

Research in Adventist Education: Parent Studies

Elementary & Secondary Education (17)

Adventist education in Canada: Parent's attitude survey report. (2007). CATNET. Retrieved from http://catnet.sdacc.org/resources/res_ID27.pdf.

This report outlines findings regarding parent attitudes about Seventh-day Adventist elementary, secondary, and tertiary education in Canada. Topics research include content taught, character development, parent-administrator relationships, parent-teacher relationships, facilities, supervision, and more.

Full text on CD: Catnet_ID27.pdf

Abel-Cooper, T. B. (2000). *The association between video game playing, religiosity, parental guidance and aggression, in sixth through eighth grade students attending Seventh-day Adventist schools.* Loma Linda University.

Two questionnaires were completed 1-2½ weeks apart by 355 students in sixth through eighth grades, in seven randomly selected schools, to determine associations between the times spend playing video games each week, the types of video games played, parental guidance of video games, religiosity, physical aggression and state anger.

Boys played significantly more video games than girls as well as more violent video games. Games with higher levels of violence were associated with increased physical aggression in the male population. State Anger was less strongly associated with video game playing. Video game playing generally predicted larger aggression and anger better than current aggression and anger. When controlling physical aggression and state anger at baseline, baseline play of the most violent category of games predicted follow-up physical aggression. Playing games of any categories was a weak predictor of state anger. Four religiosity scales were developed: Intrinsic Religious Thought, Religious Activities, Intrinsic Religious Action and Extrinsic Religiosity. Students scoring high in intrinsic thought played video games less and attended movies less. Parental guidance of video games was positively related to intrinsic thought. High intrinsic thought religiosity also correlated negatively with both aggression scales and state anger. Parental guidance also had affected on aggression though a complex one. Video game play was less strongly related to physical aggression if students reported that their peers scored high in parental guidance.

The total time spent playing video games correlated positively with reported physical aggression and state anger throughout the study and should be examined further.

More Information: Full text available online

Allison, J. R. (1999). *The relationship between parent status and the home learning environment, self-esteem, and academic achievement of fifth- to eighth-grade students from Ohio Conference Seventh-day Adventist schools.* Andrews University.

Problem. The social issues at the end of the 20th century have not left the Seventh-day Adventist church untouched. This present study sought to determine the differences that may exist between one- and two-parent students in the area of home learning environment, self-esteem, and academic achievement.

Method. Eighty-eight male and female students from 14 Ohio Seventh-day Adventist schools in grades 5-8 were studied. Data for the study were collected from three instruments: the Hare Self-Esteem Scale, the modified Henderson Environmental Learning Process Scale, and the Family Survey. Additional data were gathered from the Iowa Test of Basic Skills student scores. The Hare Self-Esteem Scale is a 30-item instrument that measures self-esteem of school-age children 10 years old and above in three areas: peers, school, and home. Students involved in the study completed the survey at their own school administered by the researcher. The modified Henderson Environmental Learning Process Scale is a 55-item questionnaire that was reduced to 40 items to match the students in this study. The scale was sent to each participating family and completed and sent back to the researcher. The Family Survey is a 12-item demographic instrument designed to obtain information about the families participating in this study. The survey was sent to each participating family and completed and sent back to the researcher. Students' test scores from the 1995 Iowa Test of Basic Skills were used for the study. The scores were gathered by the researcher from the Ohio Conference of Seventh-day Adventists. The Spearman rho for two ordinal variables and t-test for two independent samples were used to analyze the data for this study.

Results. There was found to be a significant difference between one- and two-parent students in one area. Two-parent students' home learning environment was found to be more positive than that of their one-parent peers ($p < .05$). No significant differences were found in the Subject scores and Composite scores of the Iowa Test of Basic Skills of one- and two-Parent students ($p < .05$). No significant difference was found in the self-esteem of one- and two-parent students ($p < .05$). No significant difference was found in the time that one-parent students spent with their relatives and the influences

of that time on the student's academic performance ($p < .05$).

Conclusion. No significant differences in academic achievement and self-esteem were found between students from one-parent families and their two-parent peers. No significant differences were found between the duration a student had been part of a one-parent family and their academic performance. No significant differences were found between the academic performance of students from one-parent families and the frequency of contact with their relatives.

Significant differences in the home learning environment do exist between one- and two-parent Seventh-day Adventist students of Ohio. The Church's educational leadership should look at the whole system so as to determine how we can assist one-parent students at school and support their single parent at home.

More Information: Full text available online

Carey, J., 1940. (1984). *An investigation of parents' perceptions of the junior-academy principal's role in the Lake Union Conference of Seventh-day Adventists.* Andrews University.

Problem. If he/she is to satisfy or accommodate the expectations of the various groups that interact with him/her, the principal needs to be aware of how they perceive his/her role; but no studies were found on parents' perceptions of the junior-academy principal's role. Therefore, the purpose of this study was to determine parents' perceptions of the role of the principal in Seventh-day Adventist junior academies in the Great Lake states of Illinois, Indiana, Michigan, and Wisconsin.

Method. A descriptive survey design was utilized for this study. A closed-type questionnaire developed by the researcher was submitted to a panel of eleven judges, modified, and pretested before it was sent to a stratified random sample of 434 parents whose children attended Seventh-day Adventist junior academies in the Lake Union Conference.

The data collected were coded, and processed at Andrews University Computing Center. Chi-square was the statistical analysis used.

Results. This study revealed the following results: (1) Parents agreed that the role of the junior-academy principal should include forty-eight of the forty-nine role responsibilities listed on the questionnaire. (2) The top three role responsibilities parents expected the junior-academy principal to perform were: (a) Promote unity among teachers; (b) Gain and maintain constituency confidence; (c) Hold personal conferences with teachers; (3)

Of the seven areas of administrative responsibility identified, student personnel was ranked highest and spiritual leadership lowest. (4) There was a significant difference between parents' perceptions of the junior-academy principal's role in relation to eight demographic and personal variables.

Conclusions. Based upon the results of the study, these conclusions were made: (1) Parents' perceptions of the junior-academy principal's role were similar to the expectations for that role as published in Seventh-day Adventist educational literature, and as expressed by Lake Union educational administrators. (2) There seems to be a relationship between parents' perceptions of the junior-academy principal's role and certain demographic and personal variables. (3) Parents regarded developing a good principal-parent relationship and a healthy principal-staff relationship as very important areas of administrative responsibility. (4) Parents regarded spiritual leadership the least important area of administrative responsibility.

More information: Full text available online

Contreras Baca, M. M. (2004). *Reacciones que general en los padres de familia la aplicacion de metodos disciplinarios de los maestros del nivel primario de las escuelas Adventistas Union y del Buen Pastor.* Universidad Peruana Unión. Retrieved from <http://investigacion.upeu.edu.pe/index.php/Tesis:FCHEE0401>

Los estudios realizados sobre los métodos de disciplina son pocos. El conocimiento de estos métodos induce a la mejora de la educación cristiana. El objetivo principal es describir e identificar los métodos de disciplina que se están usando con mayor frecuencia en las escuelas primarias adventistas unión y el Buen Pastor, y de esta manera conocer las reacciones de los padres de familia ante los diversos métodos de disciplina que se están usando, e informar y emplear métodos que estén dentro de la filosofía cristiana, puesto que son escuelas cristianas.

Este trabajo de investigación se ha dividido en 9 capítulos: en el primero se realiza el planteamiento del problema. En el segundo capítulo, la formulación de los objetivos, generales y específicos. En el tercer capítulo, se hizo la revisión de la literatura para ayudarnos a analizar los conceptos, definiciones e ideas que los autores tienen sobre los métodos de disciplina. En el cuarto capítulo se presentan la hipótesis y variables correspondientes. En el quinto, el método empleado en nuestra investigación y los instrumentos utilizados. En el sexto capítulo se encuentra la prueba de hipótesis. En el séptimo las conclusiones como resultado obtenido a través de la encuesta realizada a los padres y maestros de los colegios adventistas Unión y el Buen Pastor. En el octavo, las sugerencias y recomendaciones a través de este trabajo. Por último, en el

noveno capítulo se muestra las fuentes de información. Todo método de disciplina permite un mejor desarrollo y autogobierno de los niños, por esta razón se cree importante el tema que nos ocupa.

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

DeVost, R. (2010). *What Adventist parents consider important in choosing schools for their children: Minnesota Conference of Seventh-day Adventists.* Retrieved from http://minnesota.adventistchurchconnect.org/site/1/docs/School_choice_research_report.pdf.

Parents in the Minnesota Conference of Seventh-day Adventists face a variety of options when they choose schools for their children. The focus of this study was to discern the factors that Adventist parents consider important when they choose schools for their children—regardless of whether they choose Adventist, public, or other school.

The study used a two-phase mixed method format—a qualitative study consisting of in-person interviews, followed by a quantitative study based on a survey developed from the themes that emerged from the interviews.

The results suggest that most Adventist parents want schools:

- (1) to provide their children with a basic education that will prepare them for college,
- (2) consider the schools their children go to as safe, and
- (3) trust their children's teachers.

Parents with their children in Adventist schools had higher preferences for schools:

- (1) that protect their children from immoral worldly influences,
- (2) value the faith of their children, and
- (3) teach good morals.

Implications from these results for how our schools are marketed are discussed.

Full text on CD: School_choice_research_report.pdf

Haakmat, J. R. (1995). *A study of the attitudes of Seventh-day Adventist parents toward the support of Seventh-day Adventist church schools in British Columbia*. Dissertation, Andrews University.

Problem. Despite the numerical growth of Seventh-day Adventist (SDA) membership and the number of private and parochial schools, there has not been a corresponding increase in student enrollment in Adventist church schools in British Columbia, Canada. This study investigated possible reasons for this trend through a study of the attitudes of church members toward the support of Adventist education in the province.

Method. The data for this study were gathered using the Adventist Education Opinion Survey (Naden, 1987). The sample was SDA church members in British Columbia who provided 498 usable responses that were analyzed by the use of item analysis, one-way ANOVA, and test of correlation coefficient. Each of the 17 hypotheses was tested at the .05 alpha level.

Findings. The main findings of this study based on the data received include the following: (1) Respondents who were more positive in perceiving church schools as an avenue through which students become members of the Seventh-day Adventist church were females, singles as opposed to married, respondents between 15-35 years of age, those who were members of the church between 1-9 years, and those employed by the church. (2) Respondents for whom Christian education was a conviction rather than a preference were more favorable in their attitude toward the support of church schools. (3) Church leadership was not a factor that contributed to a more positive attitude toward church schools. (4) Respondents who favored accepting government funds for church schools and those opposed to it were not significantly different in their attitudes toward church schools.

Conclusions. (1) Respondents in general seemed not to have strong positive attitudes toward the support of Seventh-day Adventist church schools. (2) Church schools were perceived as playing a significant role in the spiritual nurture of students. (3) Although many respondents viewed Christian education as a conviction rather than a preference, this stance needs to be strengthened.

More information: Full text available online

Ji, C.-H. C., & Boyatt, E. (2007). Religion, parental choice, and school vouchers in urban parochial schools: The case of five schools in Southern California. *Journal of Research on Christian Education, 16(2), 149-179.*

The purpose of this study is to investigate why parents choose parochial schools, whether parochial-school parents are likely to favor school vouchers, and what factors lie behind their support for vouchers. To this end, this study gives special attention to parents' personal religiosity. The sample of parents was taken from five large Protestant schools in the greater Los Angeles area. The results show that the parochial schools tend to serve families who are more financially secure and have higher educational status compared with families served by public schools. The parochial schools also mostly attract religious parents with strong doctrinal beliefs and regular religious practice. These parents seek out religious education due to their desire to provide their children with religious education, in addition to academic excellence and safe and drug-free schooling, and thus strongly expect the schools to give special emphasis to religious education. These parents tend to take neutral or, at best, moderately supportive positions toward school vouchers. This study also finds reason to doubt the claim that urban parents endorse the proposal for school vouchers primarily due to their aspiration for academic quality and safe and drug-free schools. Instead, parental perception of whether the church champions school vouchers takes precedence over the importance of all other factors.

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Kromann, L. G. (1983). *A study of parental attitudes regarding secondary boarding schools of the Mid-America Union of Seventh-day Adventists.* Andrews University.

Problem. One of the challenging problems of SDA education in North America is the possible trend of declining enrollment of boarding academies, which have been the mainstay of the SDA secondary school system. It was the purpose of this study to determine if a relationship existed between the declining enrollment and parental attitudes concerning the boarding academies.

Method. A five-page Likert-type scale survey was used to gather information from randomly selected parents of high-school-age students in the Mid-America Union. Seven sub-hypotheses were used to test the major hypothesis which stated there would be a significant relationship between declining boarding school enrollment and parental attitudes toward the boarding school. The seven sub-hypotheses chosen covered areas of specific attitudes: financial costs, church attendance, socio-economic levels, length of church membership, dormitory concept, and the school's fulfillment of its mission. A

chi-square analysis was run on the 210 surveys, applying .10 as the level for significance.

Results and Conclusions. There was a significant relationship between the decline of enrollment of the boarding schools and the attitudes of parents. There was a significant difference between parents who did not send their young people to SDA schools and parents who did send them in the areas of: quality of academics, cost of attendance, parental church attendance and length of membership, work program, faculty dedication, witnessing training, and the dormitory concept.

There was no significant difference found between the two groups in the areas of: socio-economic levels, effectiveness of teachers, and parental perception of school's uniqueness concerning teaching Christian beliefs and values. The study revealed that the cost of the boarding school and the dormitory situation were two negative variables that may have contributed to non-attendance. Recommendations were made in the areas of: (1) the promotion of Christian education, (2) academic achievement, (3) the cost of boarding school attendance, and (4) the dormitory situation.

More information: Full text available online.

LaBorde, I. C. (2007). *Reasons Seventh-day Adventist parents gave for not sending their children to Seventh-day Adventist elementary and secondary schools.* Andrews University.

Problem. The Seventh-day Adventist elementary and secondary schools in the USA show a continuous enrollment decline. This study's goal is to explore the reasons SDA parents give for why they do not send their children to SDA schools.

Method. The participants were limited to the church members of the Lake Union Conference. Qualitative methodology was used in this study. Three groups of participants were selected using criterion sampling--non-home-schooling parents, home-schooling parents, and administrators. Data collection occurred through in-depth interviews, focus groups, and a one-question survey. The interviews were audiotaped. The tapes were transcribed verbatim, coded, and grouped into themes. Analysis and interpretation were verified by some participants, peer reviews, and triangulation.

Results. Financial issues were the most cited reason for non-attendance. Home schooling was the next great competitor. Home-schooling parents had noticed the lowering of school values and standards, and the strong influential power that some peers had on others. The students' styles of dress, conversations, and demeanor no longer impressed them. Other non-home-schooling parents sent their children to public

schools because these institutions have more resources, more qualified teachers, and better facilities. Public schools offered a wider range of subjects, competitive sports and scholarships, extracurricular activities, music, after-school programs, and other free services.

Many SDA teachers work at public schools, and parents claimed that they took better care of their children. SDA academies were located too far away from home, and transportation caused parents to worry about their children's safety. A few parents withdrew their children from SDA schools due to perceived unresolved conflicts. Changes in student population are affecting SDA schools, and some pastors were not supporting Christian education.

Conclusion. Many SDA children are deprived of a Christian education due to lack of finance. Home-schooling parents are diligently controlling their children's educational, spiritual, and moral training. Some non-home-schooling parents see public schools as better than SDA schools. Other non-home-schooling parents want schools to be located in close proximity to their homes. Parents, teachers, pastors, administrators, superintendents, and their staff must work together to educate all SDA children.

More information: Full text available online

Minda, P. O. (2002). Selected factors influencing school choice among the Seventh-day Adventist population in Southwest Michigan. *Journal of Research on Christian Education*, 11(2), 185-218.

One of the most significant problems currently facing Adventist schools in North America is declining enrollment in Grades K-12. It was the purpose of this study to determine if a relationship exists between school choice and parental perception of selected factors in Southwest Michigan. The author uses multiple regression analysis to explore which of the select factors influenced parents to make choices on where to enroll their children in school, with the choice of church and public schools. The study found that there was a significant relationships between parental school choice and parents' perception of spiritual value-based education, the cost of education, academic program, who influenced school choice, safety in school, and awareness. There was no significant relationship between parental school choice and parents' perception of social factors and school proximity.

Mainda, P. O. (2001). *A study on selected factors influencing school choice among the Seventh-day Adventist population in southwest Michigan.* Andrews University.

Problem . One of the most significant problems currently facing Seventh-day Adventist church schools in North America is declining enrollment in Grades K-12. In Southwest Michigan where this study was done, Seventh-day Adventist parents tend to make choices on where to send their children to school between Seventh-day Adventist schools and public schools. It was the purpose of this study to determine if a relationship exists between school choice and parental perception of selected causal factors.

Method . The design of the study was empirical ex post facto using a descriptive survey research method with a Likert-type scale which was used to test eight hypotheses associated with the following select factors: Parental perception of spiritual values, cost of education, academic program, who influences choice decisions, social, proximity, safety, and awareness factors. Data were analyzed using multiple regression-stepwise method, ANOVA, and descriptive statistics. Open-ended comments were analyzed using a 17-category dichotomous scale.

Results and conclusions . There was a significant relationship between parental school choice and parents' perception of spiritual value-based education, the cost of education, academic program, who influenced school choice, safety in school, and awareness. There was no significant relationship between parental school choice and parents' perception of social factors and school proximity. Seventh-day Adventist parents with children in Seventh-day Adventist schools differed most with the Seventh-day Adventist parents with children in public schools in the area of academic program. Recommendations were made in the areas associated with the academic program, cost of education, safety, and awareness.

Given the finding that both Seventh-day Adventist parents with children in Seventh-day Adventist schools and parents with children in public schools believe in the superiority of the Seventh-day Adventist educational system over the public educational system, it is imperative that school administrators attempt to fully exploit any given potential to achieve objectives. However, the declining demand for Adventist education is attributed to perceptual decline in its marginal value consequent to perceived improved image of public education as evidenced from the significant differences observed in this study.

More information: Full text available online

McClintock, D. J. (1987). *Attitudes of Seventh-day Adventists to parochial education*. Andrews University.

Problem. Despite growth in Seventh-day Adventist church membership, the enrollment trends in the North American Division schools are static. This study attempts to establish some reasons for this static enrollment by evaluating members' attitudes towards parochial education.

Method. The Adventist Education Opinion Survey furnished data on six attitude areas from the general membership of selected Seventh-day Adventist churches. Five of the largest English-speaking churches in Chicago were surveyed and 311 usable responses were analyzed using item analysis, correlation coefficients, and one-way Anova tests.

Results. There were some significant differences of response on 10 of the 15 major null hypotheses tested at the .05 level. Respondents ranked "students' commitment to the church" the highest, and "school accessibility" the lowest, dependent variable.

Conclusions. It appears that the Adventist school is viewed positively by members in caring for spiritual growth and nurture and teacher competence, but negatively in the areas of cost, teacher involvement, and an open, accepting environment.

More Information: Copy available from Avondale College Library [371.07167 M13]

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 Chi-square 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

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

Rhoads, G. E. (1986). *Voluntary lateral transfer of students from selected Seventh-day Adventist secondary day schools: Parent and student attitudes and reasons (Attrition, California)*. Dissertation, Loma Linda University.

The purpose of this study was to examine student and parent perceptions of the educational philosophy, academic program, social climate, spiritual climate, moral climate, staff adequacy, or other factors that might contribute to discontinuance of attendance at selected Seventh-day Adventist secondary day schools in Northern and Central California.

Survey instruments were mailed to students and parents of the students who were enrolled at the close of the 1982-83 school year, who failed to enroll for the 1983-84 school year. Instruments were also mailed to a control group of students and the parents of students who re-enrolled for the 1983-84 school year. Of the 125 instruments mailed to each of the four groups, transfer students returned 36 percent; transfer

parents returned 41 percent; attending students returned 48 percent; attending parents returned 49 percent. The data analysis included frequencies, percentages, Chi-square measures, Spearman correlations, and a program which included t-tests and Hotellings T-squared for multivariate analysis.

The most significant finding of the study was the perception that Seventh-day Adventist secondary boarding schools provide an education superior to Seventh-day Adventist secondary day schools. No other dependent variable of this study demonstrated a significant level of disagreement between the two groups of students and their parents.

Conclusions. The following are study conclusions: (1) An absence of high valuing of Adventist education was perceived; (2) Decisions to transfer from Adventist schools is not reported to be generally based on religious or philosophical issues; (3) Parents express a desire for more school staff assistance with academic, social, and spiritual concerns; (4) Parents desire greater participation in school procedures; (5) A perception prevails that Christian behavior and social morality is lacking in the schools; (6) Parents and students desire improved disciplinary practices and an expanded curriculum; (7) Administrators' and teachers' performances are perceived as inadequate in many areas of Adventist secondary day school education.

From the conclusions it was recommended that: (1) Study be given to the perception that boarding schools are educationally superior to day schools; (2) Institutions that develop personnel for Adventist secondary schools seek to develop personnel whose perspectives and skills match the contemporary social milieu. (

More Information: Full text not available online

Straman, M. C. (1979). *Expressed parental attitudes toward child rearing in relation to study habits, study attitudes and study skills achievement in early adolescence.* Dissertation, Andrews University.

Problem. Parents' attitudes toward child rearing are considered to be a major factor affecting their children's study habits, study attitudes, and study skills achievement. The purpose of this study was to determine whether there is a correlation between parental attitudes toward child rearing and the study skills, study habits, and study attitudes of early adolescents toward their schoolwork.

Method. The student populations used in the study were the 103 seventh- and eighth-grade students who were enrolled in Andrews Junior Academy at Berrien Springs, Michigan during the 1977-78 school year. The parents included in the study were the parents of these same early adolescents. The parents were asked to respond

to the Maryland Parent Attitude Survey by Donald K. Pumroy (1966), while the Survey of Study Habits and attitudes, Form H, by Brown and Holtzman (1968), and the Iowa Tests of Basic Skills, Form 6 were administered to the students. In order to maintain anonymity for all the respondents, the parental test numbers were matched with the student test numbers by a responsible person who, in turn, did not receive the final parental responses. Six hypotheses were formulated and projected for the study. Two of these dealt with maternal attitudes toward child rearing and their correlation with the student study habits, study attitudes, and study skills achievement. Two hypotheses were concerned with the paternal attitudes toward child rearing as they are correlated with the student study habits, study attitudes, and study skills achievement. The other two hypotheses included both maternal and paternal attitudes toward child rearing and combined these attitude variables with the study habits, study attitudes, and study skills achievement of the early adolescents. The study employed the canonical correlation comparison using a combination of sets of variables, and only those variables in any set whose weight was at least 50 percent of the maximum of that set were included.

Findings. The data analysis for the six hypotheses produced the following findings: (1) The student's high delay avoidance and education acceptance are significantly related to the mother's more disciplinarian, less protective and indulgent, but more rejecting attitudes toward child rearing. (2) The student's high delay avoidance and low education acceptance are significantly related to the father's more disciplinarian, less indulgent, and more protective attitudes toward child rearing. (3) The student's high education acceptance and low delay avoidance are significantly correlated with the more disciplinarian, less indulgent maternal attitudes and with the father's less disciplinarian, more indulgent, and less protective attitudes toward child rearing. (4) The more disciplinarian and indulgent, but less protective and rejecting mother attitude variables are significantly related to the student's high reading and high work-skills achievement but low vocabulary and low mathematics skills achievement. (5) The more disciplinarian, less protective and less indulgent father attitude variables are significantly related to the student's low vocabulary and low mathematics skills achievement. (6) The more disciplinarian, less indulgent, less rejecting mother attitude variables are significantly related to the student's high reading skills achievement and low language skills achievement. The slightly indulgent, less protective, and slightly rejecting father attitude variables were not consistently significant to appear in the study analysis for this part of the study.

Conclusions. On the basis of the findings the following conclusions emerged:
1. The findings of this study confirm the point mentioned in the review of literature that variables operate in combination because attitude is a very complex process (Craig 1976; Douvan & Adelson 1966; Hurlock, 1972; Hurlock, 1975).
2. It is clearly apparent that parents' attitudes toward child rearing do affect the students' study habits, study attitudes, and study skills achievement.
3. The father's attitudes toward child rearing

have more effect on the student's study habits and study attitudes while the mother's attitudes toward child rearing have more effect on the student's study skills achievement. 4. It can be concluded that the disciplinarian attitudes of the parents are a significant factor affecting the early adolescents' school attitudes and school habits, as well as their school performance. This agrees with the statement by White (1923) when she says, "but few parents realize that their children are what their example and discipline have made them" (p. 28).

More information: Full text available online

Tertiary & Seminary Education (1)

Villeneuve, C. M. (1984). *Religious value transmission among Seventh-day Adventist white American families: A cognitive approach to parental values and relationship as perceived by youth.* Dissertation, Andrews University.

Three research questions were examined: (1) What role does cognitive-attribution play in religious value transmission? (2) Is there a generation gap in the religious values of Adventist families? (3) What is the influence of parental support on value transmission? The Religious Value Transmission Study (RVTS) questionnaire was developed. The internal reliabilities of the fundamental belief, attitude, and behavior scales was, for each scale, above .80. A factor analysis with a rotation of factors confirmed the construct validity of the scales. A nation-wide random selection of Adventist college freshmen and sophomores, and their parents returned 1089 questionnaires representing an answer rate of 61 percent for the students and 65 percent for the parents. Thus, 228 daughter-parents and 135 son-parents triads were gathered and analyzed using correlational and group mean comparisons. The ninety null hypotheses and sub-hypotheses were tested at .05 level and the statistical power set at .90.

It was found that: (1) The misattribution of belief and attitude confirms the role of cognitive-attribution in value transmission. However the study shows no misattribution of parents' behavior. Therefore the cognitive-attribution theory seems to apply only to cognitively oriented aspects of the transmission. (2) The generation gap between parents and children as a group or cohort, although statistically significant, seems to be less central to the problem of transmission than the gap existing between children's beliefs or attitudes and their behavior. Therefore, the practical conclusion is to focus on the integration of these dimensions in order for individuals to achieve consistency. (3) The role of family interaction in transmission needs further study using a more sophisticated paradigm with multiple dimensions.

More information: Full text available online