

Research on Adventist Education: Educator Studies

Elementary & Secondary Education (51)

Allida, V. B. (2005). *Work values, occupational stress and teaching performance of SDA secondary school teachers in Luzon*. AIIAS, Silang Cavite, Philippines.

This study investigated the work values, occupational stress, and teaching performance of SDA secondary school teachers in Luzon. The subjects were 140 teachers and 12 principals of the 12 secondary schools under the administrative supervision of the North Philippine Union Mission (NPUM) of Seventh-day Adventists during the school year 2004-2005. The teachers answered two questionnaires: the Filipino Work Values Scale (FWVS) and the Teacher Stress Scale (TSS) in order to measure their primary work values and level of occupational stress. The principals answered the Teacher Behavior Inventory (TBI) in order to describe each teacher's teaching performance.

The major findings of the study were as follows: the three primary work values of the respondents were Religious, Occupational, and Intellectual Achievement-oriented work values which were all rated Very Important. The three major stressors of the respondents wherein they experience moderate stress were Workload and Time Pressure, managing Students' Behavior and Learning, and Financial Security. On the average, teachers were rated Very Good on all subscales of the TBI.

There were significant differences in the work values of the Adventist secondary school teachers in Luzon by gender, civil status, type of college graduated from, church attendance, and religious beliefs and practices. Female teachers, for example, have a significantly greater preference towards Interpersonal and Religious work values than male teachers. Teachers who graduated from non-Adventist schools have a greater preference for Managerial work values than those teachers who graduated from Adventist schools. Differences were also found related to religious practice and church attendance. There were significant differences in the teaching performance of the respondents by highest educational attainment, church attendance and religious beliefs and practices. There was no significant relationship between teaching performance and work values, or occupational stress of the respondents, but there were significant relationships between work values and occupational stress.

Predictive models of work values were generated for Work Values total scale and nine subscales. Only a small proportion of the variance in total work values and total occupational stress was explained (8.3% and 3.4%). Models for the subscales of Work Values, Occupational Stress, and Teaching Performance, explaining between 3-18% of the variance, also confirmed religious practice to be the most frequently influential

predictor.

Recommendations include the assessment of the primary work values, occupational stress, and teaching performance of teachers for personal professional development. Administrators are encouraged to give due recognition to individual teachers' work values in allocating roles. They are asked to provide avenues whereby teachers can enhance their teaching skills, which was their weakest point, as well as to support the areas where teachers suffer the greatest stress.

More Information: Copy available from AIIAS Leslie Hardinge Library LG224.E38 .A44.V4 2005

Anderson, J. L. (1996). *Instructional practices and attitudes of teachers in one- and two-room schools in the Seventh-day Adventist school system in North America.* Andrews University.

Problem. This study examines the instructional practices, perceptions, and attitudes of multi-grade teachers in one- and two-room schools in the Seventh-day Adventist educational system.

Method. The researcher developed a survey and mailed it to a randomly selected stratified sample of 500 teachers in one- and two-room schools in the Seventh-day Adventist educational system in the United States and Canada. Two hundred eighty surveys were returned; 276 were used in the data analysis. Descriptive statistics give a demographic picture of these teachers--the practices used, their perceived levels of expertise, methods of grouping students for instruction, and their assessment of multi-grade students' cognitive and psycho-social development in comparison to single-grade peers. Qualitative questions were asked concerning what teachers liked and disliked about teaching in the multi-grade room, what would strengthen their multi-grade teaching, and whether or not they would choose to stay in the multi-grade room if they had the opportunity to teach a single-grade class. Data from two sub-groups who were either very satisfied with multi-grade teaching or who were very dissatisfied were compared.

Results. (1) Individualized and small group instruction were strategies multi-grade teachers reported using most; learning centers, computer instruction, and portfolio assessment were used the least. (2) Less than 20% of the teachers responding to the survey considered practices specific to certain subject areas essential to their multi-grade program. (3) Few teachers reported grouping across grade levels for instruction. (4) The two most frequently stated reasons for use of a practice were "effective for multi-grade" and "it fits my teaching style." (5) Most teachers rated the psycho-social development of multi-grade students "superior" and their cognitive development "comparable" to the psycho-social and cognitive development of

single-grade peers. (6) Multi-grade teachers appreciated their autonomy; they were troubled by the workload and the isolation. (7) Teachers indicated that training and curriculum materials specific to multi-grade needs would strengthen their multi-grade teaching. (8) About 50% of the teachers indicated they would prefer to teach in a single-grade classroom if it were offered, about 30% would consider the offer, and about 20% would prefer to stay in a multi-grade classroom.

Conclusions. Most multi-grade teachers would prefer to teach in a single-grade classroom. They need training in methods for organizing multi-grade curriculum and using instructional practices valuable for the multi-grade classroom. They need stronger support from pastors, parents, boards, and conference personnel. Those teachers who are most satisfied with their multi-grade assignments indicate higher levels of use and expertise in instructional practices effective for multi-grade teaching and are more likely to group grade levels for instruction.

More Information: Full text available online

Bairagee, R. B. (2008). *Perceptions of principals' leadership, teachers' faith maturity and motivation in Bangladesh Union Mission Schools. AIIAS, Silang Cavite, Philippines.*

This study explored the relationship between perceptions of principals' leadership, teachers' faith maturity and motivation in Bangladesh Union Mission schools. Data were obtained by using three instruments: the Multifactor Leadership Questionnaire developed by Bernard M Bass and Bruce Avolio (2006a), the Thayer Long-form Faith Maturity Scale developed by Jerome Thayer (1993), and a self-constructed instrument for Teacher Motivation based on Maslow's hierarchy of needs theory. The respondents were 236 teachers from 14 Adventist schools in Bangladesh.

Major findings in this research endeavor led to the following result. Teachers perceived that principals demonstrate mostly transformational, sometimes transactional and once in a while non-transactional leadership profile. There was a direct relationship between the perceived leadership profile of principals as transformational leaders and teachers' motivation. Teachers' motivation was also related to their education. Teachers with a bachelor's degree were more motivated. Considering the gender of teachers, females were significantly more motivated than males. The faith maturity of teachers was positively related to their motivation. The best predictive model of teachers' motivation included transformational leadership, faith maturity, gender and education level, explanatory variables which explained approximately 42.4% of the variance in teachers' motivation. Finally, transformational leadership is effective in motivating teachers in Adventist schools in Bangladesh.

Major recommendations include the proposition that educational leaders, board

members and principals take the initiative in improving leadership by providing training for the principals; and that a similar study be conducted to explore predictive models of teachers' motivation using other definitions of motivation.

More Information: Copy available from AIIAS Leslie Hardinge Library LG224.E38 .T46 2008

Ballard, K. J. (1992). *A comparison of the effectiveness of teaching and non-teaching principals in Seventh-day Adventist secondary schools.* Montana State University.

This study investigated the perceived effectiveness of "teaching" and "non-teaching" principals in the Adventist secondary educational system. Perceived effectiveness was provided by teachers who worked for randomly selected principals and by the selected principals themselves. The study hypothesized that there is no difference in perceived effectiveness between teaching and non-teaching principals as rated by the teachers who teach for them and as rated by the principals themselves. Use of The Adult of Principal Effectiveness, designed by Michael L. Bowman and Jerry W. Valentine, allowed for evaluation of perceived principal effectiveness, of the dependent variable, in three separate domains: organizational development, organizational environment, and educational program development. Independent variables were highest academic degree completed by the principal, years of principal experience, highest academic degree completed by the teacher, years of teaching experience for the teacher, years of teaching experience with the current principal, and teacher gender.

The study surveyed 840 teachers and 66 principals from 66 randomly selected Seventh-day Adventist academies. Selected teachers and principals completed a mailed survey instrument. The response rate from the principals was 78 percent and 70 percent from the teachers.

Based on one-way and two-way ANOVA, the following conclusions were drawn. Both principals and teachers perceived teaching and non-teaching principals to be equally effective in organizational development, organizational environment, and educational program development without regard to years of experience of the teacher or principal, the number of years the teacher had worked for the current principal, or the highest degree completed by the teacher or principal. Male teachers who worked for non-teaching principals perceived their principal to be more effective in educational program development than did female teachers who worked for non-teaching principals, while male and female teachers who taught for teaching principals perceived their principal to be more effective in educational program development than did female teachers who taught for non-teaching principals.

More Information: Full text available online

Brantley, L. S. (1990). Coping strategies for Adventist educators. *Journal of Adventist Education*, 53(2), 4-7. Retrieved from <http://circle.adventist.org/files/jae/en/jae199053020404.pdf>

A random sample of Adventist elementary and academy teachers ranked burnout related issues as the most critical problems. It is associated with low morale, absenteeism, high job turnover, and overwork. A comprehensive burnout management program should include reducing isolation, restoring perspective and balance, maintaining life-style balance, increasing personal awareness, learning to delegate, and identifying long-range plans. Administrators and superintendents can help by recognizing the problem, pinpointing potential burnout victims, establishing a staff visitation program, and developing a comprehensive stress-watch program. The most important resource for coping with stress and burnout is trusting in divine power.

Full text on CD: jae199053020404.pdf

Burton, L. D. (1995). *Teacher efficacy and the use of specific instructional practices by seventh- and eighth-grade science teachers in the United States*. Andrews University.

Problem. Current reform efforts in science education are constructivist in nature and call for major changes in the way science has been taught in the schools. Teacher efficacy, a measure of perceived instructional empowerment, is one variable which has been linked to teacher change and general classroom innovation. However, the specific relationship between efficacy and innovative science instruction had not been examined.

Method. This descriptive study employed a correlational design utilizing cross-sectional survey methodology. Data were collected via a three-part survey instrument. The purpose of this design was to gather descriptive data on science education in seventh- and eighth-grade classes in the United States and to correlate reported use of instructional practices with teacher efficacy scores and selected context variables. Study participants totaled 285 from an original national sample of 543, for a net return rate of 52.5%. The data from these respondents were presented through descriptive statistics, Spearman rho correlation, and chi square.

Results. Data were presented concerning the reported use of specific instructional practices in seventh- and eighth-grade science education in the United States. Discussion and lecture were the two most commonly used instructional methods. Results show use of hands-on lab activities increased 4%, while use of lecture has decreased almost 6% since 1977.

Hypothesis testing resulted in the rejection of both of the study's null hypotheses. Significant relationships were found between 34 specific instructional practices and teacher efficacy. The number and size of correlation coefficients were greater between efficacy and constructivist practices than between efficacy and traditional, absorption-type practices, although all correlations were weak. Fifty-three statistically significant correlations were found between use of specific instructional practices and years of teaching and between specific instructional practices and perceived qualifications to teach science classes.

Conclusions. While these correlations were statistically significant, they were typically small. The descriptive data suggested the use of a variety of teaching practices by science teachers in the seventh- and eighth-grade classroom. The large number of small yet significant correlations supports this conceptualization. External validity of this sample was supported through a comparison of demographic features with Weiss's (1994) national probability sample.

More information: Full text available online

Colon, M., & WilliamsMorris, R. (2009). *Is it worth the time and effort? Teachers' perceptions of 4MAT in the Southern Union: Southern Adventist University.* Retrieved from <http://circle.adventist.org/files/download/SUCTeachers4MATPerceptions.pdf>

In 2003, a transformed curriculum, Journey to Excellence, was established for the North American Division (NAD) Seventh-day Adventist schools. In agreement with the educational initiative of the NAD, in 2004, the Southern Union decided to continue the modification with their own project called the Adventist EDGE for which 4MAT is a critical component of this comprehensive school reform. The focus of Adventist EDGE is to use ideal practices that aid in the learning process to assist students in obtaining their highest ability of learning. Adventist EDGE has proved successful and has grown to be a viable foundation for educators in the Southern Union. Each year Adventist EDGE educators express satisfaction with the program. Since the implementation of 4MAT as part of Adventist Edge initiative, there has been no systematic, empirical inquiry into what teachers think and feel about 4MAT.

Research questions were as follows:

1. How effective do teachers perceive 4MAT to be?
2. How much are teachers using 4MAT?
3. What types of strategies are teachers using to enhance learning?
4. What types of assessments are teachers using to measure student learning?
5. How do teachers feel about 4MAT?
6. How much support from school administrators do teachers perceive?

7. How much do teachers know about 4MAT?

Method: 152 elementary and secondary teachers from 8 conferences in the Southern Union participated in a 4MAT Indicator Survey providing quantitative and qualitative data. Findings, both positive and negative, are included in the attached report.

Full text on CD: SUCTeachers4MATPerceptions.pdf

Cummings, C. S. (1991). *A survey of computer equipment and use and teacher literacy and attitudes regarding computers in the Seventh-day Adventist school system of the Lake Union Conference*. Dissertation, La Sierra University.

This research study was conceived to gather and assess data about teacher training, teacher attitudes, and a computer inventory in the K-10 Schools of the Lake Union Conference of Seventh-day Adventists which oversees church activities in Illinois, Indiana, Michigan, and Wisconsin. The questionnaire, adapted from one used by Susan Hagey in her study of the Metropolitan Public Schools of the Nashville-Davidson County in Tennessee, sought demographic data, training details, and teacher attitudes toward the educational use of computers. A computer inventory section of the questionnaire was given to the principals of the schools in the study. Most of these schools are small schools with one to three teachers.

In this study it was determined that: (a) Almost all the educators in the Lake Union Conference of Seventh-day Adventist have used computers in their teaching. (b) Few educators in the Lake Union Conference have received instruction on how to use computers in their teaching. (c) Computers have very limited use in the classrooms of the Lake Union Conference. (d) Personal interest is the reason most of the educators of the Lake Union Conference give for using computers. (e) The older teachers of the Lake Union Conference of Seventh-day Adventist do not like to use computers in their teaching. (f) Teachers with instruction in a college computer literacy course have a more positive attitude toward computers than those who lack instruction in such a course. (g) Most of the teachers of the Lake Union Conference rate their computer skills as limited.

Recommendations include inservice training for the educators of the conference, especially for those teachers who have felt uncomfortable with computers and have not received training in how to use computers in the classroom. Recommendations for further research suggest that a study seek to determine the optimal amount of computer equipment needed for small multi-grade schools.

More Information: Full text not available online

Dramstad, S. A. (2004). *Job satisfaction and organizational commitment among teachers in Norway: A comparative study of selected schools from public and private educational systems*. Dissertation, Andrews University.

Problem . Recruiting teachers and motivating them to stay in their jobs represents a major educational challenge in Norway. Growing demands and greater expectations on teachers are factors that have resulted in higher turnover and problems of filling vacancies. Based on this background, the primary purpose of this study was to determine if job satisfaction is associated with organizational commitment among public and Seventh-day Adventist (SDA) teachers in Norway. The secondary purpose was to compare job satisfaction and organizational commitment between public and SDA teachers in Norway, and to establish linear combination based on the factors of job satisfaction that explain each of the components of organizational commitment among public and SDA teachers on an individual basis. To accomplish this task, this research study set out to explore and develop a theoretical model that explains and defines the factors of job satisfaction and organizational commitment and the relationships between them.

Method . A stratified random sample consisting of 469 public school teachers and 57 SDA teachers completed a self-administered 91-item questionnaire. A survey-research method was used to determine if job satisfaction is associated with organizational commitment among teachers employed by public and SDA schools in Norway.

Results . The research showed that job satisfaction items that are related to the climate of an educational organization contribute the most to the development of affective commitment. This is followed by items of efficacy. In general, the SDA teachers who responded had experienced a higher level of job satisfaction and organizational commitment.

Conclusions . Focusing on developing a positive climate and efficacy among teachers in schools in Norway will contribute to the development of affective commitment which refers to the employees' emotional attachment to, identification with, and involvement in the employing school. Climate and efficacy represent the major influences contributing to an employee's desire to stay with the employing organization

More information: Full text available online

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

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

Harper Gonzalez, T. A. (1998). *Características personales, tendencia de afiliación y elementos de ubicación, como variables predictoras de la actitud de los docentes hacia principios distintivos de la educación adventista.* Dissertation, Universidad de Montemorelos.

El propósito de esta investigación fue conocer de qué manera la tendencia de filiación, las características personales y los elementos de ubicación, son algunos determinantes de las actitudes en los docentes hacia los siguientes principios distintivos de la educación adventista: educación cristiana, pensamiento crítico, salud aplicada y formación del carácter. El estudio se aplicó en los maestros de los niveles elemental y medio básico en las escuelas del sistema adventista en México durante el curso escolar 1997-1998

More Information: Full text available online

Hopkins, G. L., & Oliver, A. (1997). What do NAD health teachers know and do? *Journal of Adventist Education*, 59(4), 45-47. Retrieved from <http://circle.adventist.org/files/jae/en/jae199759044503.pdf>

The authors share startling statistics from the U.S. Department of Health and Human Services' 1995 Youth Risk Behavior Surveillance to show the need for health teachers to provide current, accurate, and often quite technical information to their students. It also shares the finding of a survey of secondary-level Adventist health teachers in the

NAD, and presents some recommendations to bridge the health information gap that seems to prevail at this level.

Full text on CD: jae199759044503.pdf

Hopp, J. W., & Zimmerman, G. (1990). Attitudes towards AIDS education: A teacher survey. *Journal of Adventist Education*, 53(01), 18-21. Retrieved from <http://circle.adventist.org/files/jae/en/jae199053011804.pdf>

Hopp and Zimmerman present results from a teacher survey designed to assess attitudes toward AIDS education. The researchers note that the growing epidemic of AIDS has created an "epidemic of afraids", and that while most teenagers have heard about AIDS, few seek out additional information or change their behaviors. The sample for this study consisted of 454 teachers and 55 administrators in grades 7-12.

Full text on CD: jae199053011804.pdf

Hutchinson Jr, M. E. (2001). Perceived effectiveness of principals of Seventh-day Adventist boarding schools. *Journal of Research on Christian Education*, 10(2), 431-457.

The purpose of this study was to determine the effectiveness of principals in Seventh-day Adventist boarding high schools in North America as perceived by school staff, superintendents, and the principals themselves. Responses to the standardized assessment instrument were received from 201 staff, 23 principals, and 17 superintendents. The instrument assessed effectiveness in terms of four constructs related to the principal's work: maintenance, adaptation, goal attainment, and integration. Results indicated that principals were perceived to be highly effective in maintenance and integration and moderately effective in adaptation and goal attainment. When compared to national norms, respondents' perceptions of the effectiveness of principals in Adventist boarding high schools were equal to or higher than those for their public-school counterparts.

Hutchinson, M. E., Jr. (2000). *An assessment of the perceived administrative effectiveness of boarding school principals in the North American Division of the Seventh-day Adventist Church*. Dissertation, Andrews University.

The purpose of this study was to examine the views held by those whose duties include the management and day-to-day operations of the secondary boarding schools within the North American Division of the Seventh-day Adventist Church. This refers

specifically to superintendents, principals, and staff members.

The survey method was used to gather the data. Respondents were asked to complete an 84-item questionnaire. The population sample was made up of 320 staff members, 32 principals, and 31 superintendents. The data were analyzed using mean scores, percentile rankings, and ANOVA at an alpha of $p < .05$.

The major findings in the study were: (1) Principals of Adventist boarding schools are highly effective in managing the day-to-day activities involved in school operation (maintenance construct) and orchestrating all the multifaceted tasks and elements needed to make a long-range school program successful (integration construct). (2) Principals of Adventist boarding schools are only moderately effective in instructional leadership (adaptation construct) and in defining objectives and mobilizing adequate resources (goal attainment construct). (3) When compared to a national norm, principals of Adventist boarding schools are perceived as having higher levels of effectiveness than their public school counterparts. This is especially true of staff members' perceptions. (4) Adventist personnel are quite homogenous in their perceptions of the effectiveness of boarding school principals. There are only minimal differences based on demographic variables.

More information: Full text available online

John, M. C. (1998). *Relationship of leadership style, school climate, and the organizational commitment of teachers in the Seventh-day Adventist secondary schools in the Philippines*. AIAS, Silang Cavite, Philippines.

This study explored the relationship of principals' leadership style, the school climate, and the organizational commitment of teachers in Seventh-day Adventist secondary schools in the Philippines. The organizational commitment model developed by Steers (1977), and further developed by Mowday, Steers, and Porter (1979) served as the theoretical framework for the study.

Data were obtained from 227 full-time teachers from 20 schools. Participants responded to the Organizational Commitment Questionnaire (OCQ), the Leadership Opinion Questionnaire (LOQ), and the Organizational Climate Description Questionnaire-Rutgers Secondary (OCDQ-Rs). The typical secondary school teacher was a female between 21 to 40 years of age, who had a bachelor's degree or less, and had taught for 5 years or less in the present school with an overall teaching experience of 10 years or less.

Major findings in this study lead to the following conclusions: The principal's leadership style, school climate, and the organizational commitment of teachers are interrelated. Teachers perceive higher commitment under a leadership characterized by high

consideration, regardless of the level of initiating structure. Teachers' organizational commitment is positively related to climate openness characterized by supportive principal behavior and teacher engagement, intimacy, and low levels of teacher frustration. Furthermore, considerate leadership behavior is positively related to climate openness. Predictive models of organizational commitment, accounting for approximately 25% of the variance, include marital status, consideration leadership behavior, and aspects of school climate. Although the theoretical concept of leadership quadrants was upheld in the study, it appears that leadership behaviors, particularly the consideration dimension, are more useful in relationship to the areas of school climate and organizational commitment.

Major implications are that school principals should seek to practice considerate leadership behavior and create an open school climate. School boards and accrediting agencies should include leadership, school climate, and teacher commitment surveys as an integral part of school program evaluation. It may be of value to conduct additional studies to examine other theoretical antecedents as well as expected outcomes of organizational commitment.

More Information: Copy available from AIIAS Leslie Hardinge Library LG224.E38 .J64 1998

Kacelenga, R. E. (1983). *Classroom teachers' perceptions of Seventh-day Adventist academy principal's effectiveness in the Lake Union Conference.* Andrews University.

Problem. In the Seventh-day Adventist educational system, a need exists for research concerning the interpersonal relationships between school principals and teachers, particularly regarding the way in which teachers perceive the principal's role. A school principal is in the unique position of being able, independently, to affect the functioning of an entire school staff. The teachers' perceptions of the principal affect their interpersonal relationships and, consequently, the school climate. There is a need to know about this aspect in order to work out effective pre-service and in-service training for school principals.

Method. All teachers in the ten academies of the Lake Union Conference served as the population sample. A questionnaire was used to collect data from the teachers regarding their perceptions of an SDA academy principal's effectiveness in five functional areas of administration. The data were first analyzed descriptively. Then four hypotheses were tested for statistical significance by independent t-test and one-way analysis of variance for repeated measures.

Conclusions. (1) Teachers differed slightly in their perceptions of the principal's effectiveness in the five functional areas of administration. (2) Overall results showed

that teachers strongly agreed that the principal was effective in spiritual climate. (3) Teachers also agreed that the principal was effective in management. The school principal needed to improve in the other areas, especially in school-community relations. (4) Teachers with most experience in teaching (ten or more years of teaching) perceived the principal to be most effective in school management and least effective in curriculum and instruction.

Recommendations. (1) Academy principals should attempt to discover how the classroom teachers perceive the principals' effectiveness and try to enter into some kind of dialogue between themselves and the teachers for mutual development in their relations. (2) When hiring academy principals, preference should be given to candidates who demonstrate ability to listen to others and are skillful in human relations as well as in administrative and supervising competencies. (3) Teachers' perceptions of principal's effectiveness can be used as part of a needs assessment in order to plan a practical and effective in-service training for those academy principals already on the job.

More information: Full text available online

Kerbs, K. (2006). What saith the Bible teachers? A survey of NAD academy religion teachers. *Journal of Adventist Education*, 68(3), 40-45. Retrieved from <http://circle.adventist.org/files/jae/en/jae200668034006.pdf>

This report shares findings from a detailed survey of North American Bible teachers, Bible curriculum and content issues.

Full text on CD: [jae200668034006.pdf](#)

Khillah, K. L. R. (1986). *Motivation of secondary-school teachers in the Lake Union Conference of Seventh-day Adventists based on Herzberg's dual-factor theory of job satisfaction and motivation.* Andrews University.

Several studies in industry and public education have defined areas of job satisfaction and dissatisfaction. It appears that the Seventh-day Adventist secondary-school teachers are confronted with most of the same motivating factors as their counterparts in public schools. Job dissatisfaction can result in teacher mobility which may disrupt the operation of any school system.

The study population included all the secondary-school teachers for 1984-85 in ten Lake Union Conference of Seventh-day Adventists senior academies. Herzberg's instrument to measure workers' motivation was modified and used for the collection of data; Chi-square and Spearman r tests provided tests of significance as well as rank order. Seven hypotheses were tested.

Four of the conclusions reached are: (1) The principal's role in motivating teachers is vital. (2) Older teachers were more satisfied and fulfilled than younger ones. (3) The first three satisfiers were: (a) interpersonal relations with principal, (b) interpersonal relations with students, and (c) interpersonal relations with peers, other staff, and parents. (4) The first three dissatisfiers were: (a) union/local conference policies and educational leadership provided, (b) job security, and (c) interpersonal relations with principal.

Some of the recommendations presented for discussion, consideration, and possible adoption are: (1) Similar studies might be conducted in other North American unions and other divisions to test whether these findings can be generalized to other entities. (2) A similar study might be conducted at the elementary-school level in the Lake Union Conference. (3) School principals must be carefully selected; further, teachers, trained in the area of school administration and supervision, should be chosen as school principals. (4) Inservice training seminars and workshops in administration and supervision are recommended for current principals. (5) Supervision should provide assistance, encouragement and growth to younger as well as experienced teachers to eliminate dissatisfaction. (6) Teachers should be involved in making, adopting, and updating union/conference educational policy and in decision making at all levels, especially on decisions directly affecting them. (7) Attendance at professional meetings and conventions is recommended to help teachers grow professionally and come in touch with their peers in public and private school systems. (Abstract shortened with permission of author.)

More information: Full text available online

Kijai, J., & Totten, D. L. (1995). Teacher burnout in the small Christian school: A national study. *Journal of Research on Christian Education*, 4(2), 195-218.

Teaching - even in Christian schools - may be hazardous to one's professional and emotional health. This study examined the extent of burnout among 500 randomly selected elementary teachers in very small Seventh-day Adventist schools in the United States. Of the 65% who returned the survey, 71% experienced moderate to high emotional exhaustion; 60% reported feelings of low personal accomplishment; yet 71% indicated low depersonalization. The individual's ability to cope with job-related stress, satisfaction with teaching, and attitudes toward students were significant predictors of teacher burnout. Organizational factors such as workload, administrative support, role conflict, and role ambiguity were not important variables for predicting burnout among these multigrade-school teachers.

Kuku, S. M. (2000). *Perceptions pertaining to actual and prepared participation of teachers in decision making in North Philippine Academies: A comparative study*. AIIAS, Silang Cavite, Philippines.

Shared decision making, focusing on faculty involvement and participation in decision making at the local school level, has been identified as an essential element in successful educational reform. The purpose guiding this study was to examine and compare the perceptions of school leaders and teachers regarding actual and preferred faculty participation in decision making across nine dimensions of school governance. These dimensions were goals/vision/ mission, budgeting, staffing, operations, standards, curriculum/instruction, facilitating procedures and structures, staff development, and spiritual matters. Demographic information was gathered concerning the educators' age, gender, qualification, years of teaching experience, and years of service in same school.

Data were collected from school leaders and teachers working in 11 Seventh-day Adventist secondary schools in north Philippines. The total population was 175 full-time educators. The overall response rate was 94%. Principal instrumentation used was the Teacher Involvement and Participation Scale 2 (TIPS 2) developed by Russell, Cooper, and Greenblatt (1992), with an additional spiritual matters scale by Masinda (1997).

Findings revealed levels of faculty decision making preferred by teachers in all nine TIPS 2 dimensions were significantly greater than the levels they perceived currently existed. The larger discrepancies were perceived in the areas of staffing, budgeting, staff development, and operations. Similarly, the levels of faculty participation in decision making perceived by school leaders in all nine areas were significantly greater than the level they perceived faculty currently enjoyed. School leaders perceived the larger discrepancies to be in the areas of staffing, budgeting, staff development, and operations. Differences between perceptions of teachers and school leaders were not significant across all nine areas indicating similarity of perceptions.

The teachers and school leaders support the desirability of faculty participation in decision making in schools. Both groups agreed that faculty participation in decision making is important for school improvement, better school morale, increased job satisfaction, and increased professionalism. Commitment of teachers and frequent consultation were often cited to be significant factors that can enhance faculty participation in shared decision making. Both groups indicated domineering leadership and management style as the major consideration adversely affecting faculty participation in decision making, followed by poor relationships, insufficient resources, inadequate support and mediocre communication. The data also revealed that educators who had 11-20 years of teaching experience were more actively involved than their peers in areas related to staff development and curriculum and instruction. Educators in schools operating under the conferences or missions were found to have greater autonomy in their schools over operation aspects than educators working in

secondary schools operating under a tertiary institution.

Major recommendations include: (a) that school leaders initiate, implement, and facilitate greater participation of faculty in decision making at school; (b) that school leaders make self-assessment of their leadership style and provide nonthreatening conditions; (c) that training be done for both leaders and teachers in facilitation of the group process and decision-making skills; and (d) that school leaders seek ways to encourage and sustain greater faculty participation in those areas perceived to have the larger discrepancies between preference and practice.

More Information: Copy available from AIIAS Leslie Hardinge Library LG224.E38 .K85 2000

Kurian, R. (1999). *Principals' leadership styles and teacher empowerment as perceived by teachers in Seventh-day Adventist High Schools in South India*. AIIAS, Silang Cavite, Philippines.

The major purpose guiding this study was to provide insights to educational leaders regarding the relationships between leadership styles and teacher empowerment. Linked to this purpose were certain corollary intents: to determine the extent to which the teachers of Seventh-day Adventist (SDA) high schools in South India perceived themselves as empowered and to determine the relationships between principals' leadership styles and teacher empowerment in these schools.

This survey involved 229 teachers from 26 SDA high schools in South India. This study used two instruments, the Teacher Empowerment Scale originally developed by Rantung (1995), and modified by the researcher and the Multifactor Leadership Questionnaire (Bass & Avolio, 1995).

The major conclusions of this study were as follows:

- (a) There is a strong relationship between positive leadership styles and teacher empowerment, especially in the case of contingent reward, individual consideration, and inspirational motivation leadership styles.
- (b) Although principals used a combination of both positive and negative leadership styles, the most predominant leadership style perceived by teachers is inspirational motivation and the least is laissez-faire.
- (c) Teachers perceive themselves as moderately empowered. Perception of teacher empowerment decreases, however, as years of teaching experience increase.
- (d) Teachers who are younger and less experienced perceive their principals as using Management-by-Exception leadership style more frequently than do older and more experienced teachers.
- (e) Statistically strong predictive models of teacher empowerment include contingent reward, individual consideration, and inspirational motivation leadership styles.

- (f) A typical principal in SDA high schools in South India is a male and holds a master's degree. Nearly half hold a master's degree.
- (g) Turnover rate of principals and teachers in these schools is moderately high.

Major recommendations include

- (a) that board member to take initiative in providing leadership training for the principals;
- (b) that principals address the high turnover rate of teachers;
- (c) that researchers replicate the study including both principals and teachers as participants and in other cultures and school levels; and
- (d) that a three factor structure of transactional, transformational, and laissez-faire leadership styles be explored for the Multifactor Leadership Questionnaire.

More Information: Copy available from AIAS Leslie Hardinge Library LG224.E38 .K87 1999

Lopez, A. I. (2001). *Teaching strategies and adaptations of teachers in multiculturally diverse classrooms in Seventh-day Adventist K-8 schools in North America*. Andrews University, Berrien Springs, MI.

Problem. The rapid growth of diverse populations is affecting the educational system, and teachers often have not received training in multicultural education. The goal of this study is to document the multicultural teaching experiences of elementary Seventh-day Adventist (SDA) teachers in the United States and Canada.

Method. Survey questionnaires were sent to elementary school teachers to ascertain training, goals, paradigms, and challenges in teaching students from diverse cultures. Through a purposive sampling process, three teachers were chosen for in-depth interviews and observation.

Results. Seventy percent of the 1,780 questionnaires sent out were returned. Many teachers reported receiving training in their formal education or during in-service training while 40% reported never having any training. Five multicultural paradigms describe the strategies used by the teachers. The self-concept development paradigm and the ethnic additive paradigm were used by the majority of the teachers. The least used paradigm was the language awareness paradigm. Observations and interviews corroborated the data from the survey. The various paradigms (Banks, 1994) were not closely related to goals (Nel, 1993).

The greatest challenges experienced by teachers were language related. Other challenges included teachers' sensitivity to students' needs, difficulty in dealing with parents, and several learning barriers. Learning barriers included students' low self-esteem; lack of academic preparation or motivation; fear of failure, lack of role models; race rivalry and prejudices.

Conclusions . The teachers in this study tend to primarily utilize the human relations approach in their multicultural classrooms rather than the social reconstructionist approach.

More information: Full text available online

Maloon, R., Madden, T., Jensen, D., & Greene, A. (2006). *Job satisfaction among elementary level educators*. James Madison University, Virginia. Retrieved from <http://circle.adventist.org/files/download/JobSatisfactionK-8teachers.pdf>

The objective of this study was to determine the influence that various hygiene and motivating factors had on a sample of elementary school teachers to determine which factors most motivate employees. A paper survey was distributed to 117 respondents who are all actively involved in elementary teaching. Results indicate a negative relationship between tenure and overall job satisfaction among elementary school teachers. This finding is contractory to other research that shows a positive relationship between tenure and job satisfaction. The conclusion of this study indicates "burnout" is a very real phenomenon among elementary educators and should be examined more closely by school administrators.

Full text on CD: JobSatisfactionK-8teachers.pdf

McGarrell, S. A. (2000). *Differential perceptions of English teachers about the teaching of literature in Seventh-day Adventist secondary schools in selected regions of the Caribbean*. Dissertation, Andrews University.

Problem . Literature, as a subject in the English curriculum, is not taught in all Seventh-day Adventist (SDA) secondary schools in the Caribbean. This research attempts to investigate and document the reasons why this subject is not taught as part of the English curriculum in some schools and yet is taught in other schools. Literature, as a course of study, addresses philosophical, moral, ethical, and spiritual questions, and often teachers are not the central controllers in determining whether this subject should be taught in church-operated secondary schools.

The literature teacher's role could be pivotal in this situation, but only if the constituency under which each school falls, allows for the teacher's input in decision making. Depending therefore on the circumstances that obtain in the various geographic regions under study, literature may or may not be taught. The problem of the teaching or non-teaching of literature involves several factors, and the English teacher's perception could be influenced by these.

Method. A qualitative mode of inquiry was used to explore findings. Questionnaires were sent to every teacher in the Seventh-day Adventist (SDA) secondary schools in Antigua, Barbados, Bequia, Dominica, Grenada, St. Croix, St. Lucia, St. Thomas, St. Vincent, Tobago, and Trinidad. The eight-page questionnaire was centered around six basic research questions that dealt with both teachers' philosophy on this subject and their classroom practice. The completion of the questionnaires was followed up by telephone and face-to-face interviews and three case studies.

Findings. The study revealed that of the 34 teachers who teach English in all the Seventh-day Adventist secondary schools in selected regions of the Caribbean, 15 teachers did not teach literature. However, all 34 of these teachers perceived literature as being important to the English curriculum. They perceived it in varying degrees of importance in relationship to other subjects in language arts such as grammar, drama, and composition.

Reservations persisted on the use of fiction, but these were primarily based on faulty moral, spiritual, and philosophical standards expressed in works and not on the basis that fiction is false and not true to fact. On the whole, teachers believed that literature is beneficial to students and should be taught in all schools, although several factors sometimes militate against this. They perceive literature as an effective vehicle for communicating values as well as a catalyst for fostering critical and analytical thinking and writing.

Conclusions. The study has given English teachers an opportunity to examine their own philosophical and ideological positions as to why they do or do not teach literature. As a result, it has sensitized them to the important role this subject plays in the lives of students by means of its values in improving writing skills, critical and analytical thinking skills, appreciation for the aesthetics of language, and the communicating of life values through themes, characters, and plot action.

The research has also enlightened teachers to an interpretation and understanding of several of Ellen White's counsels on the reading of fiction and the studying of literature in Seventh-day Adventist schools and colleges.

More information: Full text available online

Mendoza, G. B. (1991). *Attitudes, beliefs, and perceptions of Seventh-day Adventist secondary school educators in the Philippines*. Dissertation, La Sierra University.

Purpose. This study undertook to determine in quantifiable terms the attitudes, beliefs, and perceptions of the 295 educators of the secondary schools operated by the Seventh-day Adventist (SDA) church in the Philippines. It endeavored to assess the

educators' attitudes toward their working conditions, their evaluation of the effectiveness of the schools in which they serve, and the educators' perceptions of their lifestyle practices and beliefs.

Procedures. A questionnaire which included 63, five point, Likert scale response items and four questions designed to elicit write-in comments was used in the anonymous survey conducted. The data obtained were interpreted through the use of the measures of central tendency, percentages, and the Analysis of Variance (ANOVA). Significance was set at .01 in the statistical analyses performed.

Findings. Some of the findings were: (1) The educators perceived their working conditions as acceptable but were uncertain as to their satisfaction over workplace experiences; (2) Performance of SDA schools was at an acceptable level; (3) The educators perceived themselves as having a high degree of acceptance of SDA church teachings and as living in harmony with SDA beliefs; (4) The SDA schools were in close adherence to the educational philosophy of the SDA church.

Conclusions. Some of the conclusions were: (1) A sense of mission and an awareness that SDA education is a Christian ministry existed among SDA secondary school educators; (2) The educators perceived that the schools were performing below potential; (3) The educators do not make teaching in SDA schools a life-long career.

Recommendations. One of the recommendations is that the Far Eastern Division of Seventh-day Adventists and the leaders of the respective Philippine Union Missions develop and implement policies that would make teaching in SDA schools a more attractive career. Recommendations for future studies include the identification of factors that would enhance job motivation and satisfaction as well as studies on teacher turn-over in SDA schools in the Philippines.

More Information: Full text not available online

Morey, P. J. (1996). *Teachers' perspectives of participative decision-making: Australian Seventh-day Adventist teachers' perceptions of, involvement in and understandings of contextual influences on, participative decision-making.* Monash University

This thesis documents an investigation of aspects of teacher participation in school decision-making within Australian Seventh-day Adventist (SDA) schools. Since 1970s there has been a call by the SDA Education Department for greater teacher participation in school decision-making within Australian SDA schools. Along with this a number of system wide structures have been introduced, the design of which theoretically provide for increased teacher participation. This thesis examines the extent of participative decision-making against the original SDA rhetoric for greater teacher

involvement in school decisions. In particular it shows firstly, how teachers perceive participation; secondly, which domains of the school's program (and within these domains to what extent) teachers already participate in school decision-making; thirdly, in which domains teachers desire increased participation; fourthly, the influence of teachers' professional and cultural norms on teacher participation; and finally, the influence of school context on patterns of participation.

To obtain a holistic understanding of participation both questionnaire survey and fieldwork approaches were used. Rather than producing mutually reinforcing evidence these two sets of data complemented each other. The questionnaire sought to ascertain which teachers participated and in what decision-making domains, whereas the fieldwork components explained how and why these patterns occurred.

The findings indicate that although the teachers saw themselves as participating extensively in their school's decision-making processes, the extent of this participation was not consistent across the different domains and, further, that they still desired greater participation. Also, for all the domains of the school's program the primary teachers recorded greater involvement in decision-making than their secondary colleagues.

To SDA teachers genuine participation needed to include involvement in which their contributions were considered by school administrators. Along with this, decision-making entailed specific processes and the nature of these processes was forum and teaching-level dependent. This was highlighted by the distinctly different decision-making processes adopted by primary teachers, within staff meetings, compared to their secondary colleagues. For both primary and secondary teachers, however, the teacher-administration (principal and deputy) relationship was the most important cultural or professional norm influencing their participation in their respective school's decisions. From the teachers' point of view, participation is enhanced when the school administration is open, supportive and trusting.

Analysis of the data revealed that teachers generally espoused the philosophy and adopted the organizational culture, of their respective schools. This in turn significantly controlled the decision-making forum in which the teachers at each school participated. Indeed, the respective school contexts were found to have a major impact on the nature of teacher participation and the content of decisions made. This idiosyncratic nature of teacher participation processes in school decision-making, then, suggests a school site emphasis in the development and implementation of further teacher participation programs within the Australian SDA educational system.

More Information: Copy available from Avondale College Library [371.07167 M81]

Oberholster, F. (2001). *Teacher behavior as predictors of student's sense of community*. AIAS, Silang Cavite, Philippines.

The present study addressed the relatively unexplored relationship between teacher-student interaction and students' sense of community (SOC). It sought to address the questions: (a) Which classroom behaviors in a teacher's interaction with pre-adolescent students will predict higher levels of students' SOC? and (b) How important is the class teacher's interaction with students to their experience of community in school?

Teacher interaction, based on an adaptation of the Leary model (Wubbles, Creton, Levy, & Hoymayers, 1993), consisted of eight key teacher behaviors- Leadership, Helpful/Friendly, Understanding, Student Responsibility/Freedom, Uncertain, Dissatisfied, Admonishing, and Strict. SOC was specifically considered within the school context, as experienced by the student. Prior research indicated that students' SOC is consistently and desirably related to their personal attitude and behavior; social attitude, motivation, and behavior; and academic attitude, motivation, and behavior.

Utilizing the individual student as the unit of analysis, the study employed the elementary school version of the Questionnaire on Teacher Interaction (QTI) and the Student Questionnaire of the Child Development Project (SQCDP). The sample consisted of 305 students attending grades 5 and 6 in four English medium international schools in greater Metro Manila, Philippines.

Findings revealed relatively high SOC scores and teacher behavior profiles similar to that of 'best' teacher in prior research. Leadership, Helping/Friendly, Understanding, and Student Responsibility/Freedom teacher behaviors from the Cooperation dimension were all positively related to students' SOC, while the Dissatisfied, Admonishing, and Strict teacher behaviors from the Opposition dimension were negatively related to students' SOC. The teacher behavior Uncertain as well as the student demographic variables Gender, Age, Ethnic Group, and Time in Present School were not meaningfully related to students' SOC.

Taking into consideration all variables of the study, multiple regression analyses revealed that three of the Positive teacher behaviors-Helping/Friendly, Understanding, and Student Responsibility/Freedom-accounted for 39% of the variance in SOC while the contribution of the Negative teacher behaviors was negligible. The implications of these results were discussed.

More Information: Copy available from AIAS Leslie Hardinge Library LG224.E38 .O23.T4 2001

Otieno, A. D. (1992). *Self-perceived competencies and professional growth needs of secondary and college teachers in Tanzania Union of Seventh-day Adventists*. Loma Linda University, California.

Inservice education is a vital aspect of the professional growth and development of teachers. For any inservice education to be effective, teachers should first identify their professional needs and should participate in planning and conducting professional development programs. This study assessed the professional competencies and inservice needs of teachers in Seventh-day Adventist (SDA) schools in Tanzania. This investigation could influence teacher preparation at Tanzania Adventist College and future inservice activities in Tanzania.

A modified version of the McKenzie (1983) instrument was administered to the population of secondary and college teachers, school principals, and conference and union education directors. Sixty percent (60) instruments were sufficiently complete and were used in the study. The Kruskal-Wallis One-Way Analysis of Variance by Ranks and Cronbach's formula were used to analyze the data.

Research findings revealed that Tanzania Union teachers perceived their greatest professional needs to be improving oral and written communication skills, identifying goals and objectives appropriate to student needs, teaching values based on Biblical principles, and motivating the reluctant learner. Region of teaching, level of teaching, class size, gender, academic status, and years of teaching significantly influenced teachers' perceptions of their competencies and inservice needs.

The study concluded that since teachers in Tanzania Union view themselves as being moderately competent in most of the skills researched, they require advanced education in those skills; that although statistically significant differences were found when demographic variables were compared, these differences were in very few of the 46 skills tested.

More Information: Full text available online

Patterson, S. E. (2007). *Organizational expectations and role clarification of pastors and educators serving K--10 schools operated by the Georgia-Cumberland Conference of Seventh-day Adventists*. Andrews University.

Problem statement. The two major issues addressed in this study are the professional relationship that exists between the educators in K-10 schools and pastors who serve the churches that host the schools and the professional roles that each serves in the school. The roles and organizational expectations for each may impact the health of their professional relationship. The purpose of this study was to examine the leadership

role expectations of pastors and educators in the K-10 school system of the Georgia-Cumberland Conference of Seventh-day Adventists.

Methodology. A survey instrument was administered to all K-10 teachers and principals in the Georgia-Cumberland Conference of Seventh-day Adventists at an annual educator's convention under the supervision of a proctor. Pastors of the conference responded to the survey at a pastor's convention also supervised by a proctor. This study targeted all 143 pastors and 191 educators of the Georgia-Cumberland Conference. One hundred eight pastors and 105 educators completed the survey.

Results. The perceptions of pastors and educators were measured in four role dimensions--Faith Leader, Instructional Leader, Communicator, and Administrator. Significant differences were reported for items in all four of the role dimensions. Significant group difference was determined to exist in Faith Leader and Instructional Leader dimensions. Overall educators and pastors experienced statistically significant difference in tension resulting from role conflict. Pastors and educators reported their relational behavior to be of higher quality toward their professional counterpart than their counterpart reported for them. A significant negative correlation was found to exist between role tension and the quality of relationship in all four role dimensions.

Conclusions. The data in this research project suggest that there is need for clarification for pastors and educators regarding their roles and professional relationships. Research on role conflict and ambiguity support the need for effort on the part of organizations and by educators and pastors to clarify roles as a means of enhancing mission effectiveness. Efforts could include clarification of policies, professional training, administrative awareness on denominational and local level, continuing education that focuses on role clarity and relationships, and creation of an environment encouraging dialog between pastors and educators.

More information: Full text available online

Pearman, K. L. Y. (2009). *An investigation of the knowledge and beliefs held by teachers and parents in a parochial school system regarding attention-deficit/hyperactivity disorder and the variables that predict their knowledge.* Andrews University, Berrien Springs, MI.

Problem: Attention-Deficit/Hyperactivity Disorder (ADHD) is one of the most prevalent childhood disorders affecting 3 to 5% of school populations in the United States and other countries. Due to the behavioral and/or academic challenges of children with ADHD, they are at risk for grade retention, dropping out of high school, and teenage delinquency, which can lead to negative consequences in society. Children with ADHD are found in every school setting, including parochial schools. Past studies have found teachers and parents have inadequate knowledge about ADHD, which can negatively

affect these children. This study investigated what teachers and parents of children in a parochial school system know and believe about ADHD and what predicts their knowledge.

Method: A four-section questionnaire was compiled for this study to investigate the knowledge and beliefs of a convenience sample of 76 regular education teachers and 373 parents in a parochial school system. Questionnaires consisted of knowledge and belief statements, demographic questions, and experience with/exposure to ADHD questions. Descriptive statistics assessed knowledge and belief scores; one-way ANOVA and chisquare analyzed differences between teachers' and parents' knowledge and beliefs, and Categorical Regression investigated important contributors to knowledge of ADHD.

Results: Teachers and parents of children in a parochial school system have inadequate knowledge regarding ADHD, but they have positive beliefs in many areas of ADHD. They also believe some of the myths associated with ADHD. Demographic variables and experience with ADHD contributed to teachers' knowledge regarding ADHD, while exposure to information about ADHD possibly contributed to teachers' knowledge. Exposure to information about ADHD and experience with an ADHD variables contributed to parents' knowledge regarding ADHD. Both groups believe they would benefit from additional training and information about ADHD.

Conclusion: Teachers and parents have inadequate knowledge of ADHD. Nonetheless, they have positive beliefs in many areas, but they have negative beliefs about stimulant medication. Experience with ADHD and exposure to information about ADHD can increase teachers' and parents' knowledge regarding ADHD. Adequate knowledge and positive beliefs can ensure children with ADHD in a parochial school system can have a positive outlook at school, at home, and in society.

More Information: Full text available online

Peckham, B. J. L. (1993). *The relationship of preference conflict management strategy and perceived stress in teachers of the Texas Seventh-day Adventist schools*. Dissertation, La Sierra University.

Purpose. This study examined the relationship between perceived workplace stress levels and conflict management strategies of the Seventh-day Adventist Texas Conference teachers (K-10).

Procedures. The Organizational Communication Conflict Instrument (OCCI) and the Teaching Stress Questionnaire (TSQ) were administered to 86 teachers. Sixty-one teachers adequately completed the two surveys to provide data for this study. Data were analyzed using SPSS/PC+ statistical software.

Findings. Data analysis indicated that: (1) Respondents' perceived stress levels ranged from 18.3 percent perceiving mild stress to 6.7 percent perceiving extreme stress. (2) Respondents' measured stress levels showed 32.3 percent at the mild stress level, 62.7 percent at the moderate stress level, 5.1 percent at the very stressed level, and 0.0 percent at the extreme level. (3) All teachers reported a perception that the teaching profession is stressful with 11.5 percent perceiving it as extremely stressful. (4) A correlation was shown between the use of control conflict management strategy with teachers who showed higher levels of stress. (5) Individuals reported using the solution orientation conflict management strategy the most often the nonconfrontation strategy the second most often, and the control conflict management strategy the least often.

Conclusions. (1) Stress does exist in the Texas Conference teacher's workplace. (2) Teachers in the Texas Conference perceive their stress levels to be higher than those measured by the TSQ. (3) There is indication that training in conflict management strategies should diminish teacher stress levels.

Recommendations. From the analysis of the conclusions, it is recommended that: (1) a program be designed by the Texas Conference educational system to promote a better understanding of teacher workplace stress; (2) that the school system devise ways to control and manage workplace situations and conditions that are stress producing; (3) that a teacher training program in conflict management be designed and implemented for the purpose of stress reduction; (4) that further study be given to determine the discrepancy between teacher perceived and measured stress levels.

More Information: Full text not available online

Quinteros Rocha, J. R. (2000). *Algunos factores relacionados con el agotamiento laboral en los docentes de escuelas preparatorias en el estado de Nuevo León.* Dissertation, Universidad de Morelia.

La investigación se plantea la siguiente pregunta: El grado de satisfacción laboral, el grado de dedicación al trabajo, el grado de cultura institucional de estilo innovador percibido, el tiempo de servicio y el género, ¿son predictores del síndrome del estrés laboral asistencial (SELA) entre los docentes de escuelas preparatorias del Estado de Nuevo León en el año 2000?

More Information: Full text available online

Revel, G. J. (1986). *Parent and teacher attitudes toward parent-teacher conferences in selected Seventh-day Adventist Schools in Southeastern California Conference*. Dissertation, Loma Linda University.

Purpose. The purpose of this study was to determine, under current and ideal conditions, selected parent and teacher views concerning effectiveness of school related parent-teacher conferencing programs and to determine if significant relationships existed between parent and teacher views and selected demographic variables.

Procedures. Survey questionnaires were administered to 516 parents and 73 teachers of ten selected Seventh-day Adventist schools to determine current and ideal conference practices, and current and potential value placed by parents and teachers upon parent-teacher conferencing.

Conclusions. The study conclusions were: (1) Parents placed a higher value than teachers on parent-teacher conferencing and strongly desired to use conferences to evaluate their children's educational advancement; (2) Parents were consistently more interested than teachers in the high potential quality of Christian education in Seventh-day Adventist schools; (3) Parents were less satisfied than teachers with current conferencing practices and perceived a greater need than teachers for these practices to be improved; (4) Parents indicated a greater desire than teachers for spiritual outcomes from conferences; (5) Parents and teachers were very supportive of parent-teacher conferences.

Recommendations. Study recommendations included the following: (1) Administrators and teachers study parents' views concerning increasing parent-teacher conference effectiveness; (2) Study be given to implementing plans for preparing parents and teachers for conferences; (3) Study be given to identifying means by which to increase the spiritual potential of conferences for all participants; (4) Specific goals and guidelines for conferencing be published and made available to all parents and teachers; (5) Study be given to providing parents and teachers with a pre-conference agenda of items to be discussed; (6) Study be given to improving parent-teacher relations by means other than conferences; (7) Means be provided to acquaint teachers with the high quality of Seventh-day Adventist education so that parent-teacher conferences may achieve quality comparable to the objectives of Seventh-day Adventist education.

More Information: Full text not available online

Reye, D. W. (1985). *Teachers' perceptions of factors affecting morale in schools in the Trans-Australian Union*. Andrews University, Berrien Springs, MI.

Problem: Teachers' perceptions of their satisfaction with their work situation have an important bearing upon the effectiveness of the institution in which they are employed. Administrators need to know what factors affect the level of morale of their faculty.

Method: All teachers in primary and secondary schools in the Trans-Australian Union Conference were asked to respond to a questionnaire seeking data as to the factors affecting their morale. These data were analyzed descriptively, the constructs they represented were identified by factor analysis, and three hypotheses concerning them were tested by chi-square analysis.

Conclusions: Teachers' levels of morale are influenced by a number of factors, most important of which are the demands of work, conditions of employment, and relationships with students, parents, and superiors.

Recommendations: Policies regarding staffing, allocation of responsibilities, administrative visitations, long-service leave, sustentation, and transfer of appointment need to be reviewed, and, if necessary, revised. Procedures for improving relationships between teachers and students, parents, and superiors need to be implemented.

More Information: Full text not available online. ANDREWS UNIVERSITY LIBRARY
G.S. Th. R457

Robinson, B. L. (1986). *The perceptions of school principals regarding the utilization of microcomputers in Australian Seventh-day Adventist secondary schools*. Andrews University, Berrien Springs, MI.

Problem: The problem confronting Seventh-day Adventist schools was the need for knowledgeable implementation of computer-based education. Factors which enhanced or limited plans for computer utilization were not clearly understood.

Method: The purpose of this study was to determine the extent and nature of computer utilization in Australian Seventh-day Adventist secondary schools. An additional purpose was to determine the factors which principals perceived to affect their plans for computers in education. A questionnaire was administered to all twenty-one principals of Australian Adventist high schools.

Results: Computers were found to be in service in eighteen of the nineteen responding schools. The number of computers in a school ranged from a single unit to a maximum of twenty. Factors which increased plans by principals for educational computing included principals' personal experiences; contact with representatives of commercial

organizations; teachers' and students' attitudes towards computers; and parental support for computer education. Factors which limited principals' plans for computer utilization included the existing availability of suitable software and the existing level of funding for computer education. Lack of hardware standardization within the Seventh-day Adventist school system and the lack of suitable Bible courseware were mildly limiting factors. There was a significant relationship between the strong use of computers across the curriculum and input from parents regarding computer education. There was also a significant relationship between cooperation with other secondary schools, colleges, and universities, and strong use of computers across the curriculum. More extensive and appropriate inservice teacher training, the provision of greater funding, and the development of more curriculum-based software were perceived by principals as important needs. Roles for state and federal government agencies were seen to exist in the support of software development suited to the particular curricular needs.

Conclusions: Principal attitudes regarding computer use in education ranged from cautious optimism to enthusiasm. The majority of teachers were perceived as positive regarding the opportunity to use computers, though some were believed to feel intimidated by the new technology. Computers were perceived by principals as enhancing the instructional role of teachers; they were regarded as tools to assist rather than replace teachers. There was very little interaction between schools within the system in regard to computer use, and almost no use of telecommunication. There was little reported use of applications software either in administration or in classrooms.

More Information: Full text not available online. ANDREWS UNIVERSITY LIBRARY
G.S. Th. R658

Rolle, C. R. (2004). *Religiosity, school satisfaction, and the decision to teach in Christian schools: Evidence from American and Bahamian high schools*. Dissertation, La Sierra University.

This study investigated (a) the importance of religiosity on school satisfaction and the decision of teachers and current students to remain and teach respectively in Christian schools; and (b) the influence of school satisfaction in Christian schools on the decision of teachers and current students to remain and teach respectively in Christian schools. The sample included 133 students and 28 teachers from the United States, and 169 students and 55 teachers from the Bahamas. Student satisfaction was measured by an instrument designed by the researcher, and teacher satisfaction was measured by the Teacher Job Satisfaction Survey developed by Mendenhall (1977) and later revised by Speed (1979). The standardized instrument, Religious Life Inventory was used to assess the teachers' and students' religious orientations. In addition to descriptive statistics, data were analyzed using factor analysis and regression analysis.

With regard to the students, the results showed that students with higher spiritual-maturity scores tend to have more positive attitudes toward their schools than those with lower scores. Additionally, extrinsic religiosity positively relates to student school satisfaction. By contrast, the extent of school satisfaction has little to do with intrinsic and quest religiosity. The analysis also showed that there is a positive correlation between the levels of school satisfaction and desire to teach in the school. With respect to the teachers, quest religiosity was found to be conversely associated with teacher job satisfaction, whereas age positively relates to job satisfaction. Teacher job satisfaction is significantly, positively correlated with teachers' decision to remain in the school. Spiritual maturity and religious orientations had no significant impact on the prediction of teacher job satisfaction and teacher commitment to teaching in Christian schools.

More Information: Full text available online

Ross, D. B. (2006). *Perceptions of the evidence of a servant leadership culture among educators in the P-12 school system in the North American Division of Seventh-day Adventists. Andrews University.*

Problem statement . The Seventh-day Adventist church has consistently advocated that adherents to this religion should be Christ-like in every aspect of their lives. They should be of service to others as they create a community of believers who are loving, kind, and considerate of others. These ideals form some of the characteristics of servant leadership. The question therefore is whether servant leadership is being practiced in the P-12 school system. No study related to the presence and practice of servant leadership in the P-12 school system of the NAD has been conducted. Research was needed to determine the perceptions of the evidence of servant leadership and the possible impact of gender, age, ethnic background, the size of the school in which the respondents worked, the gender of the principal, the respondents' level of education, the configuration of school operation, and the type of SDA teaching certification that the respondents held.

Methodology . A descriptive, explorative, cross-sectional survey was conducted. Participants in this study were selected by stratified random sampling from a population of 6,697 educators employed in the P-12 school system of the North American Division of Seventh-day Adventists. Data were collected using the Organizational Leadership Assessment and a demographic questionnaire that were mailed to 1,110 educators with a response rate of 33.4%. Two research questions and eight null hypotheses were tested. The first research question was analyzed using descriptive statistics and a comparison of means. The null hypotheses and remaining research question were tested at the .05 level of significance using one-way ANOVA.

Results . Laub contends that organizations at or above a 4.0 composite mean score on

the OLA can be identified as a servant organization. The composite means of all scores on this survey was found to be 3.91 which are very close to the Laub threshold score of 4.0. This would seem to indicate that the P-12 school system of the North American Division of Seventh-day Adventists is not a fully servant organization, but instead practices a positive version of paternalistic leadership. The results also indicated that there is a difference in how educators perceive the attributes of servant leadership based on the gender of the educator as well as the enrollment and configuration of school operation in which the educator works. However, there is no difference in how educators' perceive the attributes based on age, ethnic background, gender of the principal, the educators' level of education, as well as the SDA teaching certification.

More information: Full text available online

Rutebuka, A. K. (1996). *Job satisfaction among teachers in Seventh-day Adventist schools and its relationship to commitment and selected work conditions.* Dissertation, Andrews University.

Problem. The Seventh-day Adventist Church in North America has evidenced concerns over young people losing their commitment to the church, to SDA schools, and even to Christianity. Given the important role teachers play in the formation of young people, the purpose of this study was to determine the degree of teachers' job satisfaction and its relationship to commitment and selected work conditions.

Method. The population for this study included 261 elementary- and secondary-school teachers employed by the Lake Union Conference of Seventh-day Adventists in 116 schools. A survey-research method was used to determine the degree of teachers' job satisfaction and its relationship to commitment and selected work conditions. The instrument was adapted from an earlier study on Catholic schools and was pilot tested to adjust it to the Adventist system. Statistical procedures used to analyze the data included Pearson (r) Product-Moment Correlation, Analysis of Variance, and Multiple Regression analysis.

Findings. (1) Teachers in the Lake Union Conference of Seventh-day Adventists are generally satisfied with their work. They chose to work for the SDA Church because of their commitment to the church. (2) Commitment to the teaching profession was to be highly related to job satisfaction among male teachers, whereas, commitment to the church organization was highly related to job satisfaction among female teachers. (3) Personal significance was more highly related to teachers' job satisfaction than any other work condition factor, especially among female teachers. Male teachers considered adult social interaction more important for their job satisfaction. (4) Faith dimension was the most important work condition factor related to commitment to the church organization, whereas personal significance was related to commitment to the teaching profession. *More information:* Full text available online

Salazar Rodríguez, A. L. (2001). *Factores predictores de la satisfacción laboral de las educadoras beliceñas al inicio del milenio 2000*. Universidad de Montemorelos.

Los(as) investigadores(as) del comportamiento organizacional consideran la satisfacción laboral como una variable dependiente importante. Esta investigación pretendió conocer que factores son predictores de la satisfacción laboral de las educadoras beliceñas, incluyendo a las educadoras que laboran en instituciones de la IASD.

Los datos se recolectaron mediante un cuestionario que se aplicó a 1,360 educadoras en 269 centros escolares beliceños. Se utilizaron diferentes pruebas de significación estadística como la prueba de regresión lineal múltiple y el análisis multivariado de varianza, entre otras. Resultados

Los resultados muestran que ocho variables de investigación son predictoras de la satisfacción laboral de las educadoras beliceñas: (a) el agrado del trabajo docente, (b) el involucramiento en roles familiares y hogareños, (c) el reconocimiento de logros, (d) la equidad en el trato laboral, (e) las condiciones laborales, (f) la supervisión docente, (g) la experiencia docente y (h) el tamaño de la escuela. También se observaron efectos significativos sobre la satisfacción laboral de algunas variables demográficas tales como la ubicación del centro escolar (en el nivel de enseñanza parvularia), el distrito, el tipo de institución, el área de residencia y el hecho de que la educadora tenga o no hijos(as).

Conclusiones. La mayoría de las educadoras beliceñas indicaron estar totalmente satisfechas en su trabajo debido a su amor por los(as) estudiantes y por la profesión docente. Las educadoras expresaron sus razones y aportaron recomendaciones al respecto, aunque la mayoría de las educadoras de las instituciones de la IASD respondieron que no lo estaban. En general, los hallazgos de esta investigación son positivos, aunque existen aspectos susceptibles de ser mejorados relacionados con las condiciones laborales, la supervisión, el reconocimiento de logros y el trato equitativo, entre otras.

More Information: Full text available online

Sibilang, H. P. (2003). *Factors associated with job satisfaction of secondary school teachers in East Indonesia* Union Conference, Indonesia. AllAS, Silang Cavite, Philippines.

This study investigated factors related to job satisfaction of secondary school teachers in East Indonesia Union Conference of SDA, Indonesia. Specifically, the study was designed to identify the level of teachers' job satisfaction, the correlation of selected

independent variables to job satisfaction, and the best contributor of selected variables to job satisfaction. By doing so, the results may contribute to a better understanding of teachers' job satisfaction.

The 118 teachers from twelve Adventist secondary schools in ETUC, composed a response rate of 77%. These 118 respondents were the sample. The questionnaire used in this study was originally developed by Khan (1995) as a result of his synthesis and adaptation of questionnaires developed by Hoy and Miskel (1987), Robbins (1991), and Libato (1992). The study found that generally, the teachers agreed to the job satisfaction subscale with a mean of 3.92 (SD = 0.41). This indicated that teachers were satisfied with their jobs.

The study identified three variables that had a significant and positive correlation with Job Satisfaction. These variables were School Climate ($r = 0.62$), Teachers' Professional Qualities ($r = 0.48$), and Principal Leadership ($r = 0.45$). The study failed to find a significant correlation between Job Satisfaction and the twelve variables Age, Gender, Civil Status, Teaching Experience, Highest Educational Attainment, Number of Subjects Taught, Class Size, Library Facilities, Audiovisual Equipment, Physical Plant, Salary, and Teachers' Benefits.

Finally, the best predictor variables of Job Satisfaction were identified. School Climate and Teachers' Professional Qualities together accounted for 41% of the variance in Job Satisfaction among secondary school teachers in EIUC. The study also found that Principal Leadership and Teachers' Professional Qualities were indirectly related to Job Satisfaction through School Climate. These two variables together accounted for 48% of the variance in school climate.

More Information: Copy available from AIIAS Leslie Hardinge Library LG224.E38 .S52 2003

Smith, C. B. (1995). *Descriptive case studies of the socialization and acculturation of two mentored first-year elementary teachers within the Seventh-day Adventist school system.* Dissertation, Andrews University.

Problem. A qualitative design was employed in this study to: (1) investigate the experiences and perceptions of two first-year elementary teachers within the Seventh-day Adventist educational system, (2) gain a better understanding of new teachers' socialization and acculturation during their first year of teaching, and (3) use beginning teacher concerns gleaned from this study and previous studies to identify the kinds of support that need to be offered in a new teacher induction program within the Adventist educational system.

Method. I studied two first-year teachers, employed full-time at the elementary level by Scenic Vista Conference of Seventh-day Adventists. Qualitative data were obtained over a 9-month period through ethnographic interviews, participant observations, teacher weekly journals, and principal/teacher self-evaluations. The majority of the data was procured from taped interviews with the two teachers, their mentors, principals, and the associate superintendent of education. Additional data came from the hours of participant observations in classroom instruction, field trips, school chapels and assemblies, recesses, lunches, etc. All of these data-gathering procedures were formatted in corrected and expanded field notes. A smaller portion of the data was gleaned from principal/teacher documents and the mentor seminar materials.

Results. Responding to the transition from pre-service training to in-service teaching, both teachers' initial enthusiasm changed to frustration, anger, doubt, and fear. As they endeavored to adjust to the socialization and culture of teaching, each teacher struggled with classroom scheduling and management, school routines and administration procedures, discipline, coping with the withdrawal of a student from her class, and establishing positive relationships with principals, colleagues, and parents. They dealt differently with time management and curriculum issues. Although both teachers internalized the challenges they encountered, each reacted differently to the frustrations they experienced.

Conclusions. Findings indicate that beginning teacher induction and orientation are needed throughout the year to help novice teachers adjust, but that kind of support is more crucial at the very beginning of the school year. The beginning teachers desire and expect this support from their principal. They also believe a mentor is beneficial to their professional growth and development and for their personal job satisfaction.

More information: Full text available online

Susada, I. V. (2008). *Organizational commitment and teaching performance of SDA elementary school teachers in South-Central Luzon.* AIIAS, Silang Cavite, Philippines.

This study investigated potential relationships between the organizational commitment and teaching performance of Seventh-day Adventist elementary school teachers in South-Central Luzon. This involved 123 teachers from 30 elementary schools under the administrative supervision of the South-Central Luzon Conference during the school year 2007-2008.

The organizational commitment, measured by the organizational commitment questionnaire, was considered as commitment to the Seventh-day Adventist educational system while the teaching performance was taken as a result of four evaluations: namely, peer teacher's evaluation, principals' teacher evaluation, teacher'

self-evaluation, and this researcher's teacher evaluation using the teaching performance evaluation instrument.

The organizational commitment questionnaire results revealed a mean of 5.52 (7 point Likert scale) within the agreement range "Moderately Agree" and a mean of 3.40 (5 point Likert scale) within the "Very Good" evaluation range for the teaching performance. The principal evaluation obtained the lowest mean ($M = 3.45$, $SD = 0.44$) and the self-evaluation made by the teachers produced the highest mean ($M = 4.40$, $SD = 0.36$) while this researcher evaluation mean ($M = 3.87$, $SD = 0.29$) was closer to the principal's and the peer's ($M = 4.22$, $SD = 0.44$) was closer to the self-evaluation. The strongest association was between the peer and researcher evaluation ($r = 0.5$), a moderate positive correlation. The correlation between the peer evaluation and the self-evaluation was positive but low ($r = 0.19$). The principal's evaluation was not correlated to the evaluation of others.

Analysis in the findings in the differences between groups formed using demographic variables and teaching performance revealed that females were generally evaluated to have a higher performance evaluation in teaching than males. Two evaluators—the principal and this researcher—are most sensitive to distinguishing gender differences in performance. However, they usually perceived these differences in different areas of performance.

Age differences in performance were acknowledged by all evaluators but while self-evaluation and principal evaluations favored higher performance by older teacher particularly for items about teacher qualifications and the management and guidance skills, the peers tended to disagree particularly for items pertaining to teaching skills and the personal and social skills. This researcher's opinions varied by teaching task or attribute.

While the principal did not indicate any differences for class structure it was differentiating in the self-evaluations. The multigrade teachers rated themselves to be higher in their performance, particularly in evaluation skills, while the peers perceived the single grade teachers to be better particularly in teaching skills. The lone predictive model of teaching performance was organizational commitment. This variable accounted for 4.3% of the variance explained in teaching performance.

Recommendations include programs for enhancing the organizational commitment of the teachers, retention of male teachers in the teaching profession so as to achieve equality between the male and female teachers, and equating high qualification of teachers with their teaching skills. The school system is also encouraged to develop evaluation policies which include establishing performance standards for the teachers, using a reliable teaching performance evaluation instrument and training of teachers and administrators as effective evaluators.

More Information: Copy available AIIAS Leslie Hardinge Library LG224.E38 .S96 2008

Tahara, I. (1995). *Adventist secondary teachers' concepts of education: Comparative aspects between the United States and Japan*. Dissertation, La Sierra University.

Purpose. The purpose of this study was to examine the similarities and differences in SDA secondary educators' concepts of education in the United States and Japan, regarding evaluation of their teaching and their self-esteem.

Procedure. A questionnaire was mailed to all 64 SDA secondary educators in Japan and 60 secondary educators chosen randomly by cluster in the United States.

Forty-seven (73 percent) usable returns were received from Japan and 42 (70 percent) from the United States.

Findings. The study findings indicated that there was a significant statistical difference between U.S. and Japanese SDA secondary educators' views regarding: SDA educational philosophy, the mission of SDA teachers, SDA secondary educators' relationships with students, co-workers, parents, and community. Significant statistical differences also emerged on self-evaluation of teaching and individual scores on Rosenberg's (1965) four-point Self-esteem Scale. There was no significant statistical difference in the teachers' ranking of the most serious problems in SDA schools, however, a significant difference emerged when ranking public school problems.

Conclusions. (1) Because of different culture, customs, and languages in their countries, there was a significant statistical difference in U.S. and Japanese SDA secondary educators' views regarding: SDA educational philosophy, the mission of SDA teachers, teacher-student relationships, co-workers' relationships, teacher-parent relationships, self-evaluation of teaching and scores on Rosenberg's (1965) four-point Self-esteem Scale. (2) Because of a homogeneous society and the emphasis on groupism in Japan, educators' scores on responses to self-evaluation and self-esteem are naturally low with national character. (3) Though these cultural and societal differences exist between the United States and Japan, SDA schools have the same educational problems.

Recommendations. (1) That the Japan Union Conference of SDA require that the SDA secondary educators in Japan be trained to nurture a positive self-image and pursue positive thinking skills. (2) That the North American Division of SDA allot SDA secondary teachers more time for lesson preparation and collaboration with fellow teachers. (3) That both U.S. and Japanese SDA superintendents, school board members, schools administrators, and parents give serious consideration to solving problems such as: lack of proper financial support, peer pressure, difficulty in getting good teachers, and low student motivation for study.

More Information: Full text available online

Thang, N. K. (2003). *Teachers' perceptions of leadership skills associated with the principalship in Central Luzon Conference, Philippines. AIIAS, Silang Cavite, Philippines.*

This study was conducted to investigate the perceptions of selected Adventist elementary and secondary school teachers of Central Luzon Conference in the Philippines as to the leadership skills of their principals. These perceptions were identified through interviews and questionnaires. The study specifically sought answers to these questions: (1) What are the leadership attributes identified by teachers in principals of successful schools? (2) Which attributes do teachers see as the most important leadership skills? (3) Are Adventist elementary and secondary school teachers' perceptions of their principals' leadership skills similar to the leadership skills outlined by the National Association of Secondary School Principals (NASSP)? (4) Are the perceptions of teachers expressed in a questionnaire on leadership skills similar to the perceptions of interviewed teachers?

In this study, twelve teachers were purposively selected from twelve schools noted for their excellent achievement. They were interviewed about their principal's leadership. Later, all 92 teachers from those schools were administered a questionnaire related to the (NASSP) leadership skills.

The major findings of the study were: (1) The attributes of selected school principals as perceived by teachers were planning, organizing, problem analysis/solving, decision-making, judgment, visible presence, leadership, Christ-centered leadership, communication ability, collegiality, human relations, ethical/moral values, motivation ability, stress tolerance, range of interests, philosophical/cultural values. (2) The majority (more than 7) of interviewed teachers recognized 15 skills as important for principals. (3) The interviewed teachers perceived the NASSP skills as important and their perceptions of the NASSP skills were basically similar to the descriptions outlined by the NASSP. The finding of questionnaire also indicated that they were frequently practiced by the principals. (4) The profile of principals shows that perceptions of respondents to questionnaire on their principals' leadership skills were similar to perceptions of the interviewed teachers about their principals' leadership.

While it was important to find out that all principals practiced many skills, it was of greater significance to find that several of the NASSP skills were perceived to be essential to these schools. This investigation also pointed out Christian leadership, human relations, and ethical/moral values as being essential. Some of these skills mentioned also reflected certain cultural trends typical of Asians toward leaders. The fact that the questionnaire data revealed more criticisms of principals' skills than interviews was also a clear indication of this.

Recommendations to principals included attending leadership training and seminars and participation in professional growth activities in the areas of decision-making,

spirituality, organization, and human relations. The study also recommends related investigations with a larger number participants and in other similar contexts in Asia.

More Information: Copy available from AIIAS Leslie Hardinge Library

Thompson, D. G. (1989). *Perceptions of Seventh-day Adventist educators in Southern California concerning ministerial support for Christian education.* Dissertation, Loma Linda University.

Purpose. The purpose of this study was to determine the perceptions of educators concerning ministerial support for Christian education, areas of dissatisfaction by educators with their jobs and the likelihood of their continued teaching in SDA schools, and areas where educators believe ministers and the church could be more supportive of Christian education. The study also compared certain demographic variables to determine if a correlation exists between the educator perceptions and these variables.

Procedure. Survey instruments were mailed to 292 educators in the Southern California and Southeastern California Conferences of Seventh-day Adventists based on a stratified random sample of teachers and a census of the principals and conference educational administrators. Of the 292 instruments mailed 209 (72 percent) were returned sufficiently complete for analysis. The data were analyzed by the use of t-tests, regression, analysis of variance, and Chi-square.

Findings. The findings included: (1) Educators perceive the local pastor as supportive of Christian education; (2) They have areas of concern, but over 80 percent do not see these concerns as sufficient cause to leave denominational employment; (3) They expressed dissatisfaction with inadequate salaries, though not sufficiently to cause them to leave denominational employment; and (4) They believed the church provided too little financial support for education.

Conclusions. The following are study conclusions: (1) A good working relationship exists between educators and ministers; (2) The majority of educators are sufficiently committed to SDA education to continue teaching in the system; (3) Increased enrollment of non-SDA children could be a source of conflict between educators and ministers; (4) Educators are dissatisfied with efforts by denominational leadership in such areas as adequacy of pay, opportunity for advancement, and job security.

Recommendations. The recommendations included: (1) That the church find ways to provide opportunity for advancement for educators; (2) That efforts be made to provide additional funding for education; (3) That study be given to ways to increase salaries for educators; (4) That study be given to provision of counseling for educators by someone other than their own minister; (5) That ministers and congregation leaders provide additional moral support and recognition for educators.

More Information: Full text not available online

Tuting, A. A. (2008). *The relationship of organizational health, physical and psychological morbidity of educators in selected secondary schools.* AIAS, Silang Cavite, Philippines.

This study examined the relationship of organizational health to the physical and psychological morbidity of administrators and teachers in selected Seventh-day Adventist secondary schools in the North Philippine Union Mission. The participants in this study were 106 administrators and teachers who were teaching in different academies within the territory of NPUM. Descriptive and correlational research designs were used. The findings of this study revealed significant differences between physical and psychological morbidity with gender of the respondents, and a significant relationship between physical and psychological morbidity among teachers. Other findings, including recommendations for further study were mentioned.

More Information: Copy available from AIAS Leslie Hardinge Library LG224.E38 .T87 2008

Valenzuela, A. (1990). *The relationship between students' and teachers' perceptions of classroom control and teacher morale in Seventh-day Adventist schools.* Dissertation, Loma Linda University.

Purpose. This study investigated the relationship between students' and teachers' perceptions of teachers' ability to control students and teacher morale in selected Seventh-day Adventist schools.

Procedures. The population consisted of 279 teachers and 512 students in grades eight through 12 in Seventh-day Adventist Schools in Southern California. The Purdue Teacher Opinionnaire, Purdue Teacher Evaluation Scale, and Teacher Perception Questionnaire were administered. Demographic characteristics of the population were determined using means, standard deviations, and ranges for continuous variables.

Findings. (1) Teacher morale is not correlated with teachers' perception of their ability to control students. (2) Teacher morale is related in some aspects to the way students perceive their teacher's ability to control. (3) Teacher's perception of ability can either be negatively or positively associated with the way students perceive their teacher's ability to control. (4) No difference exists in the findings between junior high and high school levels.

Recommendations. (1) Investigation be conducted to determine if an association exists not only between students' and teachers' perception of student control but also the

principal's perception of teachers' ability to control. (2) Investigation be conducted using an essay format in gathering information from teachers and students about classroom management. (3) Investigation be undertaken to determine why a wider discrepancy existed in the junior high versus the high school population in the perceptions of student control between teachers and students. (4) Research be conducted to find if discipline classes were taken by teachers who perceived themselves as having low student control versus teachers who perceived themselves as having high control to see if there are significant relationships. (5) If research confirms that teachers with low student control have not had courses in classroom management that teacher preparation institutions including such courses in the program. (6) That principals work with teachers who perceive themselves as having low student control in developing a plan that will improve perceptions of their ability to manage students. (7) That superintendents of education in Seventh-day Adventist schools consider providing practical help for teachers who have low student control. (8) That a study be conducted of parents who have enrolled their students in both public and Seventh-day Adventist schools to determine their perceptions of student control in the two systems.

More Information: Full text available online

Wong, D. S. F. (1979). *Values and leadership characteristics of Seventh-day Adventist academy teachers in Michigan*. Dissertation, Andrews University.

Problem. Two important aspects in the life and work of teachers are their values and leadership styles. The values they hold affect the influence they exert and the knowledge they impart, and the leadership styles they practice determine in part their effectiveness in transmitting their knowledge and values to the students. Moreover, teachers' values are often considered to be closely related to their leadership styles. The purpose of the present study was to determine the relationships between the values and leadership styles of Seventh-day Adventist (SDA) academy teachers in Michigan. The study also aimed to provide a description of both the values and leadership characteristics of the teachers and to determine if there were any significant differences in their values and leadership styles as related to such selected independent variables as major area of teaching, sex, age, highest academic degree held, years of teaching experience, and yearz of schooling in SDA institutions.

Method. Two instruments were used to collect data on the values and leadership styles of teachers for this study. The Allport-Vernon Lindzey Study of Values (SOV) was employed to assess the dominance of six value interests: theoretical, economic, aesthetic, social, political, and religious. The Leader Behavior Description Questionnaire (LBDQ) was used to investigate two independent dimensions of leadership behavior: consideration and initiating structure. It was hypothesized that teachers' self-expressed values would correlate with their leadership styles as perceived by their students. It was also hypothesized that significant differences exist among teachers classified according

to the six selected independent variables mentioned above. The study involved 72 teachers and 694 students of six SDA academies in Michigan. These teachers and students were administered with the SOV and the LBDQ, respectively. To analyze the data collected, three major statistical methods were used. One-way multivariate and one-way univariate analysis of variance were employed to treat the data on the teachers' values and leadership styles, respectively. Stepwise multiple regression analysis was applied to examine the relationships between the values and leadership styles of teachers.

Results. Significant differences were found on the six value scores of teachers classified according to their major area of teaching, sex, and years of schooling in SDA institutions. However, no significant differences were obtained on the two dimensions of leadership behavior of teachers except for comparisons on the consideration scale in relation to two independent variables: highest academic degree held and years of schooling in SDA institutions. The major findings suggested that no significant relationships existed between teachers' self-expressed values and their leadership styles as perceived by their students.

Conclusions. On the basis of the findings in this study, the following conclusions were drawn:

1. The combination of the six value scores is not effective in predicting the consideration and initiating structure leadership behavior. Thus teachers' self-expressed values do not correlate significantly with their leadership styles as perceived by their students.
2. Bible, humanities, science, and vocational teachers exhibit significant differences in their values. Science teachers hold higher theoretical but lower aesthetic values than the other teachers.
3. Female-teachers express significantly higher aesthetic and social but lower theoretical and political values than male teachers.
4. The values of teachers are significantly related to the length of time they spent in SDA institutions for their formal education. Teachers with six years or less of schooling in SDA institutions express higher political and social but lower religious values than those teachers with seven years or more of SDA education.
5. Teachers with Bachelor's degrees and teachers with six years or less of schooling in SDA institutions have higher consideration mean scores than those teachers with masters degrees and teachers with seven years or more of SDA education.

More information: Full text available online

Yu, C. N. L. (2002). *Stress among Seventh-day Adventist teachers: An analysis of relationships between selected teacher characteristics and occupational stress factors.* Dissertation, La Sierra University.

This study was conducted in the Seventh-day Adventist secondary schools in Hong

Kong to find the major sources of stress (stressors) for teachers and the level of teacher stress. The relationship between teachers' perceptions of stress and teachers' backgrounds, (i.e. gender, teaching experience, number of teaching periods, teaching level, teachers' education backgrounds, peer support, supervisor support and the religion of the teachers) and the relationship between teachers' stress manifestations and their background were explored. A standardized psychological test, Teacher Stress Inventory (TSI), was used (Fimian, 1988). Participation was voluntary. Out of 132 teachers, a total of one hundred twenty-eight responded to the Inventory. This was a 96.90% return.

Five types of stressors were identified. They were, in decreasing level of severity, work related stressors, time management, discipline and motivation, professional distress, and professional investment. However, the stress level that the teachers in the Hong Kong Adventist schools experienced, induced by these stressors, was moderate in nature.

The five stress phenomena found in this study were within the moderate zone. However, they are all higher than the means of the TSI norm. The mean of the total score is 2.76 which is higher than the norm of the TSI by .26. These indicate that there is a need for teachers to be educated in coping methods and stress management strategies to conquer stress in the teaching workplace.

Recommendations . (1) The school principals should explore ways to control and manage situations and conditions, such as teaching load, that produce teacher stress. (2) The school system should provide teachers who teach lower forms and those with a diploma qualification with more opportunities to attend courses concerning "Student Discipline and Motivation". (3) More stress management and time management training programs should be provided by the school administration for teachers, especially for those who have less teaching experience, to help them cope with the job demand. (4) The school administration should provide teachers with more team building programs to enhance peer support. (5) The school administration should provide more recognition to teachers in various ways such as verbal praise, good teacher awards, and long service awards. (6) The school system should introduce a mentor teacher scheme for the teachers who have less experience to help them learn time management and stress-coping skills.

More Information: Full text available online

General Education (7)

Bathini, V. S. (1996). *Relationship between leadership practices of Seventh-day Adventist administrators and teacher job satisfaction of Seventh-day Adventist teachers in India*. Dissertation, La Sierra University.

Purpose. This study investigated the relationship between the leadership practices of Seventh-day Adventist administrators and teacher job satisfaction as experienced and reported by teachers in Seventh-day Adventist schools of the Central India Union in India.

Procedure. A 52-item questionnaire was mailed to 600 teachers in SDA schools in the Central India Union, India. Of these, 450 questionnaires were returned adequately completed to provide data for this study. Data were analyzed using SPSS-X statistical software. Analysis included: correlation coefficients, t-tests, One-Way ANOVA, and Kruskal-Wallis ANOVA.

Findings. Data analysis indicated that (1) There is high correlation coefficient between job satisfaction and leadership practices in the CIU. (2) From the questionnaire and write-ins, the frequently identified leadership practiced is democratic. (3) The questions and the write-ins indicated that the teachers perceive that they are treated with dignity and the leaders share common goals with teachers in SDA schools in the Central India Union. (4) The only demographic characteristics which impacted job satisfaction and leadership practices are educational preparation and job status of teachers.

Conclusions. (1) The teachers of the Central India Union are satisfied with their jobs and present leadership. (2) The teachers in SDA schools perceive leaders in the CIU as democratic. (3) The teachers in SDA schools in the CIU have a high regard for their leaders. (4) The more secure the teachers are in their jobs in SDA schools in the CIU, the better was job satisfaction.

Recommendations. Recommendations arising from this study are that (1) SDA schools in the CIU have sponsorship programs in their budgets for the teachers of below bachelor level of education to upgrade themselves to bachelor level and graduate level. (2) SDA schools in the CIU make provisions for temporary teachers to become permanent. (3) Further study be conducted to include SDA and non-SDA teachers and caste and cultural backgrounds in the questionnaire.

More Information: Full text available online

Croft, M. D. (2000). *Spanning the generations: a model for using retirees as volunteers in school*. Thesis, Avondale College

The present study addressed the potential for using retirees as volunteers in schools. The main advantages for using retirees in the classroom are to bring the generations together and to improve student learning. The fastest growing segment of our population is retirees. Retired people represent a great resource because they have knowledge, experience, and time availability. Regrettably, older people generally have had little involvement in the education of young people, although volunteer retirees have much to offer schools. The use of retirees in the classroom benefits students, teachers, and the volunteer retirees.

The residents of Avondale Retirement Village were surveyed, and five of these were interviewed. The teachers of Avondale High School were surveyed, to determine their perceptions of a volunteer program for retirees. By synthesising the survey results with the literature review, a model with eight interrelated elements for utilising retirees in the school was proposed. The eight elements were: start with careful planning, which includes a needs assessment; recruit volunteers through a variety of means such as partnerships with senior citizens organizations, school outreach programs, advertisements, and asking friends; include a screening process to inform retirees of the school's expectations and match retirees to suitable tasks by giving them a choice of responsibilities; run an orientation program to introduce all of the participants in the volunteer program; conduct ongoing program evaluation to measure the success of the program and offer suggestions for future improvements; keep volunteer motivation high by providing recognition to the volunteer and by giving the volunteer appropriate tasks; have a volunteer co-ordinator who is responsible for the volunteers and the volunteer program; and offer inservice training to teachers and retirees.

It was concluded that running a volunteer program was an excellent idea, and that retirees were suitable and willing to be involved. Recommendations were made that future studies be conducted to trial this study's proposed eight-element model, to evaluate the effectiveness of a school outreach program, and to compare the quality of life of volunteering retirees and non-volunteering retirees.

More Information: Copy available from SPD Education Office

Devine, L. (1986). *Beliefs, perceptions, and practices of Seventh-day Adventist educators in Australia and New Zealand*. Dissertation, Loma Linda University.

The survey instrument was an updated adaptation of that developed by Plubell (1979) for his study of SDA educators in the American northwest. The anonymously completed questionnaire for this study sought to determine the Australian and New Zealand SDA

educators' attitudes toward denominational working conditions, their evaluation of the quality of the SDA schools in which they serve, their perceptions of their lifestyle practices, and an assessment of the degree of educator acceptance of selected SDA teachings was also investigated. In addition to the 51 Likert scale response items, the questionnaire provided for optional write-in responses. The study also attempted to determine the degree of relationship between the educators' responses and the nine demographic variables selected for examination. To this end, four questions to be answered and 40 statistically testable hypotheses were provided.

Data from the study were interpreted through use of the measures of central tendency, percentages, the Pearson Correlation Matrix, and the F-Statistic based on the Hotelling-Lawley Trace.

More Information: Copy available from Avondale College Library [371.110994 D49]

Higgins, D. D. (2002). *A study of perceptions held toward teacher evaluation policies and practices by teachers and their supervisors in Adventist schools in Canada.* Dissertation, Andrews University.

Problem . Most school administrators and teachers deem teacher evaluation systems to be extremely stressful, of little or no value, and a barrier to high staff morale. The purpose of this study was to investigate the current teacher evaluation policies and practices and the perceptions held toward these policies and practices by selected elementary and secondary teachers and their supervisors in the Adventist schools in Canada.

Method . The population of this study consisted of selected elementary and secondary teachers and their supervisors in the Adventist schools in Canada. Two hundred and twenty-five teachers and 48 supervisors were surveyed. The survey instrument used in the study was adapted from the one used by Hauge (1981). The instrument was designed to reflect the teachers' evaluation policies and practices as perceived by elementary and secondary teachers and their supervisors. The survey instrument and the cover letters were sent to the supervisors and the teachers by first-class mail. The 47 hypotheses were tested at the .05 level of significance using *t*-tests and chi-square to determine whether a significant difference existed between variables by comparing the group means and whether or not an association existed between variables by calculating discrepancies between observed and expected cell frequencies, respectively.

Results . The findings of this research study generally confirm that: (1) The supervisors thought they had a better knowledge of their teachers' teaching capabilities than their teachers thought they had. (2) Both supervisors and teachers perceived the evaluation process to be a useful one. (3) Both teachers and supervisors viewed the improvement

of teaching performance as the main purpose of performance evaluation. (4) While supervisors and teachers agreed in their perception concerning the implementation of four basic components of the evaluation process, they disagreed on another four. The general picture, however, indicates that supervisors tended to view themselves as implementing the basic components of the evaluation process to a greater extent than teachers viewed them as doing. (5) Most supervisors reported having had formal training in performance evaluation before and after assuming the supervisory role. Supervisors reported that they felt competent and at ease in the evaluator's role, and teachers concurred. (6) Both teachers and supervisors felt there was a need for more administrative assistance for supervisors so that they could have the time to conduct more frequent and more effective evaluations. They also felt that the evaluation process ought to include greater teacher involvement.

Conclusion . From this study it can be concluded that most teachers and supervisors in Adventist schools in Canada deemed teacher evaluation policies and practices to be helpful. As well it was not as stressful, nor of little value as reported in the literature and pertinent research studies.

More information: Full text available online

Laryea, S. A. (1992). *Organizational communication satisfaction and job satisfaction among Seventh-day Adventist church employees*. Dissertation, La Sierra University.

Purpose. This study investigated relationships between perceived organizational communication satisfaction and perceived job satisfaction as experienced and reported by employees of SDA church organizations in West Africa.

Procedures. A 61-item questionnaire was mailed to 200 randomly-selected employees. Of these, 142 questionnaires were returned adequately completed to provide data for this study. Data were analyzed using SPSS-X statistical software. Analyses included: ANOVA, MANOVA, and Pearson r correlations.

Findings. Data analysis indicated that: (1) All the respondents reported satisfaction with the flow of communication between employees on the same level. (2) Seventy-eight percent of the respondents experienced satisfaction with the clarity of written communication and information regarding how their jobs compared with others. (3) Nearly 63 percent of the administrators were dissatisfied with subordinates' reception of evaluation, suggestions, and criticisms. (4) About 65 percent of the respondents were less than satisfied with supervisors' feedback regarding solution of job-related problems. (5) Respondents' reported job satisfaction was found to be related to organizational communication satisfaction.

Conclusions. (1) Many of the respondents expressed satisfaction with organizational communication and other job-related experiences. An important number of respondents, however, expressed dissatisfaction. (2) In the light of the dissatisfaction with organizational communication and other job-related experiences reported by many respondents, it may be that productivity in the SDA church organizations in West Africa is less than optimum and higher in cost than necessary. (3) Respondents expressed willingness to participate in efforts to improve communication in their organizations. (4) Subordinates tended to look to their superiors for leadership toward improving organizational communication.

Recommendations. The study recommended that: (1) Seminars and workshops be developed to enhance employee understanding of communication effectiveness and to upgrade employee communication skills. (2) SDA educational institutions that prepare SDA church employees in West Africa consider introducing study programs addressing organizational communication. (3) Further studies be conducted into ways of enhancing employee involvement in decision making and problem solving as means to improve organizational communication.

More Information: Full text not available online

Robinson Rumble, B. J. (1993). What makes educators read? *Journal of Adventist Education*, 55(4), 16-20. Retrieved from <http://circle.adventist.org/files/jae/en/jae199355041605.pdf>

This article reports on the first survey of Adventist teachers' reading habits, and teachers reactions to the Journal. Results show how reading habits differ among teachers at various levels. The report suggests that Adventist educators have a low level of professional reading when compared with other professionals. Recommendations are included based on successful approaches used by other school systems to increase professional reading among teachers.

Full text on CD: jae199355041605.pdf

Thogmartin, M. B. (1998). *Volunteers as tutors and trainers of tutors: A qualitative study*. Dissertation, Andrews University.

Problem. The Seventh-day Adventist church/North American Division initiated a Tutoring and Mentoring project in response to President Clinton's America Reads literacy campaign. This study documents the efforts of the church and the first cohort of trainees as they sought to establish tutoring projects in their home locales.

Method. The author of this study was involved as a co-trainer and a participant-observer

during the initial 1-week training session held at the North American Division Headquarters. This training was intended to equip the participants to become tutors of children and trainers of tutors in a primary-level tutoring project. During the school year immediately following the training, two of the original participants were successful in establishing tutoring projects. Their successes were examined in-depth by observations and interviews and reported through case studies. The other initial trainees did not establish projects during the first year. The author maintained contact with a majority of the trainees by telephone, and reported their frustrations by telling fictional composite stories based on their accounts.

Results. A framework of critical components was developed as a result of a literature review which examined characteristics of successful programs. The two successful projects which were established were analyzed using this framework. Most characteristics of successful programs were evident and documented in these fledgling projects. Other themes related to their successes were elucidated and added to the framework. The lack of successful implementation by the other trainees was primarily due to critical components that were neglected or not accessible.

Conclusions. The two trainees who were able to immediately implement tutoring projects had many of the necessary skills and resources already available to them. The training they received acted as a catalyst which enabled them to establish projects. The other trainees expressed concerns related to the lack of personal confidence immediately following the initial training session, and these concerns were never sufficiently addressed. Their primary concerns regarding the need for more training and the lack of resources need be considered if the initiative is to realize its ambitious goals.

More information: Full text available online

Tertiary & Seminary Education (29)

Akpa, V. O. (2006). *Factors that motivate employees to work at Northern Luzon Adventist College (NLAC), Philippines: an analysis.* AIIAS, Silang Cavite, Philippines.

The purpose was to find out NLAC employees' rankings of the common factors considered to motivate them, and clarify what the employees of NLAC desire for the future in the factors studied. This study was delimited to the selected factors that motivate employees to work at NLAC based on Herzberg's motivation-hygiene theory as perceived and desired by the respondents, and their perception on the current job outlook. The population investigated in this study consisted of all the current employees of NLAC as of December 2005, totaling 94. The researcher utilized the descriptive survey method of research, with questionnaire (factors Important in the Job and current

Job Outlook) as the main instrument. Out of the 88 questionnaires that were distributed, 86 (97.7%) were completed and returned.

The major findings of the study were as follows: The top five motivation factors perceived by NLAC employees were as follows: Competence, Knowing the job; Importance of tasks; Work enjoyment; Having enough freedom, responsibility, and authority to do my job; and Originality. The top five hygiene factors perceived by the employees were as follows: Nature of the organization, Good personal relations, Respect for co-workers, Security in my job, and Prestige in the community. On the overall, the desired level of the motivation and hygiene factors of the respondents were consistently higher than the perceived level of the motivation and hygiene factors.

There were significant differences in perceived motivation factors when respondents were grouped according to age and worker status. There was significant difference in the desired level of the motivation factors when respondents were grouped according to present monthly salary and worker status. There were significant differences in perceived hygiene factors when respondents were grouped according to age and present monthly salary. There were significant differences in desired hygiene factors when respondents were grouped according to present monthly salary and worker status.

The current job outlook profile differed significantly when respondents were grouped according to age, length of service at NLAC, present monthly salary, and worker status. Based on the overall findings that the present job is the best or second best, 60.5% respondents are satisfied with their jobs at NLAC. The rest (39.5%), as the analysis seems to suggest, are not satisfied with their jobs. The current job outlook and the total perceived and desired motivation and hygiene factors are all positively and significantly correlated.

Recommendations include sustaining the top five motivation factors and stepping up the lower five motivation factors as well as all the hygiene factors so as to minimize the level of dissatisfaction among NLAC employees. NLAC administration is encouraged to work out a long term plan for employee development through training and also clearly define as well as make available to the employees the criteria for promotion within the service and also promote employees adequately when they meet these criteria.

More Information: Copy available from AIIAS Leslie Hardinge Library LG224.B87 .A36 2006

Baldwin, A. (2006). *Spiritual dispositions in and beyond Adventist teacher education*. Paper presented at the American Educational Research Association Annual Meeting. Retrieved from <http://circle.adventist.org/files/download/SpiritualDispositionsBaldwin.pdf>

This research paper focuses on the concept of spiritual dispositions and its level of inclusion in the curriculum of three selected teacher education programs. One such program is in the Christian Adventist education system, another in the Mennonite Christian tradition and the third, in a non-Christian/public teacher education program. In Adventist and Mennonite education there is the integration of spiritual dispositions and learning in the classroom. Generally, public education institutions (state funded and state operated) however, do not openly and intentionally practice the integration of spiritual dispositions with learning but honor the separation of church and state. Therefore, to the extent that teachers teach from their spiritual center, to such an extent spiritual dispositions may be transmitted to learners and consequently included in public teacher education programs. The results of an investigation of three selected teacher training program were presented.

Full text on CD: SpiritualDispositionsBaldwin.pdf

Baldwin, A. (2008). *Curriculum, instruction, and assessment of dispositions for teachers: Teaching from within*. USA: VDM Verlag.

The topic of professional dispositions in teacher education has become of increasing study and research since the National Council for the Accreditation of Teacher Education (2000) mandated dispositions as an area to be included in the conceptual framework of teacher education programs across the United States of America. Dispositions as an expansion of the affective domain of learning seeks to encourage teachers to incorporate high moral and ethical values, attitudes and attention to social justice within the context of a multicultural educational system. This work studied the concept of dispositions from the perspectives of teacher candidates, education faculty program administrators, psychologists and interested organizations. My findings revealed that program administrators and faculty across the U.S.A. are working to adopt professional dispositions for teachers into their curriculum, their instruction and assessment approaches. This work will be valuable for teacher candidates, doctoral candidates, education policy makers, program directors, education faculty and others interested in making teaching a profession of high value and class.

Baldwin, A. M. (2007). *The curriculum, instruction, and assessment of dispositions in preservice teacher education*. Dissertation, Andrews University.

Problem. In 2000, NCATE included dispositions in its professional standards as a requirement for teacher education units seeking (re)accreditation with its organization. The problem of this investigation was to examine how program directors, faculty, and preservice teacher candidates in three selected preservice teacher education programs in Indiana and Michigan were responding to this NCATE mandate.

Purpose. The purpose was to explore the ways in which and to what extent dispositions were included in the curriculum, taught, and assessed in programs, both religiously affiliated and public.

Methodology. A mixed-methods approach was used to collect and analyze data. Three levels of participants were selected: (a) program directors, (b) faculty members, and (c) preservice teacher candidates. The total number of participants was 458, that is, three program directors/department head, 24 faculty, and 431 preservice teacher candidates. Data were collected by interviews, questionnaires, and documents. Descriptive and inferential statistics were used for data analyses.

Results. Dispositions were included in one or two specialized courses at two institutions and infused into all courses at the other. Ninety-two percent (92%) of professors agreed that dispositions were taught by infusion in courses compared to 72% among preservice teacher candidates. Seventy-five percent (75%) agreed dispositions were taught in at least one course compared to 72% among preservice teacher candidates. Over 80% of professors agreed they assessed 12 of 16 dispositions. Likewise 80% of preservice teacher candidates agreed that 15 of 16 dispositions were assessed. There was no formal training for faculty to teach dispositions. Program directors, faculty, and preservice teacher candidates made suggestions for revision, research, and training to encourage the practice of dispositions.

Conclusions. Dispositions were included, taught, and assessed through specialized courses and infusion. Dispositions inclusion in religiously affiliated institutions was accomplished in more ways than in the public institution. Although not formally trained, most professors agreed they taught and assessed dispositions in existing courses.

More information: Full text available online

Booth, W. M. (1989). *A study of student and faculty perceptions of the religious environment of Andrews University in relation to religiosity*. Dissertation, Andrews University.

Problem. A report of the perceptions of the environment of an institution can be useful in assessing the effectiveness of that institution. This study assessed student and faculty perceptions of the religious environment of Andrews University, a Seventh-day Adventist (SDA) school.

Method. An instrument developed for the study was administered to 350 randomly selected subjects in eight subsamples: non-SDA students, faculty, freshmen, sophomores, juniors, seniors, theological seminary students, and other graduate students. The instrument consisted of inventories to measure perceptions of the religious environment and subject religiosity. Approximately 75% of the subjects completed the instrument. Scores were analyzed by analysis of variance, analysis of covariance (with religiosity as a covariate), multivariate analysis of variance, discriminant analysis, correlation, and enumeration.

Results. Analysis of the data revealed: (1) that faculty and non-SDA students perceived the religious environment more positively than SDA students did; (2) that differences in the perceptions of the environment by undergraduate and graduate (non-seminary) students, graduate and theological seminary students, and male and female students were not statistically significant; (3) that positiveness of perception of the environment varied directly with degree of subject religiosity; (4) that early home influence on the development of religious experience and ratio of time spent in SDA and public schools before college did not affect perception of the environment; (5) that a majority of the subjects believed that the overall religious emphasis of Andrews University was weaker than they thought it should be; (6) that faculty, graduate students, and theological seminary students scored higher on religiosity than other subjects did; (7) that subjects assessed their religiosity more positively than they assessed the religious environment.

Conclusions. The following conclusions emerged from the study: (1) Subjects perceived the religious environment as moderately positive, with perceptions of faculty and non-SDA students being more positive than those of SDA students. (2) Subjects at higher levels of religiosity perceived the environment more positively than other subjects did. (3) Religiosity of subjects was moderately high, with faculty, seminary students, and graduate students scoring higher than other subjects.

More information: Full text available online

Brantley, P. S., & Freed, S. A. (1990). Do Adventist teachers feel valued? Research on faculty in Adventist colleges and universities. *Journal of Adventist Education*, 52(4), 9-12. Retrieved from <http://circle.adventist.org/files/jae/en/jae199052040904.pdf>

This article shares the process, results and implications of the Professional Recognition of Adventist Educators Survey (PRAES) commissioned by the NAD as requested by the Project Affirmation Subcommittee on Quality Education and Valued Educators. Indices of Adequacy relative to Organizational Recognition of College Faculty were devised through the summation of items corresponding to three categories: (1) teacher involvement, (2) external rewards, and (3) faculty development.

Full text on CD: jae199052040904.pdf

Brown, D. (2005). *Job satisfaction and its relationship to organizational and religious commitment among workers at Northern Caribbean University. Dissertation, Andrews University.*

Problem. Recruiting teachers and motivating them to stay in their jobs present a challenge to educational institutions in Jamaica. Given the importance of workers' satisfaction to the health of an organization and the link between job satisfaction and turnover rate, then an examination of job satisfaction at Northern Caribbean University (NCU) is a priority. Based on this background, the primary focus of this study was to investigate job satisfaction and its relationship to organizational and religious commitment among workers at NCU.

Method. This study utilized a quantitative, descriptive research design. A survey questionnaire was sent to all full-time administrators and sector managers, faculty, and staff members who were currently employed by the university at the time of the study. The questionnaire solicited information using (a) five demographic questions (occupational area, gender, age, educational level, and length of employment), (b) 15 items to measure professional satisfaction, (c) 10 items to estimate the level of organizational commitment, and (d) 7 items were used to assess intrinsic religious motivation. Responses were measured on a 5-point Likert-type scale. Data were statistically analyzed by using descriptive statistics, analysis of variance, and multiple regression analysis.

Results. This study revealed that NCU workers displayed neutral levels of satisfaction with their jobs. Overall, they were most satisfied with their responsibility, achievement, relations with peers and students, and work itself. The lowest level of satisfaction was found for organizational policy, administration, working conditions, and salary. The investigation revealed that overall job satisfaction and its intrinsic and extrinsic facets were influenced by demographic variables such as occupational area, gender, age, educational level, and length of employment. Organizational commitment was related to

age and length of employment. Religious commitment was related to occupational area, age and educational level. Organizational commitment was the better predictor of job satisfaction.

Conclusion. The employees of NCU have a high level of religious and organizational commitment but only a neutral level of job satisfaction. This level of job satisfaction is affected by demographic and institutional factors, and by the organizational and religious commitment of the employees.

More information: Full text available online

Brown, D., & Sargeant, M. A. (2007). Job satisfaction, organizational commitment, and religious commitment of full-time university employees. *Journal of Research on Christian Education, 16(2), 211-241.*

This study investigated the relationship of job satisfaction and organizational and religious commitment among full time workers at Akra University (a pseudonym) based on a number of demographic factors. Analysis of variance using the Games-Howell procedure revealed that workers who were older than age 46 years had higher job satisfaction and organizational and religious commitment than younger employees. It was also noted that workers holding doctoral degrees had higher levels of job satisfaction and religious commitment than individuals with a high school diploma only. It was evident that the longer employees stayed at this institution, the higher the levels of organizational commitment and extrinsic job satisfaction, and administrators and sector managers had higher levels of intrinsic job satisfaction and religious commitment than those in other occupational areas.

More information: Donna Brown, Northern Caribbean University, Mandeville, Manchester, Jamaica, donsbrown@hotmail.com; Marcell Sargeant, Southwestern Adventist University, Keene, Texas, USA

Davies, H. F. (1994). *Relationships among selected internal/external variables affecting decision-making in the roles/functions of research university provosts.* Dissertation, Andrews University.

Problem. In the business and corporate world, there exists a unique collection of proven decision-making tools, techniques, and management ideas. There is, however, no clear definition and empirical analysis relative to the nature of the relationships among internal/external variables as they influence decision-making in the research university provosts' roles and functions. It was the purpose of this study to investigate the effects of selected variables on provost decision-making within their many functions.

Method. The survey research method was used to study the relationships among selected variables affecting decision-making in the functions of research university provosts. An instrument was designed and pilot tested for the purpose of this study. The goal of the instrument was to measure how provosts perceived nine variables as being important to decision-making in each of 11 functions. A demographic information questionnaire was also used for data collection. Statistical procedures included Pearson's Product-Moment Correlation Coefficient, Repeated Measures Analysis of Variance, and Multivariate Analysis of Variance.

Results. Results obtained are as follows: (1) There were significant relationships among of the nine variables with respect to the functions. The three variables with the highest number of significant correlations were experiences gained on the job, philosophy of administration, and needs of the university community. (2) Job experience, philosophy of administration, and needs of the university community were significantly different from and more important than all other variables. (3) Responses of the provosts with respect to the importance of the variables did not differ regardless of their field of study and age.

Conclusion. This study revealed that some variables were significantly more important than others. Unlike formal preparation which had little to do with effective provost decision-making job experience was an important variable upon which provosts relied in making tough decisions. Provosts are expected to "plunge in," apply their philosophy and learn by experience.

More information: Full text available online

Dávila González, S. D., & Paredes Aguirre, A. (2007). *Programa de desarrollo de la cultura de evaluación y su impacto en el mejoramiento del desempeño laboral en el Colegio Particular Adventista Ucayali de Pucallpa. Tesis de Maestría, Universidad Peruana Unión. Retrieved from <http://investigacion.upeu.edu.pe/index.php/Tesis:MHEID0706>*

El presente trabajo de investigación tiene como objetivo determinar en qué medida mejora el programa de cultura evaluativa en el desempeño del docente y en el personal de apoyo. Este trabajo de investigación se realizó en la Institución Educativa Adventista Ucayali, durante los meses de marzo a noviembre de 2007. Se aplicó una encuesta para determinar el desempeño de los docentes y el personal de apoyo. Luego se realizó un programa que consistía en charlas y reflexiones sobre el desempeño, incidiéndose en la capacidad personal de la autoevaluación de sus actividades y tareas realizadas en la institución.

Las encuestas fueron examinadas en cuanto a la validez de Crombrach, cuyo índice promedio fue muy significativo, por ser mayor a 0.7. Se ha determinado que el

programa de cultura evaluativa ha mejorado el desempeño del docente, de las secretarías, del personal de servicio, y del personal administrativo contable. Se recomienda realizar con mayor continuidad charlas y otros espacios de reflexión para promover la autoevaluación como un medio para mejorar el desempeño laboral y profesional.

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

Del Valle López, J. A. (2005). *Actitud y Aptitud del Docente de Programación y Su Relación con el Aprovechamiento Teórico y Práctico en Alumnos de Instituciones Adventistas de Pregrado*. Universidad de Morelos. Retrieved from <http://fit.um.edu.mx/departamentodeinvestigacion/publicaciones/Tesis-JairDelValle.pdf>

Esta tesis de maestría procuró determinar la relación entre la actitud y aptitud del docente con respecto al aprovechamiento académico teórico y práctico de los alumnos en instituciones adventistas de nivel superior que imparten la materia de programación básica.

Gonzalez, S. (2003). *The relationship of academic workload typologies and other selected demographic variables to burnout levels among full-time faculty in Seventh-day Adventist colleges and universities in North America*. Dissertation, Andrews University.

Problem statement . Research has shown that burnout is a widespread phenomenon among teachers, and that workload could be a possible predictor. No study had been done to date in Seventh-day Adventist colleges and universities in North America to determine the levels of burnout in full-time faculty. Research was necessary, therefore, to determine the possible impact of academic workload typologies, gender, age, years of service in education, rank of professorship, teacher perception of academic workload intensity, and teacher perception of academic workload on burnout levels in this population.

Methodology . A non-experimental, exploratory, correlational, field-based, and cross-sectional study was conducted. Data were collected from a sample of 90 department chairs, and 365 full-time university teachers in 11 Seventh-day Adventist colleges and universities. A combination of purposive, stratified, and random sampling was used. Cluster analysis was utilized for the development of academic workload typologies; categorical regression with optimal scaling was used to determine the

possible relationship of academic workload typologies and other selected demographic variables to levels of burnout.

Results . Four typologies of academic workload for Seventh-day Adventist colleges and universities emerged from the study of the data. The results of this study also revealed that full-time faculty showed that there was a significant relationship between academic workload and other selected demographic variables in levels of emotional exhaustion. The variables that contributed the most to levels of emotional exhaustion were academic workload typologies, teacher perception of academic workload intensity, and years of service in education. A significant relationship was found between the variables and levels of depersonalization, age being the highest contributor. No relationship was found between the variables studied and levels of personal accomplishment.

More information: Full text available online

Gonzalez, S. (2006). Academic workload typologies and burnout among faculty in Seventh-day Adventist colleges and universities in North America. *Journal of Research on Christian Education*, 15(1), 13-37.

The focus of this investigation was to determine the possible relationship of workload typologies and other selected demographic variables to levels of burnout among full-time faculty in Seventh-day Adventist colleges and universities in North America. Four typologies of academic workload emerged from the study of the data. The results revealed that there was a significant relationship between academic workload typologies and other selected demographic variables in levels of emotional exhaustion and depersonalization. No relationship was found between the variables studied and levels of personal accomplishment.

More information: Sylvia Gonzalez, Andrews University

Hykes, E. (1992). *Faculty and administrators' views of faculty at work regarding motivations, expectations, and satisfactions of faculty members in Seventh-day Adventist colleges and universities*. Loma Linda University.

Purpose. The purpose of this study was to determine those aspects of the faculty work environment that administrators and faculties perceived as positive or negative as related to faculty motivations, expectations, and satisfactions.

Procedure. Questionnaires were mailed to 300 faculty and administrators in Seventh-day Adventist colleges and universities in the North American Division. Seventy-five percent of the questionnaires (226) were returned sufficiently completed for analysis. Statistical procedures used in analyzing the data included: binomial and

analysis of variance, frequencies, means, and percentages.

Findings. Analysis of data indicated that: (1) four percent of faculty perceived that they could influence decisions regarding faculty salaries; (2) 80 percent of faculty perceived that they had no influence over institutional resource allocation policy; (3) administrators and faculty had positive perceptions regarding (a) commitment to excellence in teaching and (b) faculty concern about students (98.9 percent of faculty and 100 percent of administrators).

Conclusions. The following are study conclusions: (1) The expectations among faculty tended to be in agreement more often than were the expectations among administrators. (2) Faculty and administrators expressed satisfaction about themselves, their colleagues, their departments, their students, and their institutions.

Recommendations. The recommendations included: (1) Faculty should be given more influence regarding institutional finance, supplemental funds, resource allocation policies, and faculty salaries. (2) Further study be undertaken to determine to what extent compensation, resource allocation policies, and greater involvement in decision making can affect faculty motivations, expectations, and satisfactions.

More Information: Full text not available online

Limbong, N. (2000). *Job satisfiers and dissatisfiers among the employees of the Adventist International Institute of Advanced Studies (AIAS): an analysis. AIAS, Silang Cavite, Philippines.*

The purpose of this study was to determine the ranks of motivational and hygiene factors as indicators of job satisfaction and dissatisfaction among employees of AIAS as perceived and desired. The study also attempted to determine the present emotional disposition of the employees towards their work as they are grouped according to levels of job satisfaction and dissatisfaction.

This study is delimited to the perceptions of AIAS employees on how Herzberg's ten hygiene and motivation factors of job satisfaction and job dissatisfaction existed and are desired. The researcher utilized the descriptive survey method of research, with the questionnaire as the main source of data. No sampling technique was used since all questionnaires were collected from all 75 employees (regular workers).

Four research questions were posed for the study. The findings show that the rank order of motivational and hygiene factors as indicators of job satisfaction and dissatisfaction (four are selected, from highest to lowest) are motivational factors as perceived and as desired, and hygiene factors as perceived and as desired.

Conclusions were that all respondents seemed to desire more than they perceived in some of the ten factors of Herzberg's theory of motivation (job satisfaction) and hygiene (job dissatisfaction), and the majority of the employees perceived that their "job is the best so far" or either "second best," even though 29.30% of the total population perceived their present job as "a stepping stone," "job is not what I want," or "job is way below expectation."

Based on the findings and conclusions of the study, the following major recommendations are made:

- 1) A management audit should be undertaken by the institution to determine if the right person is assigned to the right job.
- 2) A formal as well as informal training program should be developed, particularly for those in the secretarial, ancillary services and others who need it.
- 3) A program for career planning is also to be desired, to give employees an assurance of a good career prospect with AIIAS.
- 4) A performance appraisal to help the administration implement a fair working atmosphere at AIIAS should be considered.
- 5) Further upgrading through professional development of all employees particularly faculty, department heads, etc., by attendance or sending them to some relevant professional associations, clubs, or groups.

More Information: Copy available from AIIAS Leslie Hardinge Library

Mergal, B. G. (2001). *Organizational conflict: its relationship to organizational culture and spiritual maturity of teachers and administrators in selected tertiary schools.* AIIAS, Silang Cavite, Philippines.

This study explored the relationship of organizational conflict to organizational culture and spiritual maturity of teachers and administrators in selected tertiary schools in the Philippines. The organizational conflict model development by Mealiea and Latham (1996) served as the theoretical framework for the study.

Data were obtained from 340 teachers and administrators from nine Adventist tertiary schools in the Philippines. Participants responded to the Rahimn Organizational Conflict inventory I-II (ROCI-I & II), the Organizational Culture Scale (OCS) and the Thayer Long-Form Faith-Maturity Scale (TFS). A survey questionnaire was developed to gather information on the sources, problems, and effective approaches in conflict management.

Major findings in this study led to the following conclusions: The predominant level of conflict among tertiary schools was intergroup followed by intragroup and interpersonal conflicts. The level of organizational culture of tertiary institutions was slightly favorable.

This level of spiritual maturity of teachers and administration was moderately high. There was a positive relationship between organizational culture and spiritual maturity. Integrating and compromising styles were the preferred conflict management styles of teachers and administrators. Teachers and administrators differed significantly in integrating, compromising, and obliging styles in dealing with their conflicts with peers superiors and subordinates.

The three levels of conflict were related negatively to spiritual maturity and organizational culture. Intrapersonal conflict had the lowest negative correlation with organizational culture but the highest in spiritual maturity. Intragroup conflict correlated moderately high with organizational culture and spiritual maturity. Intergroup conflict had the highest correlation with organizational culture but the lowest in spiritual maturity. Combined levels of organizational conflict negatively but significantly related to spiritual maturity and organizational culture including its factors of achievement, coordination, organizational change and decision, and cultural strength.

A significant correlation was found among conflict management styles of teachers with organizational culture and spiritual maturity. The highest relationship was found in the combined styles of teachers and administrators showed a positive relationship with spiritual maturity and organizational culture, including its factors.

Predictive models were found in all levels of organizational conflict. Intergroup predictors were organizational achievement, integrating style of teachers, accommodating style of administrators, and educational attainment. Predictors of intragroup conflict were integrating style of teachers, organizational change, obliging style of teachers, and age. Organizational achievement was the predictor of intrapersonal conflict.

Predictive models were found among the teachers' and administrators' predominant styles. The predictors for teachers' integrating style were organizational achievement, intragroup level, spiritual maturity and organizational coordination. The administrators integrating style had predictors of spiritual maturity, and intragroup level. And the predictors for combined style of teachers and administrators were factors of organizational culture, spiritual maturity, and school size.

The study found communication failure, poorly designed structure, and personal difference as among the top sources of conflict. Failure to fulfill commitment, withholding information, and avoiding the reality of conflict were among the internal problems the respondents encountered in conflict management. The respondents indicated development of spiritual and moral values, building trust among workers, and open communication as the most effective approaches in restraining and managing conflict.

Major recommendations include: (a) conducting or in-serve training in conflict management for teachers and administrators; (b) Establishing spiritual formation

program; (c) improving organizational culture of communication, coordination, achievement, decision making, and change; and (d) replication of the study with additional variables particularly on Biblical components of conflict management.

More Information: Copy available from AIIAS Leslie Hardinge Library LG224.E38 .M47 2001

Oberholster, F. R. (1998). *Spiritual experience and the organizational commitment of faculty in SDA tertiary educational institutions in North Philippines.* AIIAS, Silang Cavite, Philippines.

This study investigated linkages between the spiritual experience and organizational commitment of faculty in Seventh-day Adventist (SDA) tertiary educational institutions in the North Philippines. In so doing, it sought to contribute to a better theoretical understanding of organizational commitment.

Spiritual experience was taken to consist of both spiritual well-being and faith maturity. Organizational commitment was considered as commitment to the SDA educational system. The study consisted of a survey using the Spiritual Well-Being scale (SWBS) and its subscales of religious well-being and existential well-being, the Thayer Long-form Faith Maturity Scale (TFS), and the Organizational Commitment Questionnaire (QCQ). With 180 respondents, the study had a response rate of 88%.

Results for the SWBS pointed to a mean of 107.0 out of a possible total of 120, while the mean level on the TFS was 6.2 on the 7-point Liker scale. The mean level of organizational commitment on the OCQ came to 5.6 on the 7-point scale. Each variable of spiritual experience in the study was significantly related to organizational commitment in a positive way. The highest significant correlation ($r^2 = .56$) was between faith maturity and organizational commitment. There was a significant positive relationship between spiritual well-being and faith maturity ($r^2 = .29$).

Results were inconclusive on the possibility of relationships between the demographic variables and spiritual experience, except in the case of marital status which had a significant relationship with existential well-being ($r^2 = .04$). Significant positive relationships were found between organizational commitment and faculty age, years of service in the SDA educational system, and time lapse since baptism. Marital status revealed a small but statistically significant correlation with organizational commitment. Further, the relationship between spiritual experience and organizational commitment was influenced considerably when certain levels of demographic variables were taken into consideration. The correlation between existential well-being and organizational commitment was significantly higher in older faculty than in their middle-aged colleagues, in new faculty and long-serving faculty as compared to those who had served 2 to 9 years, and in faculty with doctoral degrees as compared with those who

did not have such. Faculty who had served more than 10 years had a significantly higher correlation between faith maturity and organizational commitment than who had served less than 10 years. The best model for predicting organizational commitment contained the variables existential well-being, faith maturity and time lapse since baptism. These three variables accounted for 42% of the variance explained in organizational commitment.

More Information: Copy available from AllAS Leslie Hardinge Library LG224.E38 .O23 1998

Oberholster, F. R., Taylor V, J. W., & Cruise, R. J. (2000). Spiritual well-being, faith maturity, and the organizational commitment of faculty in Christian colleges and universities. *Journal of Research on Christian Education, 9(1), 31-60.*

The relationship between the spiritual experience and organization commitment of faculty in Seventh-day Adventist tertiary educational institutions in North Philippines constituted the primary focus of this study. Instrumentation included the Spiritual Well-being Scale (SWBS), Thayer Long-form Faith Maturity Scale (TFS), and Organizational Commitment Questionnaire (OCQ). Each aspect of spiritual experience in the study was significantly and positively related to organizational commitment, with the highest correlation evidenced in the case of faith maturity. Further, the relationship between spiritual experience and organizational commitment was influenced by several demographic variables. The best model for predicting organizational commitment, account for 42% of the variance explained, was comprised of existential well-being, faith maturity, and time lapse since baptism.

Onuiri, J. N. (2005). *An investigation into the mentoring of beginning professors in a private Philippines University.* AllAS, Silang Cavite, Philippines.

The purpose of this study was to assess the level of need and perceptions of beginning professors to mentoring as a means for providing support and professional development and Clifford University, a private, religious institution in the Philippines.

A mixed method design incorporating quantitative and qualitative research approaches was utilized for gathering data from participants. The study surveyed 81 beginning teachers as the unit of analysis. Two research instruments were used, questionnaire and interviews, which measured the needs of the beginning professors and sought their perceptions about using mentoring to meet these needs. Seven research questions were posed and answered through the use of the Statistical Package for Social Sciences (SPSS) computer software for descriptive statistics and t tests, while thematic

content analysis was employed to analyze the interview responses.

The data analysis revealed that the beginning professors had important needs that should be addressed for effective functioning in their chosen career. The top ranking needs as analyzed from the responses of the beginning professors were, using a variety of teaching strategies and methods, planning for instruction, motivating students, obtaining instructional resources and materials, and diagnosing students' needs.

The findings revealed that mentoring has a positive impact on intellectual growth, research, and professional career development, academic guidance, skill development personal communication, and emotional development of the beginning professors.

The significance that beginning teachers placed upon the support provided by their more experienced colleagues induction or orientation programs should include mentoring.

Recommendations by the researchers, resulting from the analysis of data include the following: that administrators (a) conduct a periodic assessment of the needs of the beginning professors in order to provide the necessary support and guidance that the new professors may need in the early years, (b) allocate appropriate resources as start-up funds for beginning professors, and (c) notify and encourage the veteran professors to see it as their responsibility to support and mentor the beginning professors in their entry years into the profession. The researcher proposes the conducting of pilot mentoring programs to determine their impact on beginning professors' professional practice and retention.

More Information: Copy available from AIIAS Leslie Hardinge Library LG224.E38 .O58 2005

Ramal, E. R. (2002). *The relationship between perspectives of spiritual care and organizational climate in Seventh-day Adventist baccalaureate nursing programs in North America.* Dissertation, Andrews University.

Problem . Climate research in nursing education settings is lacking. The purpose of this study was to explore the relationship between perspectives of spiritual care held by students and faculty in Seventh-day Adventist baccalaureate nursing programs and their perception of the school climate and compare these between faculty and students, Seventh-day Adventists and non-Seventh-day Adventists, and males and females.

Methodology . The University Version of the Kettering School Climate scale and the Role of Spiritual Care in Nursing Subscale answered by 49 faculty and 159 students of nine Seventh-day Adventist baccalaureate nursing programs provided the data. Pearson correlation, one-way analysis of variance, and t tests at a.05 level of

significance were used to find the relationships and differences.

Findings and conclusions . (1) Organizational climate is not related to perspectives of spiritual care. (2) Students' perspectives of spiritual care are related to climate factors: "respect," "school renewal," and "caring" whereas faculty's perspectives of spiritual care are not related to any of the climate factors. (3) There is no difference in perception of the organizational climate or perspectives of spiritual care between nursing programs. (4) Faculty perceive the actual climate factors "opportunity for input" and "trust" closer to the desired climate in these two areas than students do. (5) Seventh-day Adventist faculty perceive more "opportunity for input" than non-Seventh-day Adventist faculty do. (6) There is no difference in the perception of overall organizational climate and the individual climate factors between Seventh-day Adventist and non-Seventh-day Adventist students and between male and females students. (7) Faculty's perspectives of spiritual care are more positive than students' perspectives. (8) There is no difference in perspectives of spiritual care between Seventh-day Adventist and non-Seventh-day Adventist faculty or students, or between male and female students.

More information: Full text available online

Schmidt, A. A. (2007). *Leadership style of information technology administrators in selected Adventist educational institutions in the Southern Asia-Pacific Region*. AIIAS, Silang Cavite, Philippines.

This study was conducted with the purpose to investigate the relationship between the leadership style of Information Technology (IT) administrators in selected Adventist colleges/universities in the Philippines, and the perception of the consumers about IT services in the mentioned institutions.

The population included in the study was the 8 IT leaders in the eight Adventist colleges/universities in the Philippines, and the consumers in the institutions, consisting of the faculty, staff and students. The total number of questionnaires was 676, from which 641 (94.8%) were usable. There were two sets of questionnaires, one for the IT leaders which measured selected demographic variables of the leaders, the self-perception of the leadership style, and some variables about the institution. The second set of questionnaires was for the consumers of the IT (faculty, staff and students) and measured selected demographic variables of the consumers, and their attitude toward the IT services.

The demographic profile showed that the respondents were mostly women (57.3%), in the population for faculty, staff and students. This was the reverse in the case of the IT leaders, where 75% were found to be males.

Significant differences were found in the perception of the IT services among the

consumers, when consumers were grouped by age, number of years in the institution, and level of completed education. Significant differences were found between the faculty, staff and students, with the students indicating worse perception of the IT services. For measuring the leadership style of the leaders, a model developed by the US Army was used. It measured three components of the leadership style: authoritative, democratic, and laissez-faire. Significant relationship was observed between the leadership style and the perception of IT services by the consumers. Negative correlations were found between the attitude of consumers toward the IT department and the authoritative and democratic components of leadership, and a positive correlation was found between the laissez-faire style and attitude of the consumers toward the IT department.

More Information: Copy available from AIIAS Leslie Hardinge Library LG224.B87 .S36 2007

Schroder, R. (2003). *Job satisfaction and its relationship to organizational commitment and religious commitment for Andrews University employees.* Dissertation, Andrews University.

Problem . Relatively few studies have examined job satisfaction and its intrinsic and extrinsic facets for religious private universities. Andrews University seems to benefit from an identification of factors contributing to job satisfaction, and a measurement of its employees' organizational and religious commitment. This study can clarify whether religious commitment has a potentially mediating effect on the relationship between job satisfaction and organizational commitment.

Method . As part of this quantitative research study a survey questionnaire was mailed out to all 976 Andrews University employees' which measured levels of overall, intrinsic, and extrinsic job satisfaction as well as organizational and religious commitment. The survey included items of three instruments: the Professional Satisfaction Scale, the Organizational Commitment Questionnaire, and the Intrinsic Religious Motivation Scale. Responses were measured on a 5-point Likert-type scale. In addition, five demographic items were part of the study. Data were statistically analyzed by using descriptive statistics, analysis of variance, correlational analysis, and factor analysis.

Results . This study revealed that AU employees were most satisfied with their relations with students, followed by relations with peers, and work itself. The lowest level of satisfaction was found for salary followed by organizational policy and administration and advancement. The investigation revealed that overall job satisfaction and its intrinsic and extrinsic facets were influenced by demographic variables, such as age, educational level, and occupational area. Organizational commitment was related to age and educational level. Moderate correlations were found between organizational commitment and job satisfaction. A seven-predictor model explained 44.2% of the

variance of organizational commitment. Different predictor models were found for the four occupational subgroups. Religious commitment did not have a mediating effect on the relationship between job satisfaction and organizational commitment.

Conclusion . This study provided information about factors contributing to job satisfaction and dissatisfaction for Andrew University employees. Contrary to Herzberg's assumption that job satisfaction is not influenced by demographic variables, this study has shown that demographic factors can significantly influence job satisfaction as well as organizational commitment. Religious commitment was found to be a substantial predictor of organizational commitment by itself, but did not show a significant mediating effect on the relationship between job satisfaction and organizational commitment.

More information: Full text available online

Schroder, R. (2008). Predictors of organizational commitment for faculty and administrators of a private Christian university. *Journal of Research on Christian Education*, 17(1), 81-97.

Faculty and administrators of a private Christian university responded to measures of overall, intrinsic, and extrinsic job satisfaction as well as organizational and religious commitment. The survey measured responses on a five-point Likert-type scale. Data were statistically analyzed by using descriptive statistics and factor analysis. Results revealed a six-predictor model that explained 55.6% of the variance of organizational commitment for faculty. Significant predictors including organizational policy and administration, work itself, religious commitment, salary, working conditions, and achievement. A five-predictor model explained 70.8% of the variance of organizational commitment for administrators with the following predictors included: growth, religious commitment, responsibility, job security, and relations with students.

Schwab, R. C., & Stenbridge, A. F. (1994). Adventist professor remuneration. *Journal of Adventist Education*, 56(4), 26-31. Retrieved from <http://circle.adventist.org/files/jae/en/jae199456042606.pdf>

The authors investigate the changes that occurred in salaries and benefits in U.S. Adventist educational institutions between 1971-1972 and 1991-1992. In their findings, they suggest that administrators consider three possibilities to addressing the "benefits" problems in Adventist schools: 1) capping total educational and medical expenses; 2) full educational scholarships; and 3) flexible benefit plans.

Full text on CD: jae199456042606.pdf

Siagian, E. (1983). *The Impact of student evaluative feedback on the perception of the teaching faculty at Andrews University*. Dissertation, Andrews University.

Problem. Educational researchers have little consensus of opinion regarding the usefulness of student evaluations and much less of the use of student evaluative feedback as a means of improving teachers' performance. However, because a movement of educational accountability pervades institutions of higher learning and administrators desire to keep students content, many school administrators periodically assess the performance of their teaching faculty by student evaluation. This study investigates the impact of student evaluative feedback on the perception of the teaching faculty at Andrews University, with the hope that the findings may help resolve whether student evaluation is helpful for improvement of teaching quality through the teachers' change of perception.

Method. Two sources of data were used: (1) Teachers were evaluated by students as part of the institution's teaching-evaluation program. The results, which were obtained from the Institutional Research Office, served as feedback to teachers as well as for correlational studies. (2) The full-time teaching faculty of the University were randomly divided into six groups to meet the requirement of the study design. Self-rating responses regarding their teaching performance were gathered from the teachers over a period of six months. One hundred and fourteen teachers participated--a 70.4 percent participation.

Two statistical methods were used for analyzing the data: stepwise multiple regression and zero-order correlation. The five hypotheses were tested for their incremental R², correlation, and correlation differences.

Findings. At the .05 level, four of five null hypotheses in the study were supported. The study revealed that student-evaluative feedback did not have any significant impact on the perception of AU's teachers regarding their teaching performance, both short-term and long-term. Neither were the three areas to which the thirteen items (variables) belong significantly different from one another. There was also no correlation found between the self-rating of the teachers and the student rating, except for one variable (Integrate Christian concepts into the course content). However, it was found that two of the demographic variables (sex and tenure) occasionally played a significant part in explaining the variance in teachers' self-rating scores.

Conclusion. The findings suggest that the population under study either does not regard student evaluation accurate or important or is unwilling to admit or change their habits, attitude, and philosophy of teaching. The faculty members were not affected by the student-evaluative feedback.

More information: Full text available online

Stembridge, A. F. (1984). *A study of teacher motivation in five selected Seventh-day Adventist colleges in the United States*. Dissertation, Andrews University.

Problem. The purpose of this study was to determine what positive and negative motivating factors affect teachers at Seventh-day Adventist colleges, to determine if these factors are different for public university teachers as identified in a similar study by Morgan, and to determine what factors influenced teachers to accept an appointment at an Adventist college.

Method. Respondents were asked to describe positive or negative incidents that related to their jobs as teachers and to answer twenty forced-choice-structured questions to indicate their level of satisfaction or dissatisfaction. The critical incidents were coded within a set of categories adapted for this study from those used by Herzberg and refined by Morgan.

The data were summarized into percentages and rank-ordered. Spearman's rank-order correlation coefficient was used to test the rank orders. Chi squares were used to test for relationships between subgroups.

Results. There were more incidents of satisfaction than dissatisfaction. Achievement and recognition combined for 50 percent of the satisfying incidents. System/college policy and administration and interpersonal relations--peers and staff combined for 47 percent of the dissatisfying incidents. Satisfying and dissatisfying incidents reported by teachers at Adventist colleges and teachers at the public university were found to be significantly positively correlated. Commitment to service influences teachers the most in their decisions to accept an appointment to teach at an Adventist college.

Conclusions. Some of the conclusions were: (1) Administrators who work toward creating good experiences in achievement and recognition will be providing a work climate that could stimulate and sustain positive motivation. (2) There exists a need for more effective communication in order to promote unity among faculty and between faculty and administration. (3) The factors that motivate or dissatisfy teachers in the public university and teachers in Adventist colleges are essentially the same. (4) Reported critical incidents support Herzberg's two-factor theory. (5) Although commitment to service ranks first as an influencer for teachers to accept an appointment, possibility for growth was found to be more important for teachers of junior age, degree, rank, and teaching experience.

More information: Full text available online

Taga'i, K. (1999). *Factors affecting faculty morale in Seventh-day Adventist tertiary institutions*. University of New South Wales Sydney.

Using a multi-method approach, this study set out to examine the concept of faculty morale - what it is, what affects it, and how to improve it - in the setting of the four South Pacific tertiary institutions owned and run by the Seventh-day Adventist (SDA) Church. Based on three research questions and three major expectations, the study, done between October 1997 and March 1998, was carried out in two stages representing the two models of research - quantitative and qualitative. The study confirmed the multi-faceted and complex nature of morale as well as the close relationship between this concept and that of job satisfaction. While faculty morale appeared better in some institutions than others, the data reported in this study indicate that faculty morale overall seemed to have suffered due to a variety of factors.

Most notable among these was the perceived leadership style of senior administrators as manifested through a range of activities and attitudes comprising their willingness or otherwise to share power with the faculty, to follow a satisfactory process of consultation, to allow adequate academic freedom, to promote faculty participation and representation in institutional policy- and decision-making, and to communicate openly with academic staff. Faculty satisfaction or dissatisfaction with the above and other aspects of their senior administrators' leadership style, along with their satisfaction or dissatisfaction with other aspects of their work, were the principal factors linked to faculty morale. The surprising absence of a significant relationship between faculty morale and a religious-oriented commitment among SDA faculty members suggests that religious commitment and morale may, to a large extent, operate independently of each other. Although religious commitment was shown to be very solid among SDA faculty members, the study indicates that this type of commitment has its limits and may be unrelated to commitment to a particular institution.

Implications of these findings were drawn out for administrators of the SDA Church in the South Pacific and the on-site administrators and faculty at each of the four institutions studied. The study also contributed to the theoretical understanding of the concept of "morale" and proposed areas for further research.

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Tejeda de la Cruz, K. E. (2007). *Factores predictores de la satisfacción laboral en los docentes de la Universidad Adventista Dominicana y del Colegio Adventista Dominicano en el 2006*. Maestra en Administración, Universidad de Montemorelos.

Los factores considerados en el presente estudio son los siguientes: 1. Intrínsecos: considerando por variables el nivel de agrado del trabajo docente y el reconocimiento de logros. 2. Extrínsecos: conformado por las variables percepción del grado de equidad en el trato laboral, nivel de condiciones laborales y valoración de la supervisión docente. 3. Demográficos: formado por las variables edad, género, estado civil, años de experiencia, facultad a la que pertenece, nivel de estudios, nivel de enseñanza y jornada de trabajo.

More Information: Full text available online

Torres, S. (1983). *Perceived family emotional relationships, person orientations, and expected-job-satisfaction among teachers in training in Mexico: A test of Anne Roe's theory of vocational interest and choice with the general culture group*. Dissertation, Andrews University.

Problem. Anne Roe claims that occupational interests and person orientation develop to a significant extent from the complex interaction of family emotional relationships in the formative years. She describes three basic family patterns (Accepting, Concentrating, and Avoiding) of needs satisfaction as antecedents to the two types of person orientation within eight occupational group classifications. Research has mostly failed to support her global occupational predictions. This study explored the specific predictions for a General Culture Group.

Method. A sample of 298 subjects was used from the population of 311 teachers in training at the University of Montemorelos, N. L., Mexico. They are representative of the General Culture Group, level 2, in Roe's scheme of classifications. Spanish language translations of the Family Relations Inventory (FRI), the Biographical Questionnaire--Subtest VI, the Person Interest Inventory, and the Job Satisfaction Blank No.5 were developed and adapted for use in this study. Chi-Square Tests of Goodness of Fit and of Independence, Product Moment Correlation with Regression Analysis and Analysis of Variance procedures were used on the data to test null hypothesis.

Results. A significant frequency of subjects with antecedents in the Concentrating category of family emotional relationships was found which supported the trend predicted. It was also found that these subjects significantly represented the major Orientation Toward Persons category proposed in Roe's theory. The findings support Roe's original proposition of composite occupational characteristics for the General Culture sample. The PII and JSB are not adequate predictors of family emotional

relationships antecedents and do not take the place of the FRI for research in the framework of Roe's theory. No significant sex differences were found on the FRI categories. Expected-Job-Satisfaction was found to be contingent with Person Orientation. High Expected-Job-Satisfaction is significantly correlated with Orientation Toward Persons.

Conclusion. The data analyses revealed support for the general trend predicted in Roe's theory for a General Cultural occupation like teaching. This sample reported the characteristic Concentrating Family Emotional Relationship background, Orientation Toward Persons, and High Expected-Job-Satisfaction of a significantly homogeneous group. Teachers in training in Mexico are more likely to describe their Family Emotional Relationship antecedents as predicted in Roe's propositions.

More information: Full text available online