándose a la conclusión de que el liderazgo del decano ha tenido una relación significativa con la satisfacción de los docentes, gracias a los datos, las informaciones y los análisis realizados mediante los instrumentos elegidos y seleccionados para tal fin.

*More Information:* Dirección General de Investigación de la Universidad Peruana Unión (UPeU), <http://investigacion.upeu.edu.pe>

**Murillo Antón, W., & Callasaca, H. (2007). *La percepción del personal de Servicios y el Clima Organizacional en la Universidad Peruana Union, Filial Juliaca*. Tesis de Maestría, Universidad Peruana Unión. Retrieved from <http://investigacion.upeu.edu.pe/index.php/Tesis:MBA0701>**

El presente trabajo de investigación se titula: “La percepción del personal de servicios y el clima organizacional en la Universidad Peruana Unión, Filial Juliaca”. La población de este estudio la conformación los 146 trabajadores a tiempo completo considerados en los registros de planilla del período 2007 en sus diversas áreas de la Universidad Peruana Unión, filial Juliaca. Para la determinación de la muestra, se aplicó el muestreo no probabilístico porque los sujetos de la unidad de análisis de estudio son escogidos arbitrariamente. Es decir, en este trabajo se eligió una muestra de 35 trabajadores que laboran en el área de servicios.

Los aspectos metodológicos que guiaron este trabajo de investigación fueron: 1. El tipo de estudio fue descriptivo. 2. El diseño fue de diagnóstico no experimental transeccional. 3. De acuerdo al objetivo planteado se obtuvieron resultados

El objetivo general menciona: Describir cuál es la percepción del clima organizacional del personal de servicios de la Universidad Peruana Unión, Filial Juliaca. En consecuencia el resultado fue: la percepción del clima organizacional del personal de servicios de la Universidad Peruana Unión, Filial de Juliaca es ópticamente aceptable en un gran porcentaje (85.7%), mientras que una mínima parte lo percibe mejorable en un 14.3%.

*More Information:* Dirección General de Investigación de la Universidad Peruana Unión (UPeU), <http://investigacion.upeu.edu.pe>

**Murray, S. (1981). *A description of trends in home economics curriculum, enrollment, and degrees granted in Seventh-day Adventist colleges and universities: A five year study, 1976-1980.* Andrews University, Berrien Springs, MI.**

*Problem:* As the role of home economics continues to be defined and evaluated within Seventh-day Adventist colleges and universities and higher education generally, a clear perception is needed of the purposes and directions of home economics. The purpose of this study was to describe home economics in Seventh-day Adventist higher education, indentifying basic programs available, enrollment trends, and the number of undergraduates for a five year period, 1975-76 to 1979-80.

*Method:* As a part of a larger study on the status of home economics programs in Seventh-day Adventist institutions, the admissions offices and home economics departments of the eleven Seventh-day Adventist colleges and universities provided data of courses offered, the credit value of each course, the number of students in each class, and the number of graduates from home economics programs during the five years studied. Reports from the Department of Education, General Conference of Seventh-day Adventists, identified the total graduates from all programs in these institutions.

This study was designed to examine the total home economics program in Seventh-day Adventist higher education, so data from all schools were combined to obtain a composite description. Information received was coded for five content areas and six course-type categories. The percentage of increase or decrease in credits offered and earned was then calculated. Also, the percentage of home economics graduates was compared to the total number of undergraduates from all programs in all North American Seventh-day Adventist colleges and universities.

*Findings:* Overall, Seventh-day Adventist colleges and universities maintained stability in credits offered in home economics programs from 1975 to 1980, but there was a decrease in both credits earned and in degrees granted during the five years studied. Enrollment per credit hour taught decreased over the five years from an average of twelve students in 1975-76 to an average of ten students in 1979-80. More total home economics degrees were granted in 1979 than during any of the other five years. Compared to undergraduate degrees offered in all programs in Seventh-day Adventist higher education, the percentage of home economics undergraduate degrees granted decrease slightly, dropping from 6 percent in 1979 to 4 percent by 1980.

*Conclusions:* The findings suggest a trend toward a slightly declining enrollment in home economics programs. This trend needs further study since government reports suggest an increased demand for graduates of higher education in home economics throughout the eighties. Also, with the reorganization of some college departments, home economics as a discipline for academic study could lose the integrative approach necessary for understanding human needs in relation to the environment; therefore, careful attention must be given to curriculum development in Seventh-day Adventist higher education.

*More Information:* Full text not available online. Andrews University Library G.S. Th. M984

**Ngondiep, A. D. (2004). *Customer relationship management as perceived by students and administration at AIIAS. AIIAS, Silang Cavite, Philippines.***

The purpose of this study was to find out how the Customer Relationship Management concept, as conceptualized by Kaj Storbacka and Jarmo R. Lehtinen, was being implemented at AIIAS. The concept has four essential relationship perspectives, namely, Exchange of Resources, Relationship Structure, Relationship Phases, and Implementation of CRM Strategies, on which the study was based. It specifically attempted to answer the following questions: (1) Demographic and Psychographic profile of student respondents; (2) Rank ordered perceptions of students about AIIAS as a school and a community of faithful people; (3) Kolmogorov-Smirnov analysis of individual perceptions between those of students and administrators about the implementation of the CRM concept at AIIAS. (4) Analysis of variance of individual perceptions about the implementation of the CRM concept at AIIAS among respondents, both students and administrators, when they are grouped according to demographic and psychographic variables; (5) Rank ordered perceptions of students regarding the recommended marketing strategies at AIIAS.

The study was delimited to AIIAS students currently registered at the beginning of the second semester of the year 2003-2004, specifically on November 04, 2003, and to AIIAS administrators (including their supporting staff) permanently working at the same period of time. The research was a descriptive, qualitative, and quantitative study, with the questionnaire and focus group discussions as the main instrumentation. Out of 134 questionnaires, 121 (90.3%) were completed from the students sample; and 13 (81.25%) out of 16 from the administrators sample. Sixteen students participated in the focus discussion, which took place on the 9th of January 2004. Both groups, Married & Singles, comprised eight participants. The results of the study were as follow:

First, there were more male than female, and more married than singles. Majority of respondents (78%) came from Asia; age ranged from 21 to over 50, with most of the respondents (about two-third) being 21-40. The majority belonged to the Seminary, and was pursuing masteral programs; most were self-sponsored. Most of the respondents have spent between 1-2 years at AIIAS; and finally, most of the respondents were optimist about AIIAS.

Second, half of the student respondents agreed with Service delivery at AIIAS; and most were non-committal to the statements related to complaints handling. As far as spirituality is concerned, from the item's means, overall student respondents were non-committal to the

overall statements related to Spiritual assessment at AIIAS. On the other hand, the frequency distribution table (Appendix B, p. 17) revealed that most of the student respondents (47%) actually agreed. However, participants from the focus group discussions suggested that “AIIAS as whole is not able to demonstrate or reflect its Christian commitment in its relationship with the students”.

Third, student respondents had shared preferences on the issues discussed in the questionnaire. For instance most of the time the majority of the student respondents tended to agree to the statements related to Exchange of resources and Implementation of CRM Strategies; and to be either non-committal or disagree to the statements related to Relationship Structure and Relationship Phases. On the other hand, administrator respondents tended to have divergent opinions, except on few items. Finally, both students and administrators agreed that the objective of the relationship strategies at AIIAS is to foster a good learning process, and the success of AIIAS largely depends on the implementation of relationship strategies.

Fourth, there were significant differences in perception on specific single items, on how Customer Relationship Management was implemented at AIIAS, among respondents when they were grouped according to demographic and psychographic variables; except when they were grouped according to nationality and academic degree. On the other hand, differences mostly appeared on single items when respondents are grouped according to present status and psychographic variables, particularly on Relationship Structure and Relationship Phases at AIIAS, which seem to be weaknesses of AIIAS in that mostly less than 50% of student respondents agreed on all the corresponding items.

Fifth, among other factors, respondents consider “Christian education” and “good reputation” as important reasons why students study at AIIAS; they also think that AIIAS’ expansion into more DLCs is quite successful. However, respondents disagree that prices at AIIAS (including housing) are reasonable.

Based on the above results it was recommended that the zipper strategy, whereby students become coworkers with the school to a predetermined and agreed upon extent, be adopted by the institution. In other words, the institution, in cooperation with the students, must set up a covenant or a script including roles and boundaries of each party; and make sure that both parties are reading the same script and are moving together toward different but compatible objectives, through customer satisfaction survey, dialogues, etc. This will give the opportunity to AIIAS to turn all or most of its customers into loyalists; and help each party to attain its objectives without making the other worse off.

*More Information:* Copy available from AIIAS Leslie Hardinge Library LG224.B87 .N46 2004

**Paulson, R. A. (2009). *Readiness for inter-institutional collaboration among Adventist institutions of higher education in North America: Stages of change* Dissertation, Andrews University.**

*Problem:* The current sociological and economic environment faced by higher education in North America has inspired many institutions to form consortiums in an attempt to enhance

institutional viability. The Association of Adventist Colleges and Universities (AACU) is a consortium of 15 Seventh-day Adventist institutions of higher education in North America. This consortium was formed as an attempt to increase collaboration, enhance quality, and augment institutional viability. The purpose of this study was to describe the current inter-institutional environment for collaboration among AACU member institutions. Currently, there has not been formal research into the collaborative environment of the Association of Adventist Colleges and Universities. Without an understanding of the status of inter-institutional collaboration in Adventist higher education, the path to increased inter-institutional collaboration is likely to fail.

*Method:* This study was a quantitative study using survey research methodology in which a survey developed by James Prochaska was adapted to assess inter-institutional collaboration among Adventist colleges and universities in North America. The survey was administered via web-based technology (Zoomerang) to faculty and administrators at the 15 Adventist institutions of higher education in North America. In particular, this survey and the Transtheoretical Model were chosen as they have been used to measure organizational change relative to elements of collaboration but have not been used within an inter-institutional setting.

*Results:* Analysis of stage of inter-institutional collaboration among Adventist institutions of higher education in North America found that approximately 57% of the participants are at the precontemplative or contemplative stages whereas about 42% are at the action or maintenance stages. Stage of collaboration is not related to gender, whereas work assignment as faculty or administration, age of the participant, and years of experience in Adventist higher education do have a significant relationship with stage of interinstitutional collaboration. The majority of faculty are at precontemplation whereas the majority of administrators are in maintenance. The data suggest that older participants tend to be further along in the stage of inter-institutional collaboration than are younger participants. Further investigation into the significance of the relationship of age and stage demonstrated that when faculty and administrator were analyzed by work assignment and age, there was no significant relationship between age and stage of inter-institutional collaboration. Years of experience was found to have a significant relationship with stage of inter-institutional collaboration. Analysis would suggest that more experienced participants are further along on the stage of inter-institutional collaboration, but when years of experience was analyzed by work assignment only, faculty demonstrated a significant relationship between stage and years of experience in Adventist higher education. Data analysis with respect to the relationship between stage of inter-institutional collaboration and the outcome measures of the Transtheoretical Model indicated a significant relationship between stage and behavioral frequency, decisional balance, and self-efficacy. There is a significant relationship between stage of inter-institutional collaboration and the linear combination of decisional balance, self-efficacy, and behavioral frequency. However, there is no significant interaction effect between stage of inter-institutional collaboration and the demographic characteristics of gender, age, years of experience in Adventist higher education, and work classification as faculty or administrator. The data suggest that the relationship between stage of inter-institutional collaboration and the linear combination of decisional balance, self-efficacy, and behavioral frequency does not depend on demographic characteristics.

*Conclusions:* Adventist higher education in North American is in the process of developing a more interinstitutionally collaborative system. This study described the environment for interinstitutionally collaboration within Adventist higher education and identified a variety of

group-related stage differences. With group differences in mind, failure to match change processes with the stage of inter-institutional collaboration will decrease the likelihood of continued collaborative growth within Adventist higher education in North America. This study indicated that the Transtheoretical Model of human change is reliable across demographic characteristics and appropriate in the organizational environment.

*More Information:* Full text available online

**Potter, M. J. (2003). *Developing a masters degree program: A case study in organizational operation and development. Avondale College***

The present study addressed the experience of Avondale College in developing the M.Ed. (curriculum) English as a Second Language (ESL) courses, recognising that this was an integrated part of a larger program of course expansion undertaken by the College at that time. Avondale College developed its educational courses among a set of specific motivations, requirements and educational environmental conditions which included competition of other academic institutions and internal dynamics. These pressures must be managed and the process learnt from if the institution is to maintain and develop both a quality product or outcome and an efficient and effective method for achieving that outcome. An examination of the effectiveness of development and implementation addresses a range of individuals and groups, looks at the situation in which they developed the course offerings and evaluates the existence of and effectiveness of a meta-process that sets out the process of development for those involved.

The process of Avondale College's course development was addressed from the perception of the administration, faculty and lecturing staff of Avondale College. Staff whom had an integral or central role in the event were identified and interviewed with an intention to satisfy two objectives. The first was to construct an informative case study that filled out a situational and chronological picture. When examining the existence and use of a process it is important to have access to the 'when' and the progression of events.

The second objective was to elicit answers to questions concerning the process(es) employed, which/whose concerns were addressed and also perceptions of motivations and knowledge of expectations of those driving the development from the perspective of individuals involved. Comparisons to models of organizational behaviour and development also indicate valuable areas for consideration and improvement.

*More Information:* Copy available from SPD Education Office

**Sauder, V. (2008). *Marketing Seventh-day Adventist higher education: College-choice motivators and barriers. Dissertation, Andrews University.***

*Purpose* . Approximately 75% of Seventh-day Adventist college-bound youth do not attend the church's 15 colleges in North America. This study explored the views of Adventist college-bound participants regarding the factors (motivators and barriers) that influence college choice.

*Method* . Utilizing a mixed methods approach, qualitative and quantitative data were collected in a sequential two-phase design. Insights from focus groups conducted in Los Angeles and Nashville guided the development of a nationwide telephone survey of college-bound Adventists. Three groups sorted by type of high school were identified from a sample size of 226 and compared in terms of awareness and college-choice motivators and barriers using chi-square, standard residuals, and perceptual maps.

*Results* . Students not attending Adventist academies lack awareness of Adventist colleges, report little to no recruiting contact, and report academic program and closeness to home as important motivators for college choice. A spiritual environment is an important motivator for students headed toward Adventist colleges, irrespective of type of high school. Barriers include lack of knowledge and cost. Churches and pastors are identified as best sources of information for the Adventist public high-school student. Three key marketing messages influenced all groups.

*Conclusions* . For the future stability of the Adventist higher education system and to increase the likelihood of enrollment, it is important to raise awareness levels among Adventist youth not attending Adventist academies. The Seventh-day Adventist Church should partner with the colleges to increase contacts and awareness to this group using the motivators and key messages identified. A strategic marketing plan should be developed that includes, at minimum, (a) a branded, coordinated systems approach to promoting the 15 colleges, (b) the colleges actively recruiting at the local church level, (c) an e-mail, mail, web and call campaign directed toward non-academy students, and (d) the development of resources and information for churches and pastors.

*More information:* Full text available online

**Schulz, L. A. (1986). *Employee Perceived Communication Effectiveness and Communication satisfaction as related to Job Satisfaction in Higher Education (California)*. Dissertation, Loma Linda University.**

This study had three central aims: (1) to investigate the association between communication variables and job satisfaction, (2) to increase understanding of the impact of organizational communication on employee satisfaction, and (3) to analyze the communication processes of a church-related institution of higher education, Loma Linda University (LLU).

The Organizational Communication Audit (OAC) Questionnaire was mailed to all LLU full-time employees. Of the 1,228 questionnaires mailed, 896 were returned, representing a response rate of 73 percent. Statistical analyses included ANOVA's, MANOVA's, stepwise multiple regressions, Scheffe's tests, t-tests, canonical, and Pearson r correlations. The .05 level was used to determine the significance.

The data analysis indicated that (1) More than 67 percent of LLU's employees have been at LLU for less than 10 years. (2) LLU employees' responses indicated higher levels of perceived quality and effectiveness of organizational communication in regard to accuracy, usefulness,

and importance, than for timeliness, content, frequency, and overall communication effectiveness. (3) LLU employees noted that the highest communication quality and effectiveness occurred from immediate superior to immediate subordinate, among co-workers, and from subordinates to superiors. Respondents perceived the lowest quality and effectiveness in the communication from and to administrators. (4) LLU employees reported being considerably less satisfied with the communication experienced than with the satisfaction experienced on the job. (5) LLU employees' perceptions revealed a positive and statistically significant bond among organizational communication effectiveness, communication satisfaction, and job satisfaction.

Conclusions that emerged from the findings were: (1) LLU employees' perceptions provide persuasive evidence that perceived organizational communication effectiveness and communication satisfaction significantly predicts and affects employee's job satisfaction. (2) LLU employees neither receive nor send as much information as they would like/need, resulting in high levels of communication uncertainty. (3) LLU employees' perceptions reveal that when the distance between the organizational levels increases, dissatisfaction with the communication experienced also increases. (4) LLU employees perceive significant association between frequency of use of a channel and the effectiveness of that same communication channel. (5) LLU employees value high levels of organizational communication effectiveness and desire marked improvement in communication effectiveness. (6) LLU employees express eagerness to invest personal effort toward improving organizational communication effectiveness. (Abstract shortened with permission of author.)

*More Information:* Full text not available online

**Shee, S.-C., Ji, C.-H. C., & Boyatt, E. (2002). Religiosity in Christian educational leadership. *Journal of Research on Christian Education, 11(1), 59-86.***

This study investigated the primary leadership orientations of Christian school leaders and their association with religiosity. To this end, this study adopted two lines of thought and research: the religiosity theory proposed by Batson, Schoenrade, and Ventist (1993) and the leadership theory proposed by Bolman and Deal (1997). Participants of this study were 206 K-12 school leaders affiliated with a Protestant church in the United States. According to the analysis, the human resource frame was the primary leadership frame of the school leaders, and the structural frame was a close second. Quest religiosity was inversely related to the four frames of structural, human resource, political, and symbolic leadership, whereas intrinsic and extrinsic religious orientations were positively related to the frames. Despite this pattern of relationship, in general, the analysis found little statistically meaningful relationship between religiosity and leadership, and this fact engenders an important question whether or not religion has any impact on Christian education, leadership, and behavior.

*More information:* Chang-Ho Ji or Ed Boyatt, La Sierra University

**Taylor, R. (1980). *A conceptual model for the professional practice of Seventh-day Adventist educational administration based on the proclamations of the three angels of Revelation 14*. Dissertation, Andrews University.**

*Problem.* Since the Seventh-day Adventist administrator must define a suitable mode of practice, the question must be addressed; does the Seventh-day Adventist religion require a distinctive mode of practice or simply suggest a characteristic approach to a common mode of practice?

*Method.* While the Seventh-day Adventists share many beliefs in common with all Christians, their most distinctive belief is found in the messages of three angels described in Revelation 14:6-12. Therefore, these messages are examined to determine whether or not they contain concepts which lead to a characteristic mode of administrative practice.

Firstly, the three angels' messages are analyzed to determine the major thrust of each. Secondly, the concepts of all three are cross-filed under subject headings to obtain a conceptual framework characterizing the practice of an administrator practicing in harmony with the three messages. From these two steps a model for administration was developed which can be stated as follows: Seventh-day Adventist administration is a function of trusteeship in which the administrator becomes accountable for cooperating with the Holy Spirit in initiating and facilitating change which increases institutional harmony with divine laws and principles. A diagrammatic representation of the model is developed. The model is applied to several cases in order to demonstrate its usefulness in practice. The study has been submitted to a panel of experts and their evaluations are included in the appendix.

*Results.* The results of the first two steps, analyzing the messages, can be summarized as follows:

Step 1: The major thrust of the first angel's message is an appeal to harmonize with the law of God. Divine law describes the conditions on which institutional life depends.

The major thrust of the second angel's message is an appeal to separate from the unprincipled behaviors which reflect impure motives. Principles are enumerated which provide certain and constant guides for administrative actions and policies.

The third angel's message contrasts two change methodologies, one of which was cursed and the other commended as making men saints. Thus the administrator can gain knowledge of heaven-approved change methodology.

Step 2: Examination of the cross-filed individual concepts of all three messages resulted in the development of a conceptual framework for administrative practice which characterizes administration when influenced by the messages.

*Conclusions.* The concepts of the three angels' messages of Revelation 14, which represent the distinctive belief of Seventh-day Adventists, do, when fully understood and accepted, provide the basis for a distinctive and characteristic mode of administrative practice useful for Seventh-day Adventist administrators.

*More information:* Full text available online

**Whedbee, J. C. (2009). *A narrative analysis using multiple case studies of nursing graduates who overcame academic adversity*. Andrews University, Berrien Springs, MI.**

*Problem.* This research poses the problem that academic adversity may be encountered in nursing students across three levels of nursing education, affecting retention. Because this adversity takes many forms, it is often difficult for nurse-educators to identify students who are at risk for academic adversity and subsequent failure. Identification of students facing academic adversity is the first step toward retention. An additional problem is that effective behaviors used by recent graduates of nursing programs in overcoming academic adversity have not been identified. There is a need for faculty to be able to identify ways that graduates overcome these adversities. Nursing faculty may not always be mindful of behaviors that graduates perceive as being most effective in assisting students in overcoming academic adversity. Nurse-educators must know what is most effective in assisting students in overcoming academic adversity.

*Method.* This study was a qualitative narrative inquiry using multiple case studies. Purposely selected graduates from three levels of nursing education from four schools were interviewed using semi-structured interviews. Verbatim transcriptions were used to write stories from each interview. Validation was requested through emails to each student, ensuring that the transcript and story were true to the meaning of the conversation. Themes were determined by placement of direct quotations into charts, with prevalent themes identified through coding of quotations. These coded quotations were used for answering the research questions.

*Results.* Students in all levels of nursing education encountered academic adversity that fell into the categories of families and relationships, physical and emotional illness, legal involvement, financial hardship, and academics. In many cases a cascade of challenges occurred as one event triggered another, forcing students to deal simultaneously with multiple and varied problems. Methods used by nursing students in overcoming adversity followed two separate avenues, intertwined to facilitate each graduate's ability to overcome adversity. One avenue came from an internal, personal strength, beginning with the recognition of the problem, and ending with resolution and academic success gained from resilience, persistence, a strong internal locus of control, and a strong sense of self-efficacy. The second avenue arose from external help. Faculty recognition began the process of the resolution of academic adversity. Assistance that was grounded in altruistic behaviors of caring and compassion was most meaningful. Care, concern, knowing, presence, and empathy were the foundation for meaningful communication. Graduates wanted to be treated fairly but not differently from other students. When there were academic issues, they appreciated practical help with time management, test-taking, and study skills.

*Conclusions.* There is a nursing shortage in the United States that is predicted to worsen in the next 20 years. One way of overcoming this shortage is by responding to the nontraditional student in ways that will help each one overcome academic adversity and reach the goal of successfully completing the chosen program of study.

*More Information:* Full text available online

**Williams, A. L. (1989). *An investigation of perceptions of recruiting strategies utilized for home economics students in three Seventh-day Adventist institutions of higher education in the United States of America.* Andrews University, Berrien Springs, MI.**

*Problem:* In view of the decline in enrollment among institutions of higher education in general and in SDA institutions in particular, a study of the factors influencing the reason for choice of college as well as other pertinent factors was conducted.

*Method:* A survey was used to investigate perceptions of students, administrators and faculty members for factors related to choice of educational institution and to determine how faculty as well as programs were perceived by students. Chi-square analysis was conducted for students' responses, however, due to the small size of administrators and faculty sample no statistical treatment was done but raw data was reported.

*Results:* There were significant differences among respondents in their reason for selection of college and satisfaction with faculty. The null hypotheses that recruiting strategies influence choice of college, perceptions of home economics programs, perceptions about factors influencing enrollment, and knowledge about available resources in the home economics programs were supported.

*Conclusion:* Differences were found among respondents from the three institutions of higher education. Further research is recommended.

*More Information:* Full text not available online. Andrews University Library G.S. Th. W721