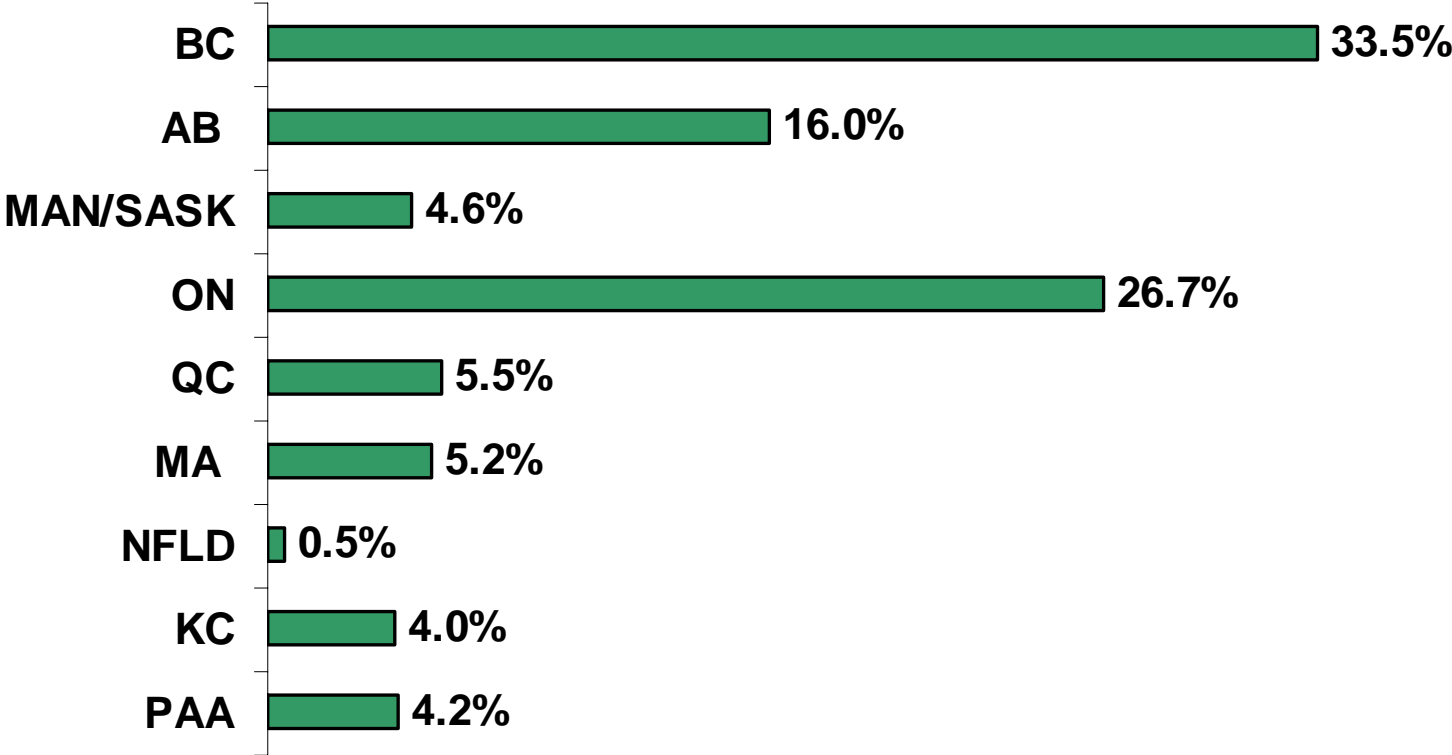


Adventist Education in Canada Parents' Attitude Survey

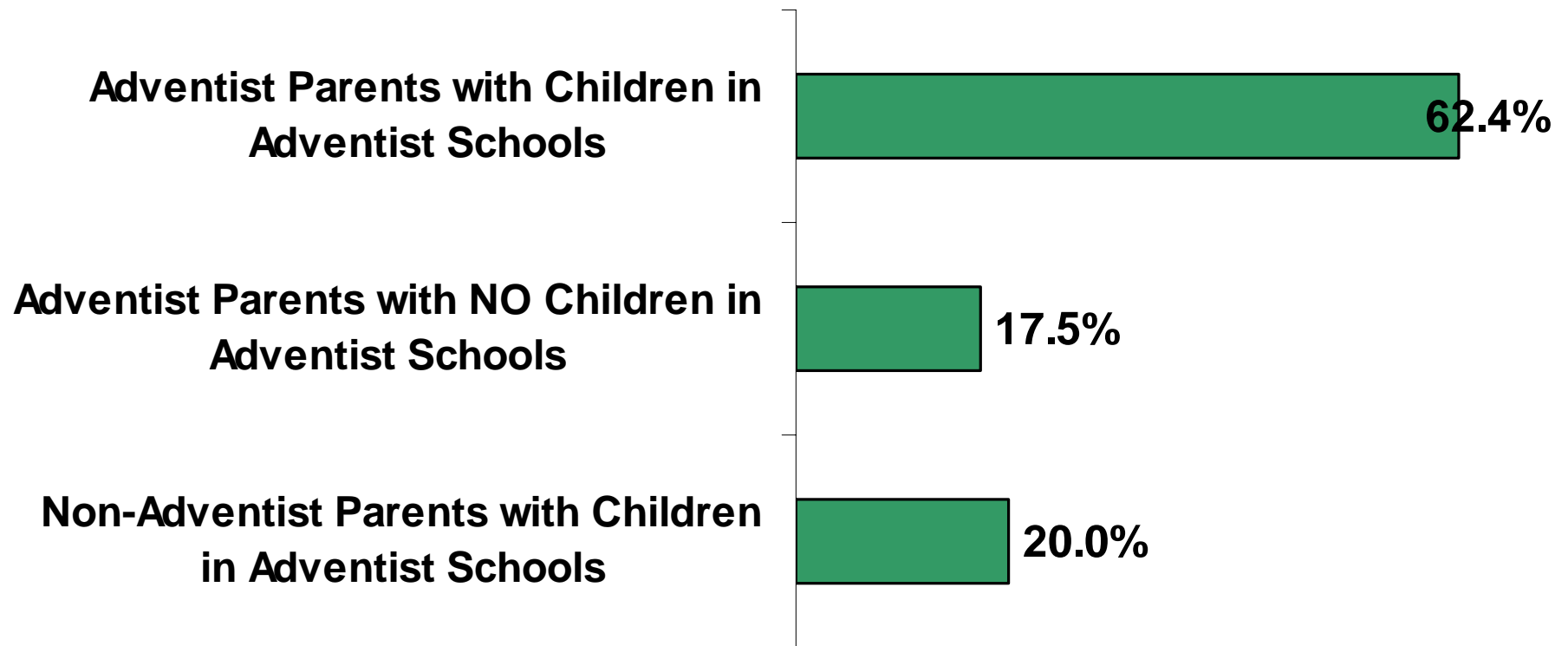
Summary of Findings



Entities Where 1533 Surveys Came From



Groups of People Surveyed - Canada



Differences Between Groups - Canada

Non-Adventist parents, especially mothers, had more positive attitudes toward Adventist schools in Canada than both Adventist parents with or without children in Adventist schools.

Adventist parents with children in Adventist schools were more positive than the Adventist parents without children in Adventist schools.



Key Issues Surveyed

- Spiritual Focus (5 Items)
- Academic Excellence (5 Items)
- School Accessibility (6 Items)
- School Administrators and Teachers (4 Items)
- Interpersonal Relationships and Student Personal Development (5 Items)
- Safe Learning Environment (6 Items)



Lower Limit of “Agree”

Responses with means of 3.50 (the lower limit of “agree”) or higher are considered as positive for this study, and anything below 3.50 as questionable. Lower limit of “agree”, a mean of 3.50, is based on means from Strongly Disagree (1) to Strongly Agree (5) continuum. Standard Deviation (SD) is the measure of dispersion around the mean.

*Mean is the sum of the set of scores divided by the total number of scores in the set.



Spiritual Focus Attitude Statements Ranked

- 02. Students are helped to develop personal relationship with Jesus Christ. ($M=4.14$)
- 15. Spiritual growth is fostered in the school. ($M=4.03$)
- 04. Character development is a priority in the school program. ($M=3.94$)
- 06. The program of spiritual activities at the school is excellent. ($M=3.88$)
- 25. Participation in community service projects is encouraged. ($M=3.69$)



Academic Excellence Attitude Statements Ranked

01. Teachers are competent in their subject areas. ($M=3.93$)
05. A variety of teaching and learning activities are provided to help the student learn. ($M=3.86$)
27. The academic program at the school is of high quality. ($M=3.75$)
11. Students have access to a variety of resources to help them succeed in learning. ($M=3.44$)
31. The school provides a variety of extracurricular activities. ($M=3.41$)



School Accessibility Attitude Statements Ranked

21. Conference subsidy to the school should be increased.
($M=3.94$)
24. The school is conveniently located. ($M=3.72$)
30. Adventist schools should accept government funds.
($M=3.55$)
19. Local church subsidy to the school should be increased.
($M=3.50$)
14. School facilities are adequate for high quality education.
($M=3.41$)
10. Sending children to the Adventist school is affordable.
($M=3.20$)



School Administrators and Teachers Attitude Statements Ranked

20. School administrators and teachers are committed to the principles of Adventist education. ($M=4.02$)
03. School administrators and teachers are fair when dealing with students. ($M=3.78$)
16. School administrators' and teachers' lives are consistent with the Adventist beliefs and lifestyle. ($M=3.74$)
13. School administrators and teachers are responsive to parents' suggestions. ($M=3.54$)



Interpersonal Relationships & Student Personal Development Attitude Statements Ranked

17. Teachers care about students. ($M=4.15$)
28. Positive social relationships are encouraged at the school. ($M=3.94$)
09. The students and teachers of the school have a positive working relationship. ($M=3.89$)
07. A positive self-concept is fostered at the school. ($M=3.79$)
22. Students feel that the teachers are their friends. ($M=3.72$)

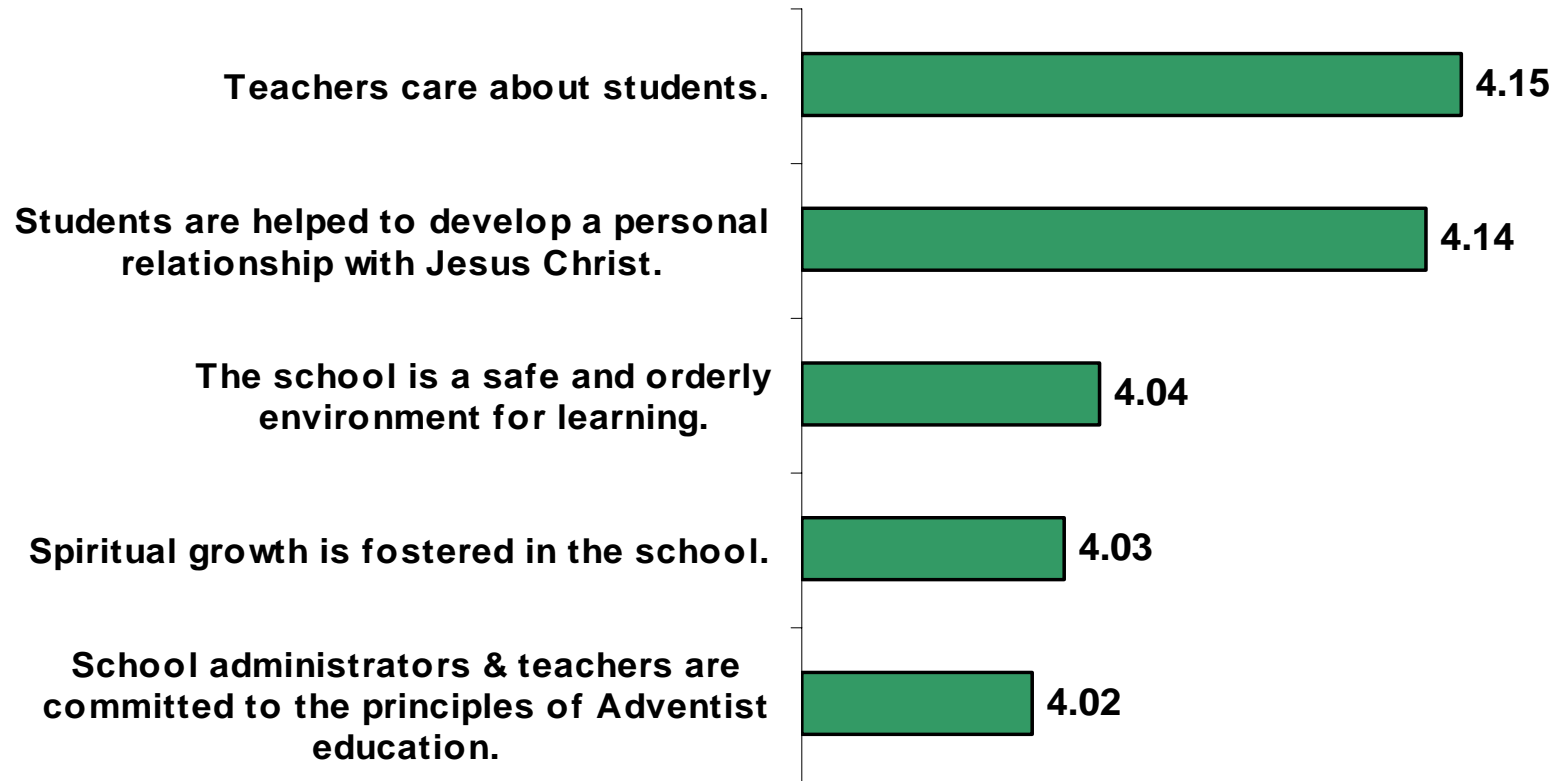


Safe Learning Environment Attitude Statements Ranked

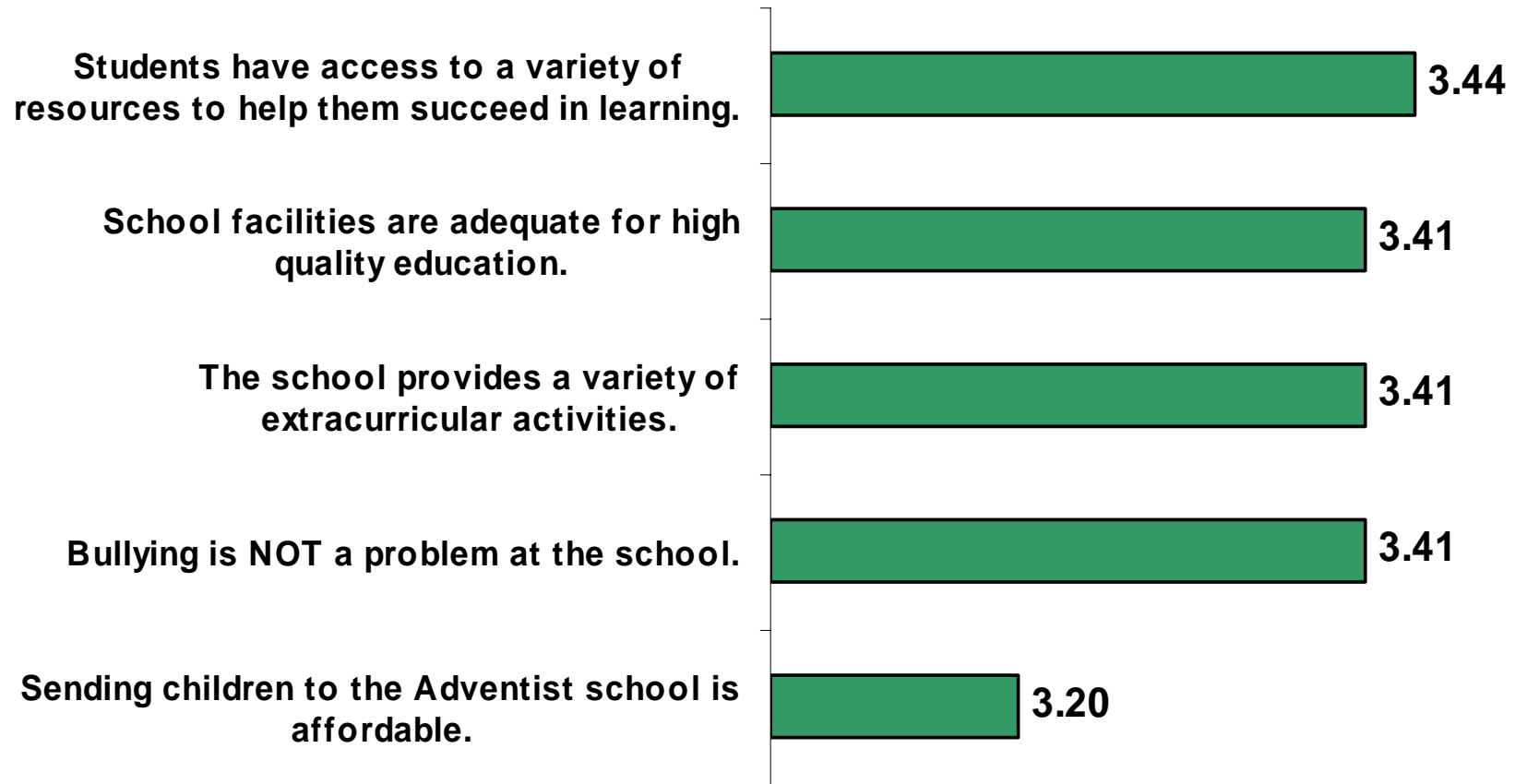
- 26. The school is a safe and orderly environment for learning. ($M=4.04$)
- 23. Sexual harassment is **NOT** a problem at the school. ($M=3.95$)
- 29. Drug abuse is **NOT** a problem at the school. ($M=3.84$)
- 18. Supervision of students at the school is adequate. ($M=3.83$)
- 12. Discipline problems are handled effectively at the school. ($M=3.57$)
- 08. Bullying is **NOT** a problem at the school. ($M=3.41$)



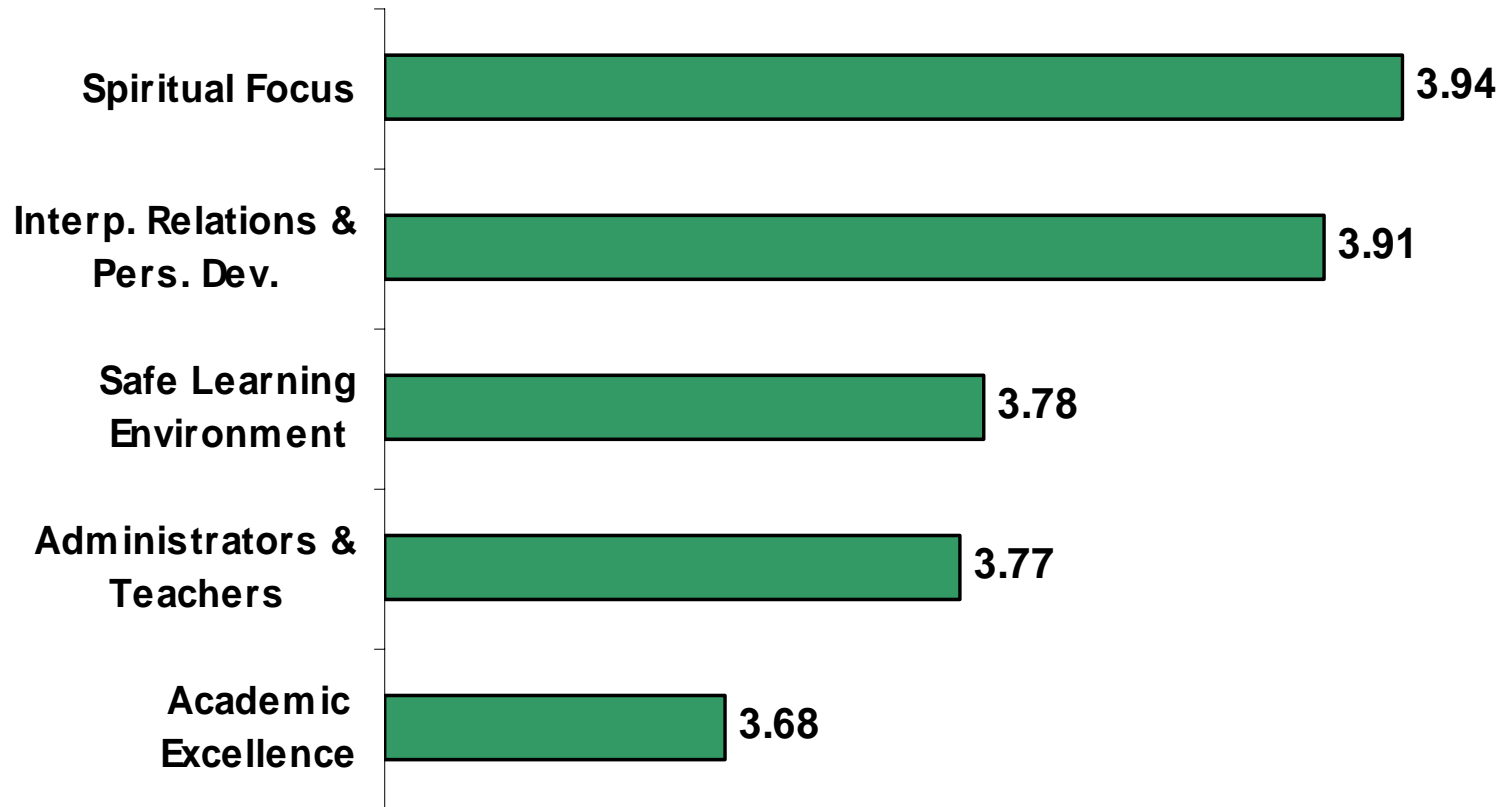
Top Five Attitude Statements



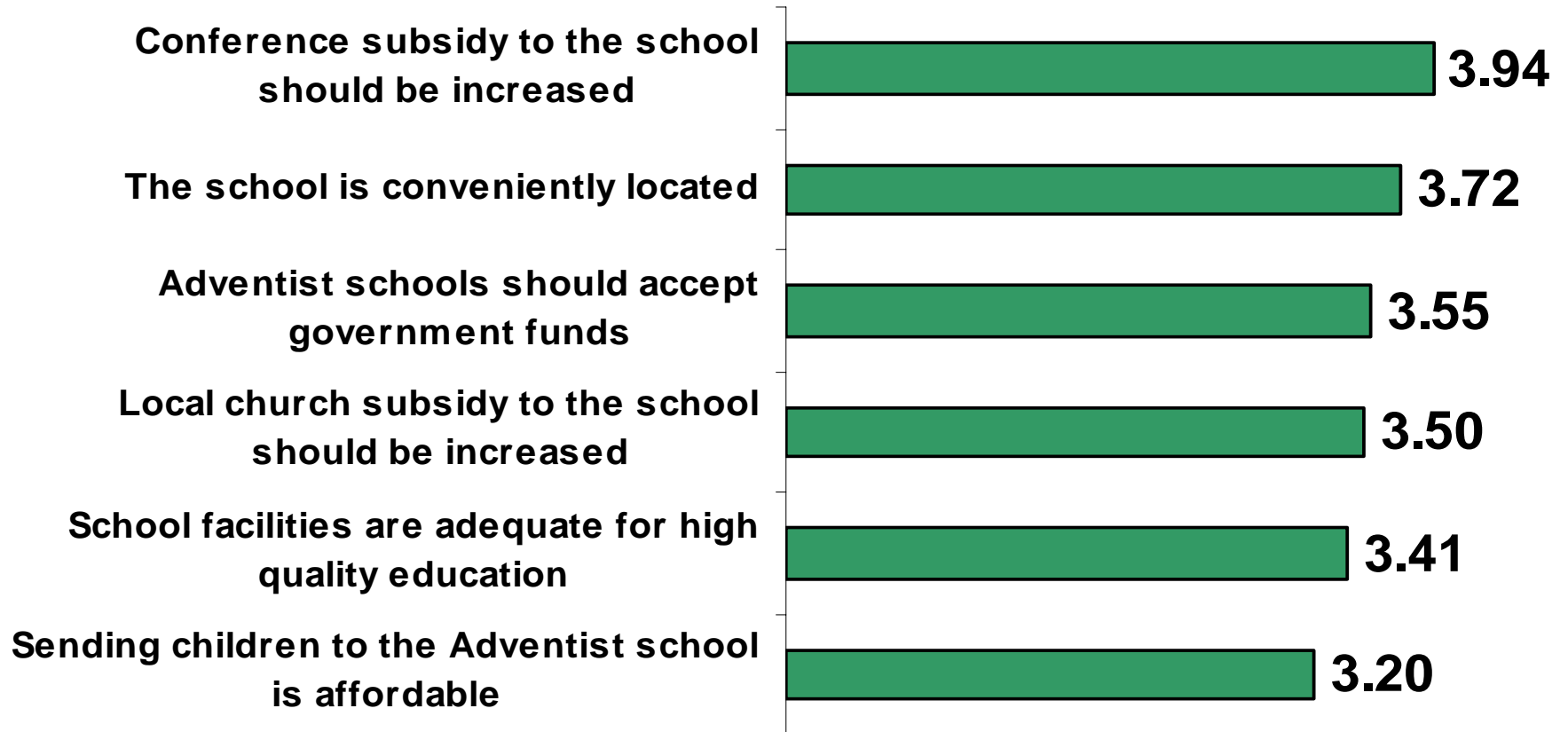
Bottom Five Attitude Statements



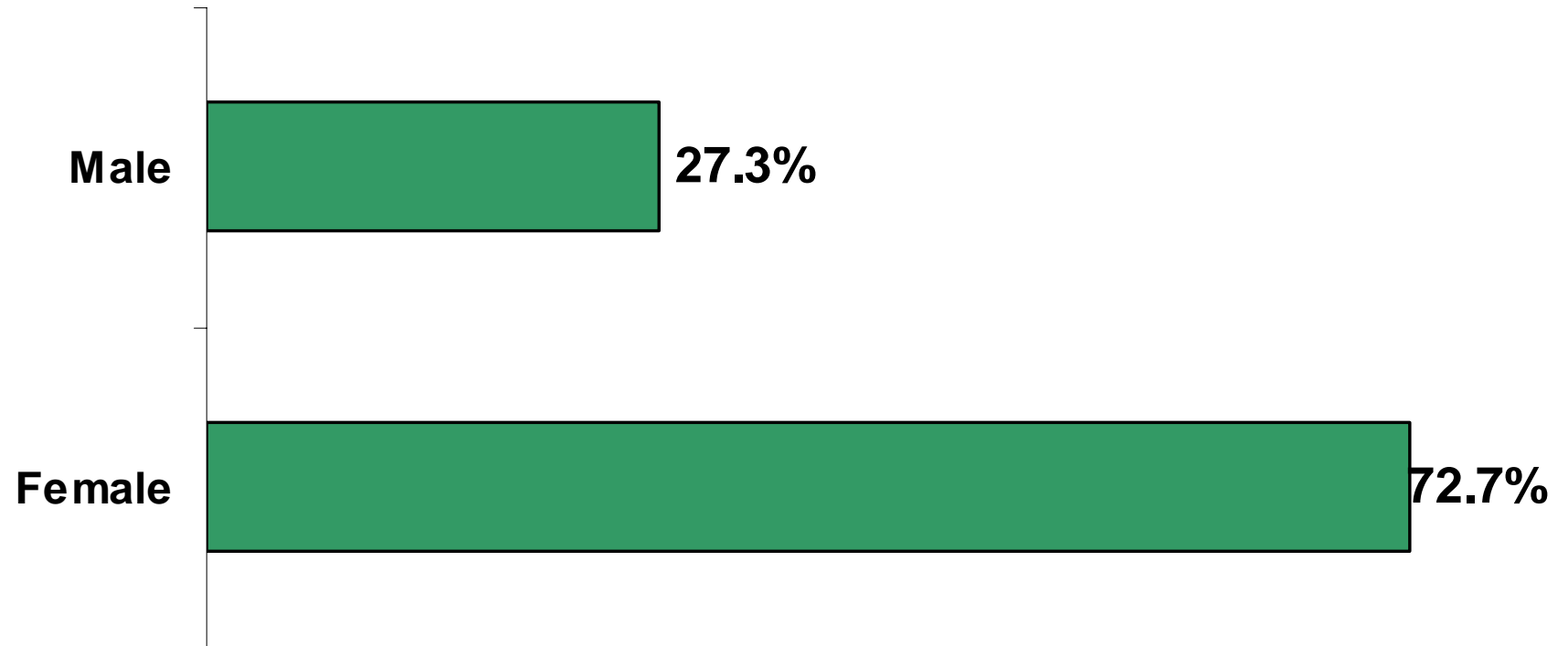
Ranking of Attitude Scales



Ranking of School Accessibility Items



Gender



Gender Differences

Male non-Adventist and Adventist parents with children in Adventist schools had significantly more positive perception of

- *Spiritual Focus*
- *School Administrators and Teachers*
- *Interpersonal Relationships and Student Personal Development*

in Adventist schools than the male Adventist parents with no children in Adventist schools.



Gender Differences

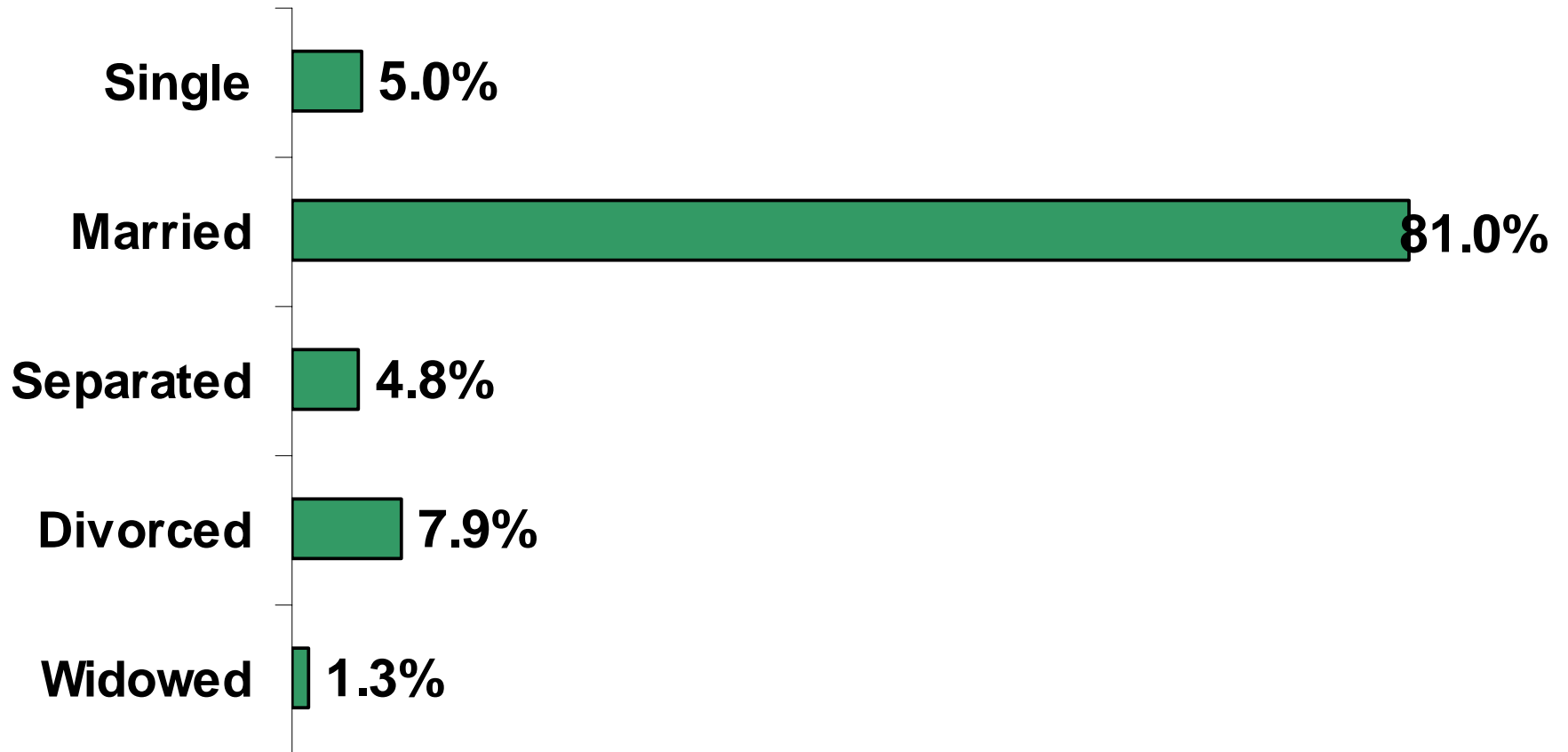
Female non-Adventist parents had significantly more positive attitudes toward

- *Spiritual Focus*
- *School Administrators and Teachers*

in Adventist schools than the male non-Adventist parents as well as female Adventist parents with or without children in Adventist schools. Overall, female non-Adventist parents had most positive attitudes toward Adventist schools in Canada.



Marital Status



Marital Status Relationships

Single, separated, divorced, or widowed parents had more positive attitude toward the increase of

- *Church Subsidy*

to Adventist schools in Canada than did the parents who were married.



Marital Status Relationships

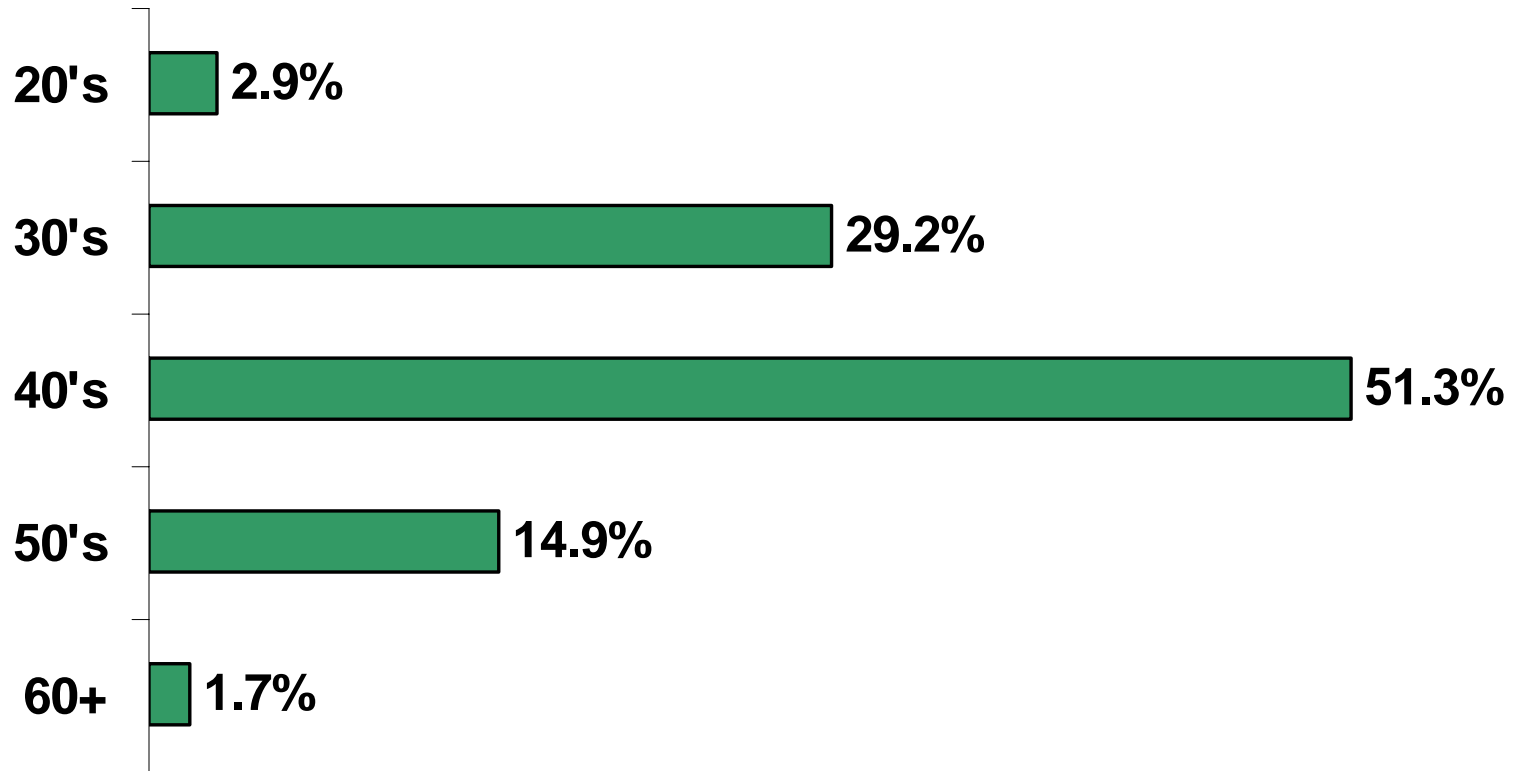
The parents who were married were more positive about the

- *Affordability*

of Adventist schools, than those who were single, separated, divorced, or widowed.



Age Groups



Age Relationships

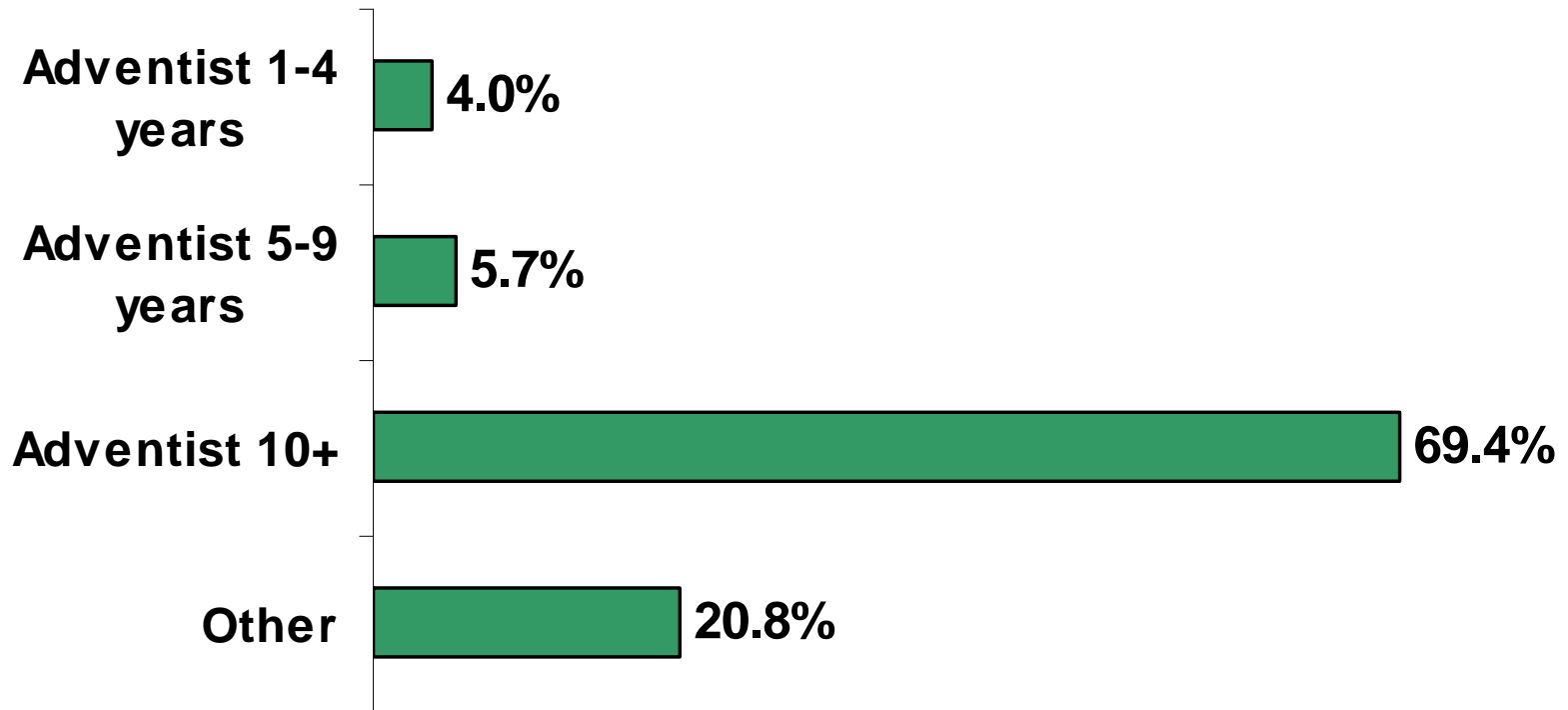
Parents in their 20's and 30's showed more positive attitude toward

- *Academic Excellence*
- *Interpersonal Relationships and Student Personal Development*

in Adventist schools in Canada, than those in their 40's 50's and 60's.



Religious Affiliation



Differences Between Adventist and Non-Adventist Parents

Non-Adventist parents had much more positive attitude than the Adventist parents toward

- *Spiritual Focus*
- *Academic Excellence*
- *Accessibility* (affordability, adequate facilities, school location, government funding)
- *Administrators and Teachers*
- *Interpersonal Relationships and Student Personal Development*
- *Safe Learning Environment*

in Adventist schools in Canada.



Differences Between Adventist and Non-Adventist Parents

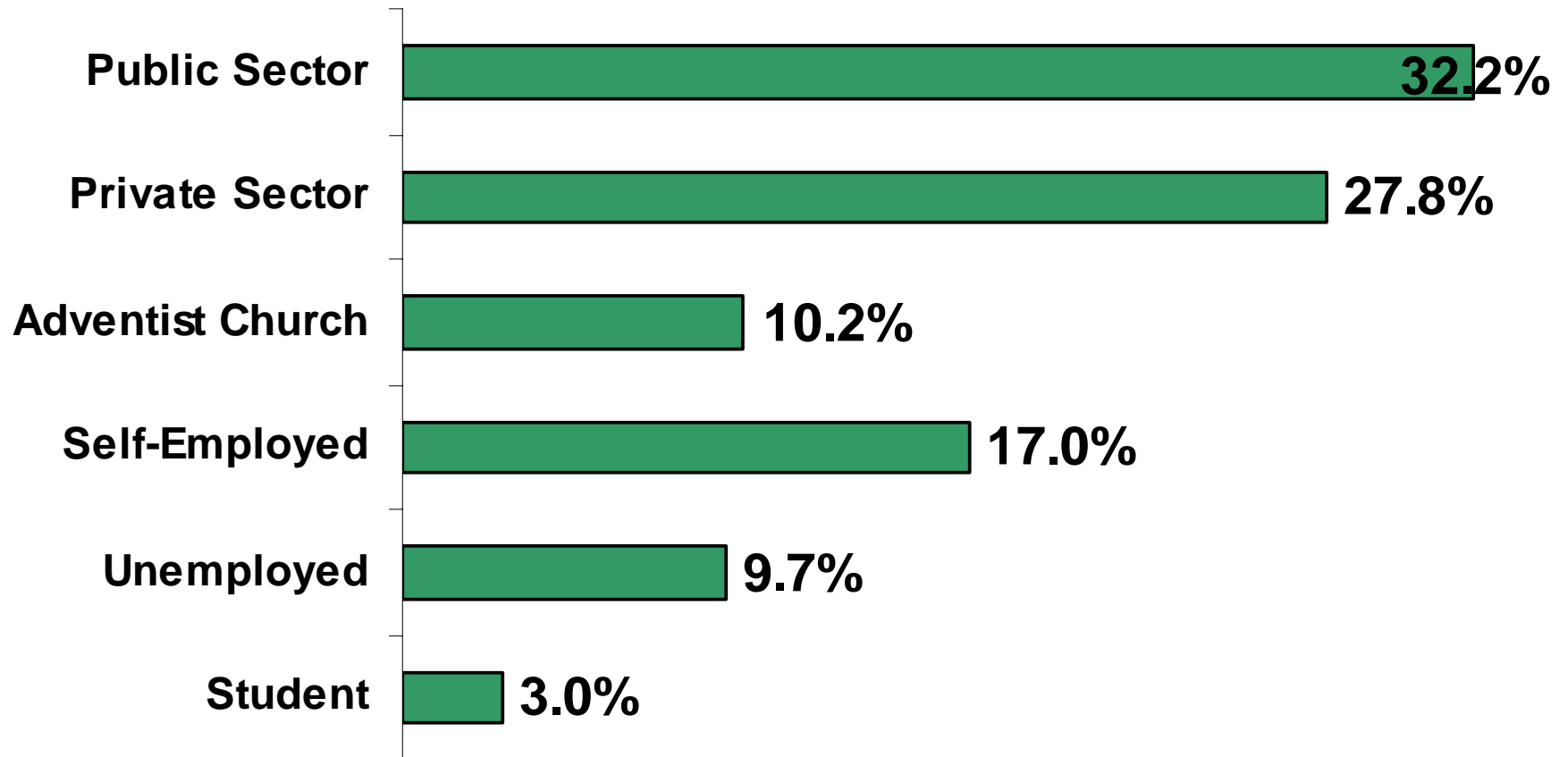
Adventist parents were more of the opinion than the non-Adventist parents that the

- *Conference Subsidy*

to the schools should be increased.



Employed in/by



Employment Relationships

Parents who were students, and those who were unemployed had much more positive attitude toward *Spiritual Focus, Academic Excellence, Accessibility* (adequate facilities), *Administrators and Teachers, Interpersonal Relationships and Student Personal Development, and Safe Learning Environment* in Adventist schools in Canada than parents with various employment backgrounds.

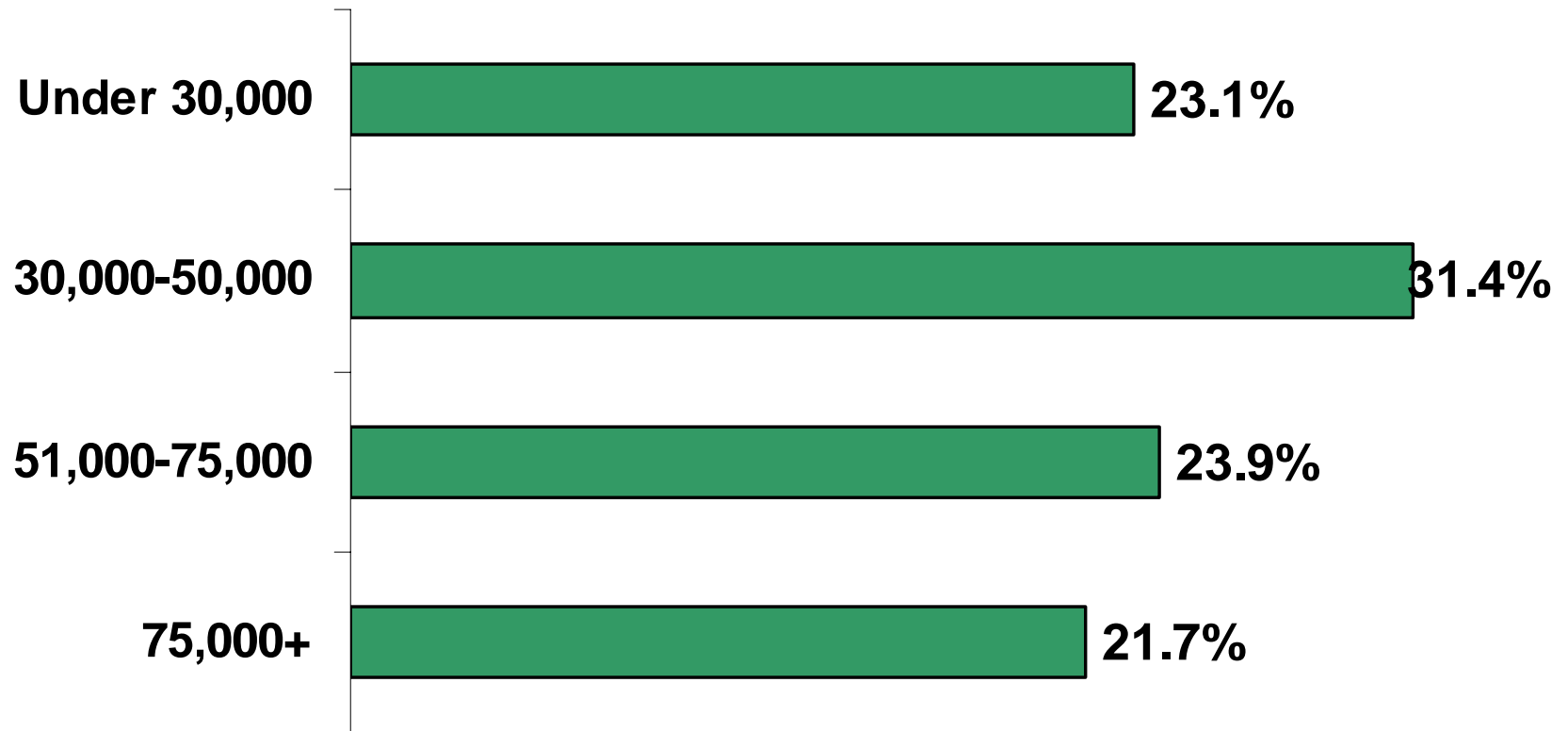


Employment Relationships

Parents employed by the Adventist Church were least positive.



Household Income Level



Income Level Relationships

Parents who earned less than CAD\$30,000 a year, were significantly more positive in their perceptions of *Spiritual Focus, Academic Excellence*, the need to increase *Church Subsidy*, in their attitudes toward *Administrators and Teachers, Interpersonal Relationships and Student Personal Development, and Safe Learning Environment* in Adventist schools in Canada than those who earned more.



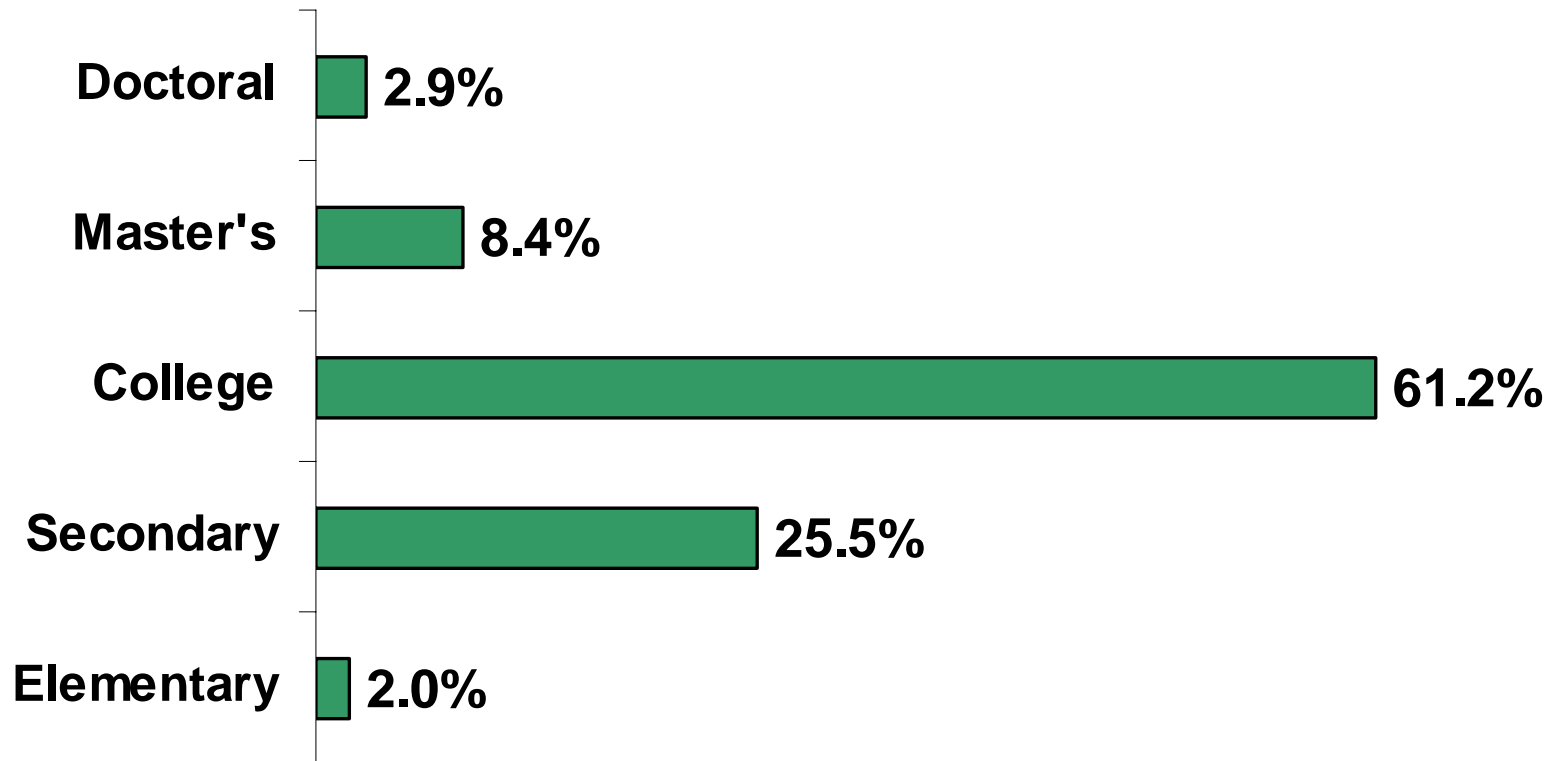
Income Level Relationships

Parents earning more than CAD\$75,000 a year were more positive in their attitude toward *Affordability* of Adventist schools in Canada than those who earned less.

Parents who earned less than CAD\$30,000 a year had significantly higher level of agreement that *facilities in Adventist schools are adequate* than those who earned CAD\$30,000-50,000 or more than \$75,000. Those who earned CAD\$51,000-75,000 were higher than those who earned over CAD\$75,000.



Highest Education Level Completed

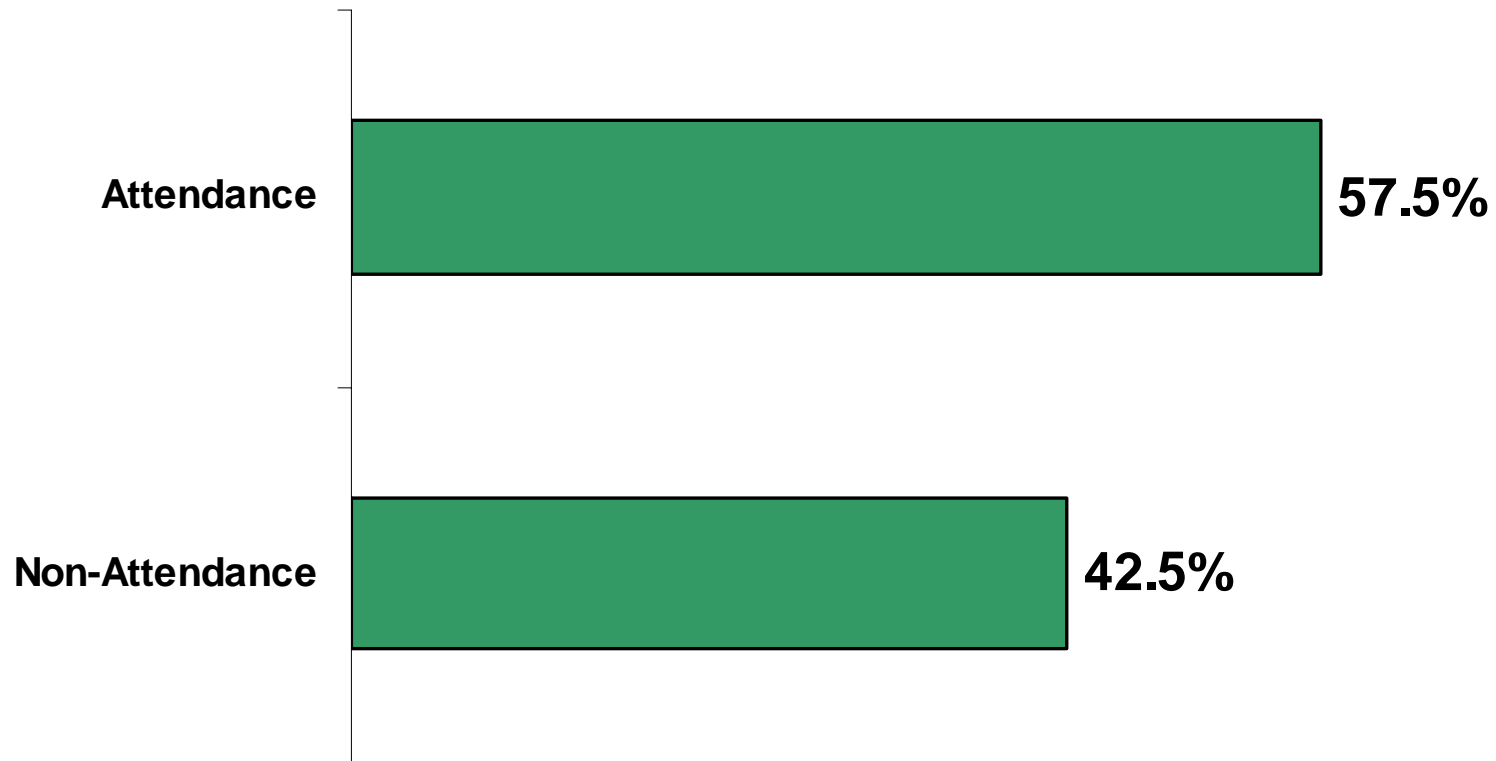


Education Level Relationships

Parents with elementary/secondary education had significantly higher level of agreement that Adventist schools in Canada are *conveniently located* than those parents who had college, master's/doctoral level of education.



Parents' Attendance or Non-Attendance of Adventist Schools



Adventist School Attendance Relationships

Significant but very weak negative correlations were evident between parents' years of attending Adventist schools and attitudes toward *Spiritual Focus, Academic Excellence, School Accessibility* (school location), *Administrators and Teachers, Interpersonal Relationships and Student Personal Development, and Safe Learning Environment* in Adventist schools in Canada.

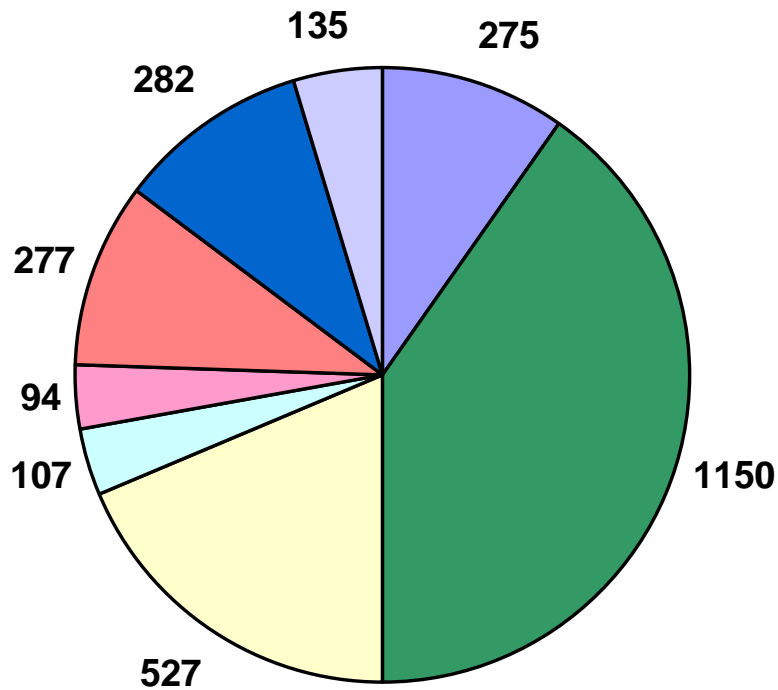


Adventist School Attendance Relationships

The longer parents studied in Adventist schools, the more negative, cynical, and skeptical they seemed to feel about them.



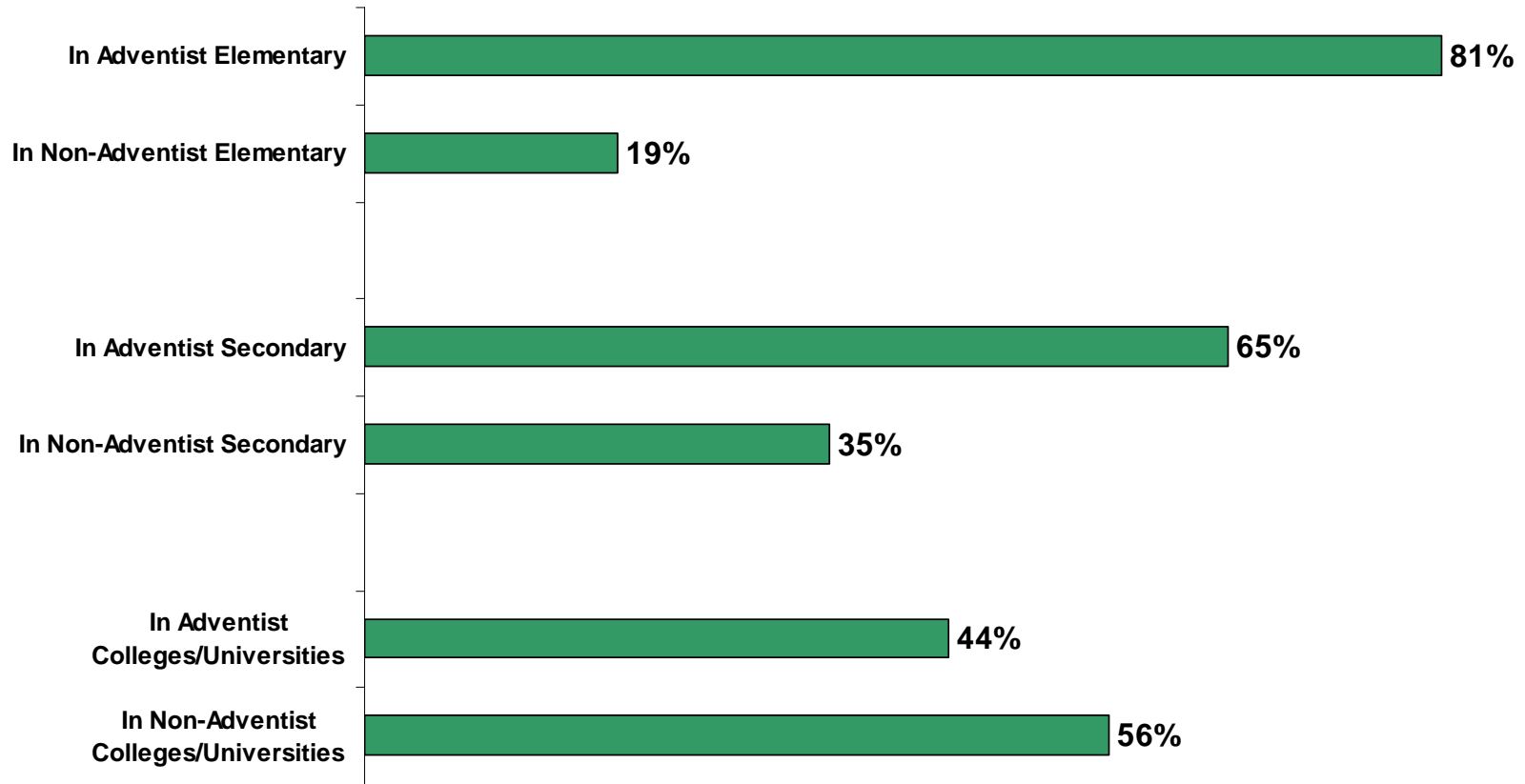
Number of Children



- # Not Yet in School
- # In Adventist Elementary
- # In Adventist Secondary
- # In Adventist College/University
- # Homeschooling
- # In non-Adventist Elementary
- # In non-Adventist Secondary
- # In non-Adventist College/University



Percentage of Children in Adventist/Non-Adventist Schools and Colleges/Universities



If I Could Have My Choice, I Would Like to See My Children Complete Adventist Elementary Education



Differences Between Parents Who Would and Those Who Would Not Send Their Children to Adventist Elementary Schools in Canada

Parents who would send their children to Adventist elementary schools were much more positive in their attitudes toward *Spiritual Focus, Academic Excellence, Accessibility (Church Subsidy, Conference Subsidy), Administrators and Teachers, Interpersonal Relationships and Student Personal Development, and Safe Learning Environment* in Adventist schools, than those who would not send their children to Adventist elementary schools.



If I Could Have My Choice, I Would Like to See My Children Complete Adventist Secondary Education

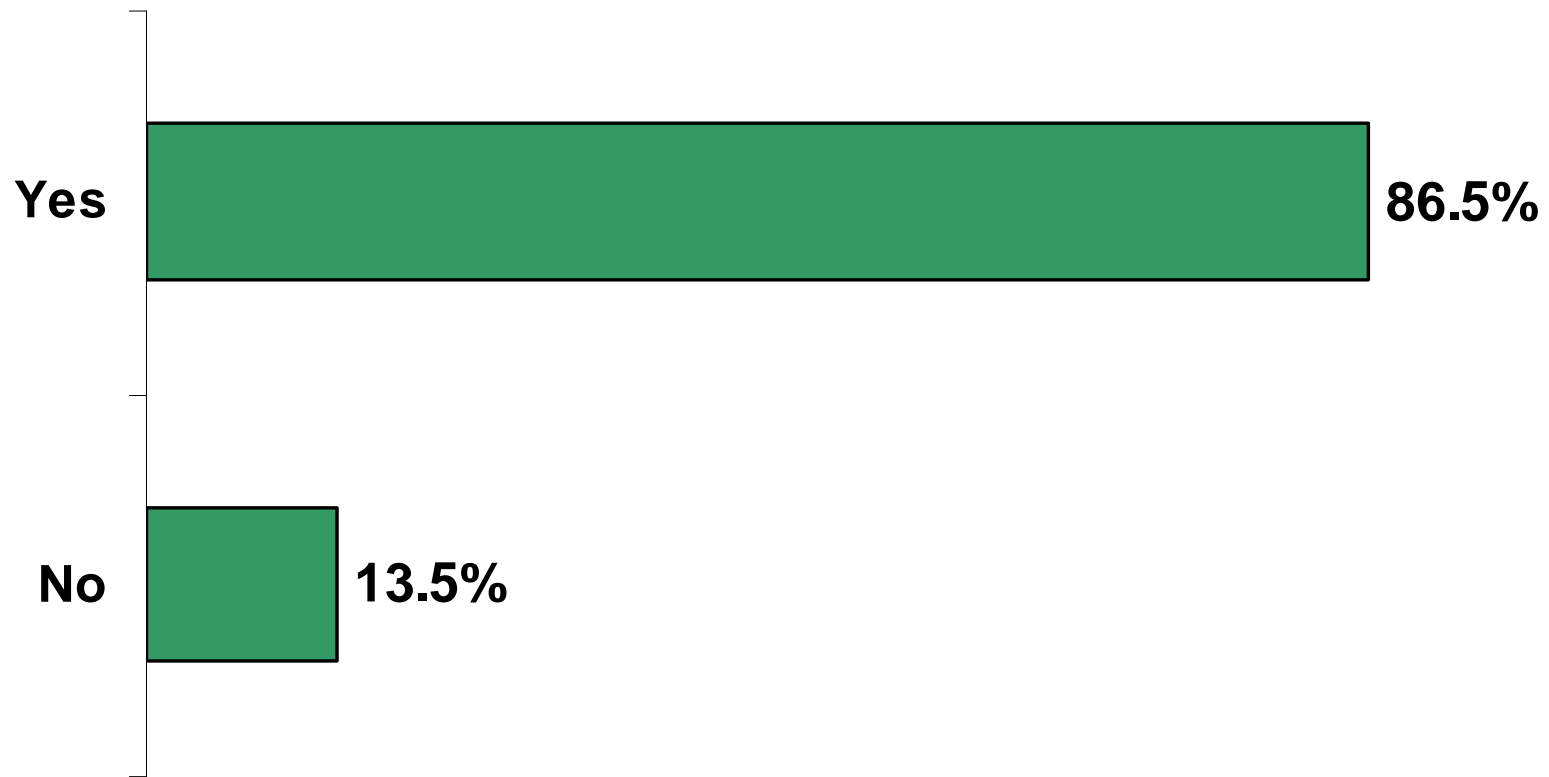


Differences Between Parents Who Would and Those Who Would Not Send Their Children to Adventist Secondary Schools in Canada

Parents who would send their children to Adventist secondary schools were much more positive in their attitudes Toward *Spiritual Focus, Academic Excellence, School Accessibility* (church subsidy, conference subsidy), *Interpersonal Relationships and Student Personal Development, and Safe Learning Environment* in Adventist schools, than those who would not send their children to Adventist secondary schools.



If I Could Have My Choice, I Would Like to See My Children Complete Adventist College/University Education



Differences Between Parents Who Would and Those Who Would Not Send Their Children to Adventist College/University in Canada

Parents who would send their children to an Adventist college/university had more positive perception of the *Academic Excellence*, and *Accessibility* (increase of church and conference subsidies) in Adventist schools, than those who would not send their children to an Adventist college/university in Canada.

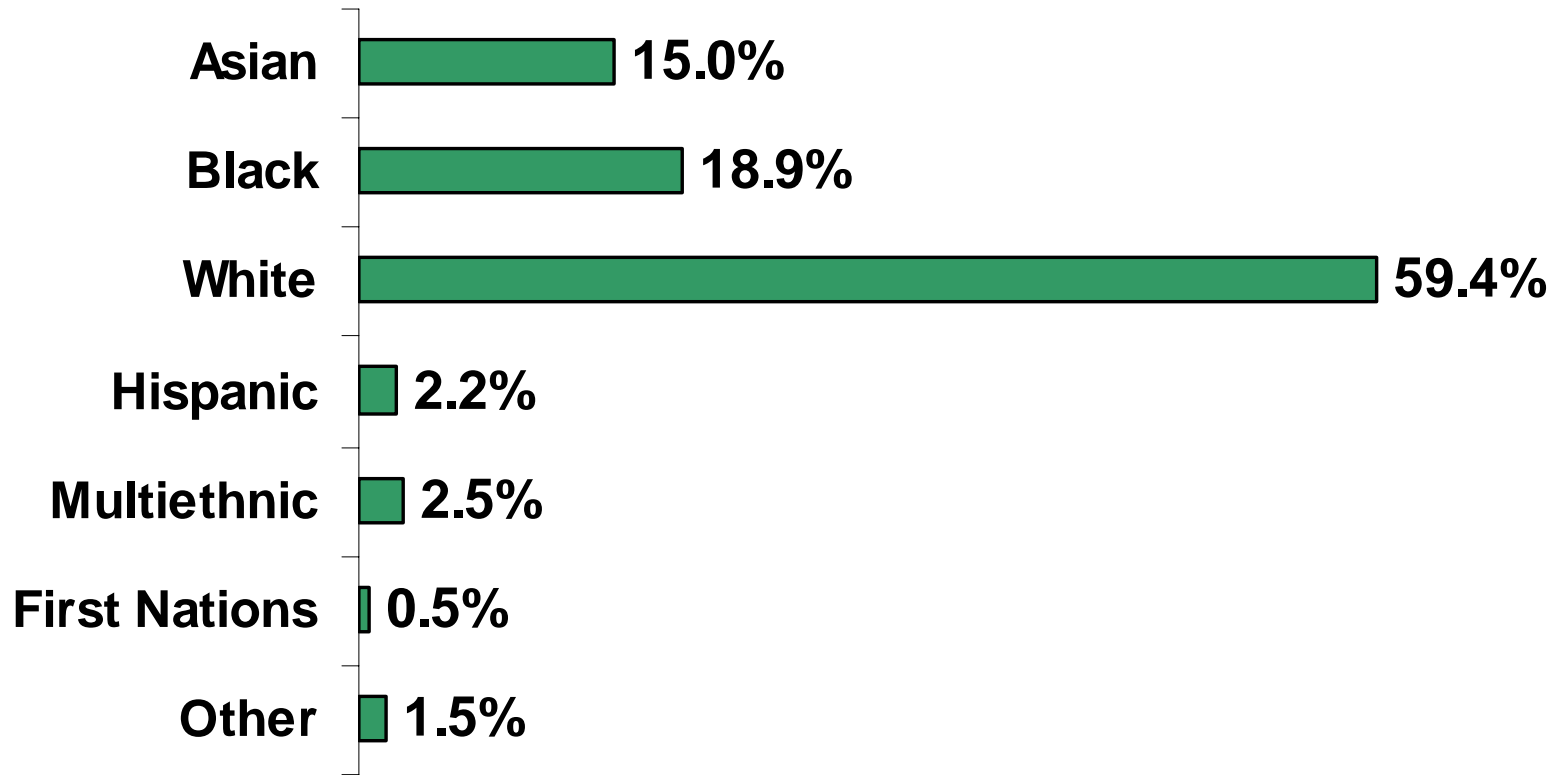


Differences Between Parents Who Would and Those Who Would Not Send Their Children to Adventist College/University in Canada

Parents who would not send their children to an Adventist college/university were more favorable toward the acceptance of *Government Funding* than the parents who would send their children to an Adventist college/university.



Ethnic Background



Ethnic Bond Differences

- Parents of Asian, other, and Black ethnic bond were more positive about *Spiritual Focus* in Adventist schools in Canada than those of White ethnic bond.
- Parents of White ethnic background had significantly more positive attitude toward *Affordability and Facilities Adequacy* of Adventist schools in Canada than those of Black ethnic background.
- Parents of Asian and Black ethnic bond were significantly more in agreement to increase the *Church Subsidy* to the Adventist schools than those of White ethnic bond.



Ethnic Bond Differences

- Parents of Black ethnic bond were significantly more in agreement that *Conference Subsidy* to Adventist schools in Canada should be increased than those of White and other ethnic bond, and that Asians were more in agreement with it than Whites.
- Parents of White, other, and Asian ethnic bond had more positive attitude toward the *Location* of Adventist schools in Canada than those of Black ethnic bond.
- Parents of Asian ethnic bond were significantly more in agreement that Adventist schools should accept *Government Funding* than parents of any other ethnic bond. Those of White ethnic bond were significantly more in agreement than those of Black ethnic bond.



Three Main Reasons for Sending Children to Adventist Schools – Adventist Parents With Children in Adventist Schools

- (1) Spiritual focus
- (2) Safe and caring environment
- (3) Dedicated school personnel



Three Main Reasons for Sending Children to Adventist Schools – Non-Adventist Parents With Children in Adventist Schools

- (1) Safe and caring environment
- (2) High quality academics
- (3) Spiritual focus



Three Main Reasons for Not Sending Children to Adventist Schools – Adventist Parents Without Children in Adventist Schools

- (1) Distance from home
- (2) High tuition costs
- (3) Lack of high quality academics



Major Themes/Concerns from Parents' Comments – Canada Wide

Major Themes	Total %	Total N	Group 1	Group 2	Group 3
Funding & Affordability	24	122	74	29	19
Curriculum and Academics	18	89	60	16	13
Teachers and Teaching	17	87	63	18	6
Spiritual Atmosphere and Adventist Standards	15	76	57	15	4
Location & Accessibility	9	45	23	16	6
Special Education Needs	6	32	18	10	4
Bullying	5	26	16	6	4
Discipline	5	24	15	5	4
Total	100	501	326	115	60

Note. Group 1 = Adventist parents with children in Adventist schools; Group 2 = Adventist parents with no children in Adventist schools; Group 3 = non-Adventist parents with children in Adventist schools.



RECOMMENDATIONS FOR PRACTICE

- Launch a vigorous and sustained educational marketing campaign, capitalizing on strengths of Adventist education in Canada: Spiritual Focus, Interpersonal Relationships and Student Personal Development, and Safe and Caring Environment.
- Explore ways to improve the affordability of Adventist schools in Canada, making it possible for all Adventist children/youth to attend Adventist schools.
- Consider means and ways to address the need in many Adventist schools in Canada for greater variety of learning resources, to improve the adequacy of school facilities for high quality education, and to provide a variety of extracurricular activities.



RECOMMENDATIONS FOR PRACTICE

- Formulate a philosophy regarding bullying; write an anti-bullying policy; and implement and maintain an anti-bullying program.
- Investigate why the non-Adventist parents are so much more positive than Adventist parents in their attitudes toward Adventist schools in Canada.
- Survey Adventist church employees (pastors, teachers, other) to find out why their attitudes are so negative toward Adventist schools in Canada.



RECOMMENDATIONS FOR PRACTICE

- Investigate why the longer parents studied in Adventist schools, the more negative, cynical, and skeptical they seem to feel about them.
- Find ways and means to improve academic excellence in Adventist schools in Canada.
- Formulate a policy for dealing with special needs students in the regular classroom.



These were the Adventist Education in Canada
Parents' Attitude Survey Findings

