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## An Analysis of Desired Student Outcomes of Catholic Elementary Schools as Perceived by Principals, Teachers, Parents, and Board Members

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AN ANALYSIS OF DESIRED STUDENT OUTCOMES OF CATHOLIC  
ELEMENTARY SCHOOLS AS PERCEIVED BY PRINCIPALS,  
TEACHERS, PARENTS, AND BOARD MEMBERS

by

Sister Mary Leanne Welch, PBVM

A Dissertation Submitted to the Faculty of the School of  
Education of Loyola University of Chicago in Partial  
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Doctor of Education

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ABSTRACT

This study determined and compared the perceptions of principals, teachers, parents, and board members with respect to the role the Catholic elementary school should play in seeing that students achieve twenty-three different student outcomes. It also sought to ascertain relationships between these perceptions and selected variables of the respondents, namely, role, location, socio-economic level, home structure, and whether or not the father or mother had any Catholic school education themselves.

The subjects of this study consisted of 43 principals, 432 teachers, 475 parents, and 173 board members from 45 Catholic elementary schools in one midwestern Archdiocese. The instrument used was the Catholic Schools Outcome Survey which was developed by the investigator.

The major conclusions of this study were:

1. Principals, teachers, parents, and board members strongly affirm that the Catholic elementary school should assist in seeing that students in Catholic

elementary schools achieve all of the outcomes in the survey.

2. Assisting in seeing that students have a healthy self-concept is one of the Catholic elementary school's most important tasks.
3. Professionals (principals and teachers) and clientele (parents and board members) perceive the importance of these outcomes in a similar manner although professionals tend to give higher ratings than clientele.
4. Principals, teachers, parents, and board members perceive the importance of assisting students with living their religious values as well as learning their religion.
5. Parents are seeking much more than quality academic education from the Catholic elementary schools.
6. The role and location of the respondent and the Catholic education background of the mother have a significant effect on many of the outcomes.
7. Socio-economic level, structure of the home, and father's Catholic education background are not a major influence on these outcomes.
8. Rural residents rate family/community and relationship items higher than small town or city residents and small town residents rate personal and academic items higher than rural or city residents.

9. The Catholic education background of the mother influences many more outcomes than does the Catholic education background of the father.

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## VITA

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## CHAPTER I

### INTRODUCTION

The Catholic Church has long recognized parents as the primary educators of children. This was stated by Pope Pius XI in his encyclical "Christian Education of Youth":

The family therefore holds directly from the Creator the mission and hence the right to educate the offspring, a right inalienable because inseparably joined to the strict obligation, a right anterior to any right whatever of civil society and of the State, and therefore inviolable on the part of any power on earth. ... And as this duty on the part of the parents continues up to the time when the child is in a position to provide for himself, this same inviolable parental right of education also endures.<sup>1</sup>

This position was clearly restated in two separate documents from Vatican II. The document, "Declaration on Christian Education," states that "as it is the parents who have given life to their children, on them lies the gravest obligation of educating their family. They must, therefore, be recognized as being primarily and principally responsible for their education."<sup>2</sup>

The second document, "Apostolate of the Laity," reminds us that "parents are the first to communicate their faith to their children and to educate them."<sup>3</sup>

The National Council of Catholic Bishops again emphasized the importance of this role and recognized its difficulty in today's society in stating: "While it was

relatively easy in more stable times for parents to educate their children and transmit their values to them, the immense complexity of today's society makes this a truly awesome task."<sup>4</sup>

Catholic Church documents are also clear on the role of the service that a Catholic school is to provide for parents in fulfilling these responsibilities. The Second Vatican Council summarized this in its "Declaration on Christian Education":

(Catholic Schools) are no less zealous than other schools in the promotion of culture and in the human formation of young people. It is, however, the special function of the Catholic school to develop in the school community an atmosphere animated by a spirit of liberty and charity based on the Gospel. It enables young people, while developing their own personality, to grow at the same time in that new life which has been given in baptism. Finally it so orients the whole of human culture to the message of salvation that the knowledge which the pupils acquire of the world, of life and of men is illumined by faith.<sup>5</sup>

In To Teach As Jesus Did, the National Council of Catholic Bishops reiterates this role: "Without forgetting, then, that parents are 'the first to communicate the faith to their children and to educate them,' the Christian community must make a generous effort today to help them fulfill their duty."<sup>6</sup>

This was re-emphasized by the Sacred Congregation for Catholic Education:

Finally, the Church is absolutely convinced that the educational aims of the Catholic school in the world

today perform an essential and unique service for the Church herself....The Catholic school community, therefore, is an irreplaceable source of service, not only to the pupils and its other members, but also to society....Above all, it is called to render a humble loving service to the Church by ensuring that she is present in the scholastic field for the benefit of the human family. In this way, the Catholic school performs "an authentic apostolate."<sup>7</sup>

The role of the Catholic school was again summarized in the National Catechetical Directory as it stated that "Catholic schools are unique expressions of the Church's effort to achieve the purposes of Catholic education among the young. They 'are the most effective means available to the Church for the education of children and young people.'"<sup>8</sup>

Pope John Paul II stated the role of the Catholic school in assisting the family when he said, "Together with and in connection with the family, the school provides catechesis which aims at developing an understanding of the mystery of Christ in the light of God's Word, so that the whole of a person's humanity is impregnated by that word."<sup>9</sup>

Thus it is clear that the Church sees parents as the primary educators of their children and also sees the Catholic school as a key means of supporting and assisting parents with these responsibilities. These two aspects, parents as primary educators and the service of Catholic schools, are well summarized by McDermott<sup>10</sup> who supports the summary with Church documents, Canon Law, and the decision of the Supreme Court.

Bausch related the mutuality of school and parents as she summarized research which led her to conclude that "the fact of the matter is, I would argue, that the crucial issue in successful learning is not home or school--teacher or student--but the relationship between them. LEARNING TAKES PLACE WHERE THERE IS A PRODUCTIVE LEARNING RELATIONSHIP BETWEEN HOME AND SCHOOL."<sup>11</sup>

This study was based on two premises: (1) that the Catholic school needs to seek information from parents as to parental need in fulfilling their responsibilities as described by the Church, and (2) that the professionals in the schools may also perceive needs which the school is capable of fulfilling.

The purpose of this study was to determine which of selected student outcomes were perceived to be of high importance to Catholic elementary school clientele (parents and board of education members) and professionals (principals and teachers). The intent was also to compare differences of perceptions among the various subgroups.

Further, this study intended to determine if either location (rural, small town, city) or socio-economic level (high, middle, low) had a significant relationship to the perceived importance of the outcomes.

Finally, the study intended to analyze the clientele subgroup to determine if family structure (double parent, single parent, guardian) or the fact that father or mother

themselves had Catholic education (some Catholic education, no Catholic education) had a relationship to the perceived importance of the outcomes.

Specifically, this study sought to answer the following three questions:

- 1) Which of selected outcomes are important to clientele (parents and board of education members) and to professionals (principals and teachers) involved in Catholic elementary schools?
- 2) What is the relationship among the subgroups of principals, teachers, parents, and board members in regard to the perceived importance of each of the selected outcomes?
- 3) Do any of the following factors have a significant relationship to the perceived importance of the outcomes: location, socio-economic level, family structure, or whether the father, mother, or guardian had any Catholic school education themselves?

This study was limited to the volunteer participants from the fifty-eight elementary schools of one midwestern Archdiocese.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review the literature related to the perceptions of parents, teachers, principals, and board members on the outcomes of Catholic elementary education. Accordingly, this chapter is divided into three sections: (1) parental support of and desires for enrolling their children in Catholic schools; (2) differences between parental and professional perceptions of Catholic schools; (3) factors relating to those who support Catholic schools.

#### PARENTAL SUPPORT OF AND DESIRES FROM CATHOLIC SCHOOLS

Wray<sup>1</sup>, in a study of two thousand of equal representatives from parents, lay teachers, parish priests, and religious teachers, discovered that all groups agreed overwhelmingly that Catholic schools have a unique and desirable quality not present in public schools.

Neuwein<sup>2</sup> conducted an empirical study of goals which Catholics in the United States set for their schools. The study concerned itself with enrollment in Catholic schools, staff of these schools, inventory of religious understanding and student attitudes and outcomes, and parent evaluation of the schools. Neuwein's study involved 92 per cent of the

nation's Catholic elementary schools and 84 per cent of its secondary schools. Questionnaires were completed by 102,779 elementary and 39,809 secondary school teachers. In addition, an inventory of Catholic school outcomes was administered to 14,334 selected elementary and high school students in 13 dioceses. From these schools, 24,502 parents were randomly selected to complete a questionnaire concerned with parental attitudes toward Catholic education. Among Neuwein's conclusions were the following:

- 1) Parents felt that highest import should be assigned to teaching children to know about God, Christ, and the Church.
- 2) Training children in honesty, truthfulness, and morality was felt to be imperative.
- 3) Parents were very concerned with goals devoted to making children good citizens and training them to respect persons and property.
- 4) Parents assigned the goals to read and write well a top priority.
- 5) A major emphasis was placed on preparing children for college.
- 6) The majority of parents accorded primary placement on training children for good jobs when they grew up.

In a later study Neuwein<sup>3</sup> used a 36-item questionnaire designed to measure parents' perceptions of Catholic schools

relative to public schools. The study revealed that the three most important reasons for parental choice of a Catholic school were:

- 1) Catholic schools are most likely to train children to be honest, truthful, and moral.
- 2) Catholic schools are most likely to teach children about God, Christ, and religion.
- 3) Catholic schools are most likely to teach children to practice their religion.

Additional reasons were: learning to respect authority, acquiring self-discipline, preparing for college, receiving personal interest from teachers, becoming good citizens, learning to respect persons and property, and learning to think for themselves.

Neuwein summarizes his findings by saying:

To summarize the data in these areas, the Catholic school parent was primarily concerned with religious education and the development of personal and social attributes. While academic education was somewhat important, it ranked fourth, with only practical considerations and the operation of the school trailing behind.<sup>4</sup>

Elford and Harrington<sup>5</sup> summarized that the four chief reasons why parents send their children to Catholic schools are: (1) quality education, (2) giving students a sense of moral values, (3) the religious or moral atmosphere of the school, and (4) the discipline.

In a study of parents of eighth grade students deciding which high school would be best for their child to attend

Powers<sup>6</sup> reached nine conclusions, two of which relate to this study:

- 1) The factors which most affected the choice of parents of students who registered in Catholic schools were discipline and school regulations, training and study habits, training in moral and spiritual virtues, the good reputation and safety of the school, and an atmosphere free from turmoil and drugs.
- 2) A majority of parents who registered in Catholic schools indicated that the teaching of religion and the saying of prayers had little or no influence on their choice of secondary schools.

Greeley, McCready, and McCourt found that while the Catholic population as a whole supported Catholic education on account of the religious instruction it provided, this was not the reason given by the parents who had children in the Catholic schools: "The parents who are using the schools argue that their children are there because the education is better; the availability of religious instruction ranks as a purely secondary reason."<sup>7</sup>

Wilkins<sup>8</sup> compared the perceptions of parents who had their children enrolled in Catholic schools with parents who did not have their children enrolled and found that the factors with which Catholic school parents were satisfied

were the factors with which parents who did not enroll their children were dissatisfied. She concluded<sup>9</sup> that:

- 1) parents of nonenrolled children were more dissatisfied with the religious objectives sought by the Catholic elementary schools, specifically with the way these schools:
  - a) taught about and practiced the virtues of justice and charity,
  - b) explained sacred scripture, and
  - c) executed their roles as extensions of the teaching authority of the Church,than were parents of enrolled children.
- 2) parents of nonenrolled children were more dissatisfied with the classroom management practices than were parents of enrolled children. This dissatisfaction targeted specifically at those practices which reflected the natures of the schools, whether traditional or more contemporary emphasizing individualized instruction.
- 3) parents of nonenrolled children were more dissatisfied with the personal and community aspects of the schools, both religious and nonreligious, than were parents of enrolled children.

- 4) both groups of parents agreed that the moral values taught and lived and the discipline were important factors in favor of enrollment in Catholic schools.

In commenting on her findings Wilkins stated:

It is remarkable that although living and teaching about the Christian moral life and discipline were most important to parents of nonenrolled children in their consideration of the Catholic school for possible enrollment, the other three areas also proved important. Parents of nonenrolled children also said considerations of the liturgical practices, methodology, and teaching religious dogma would encourage them to consider enrollment.<sup>10</sup>

Gratiot<sup>11</sup> interviewed fifty public school parents and fifty nonpublic school parents in depth to determine their reasons for choosing or not choosing a nonpublic school. She concluded that there were two groups who enrolled in nonpublic schools:

- 1) the religiously-oriented whose choice of that school is based on the high priority placed on religious education rather than on his sentiments about various nonreligious features of the public school.
- 2) the consumer whose expressed reason for choosing nonpublic schools is dissatisfaction with public schools and who have a viable nonpublic school alternative.

She states, however, "Even in Catholic schools, the majority of parents stress academic rather than religious reasons for their choice of a school."<sup>12</sup>

Flynn<sup>13</sup> asserts that the Catholic School does assist parents. He found evidence that the general culture and religious climate of good religious schools influenced the students' religious development even when the home influences were controlled. Students from low religious homes in these schools performed significantly higher on all religious variables than students in low religious homes generally. Moreover, students from high religious homes in low religious schools performed significantly below their reference group, all high religious homes, on religious variables. It was found that students from the same type of religious home background performed quite differently in the two types of schools described above. A Catholic school, therefore, appeared to act as a 'multiplier' of the religious values of the home only if it had a supportive and favorable climate.

In a sense, these studies are summarized by the investigations of Coleman<sup>14</sup>, Erickson<sup>15</sup>, and Morton<sup>16</sup> whose findings indicate that Catholic schools have more supportive parents than do their public school counterparts.

Recent research by Bryk and Holland stated as its aim:

In brief, our aim has been to seek out the distinctive features of good Catholic schools. What matters about these schools both in terms of how a social scientist might view them and as the individuals closest to schools--teachers, students, and parents--perceive them? What makes them work? Can these features be preserved where they exist? Can they be replicated, transported elsewhere--to other Catholic schools, to any school?<sup>17</sup>

This study combined field and survey research. The survey component consisted of the Catholic secondary school sample from High School and Beyond. This involved 84 schools and 5,495 students. The field research component comprised seven Catholic secondary schools from five Archdioceses and one Diocese. Each of these were among the twenty largest dioceses in the United States. The sample provides a good geographic coverage of the areas with major concentrations of Catholic schools. Bryk and Holland's study highlights the support and working together of the various groups involved in Catholic education. They summarized this aspect as follows:

Both our High School and Beyond analyses and field observations point in the direction of a shared set of values among students, parents and faculty about the purposes and vision of the Catholic school as a social context committed to principles of a Christian community.<sup>18</sup>

#### DIFFERENCES BETWEEN PARENTAL AND PROFESSIONAL PERCEPTIONS OF CATHOLIC SCHOOLS

Liguori<sup>19</sup> determined and compared the perceptions of principals, faculty, parents, and students in Catholic elementary schools with respect to the extent of achievement of the religious, organizational, and instructional objectives that must be achieved if the schools were to attain their mission as Catholic schools and student growth as measured by SRA Assessment survey. He surveyed 53



principals, 137 seventh-and-eighth grade teachers, 457 parents of seventh and eighth graders, and 464 seventh and eighth graders. Liguori concluded that:

- 1) Catholic schools were attaining their purposes as Catholic schools but this was in the formative stage.
- 2) The focal point of the strength of the schools is religious in nature.
- 3) There is divergence among the views of professionals and clientele on the achievement of the goals of the schools.
- 4) The instructional and organizational aspects had more influence than the religious objectives on student growth.

Colaco<sup>20</sup> studied the differences of perceptions of parents and students (clientele) and teachers (professionals) in regard to the goals of the religious education program of the school and school climate. Although both clientele and professionals gave high ratings, parents perceived that the dimensions of message and cohesiveness existed to a greater extent than did the teachers. Among Colaco's conclusions were:

- 1) Both in the most and least achieving schools, the goals of the religious education program and the dimensions of school climate existed to almost the same extent.

- 2) Parents perceived that the goals of the religious education program and the dimensions of school climate existed to a greater extent than did the students; the teachers perceived that the goals of message and community and the dimensions of school climate existed to a greater extent than did the students; the parents perceived that the dimensions of message and cohesiveness existed to a greater extent than did the teachers.
- 3) The religious education program of the schools was frequently fulfilling its goals and the school climate was frequently open.
- 4) The existence of the goals of the religious education program had an influence on the openness of the school climate.

The National Catholic Education Association's study, The Catholic High School: A National Portrait,<sup>21</sup> reported the results of principals' perceptions of the school's achievement on involving parents in decision making. Nearly half the principals rated their school "fair" or "poor" on this point. The study suggests that there appears to be a great need to involve parents in the area of goals and expectations for the school. Principals perceive differences between the educational goals of principals and parents.

## FACTORS RELATING TO THOSE WHO SUPPORT CATHOLIC SCHOOLS

Allen<sup>22</sup> developed seven attitudinal scales to measure Catholic school support, Catholic conservatism, lay involvement, central financing, negative perception of the parish school, outside financial help, and religious independence. One of his research intents was to find any relationship between these attitudinal scores and certain demographic variables such as age, sex, marital status, etc. Allen found that Catholic school support was positively associated with age and amount of Catholic education and negatively associated with income and general educational achievement.

Mahe<sup>23</sup>, in a study of 1,384 parents of children in Catholic elementary schools, hypothesized that parents' religious orientation would be significantly related to their attitude toward Catholic schools and that age and educational background would be significantly related to religious orientation and to their attitudes toward Catholic schools. He found, however, that parents' age is not significantly related to their religious orientation or to their attitudes toward Catholic schools and the factor of religious orientation is significantly related to parents' attitudes toward Catholic schools.

Holz<sup>24</sup> investigated the relationship of religious, demographic, and attitudinal variables associated with

commitment to Catholic schools. From 1,984 surveys, Holtz used 800 respondents finding:

- 1) Religiosity was significantly associated with Catholic school commitment.
- 2) City Catholic parents and older parents were more likely to be committed to Catholic schools than suburban and younger Catholic parents.
- 3) Income, education, and occupation were not associated with commitment to Catholic schools.

Clark<sup>25</sup> used twelve Chicago and later thirty-two Los Angeles families comparing single- and both-parent families and student (fourth and twelfth graders) who were doing well versus those not doing well in school. Clark found that educational competence is not determined by social class or family composition but by the overall quality of the life in the home.

Greeley and Rossi<sup>26</sup> conducted a major study, the focus of which was to compare Catholics who went to Catholic schools with Catholics who did not. Among their conclusions were:

1. There is a direct relationship between social class and sending one's children to Catholic schools, at least for marriages where both partners are Catholic.

2. The most frequent reasons for not sending children to Catholic schools have do with their availability.

Saldanha et al.<sup>27</sup> devoted a small portion of their study to the parochial school research conducted on Greeley and Rossi's national representative sample of American Catholics. They concluded that support for Catholic schools has not declined since Vatican II and that 89 per cent rejected the idea that the Catholic school system was no longer needed in modern daily life. Their analysis revealed two reasons for not sending children to Catholic schools: (1) unavailability of a school, and (2) increase in costs. Eighty per cent of the respondents were willing to increase their commitment by increasing their financial support of Catholic schools.

#### SUMMARY

The literature reviewed in this chapter leads to four summary statements:

1. Parents seek support from Catholic schools in their responsibility to educate their children.
2. Parents have varying reasons for supporting Catholic education and varying expectations of it.
3. Parents and professionals give high ratings to the quality and outcomes of Catholic education but still differ in their perceptions of that quality.

4. Age, religious orientation, and location appear to have some relationship to support of Catholic education while income, amount of Catholic education, and occupation do not appear to have a significant relationship to support of Catholic education.

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## CHAPTER III

### METHOD

The subjects for this study were the principals, teachers, board members, and parents from the fifty-eight elementary schools in one midwestern Archdiocese. The proposed sample included all fifty-six elementary principals, all of the professional teaching staff in the fifty-eight elementary schools, all board of education members of the fifty-eight elementary schools, and every tenth parent from each of the fifty-eight elementary schools.

The instrument used in the survey was the "Catholic School Outcome Survey" (Appendix) developed by this investigator. It consisted of a heading "Catholic elementary schools should assist in seeing that..." followed by fifteen stated student outcomes, each of which is accompanied by a Likert-type six-point scale. Two of the statements were broken down into subpoints. Items for the survey were obtained from those expressed: 1) in Church documents on the Catholic schools, and 2) by teachers and/or principals in Catholic schools. The survey was used in a pilot project in two nonsample schools in order to assess usability and clarity of items. After the pilot, one statement was rephrased.

Surveys were delivered to each of the fifty-six elementary principals in the Archdiocese. The principals were directed to distribute the surveys to teachers, board members, and parents asking that the forms be returned within one week. Each of the principals also completed a form. The completed surveys were then returned to the investigator.

Table 1

## Analysis of Sample Returns

(Of 58 schools sent surveys, 45 or 77.6 per cent responded)

---

	<u>Possible Participants</u>	<u>Actual</u>	<u>Per Cent</u>
Principals	45	43	95.6
Teachers	519	432	83.2
Board Members	307	173	56.4
Parents	637	475	74.6
Totals	1508	1123	74.5

---

Table 1 summarizes the responses from the sample. Forty-five of the fifty-eight, or 77.6 per cent, of the elementary schools responded. These forty-five schools had a potential sample of 45 principals, 519 teachers, 637 parents, and 307 board members. Those actually responding

were 43 principals (95.6 per cent), 432 teachers (83.2 per cent), 475 parents (74.6 per cent), and 137 board members (56.4 per cent). Overall response rate of participants was 74.5 per cent.

Eighteen subgroups were formed in six categories. The first category was professionals (principals and teachers) and clientele (parents and board members). Although board members are not strictly clientele they were grouped with parents since the vast majority of them are parents. Of the 1,123 in the total sample, 475 (42.3 per cent) were professionals and 648 (57.7 per cent) were clientele.

The second category was four subgroups divided according to role. The total sample was comprised of 43 principals (3.8 per cent), 432 teachers (38.5 per cent), 475 parents (42.3 per cent), and 173 board members (15.4 per cent).

The third category was three subgroups divided according to the respondents' perception of their socio-economic level. There were 50 who checked high (4.4 per cent), 931 who checked middle (82.9 per cent), and 110 who checked low (9.8 per cent). Thirty-two respondents (2.9 per cent) did not respond to this item.

The fourth category was three subgroups formed according to location. For this division, 260 checked rural (23.2 per cent), 314 checked small town (28 per cent), and

488 checked city (43.4 per cent). Sixty-one respondents (5.4 per cent) did not check this item.

The last two subgroups were parents and board members divided in two different ways. First, according to home structure: double parent (574 or 88.6 per cent) or single-parent (37 or 5.7 per cent). The guardian category was deleted due to an insufficient number of cases (2). Thirty-seven respondents (5.7 per cent) did not mark this item.

The last group was formed according to whether or not the father or mother had any Catholic school education. Numbers for these subgroups were father with some Catholic school education, 229; fathers with no Catholic school education, 142; mothers with some Catholic school education, 239; and mothers with no Catholic school education, 121. No attempt was made to analyze the per cent of nonrespondents to this item since it was impossible to tell which respondents may have been from single-parent homes and which were from double-parent homes.

The eighteen subgroups are summarized in Table 2 on page 28. This table indicates that the majority of the sample (648 out of 1,123) were clientele, that is, either parents or board members. In looking at the sample divided according to role, it can be seen that most of these (475) are parents. Teachers comprise the greatest portion of the professional category.

Table 2

## Sample Divided According to Subgroups

---

<u>Subgroup</u>	<u>Number</u>	<u>Subgroup</u>	<u>Number</u>
Professionals	475	Location	
Clientele	648	Rural	260
		Small Town	314
Role		City	488
Principals	43	No Response	61
Teachers	432	Home	
Parents	475	Double-Parent	574
Board Members	173	Single-Parent	37
		No Response	37
Economic		Catholic Education	
High	50	Father With	229
Middle	931	Father Without	142
Low	110	Mother With	239
No Response	32	Mother Without	121

---

The vast majority of the sample (931 out of 1,091) perceived themselves in the middle income bracket. More than twice as many perceived themselves in the low income bracket as in the high income bracket (110 to 50).

The sample was not skewed as much in regard to location. The largest subgroup was city (488) while the smallest subgroup was rural (288).

Single-parent homes were in a definite minority (37, or 5.7 per cent) in comparison to double-parent homes (574, or 88.6 per cent). The discrepancy between the numbers in each

of these subgroups must be kept in mind as results are interpreted.

Slightly less than two-thirds of the fathers (229 out of 371) and mothers (239 out of 360) had some Catholic education themselves while slightly more than one-third of both fathers (142 out of 371) and mothers (121 out of 360) had no Catholic education.

Statistical analysis was made computing averages for each survey item for the total sample and for each of the subgroups. The average overall response of each subgroup was also computed.

Analysis of variance was computed to determine if the factors of role, socio-economic level, location, one- or two-parent homes, and Catholic education of the mother or father had any significant relationship with the response to the item. T-tests were then computed to determine any significant differences between items and among groups and subgroups. Finally, Pearson correlations for each pair of subgroups within each category were computed to determine relationship between the two subgroup rankings on each item.

## CHAPTER IV

### PRESENTATION OF THE DATA

The purpose of this chapter is to present the findings which resulted from the statistical analysis. Tables which list means, rank order, correlations, and significant differences using analysis of variance and t-tests are presented. Each table or set of tables is followed by a listing of findings from that table or set of tables. Within each table, items are abbreviated to their key concept for the sake of conciseness. A full statement of each item appears in the survey sheet in the Appendix.

Following the presentation of the data, an analysis of the data is made in three categories: (1) perceived importance of individual outcomes, (2) relationship among perceptions of principals, teachers, parents, and board members, and (3) factors relating to the perceived importance of the outcomes.

Table 3 (p. 31) and Table 4 (p. 32) present the means of all respondents to each of the twenty-three items. Table 3 presents them in the order they appeared on the survey while Table 4 presents them in rank order from highest to lowest. The scale for each item was 1-to-6 with one being low and six being high.



Table 3

Means for Total Sample for Each Item  
(Scale: 1 = low, 6 = high; N = 1123)

---

Self-Concept	5.83	Physical Education	4.93
Self-Discipline	5.69	Family Life	5.52
Study Skills	5.48	Parish Life	5.02
Oral Expression	5.48	Service	5.11
Written Expression	5.45	Prayer Life	5.43
Language Arts	5.62	Chooses Friends	5.15
Mathematics	5.68	Good Relationships	5.39
Religion	5.59	Makes Decisions	5.72
Science	5.43	Cooperation	5.45
Social Studies	5.36	Respects Authority	5.64
Music	4.95	Stewardship	5.38
Art	4.90		

---

#### Findings for Table 3

1. The range of means was from 4.90 to 5.83.
2. The mean score for each of the twenty-three items rated significantly above the possible midscale score of 3.5. The lowest mean scores was 4.9 (significantly higher than 3.5 at the .01 level).
3. Twenty of the twenty-three items had means above 5.0 on the 6-point scale. The only items with means below 5.0 were "achievement according to ability in music, art, and physical education."

Table 4

Means in Rank Order for Total Sample for Each Item  
(Scale: 1 = low, 6 = high; N = 1123)

Self-Concept	5.83	Prayer Life	5.43
Makes Decisions	5.72	Science	5.43
Self-Discipline	5.69	Good Relationships	5.39
Mathematics	5.68	Stewardship	5.38
Respects Authority	5.64	Social Studies	5.36
Language Arts	5.62	Chooses Friends	5.15
Religion	5.59	Service	5.11
Family Life	5.52	Parish Life	5.02
Oral Expression	5.48	Music	4.95
Study Skills	5.48	Physical Education	4.93
Cooperation	5.45	Art	4.90
Written Expression	5.45		

#### Findings for Table 4

1. Rank order of means from high to low placed developing a healthy self-concept high and achieving according to ability in art low.
2. Using a t-test for dependent measures, developing a healthy self-concept was significantly higher ( $t = -28.24$ , significant at the .01 level) than achieving according to ability in art.
3. The top three items (self-concept, makes decisions, and self-discipline) were nonacademic items.
4. Mathematics was the academic item with the highest score.

Table 5 (p. 34) and Table 6 (p. 36) present the data according to whether respondents were professionals (principals or teachers) or clientele (parents or board members). Table 5 presents the mean for each item for each of the two subgroups. T-tests were computed for each item for the two subgroups and levels of significance are indicated. Table 6 presents the means for each item in rank order for each of the subgroups. A Pearson correlation was computed using the data from Table 6. The correlation was .92, significant at the .01 level.

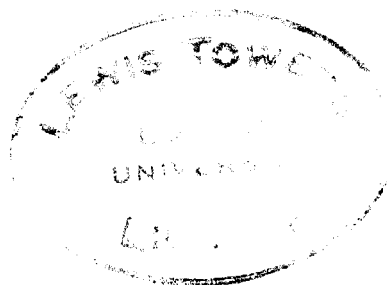


Table 5

Means for Groups (Professionals and Clientele) with T-Test  
and Levels of Significant Differences For Each Item

---

	<u>Professionals</u> (N = 475)	<u>Clientele</u> (N = 648)	<u>T-Value</u>
Self-Concept	5.91	5.76	-5.7157*
Self-Discipline	5.78	5.62	-4.8398*
Study Skills	5.50	5.46	-1.0768
Oral Expression	5.54	5.43	-2.6510*
Written Expression	5.53	5.39	-3.4519*
Language Arts	5.73	5.54	-5.2621*
Mathematics	5.71	5.66	-1.5359
Religion	5.58	5.59	0.1523
Science	5.40	5.46	0.1167**
Social Studies	5.39	5.33	-1.2507
Music	5.16	4.79	-5.8832*
Art	5.11	4.74	-5.5939*
Physical Education	5.15	4.77	-5.8868*
Family Life	5.50	5.53	0.7605
Parish Life	5.03	5.00	-0.4749
Service	5.29	4.98	-5.6824*
Prayer Life	5.52	5.36	-3.4126*
Chooses Friends	5.28	5.05	-3.8819*
Good Relationships	5.44	5.35	-1.8740**
Makes Decisions	5.73	5.70	-0.9223
Cooperation	5.46	5.45	-0.2151
Respects Authority	5.63	5.65	0.5422
Stewardship	5.51	5.28	-5.0593*
MEAN	5.47	5.34	-4.6493*

---

Significant at: \* .01 level

\*\* .05 level

## Findings for Table 5

1. There was a significant difference between the overall mean of the professionals (5.47) and the overall mean of the clientele (5.34). This difference was significant at the .01 level.
2. Fourteen of the twenty-three items showed a significant difference between professionals and clientele with twelve of the differences significant at the .01 level and two significant at the .05 level.
3. In most cases where there was a significant difference (thirteen of fourteen), the professionals rated items higher than did the clientele. The only exception was achieving according to ability in science which clientele rated higher than professionals.
4. In six of the nine cases where there was no significant difference, the professionals also rated items higher than clientele. The exceptions were "achieving according to ability in religion," "contributing to wholesome family life," and "responding respectfully to authority."

Table 6

Rank Order of Items by Means For Professionals and Clientele

<u>Professionals</u> (N = 475)		<u>Clientele</u> (N = 648)	
Self-Concept	5.91	Self-Concept	5.76
Self-Discipline	5.78	Makes Decisions	5.70
Makes Decisions	5.73	Mathematics	5.66
Language Arts	5.73	Respects Authority	5.65
Mathematics	5.71	Self-Discipline	5.62
Respects Authority	5.63	Religion	5.59
Religion	5.58	Language Arts	5.54
Oral Expression	5.54	Family Life	5.53
Written Expression	5.53	Study Skills	5.46
Prayer Life	5.52	Science	5.46
Stewardship	5.51	Cooperation	5.45
Family Life	5.50	Oral Expression	5.43
Study Skills	5.50	Written Expression	5.39
Cooperation	5.46	Prayer Life	5.36
Good Relationships	5.44	Good Relationships	5.35
Science	5.40	Social Studies	5.33
Social Studies	5.39	Stewardship	5.28
Service	5.29	Chooses Friends	5.05
Chooses Friends	5.28	Parish Life	5.00
Music	5.16	Service	4.98
Physical Education	5.15	Music	4.79
Art	5.11	Physical Education	4.77
Parish Life	5.03	Art	4.74

## Findings for Table 6

1. Developing a healthy self-concept was ranked first by both professionals and clientele.
2. Achieving according to ability in language arts was the academic item rated highest by professionals

while mathematics was the academic item rated highest by clientele.

3. Items ranked higher by professionals were self-discipline, language arts, oral expression, written expression, prayer life, stewardship, service, music, art, and physical education.
4. Items ranked higher by clientele were makes decisions, mathematics, respects authority, religion, study skills, family life, cooperation, science, social studies, chooses friends, and parish life.
5. The Pearson correlation between the two rankings is very high and significant at the .01 level indicating that both groups tended to rank items in the same order.

Table 7 (p. 38) and Table 8 (p. 39) present the data according to respondents role as principal, teacher, parent, or board member. Table 7 lists the mean for each item for each subgroup (principal, teacher, parent, or board member). Also given is the F-ratio from the analysis of variance with levels of significance indicated. Table 8 presents the Pearson correlations for each pair of subgroups within the role category with significant correlations indicated.

Table 7  
Means of Subgroups (Roles) with Analysis of Variance and Levels of  
Significant Differences For Each Item

	<u>Principals</u> (N=43)	<u>Teachers</u> (N=432)	<u>Parents</u> (N=475)	<u>Board</u> (N=173)	<u>F-Ratio</u>
Self-Concept	5.98	5.91	5.76	5.75	11.26*
Self-Discipline	5.84	5.77	5.64	5.54	9.45*
Study Skills	5.52	5.50	5.49	5.37	1.71
Oral Expression	5.56	5.54	5.45	5.38	2.87**
Written Expression	5.60	5.53	5.41	5.33	4.70*
Language Arts	5.81	5.72	5.57	5.44	11.60*
Mathematics	5.72	5.71	5.70	5.53	4.94*
Religion	5.70	5.57	5.60	5.55	.63
Science	5.53	5.39	5.46	5.44	.99
Social Studies	5.53	5.38	5.33	5.34	1.02
Music	5.21	5.16	4.79	4.78	11.56*
Art	5.16	5.10	4.75	4.73	10.47*
Physical Education	5.14	5.15	4.83	4.61	13.58*
Family Life	5.51	5.50	5.56	5.45	1.18
Parish Life	5.47	4.99	4.98	5.08	4.14*
Service	5.65	5.25	4.95	5.09	14.80*
Prayer Life	5.81	5.50	5.35	5.39	6.11*
Chooses Friends	5.58	5.25	5.04	5.06	6.43*
Good Relationships	5.60	5.42	5.39	5.24	3.82*
Makes Decisions	5.91	5.72	5.72	5.65	2.15
Cooperation	5.70	5.43	5.51	5.26	5.73*
Respects Authority	5.67	5.62	5.66	5.60	.69
Stewardship	5.67	5.50	5.31	5.21	9.91*
MEAN	5.60	5.46	5.36	5.30	

Significant at: \* .01 level  
\*\* .05 level



Table 8

## Correlations of Rankings Between Subgroups (Roles)

---

	<u>Principals</u>	<u>Teachers</u>	<u>Parents</u>	<u>Board</u>
Principals	1.00	.82*	.80*	.86*
Teachers		1.00	.92*	.88*
Parents			1.00	.96*
Board				1.00

---

Significant at: \* .01 level

## Findings for Tables 7 and 8

1. Sixteen of the twenty-three items showed significant variance according to role of principal, teacher, parent, or board member.
2. For fourteen of the sixteen items, significance was between professionals (principals and teachers) and clientele (parents and board). These were the same fourteen items listed in Table 5 on page 34. In addition, two more items, math and parish life,

showed significance using the analysis of variance on all four roles.

3. For the item achieving according to ability in math, principals, teachers, and parents ranked very closely while board members ranked it significantly lower (.01 level).
4. There was significant variance regarding parish life but no significant difference between clientele and professionals. There were significant differences between principals and teachers ( $t = .7471$ , significant at the .01 level) and between principals and board ( $t = 3.0231$ , significant at the .01 level) with principals rating this higher than either teachers or board. There was no significant difference between teachers and parents.
5. Science showed no significant difference on the analysis of variance, but results of the T-test (Table 5, p. 34) indicate clientele were significantly higher than professionals (.05 level).
6. All Pearson correlations were very high and significant at the .01 level indicating that each subgroup tends to rank items in the same order.

7. The lowest correlations were between principals and each of the other subgroups.
8. The lowest correlation was between principals and parents. The highest was between parents and board members.

Table 9 (p. 42), Table 10 (p. 43), and Table 11 (p. 43) all present the data analyzed according to the socio-economic level of the respondents. Table 9 presents the mean for each item for each subgroup (high, middle, and low) as well as the F-ratio from the analysis of variance for each item with levels of significance indicated. Table 10 presents the Pearson correlations for each pair of subgroups within the socio-economic category with significant correlations indicated. Table 11 lists the results of T-tests for the two items (language arts and cooperation) for which there was a significant variance when using the analysis of variance.

Table 9

Means of Subgroups (Socio-Economic) With Analysis of  
Variance and Levels of Significant Differences for Each Item

---

	<u>High</u> (N=50)	<u>Middle</u> (N=931)	<u>Low</u> (N=110)	<u>F-Ratio</u>
Self-Concept	5.86	5.83	5.78	.77
Self-Discipline	5.68	5.69	5.65	.33
Study Skills	5.52	5.48	5.39	1.05
Oral Expression	5.60	5.48	5.46	.81
Written Expression	5.56	5.45	5.42	.75
Language Arts	5.82	5.62	5.57	3.07**
Mathematics	5.74	5.68	5.65	.42
Religion	5.50	5.58	5.64	.59
Science	5.62	5.43	5.36	2.10
Social Studies	5.48	5.35	5.34	.63
Music	4.94	4.94	5.00	.17
Art	4.90	4.88	4.97	.35
Physical Education	4.94	4.92	4.98	.16
Family Life	5.43	5.52	5.59	.86
Parish Life	4.86	5.02	5.01	.77
Service	5.06	5.10	5.16	.29
Prayer Life	5.32	5.43	5.45	.51
Chooses Friends	5.08	5.17	4.97	1.92
Good Relationships	5.18	5.40	5.35	2.11
Makes Decisions	5.74	5.72	5.68	.28
Cooperation	5.14	5.45	5.57	5.14**
Respects Authority	5.59	5.64	5.57	.81
Stewardship	5.16	5.39	5.35	2.06
MEAN	5.38	5.40	5.39	

---

Significant at: \* .01 level

\*\* .05 level

Table 10

## Correlations of Rankings Between Subgroups (Socio-Economic)

	<u>High</u>	<u>Middle</u>	<u>Low</u>
High	1.00	.91*	.86*
Middle		1.00	.96*
Low			1.00

Significant at: \* .01 level

Table 11

## T-Tests for Items with Significant Variance Among Subgroups (Socio-Economic)

	<u>Language Arts</u>		<u>Cooperation</u>	
High to Middle	H = 5.82	-2.3070*	H = 5.14	2.6573*
	M = 5.62		M = 5.45	
Middle to Low	M = 5.62	-0.7355	M = 5.45	1.5810
	L = 5.57		L = 5.57	
High to Low	H = 5.82	-2.6222*	H = 5.14	2.9242*
	L = 5.57		L = 5.57	

Significant at: \* .01 level  
\*\* .05 level

## Findings for Tables 9, 10, and 11

1. The majority of the respondents (931) perceive themselves as middle class. More than twice as many (110 to 50) perceive themselves as low socio-economic level than perceive themselves as high socio-economic level.

2. Using analysis of variance only two items showed significant variances among the three socio-economic subgroups. These were "achieving according to ability in language arts" and "having an attitude of cooperation more than competition."
3. Pearson correlations indicate very high relationships among all three socio-economic subgroups. All correlations were significant at the .01 level indicating that all three subgroups tended to rank items in the same order.
4. Using t-tests on the socio-economic subgroups for language arts, there was a significant difference with the high socio-economic subgroup rating language arts higher. The high socio-economic subgroup rated this item significantly higher (.01 level) than the middle and low socio-economic subgroups, but the middle socio-economic subgroup did not rate it significantly higher than the low socio-economic subgroup.
5. Using t-test on the socio-economic subgroups for cooperation, there was no significant difference between low and middle subgroups although the low group mean was the highest of the three subgroups. Middle and low socio-economic subgroups were both

significantly higher (.01 level) than the high socio-economic subgroup.

Table 12 (p. 46), Table 13 (p. 47), and Table 14 (p. 47) present the data according to location of the respondent. Table 12 presents the mean for each item for each subgroup (rural, small town, or city) with F-ratios resulting from the analysis of variance. Significant levels of variance are indicated. Table 13 gives the Pearson correlations for each pair of subgroups within the location category. Significant correlations are marked. Table 14 lists the results of the T-tests for those items for which there was a significance on the analysis of variance.

Table 12

Means of Subgroups (Location) With Analysis of Variance and  
Levels of Significant Differences For Each Item

	Rural (N=260)	Small Town (N=314)	City (N=488)	F-Ratio
Self-Concept	5.77	5.88	5.83	3.80**
Self-Discipline	5.67	5.74	5.66	2.13
Study Skills	5.42	5.54	5.47	2.55
Oral Expression	5.46	5.55	5.44	2.41
Written Expression	5.37	5.51	5.44	2.67
Language Arts	5.56	5.71	5.60	5.40*
Mathematics	5.65	5.74	5.66	2.50
Religion	5.70	5.70	5.45	15.19*
Science	5.46	5.47	5.39	1.35
Social Studies	5.33	5.43	5.33	1.70
Music	4.86	5.11	4.86	6.22*
Art	4.76	5.05	4.85	5.35*
Physical Education	4.77	5.07	4.92	5.48*
Family Life	5.62	5.57	5.44	6.45*
Parish Life	5.21	5.04	4.89	10.83*
Service	5.17	5.17	5.02	3.58**
Prayer Life	5.63	5.45	5.31	14.18*
Chooses Friends	5.23	5.14	5.09	1.62
Good Relationships	5.46	5.40	5.33	2.72
Makes Decisions	5.76	5.70	5.69	1.31
Cooperation	5.55	5.40	5.43	2.74
Respects Authority	5.68	5.65	5.60	1.61
Stewardship	5.42	5.36	5.36	.58
MEAN	5.41	5.45	5.35	

Significant at: \* .01 level  
\*\* .05 level



Table 13

## Correlation of Rankings Between Subgroups (Location)

	<u>Rural</u>	<u>Small Town</u>	<u>City</u>
Rural	1.00	.89*	.91*
Small Town		1.00	.97*
City			1.00

---

Significant at: \* .01 level  
 \*\* .05 level

Table 14

## T-Values for Items Having Significant Variance Among Subgroups (Location)

	<u>Rural to Small Town</u>	<u>Small Town to City</u>	<u>Rural to City</u>
Self-Concept	2.8223*	-1.5531	1.5187
Language Arts	3.1697*	-2.7155*	0.7239
Religion	-0.1578	-4.3365*	-4.1385*
Music	3.0153*	-3.2803*	-0.0491
Art	3.2383*	-2.5366*	0.9665**
Physical Education	3.3517*	-1.9506**	1.7532**
Family Life	0.8865	-2.4619*	-3.2406*
Parish Life	-2.2891*	-2.2927*	-4.5743*
Service	-0.0537	-2.1952*	-2.1275**
Prayer Life	-2.9682*	-2.4020*	-5.1981*

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Significant at: \* .01 level  
 \*\* .05 level

## Findings for Tables 12, 13, and 14

1. Ten of the twenty-three items showed a significant difference when using analysis of variance in

regard to location. Eight of these were at the .01 level, two were at the .05 level.

2. Correlations among the three location subgroups were all very high and each was significant at the .01 level indicating that each of the three subgroups rated the importance of each item in a similar way.
3. Using t-tests on those items for which location showed significant variance rural residents rated parish life and prayer life significantly higher (.01 level) than did small town or city residents. Small town residents rated these same two items higher than city residents, but not significantly so.
4. Rural residents rated religion, family life, and service higher than small town residents did and significantly higher than city residents.
5. Small town residents rated five items higher than rural residents and seven items higher than city residents (four of these were the same items).
6. City residents ranked two items (art and physical education) significantly higher (.05 level) than rural residents.

Table 15 presents the data according to the structure of the home, double-parent or single-parent. Means of each subgroup for each item are given along with the T-values for each item. Levels of significance are indicated. In addition, a Pearson correlation between double-parent and single-parent homes was computed and yielded a result of .96, significant at the .01 level.

Table 15  
Means of Subgroups (Home Structure) With T-Tests and Levels  
of Significant Differences For Each Item

	Double Parent (N=574)	Single Parent (N=37)	T-Value
Self-Concept	5.76	5.76	0.0749
Self-Discipline	5.63	5.59	-0.2976
Study Skills	5.46	5.43	-0.1986
Oral Expression	5.44	5.44	-0.0821
Written Expression	5.39	5.46	0.5204
Language Arts	5.55	5.41	-1.3146
Mathematics	5.67	5.57	-1.1096
Religion	5.60	5.43	-1.4607
Science	5.47	5.33	-1.1095
Social Studies	5.34	5.22	-0.9060
Music	4.79	4.86	0.3983
Art	4.76	4.76	0.0013
Physical Education	4.79	4.81	0.1156
Family Life	5.54	5.57	0.2330
Parish Life	5.01	4.86	0.9030
Service	4.99	4.78	-1.2629
Prayer Life	5.36	5.32	-0.2660
Chooses Friends	5.07	4.84	-1.2391
Good Relationships	5.38	5.32	-0.4221
Makes Decisions	5.72	5.59	-1.1719
Cooperation	5.46	5.57	0.8004
Respects Authority	5.66	5.65	-0.1202
Stewardship	5.29	5.19	0.7033
MEAN	5.35	5.29	-3.1194*

Significant at: \* .01 level

## Findings for Table 15

1. Single-parent homes were only 5.7 per cent of the sample (N=37). The vast majority, 88.6 per cent, were double-parent homes (N=574).
2. The only significant difference occurred between the overall mean of the double-parent home as compared to the single-parent homes. No significant differences occurred between the two groups on any of the individual items.
3. The correlation between the two subgroups was very high and significant at the .01 level.

Table 16 (p. 51) and Table 17 (p. 52) present the data according to the Catholic education background of the father and mother. Table 16 lists the means for each item for each of the four subgroups: father with Catholic education, father with no Catholic education, mother with Catholic education, and mother with no Catholic education. T-values are given for the two subgroups of fathers and for the two subgroups of mothers with levels of significance indicated. Table 17 presents Pearson correlations for each pair of subgroups within the Catholic education background category. Significant correlations are indicated.

Table 16

Means of Subgroups (Some/No Catholic Education for Father and Mother) With T-Tests and Levels of Significant Differences for Each Item

	<u>Father</u>			<u>Mother</u>		
	Catholic Education	None	T-Value	Catholic Education	None	T-Value
	(N=229)	(N=142)		(N=239)	(N=121)	
Self-Concept	5.82	5.68	-2.4501*	5.80	5.72	-1.4582
Self-Discipline	5.66	5.53	-1.8998**	5.66	5.50	-2.2665*
Study Skills	5.49	5.40	-1.0937	5.51	5.49	-0.2583
Oral Expression	5.52	5.42	-1.2611	5.51	5.50	-0.2472
Written Expression	5.43	5.38	-0.5986	5.48	5.44	-0.4653
Language Arts	5.55	5.56	0.1806	5.63	5.51	-1.7475**
Mathematics	5.65	5.68	0.4185	5.74	5.60	-2.3789*
Religion	5.59	5.52	-0.8288	5.65	5.46	-2.4828*
Science	5.47	5.42	-0.5809	5.55	5.44	-1.4531
Social Studies	5.31	5.33	0.2856	5.43	5.31	-1.3469
Music	4.77	4.87	0.7815	4.94	4.75	-1.5535
Art	4.75	4.80	0.3747	4.89	4.67	-1.7864**
Physical Education	4.80	4.85	-0.4521	4.89	4.79	0.8036
Family Life	5.54	5.49	-0.5564	5.62	5.38	-2.8555*
Parish Life	4.99	4.94	-0.4416	5.04	4.93	-0.9830
Service	4.98	4.95	-0.2590	4.98	5.02	0.4333
Prayer Life	5.38	5.28	-1.0599	5.45	5.21	-2.4842*
Chooses Friends	5.11	4.97	-1.1724	5.16	4.88	-2.2287*
Good Relationships	5.37	5.33	-0.4153	5.43	5.25	-2.0308**
Makes Decisions	5.70	5.70	0.0164	5.71	5.62	-1.1841
Cooperation	5.42	5.45	0.3355	5.48	5.31	-1.7130**
Respects Authority	5.65	5.63	-0.2628	5.67	5.62	-0.7970
Stewardship	5.32	5.23	-1.0347	5.32	5.21	-1.1180
MEAN	5.36	5.32		5.41	5.29	

Significant at: \* .01 level

\*\* .05 level

Table 17

## Correlations of Rankings Between Subgroups (Catholic Education of Mother and Father)

	Father With Cath Educ (Mean=5.36)	Father With No Cath Ed (Mean=5.32)	Mother With Cath Educ (Mean=5.41)	Mother With No Cath Ed (Mean=5.29)
Father With Cath. Educ. (Mean=5.36)	1.00	.98*	.99*	.98*
Father With No Cath Ed (Mean=5.32)		1.00	.99*	.98*
Mother With Catholic Ed (Mean=5.41)			1.00	.97*
Mother With No Cath Ed (Mean=5.29)				1.00

Significant at: \* .01 level

## Findings for Tables 16 and 17

1. Two of the twenty-three items had a significant difference between the father having some Catholic school education and his not having any. These items were self-concept (.01 level) and self-discipline (.05 level).

2. Fifteen of the twenty-three differences favored the father having some Catholic school education but only two of these were significant, namely, self-concept and self-discipline.
3. Eight differences favored the father having no Catholic school education and none of these were significant.
4. Ten of the twenty-three items had a significant difference between the mother having some Catholic school education and her not having any. Six of these were significant at the .01 level (self-discipline, math, religion, family life, prayer life, and chooses friends) and the other four were significant at the .05 level (language arts, art, good relationships, and cooperation).
5. Twenty-one of the differences favored the mother having Catholic school education but only ten of these were significant (the same ten as listed above).
6. Only two, service and physical education, favored the mother not having any Catholic school education and neither of these was significant.

7. The only item significantly different for both father and mother was self-discipline.
8. Eight more significant differences occurred for the mother having Catholic school education than for the father having Catholic school education.
9. Correlations among the four subgroups were all high ranging from .97 to .99 and all were significant at the .01 level.

#### ANALYSIS OF THE DATA

The purpose of this section is to analyze the results presented previously as they pertain to the purposes of this study. The purposes were to determine which of selected student outcomes were perceived to be of high importance to Catholic elementary school clientele (parents and board of education members) and professionals (principals and teachers) and to determine differences of perceptions among the various subgroups.

It was the intent also to analyze the results according to subgroups determined by location (rural, small town and city) and socio-economic level (high, middle, low) to determine if either of these factors had a significant relationship to the perceived importance of the outcomes.



Finally, the clientele subgroup was analyzed to determine if family structure (double parent, single parent) or the fact that father or mother themselves had Catholic education (some Catholic education, no Catholic education) had a relationship to the perceived importance of the outcomes.

Specifically, as stated in Chapter I, page 5, this study sought to answer the following three questions:

- 1) Which of selected outcomes are important to clientele (parents and board of education members) and to professionals (principals and teachers) involved in Catholic elementary schools?
- 2) What is the relationship among the four subgroups of principals, teachers, parents, and board members in regard to the perceived importance of each of the selected outcomes?
- 3) Do any of the following factors have a significant relationship to the perceived importance of the outcomes: location, socio-economic level, family structure, or the fact that father or mother had some Catholic school experience themselves?

#### PERCEIVED IMPORTANCE OF INDIVIDUAL OUTCOMES

All twenty-three items on the survey were rated very high by all respondents (Table 4, p.33). The average

overall rating was 5.4 on a 6-point scale. For the total sample all but three of the twenty-three items received average ratings above 5.0. The three items which had an average below 5.0 were achieving according to ability in music, physical education, and art. These findings indicate that principals, teachers, parents, and board members involved with Catholic elementary education in the sample schools give high importance to each of the twenty-three outcomes listed in the survey.

Although all items received a very high ranking there was a significant difference (.01 level) between the highest (5.83) and lowest (4.90) indicating a difference in priority even among items which were highly valued.

Developing a healthy self-concept was the item ranked highest and it was significantly higher ( $t=-5.76$ , significant at .01 level) than the second item, makes life decisions based on Catholic values. Developing a healthy self-concept was ranked first by the total sample as well as by all but one of the eighteen subgroups analyzed. The only subgroup which did not rank it first was fathers with no Catholic school education background and they ranked it second.

The top three items in the ranking of the total sample were all nonacademic items but ones which are important to the development of a holistic Catholic adult, namely, that each student has a healthy self-concept, makes life

decisions based on Catholic values (e.g., concerning cheating, drugs, sex, peer pressure,...), and has self-discipline. This is in agreement with Neuwein's<sup>1</sup> findings that parents were more concerned about religious education and the development of personal and social attributes than about academic excellence.

These findings also agree with Elford and Harrington<sup>2</sup> who found that one of the main reasons parents send their children to Catholic schools is to give their children a sense of moral values and with Powers<sup>3</sup> who found that discipline and training in moral and spiritual values were more important to parents than academic program and religious instruction.

This is in disagreement with Greeley, McCready and McCourt who state that "parents who are using the schools argue that their children are there because the education is better; the availability of religious instruction ranks as a purely secondary reason."<sup>4</sup>

The results of this study indicate that while parents value quality education to a high degree they value other aspects of education in the Catholic school even more.

The three lowest ranked items were achieving according to ability in music, physical education, and art, all academic items but at times considered the 'extra' academic items. Even though these received the lowest rankings, it is important to recognize that these were ranked 4.9 or

higher on a 6-point scale and were ranked significantly higher than the possible midscale score of 3.5.

In comparing how professionals and clientele ranked each item, (Table 6, p. 36) it was noted that the Pearson correlation between the two rankings was .92 and significant at the .01 level indicating that, in general, each group perceived the same items as having the greatest priority. The top three items for each group included both self-concept and making decisions. However, professionals included self-discipline and language arts (tied) while clientele included math. In looking at the next two items in each ranking, clientele ranked respects authority and self-discipline while professionals ranked math. In other words, the top five items were the same, though in slightly different order, with the exception that the professionals listed achieving according to ability in language arts while the clientele listed responding respectfully to authority. The highest rated academic item for the professionals was language arts while the highest rated academic item for clientele was mathematics. Within the top five items, clientele include four nonacademic items (self-concept, makes decisions, respects authority, and self-discipline) while professionals included only three (self-concept, self-discipline, and makes decisions).

T-tests between the mean scores of each group for each item in the survey (Table 5, p. 34) indicate that fourteen

of the twenty-three items showed a significant difference between the two groups. In thirteen of these fourteen cases, professionals ranked the item higher than clientele did with the only exception being achieving according to ability in science. In six of the nine cases where there was no significant difference between the two groups, the professionals also rated the items higher than the clientele did. The exceptions were achieving according to ability in religion, contributing to wholesome family life, and responding respectfully to authority. The average of all rankings for the professionals was 5.47 while the average for the clientele was 5.34, a difference which is significant at the .01 level.

These differences between the rankings of professionals and clientele are supported by the research of Liguori<sup>5</sup> and Colaco<sup>6</sup> who also found divergence between the views of the two groups although they, too, found that both groups ranked items very high. A major difference between their two studies and this one is that both of their studies focused on achievement of goals of a Catholic school while this study focused on the importance of selected student outcomes of a Catholic elementary school.

#### RELATIONSHIP OF PERCEPTIONS OF PRINCIPALS, TEACHERS, PARENTS AND BOARD MEMBERS

Data were analyzed from the perspective of the role of the respondent (Table 7, p. 38). Averages of responses of

principals, teachers, parents, and board members to each item revealed that all subgroups rated each item high. The correlation among the subgroups (Table 8, p. 39) was also very high, ranging from .80 to .96, and all were significant at the .01 level. The lowest correlations came between principals and each of the other subgroups, with the lowest of all occurring between principals and parents. The correlation and high rankings of both principals and parents, however, indicate that both subgroups actually do have very similar expectations.

The highest correlation was between parents and board members. This is probably because the vast majority of board members are also parents.

The top three items for each subgroup included both self-concept and makes decisions but then varied among self-discipline, respects authority, and math. When looking at the top five items in each group, self-concept, makes decisions, and self-discipline were included on each ranking, but the other items varied among math, language arts, respects authority, and religion.

A comparison of the top five items from Neuwein's<sup>7</sup> survey of parents' expectations and this one is listed in Table 18 on page 61.

Table 18

Comparison of Parental Expectations in Neuwein's Survey and  
This Present Study

<u>Neuwein</u>	<u>Present Study</u>
Honest, truthful	Self-concept
Knowledge of God	Makes decisions
Religious practice	Math
Think for himself	Respects authority
Qualified religion teachers	Self-discipline

As can be seen, all of the items in Neuwein's lists are nonacademic and only one academic item (math) is given from the present study. Parents apparently are looking for more than academic excellence in Catholic schools.

Overall averages for each of the four subgroups within the role category can be noted in Table 19.

Table 19

AVERAGE OVERALL RESPONSE OF EACH SUBGROUP (ROLE)

	<u>Low</u>	<u>High</u>	<u>Mean</u>
Principals	5.14	5.98	5.60*
Teachers	4.99	5.91	5.46*
Parents	4.75	5.76	5.36*
Board Members	4.61	5.75	5.30

\* Significantly higher than next lowest group  
at .01 level

Table 19 indicates again that the professionals ranked items significantly higher than the clientele, but that all

ranked items very high. This table also reveals that principals ranked items significantly higher than any other subgroup and board members ranked items significantly lower than any other subgroup.

Sixteen of the twenty-three items (Table 7, p. 38) showed significant variance according to role. For fourteen of these sixteen items the variance was between the professionals and the clientele. The two items for which this was not true were "achieving according to ability in math" and "being actively involved in parish life."

For the item 'being actively involved in parish life,' it is interesting to note that principals and board members rated this higher than did teachers or parents. Principals were significantly higher than any of the other groups, but there was no significance among the other three subgroups. This difference may come from the fact, that because of their positions, principals and board members are actively involved within a parish and perhaps see the need for students to become more involved.

#### FACTORS RELATING TO THE PERCEIVED IMPORTANCE OF OUTCOMES

Four different factors were studied in regard to their relationship to the perceived importance of each of the outcomes. These four were socio-economic level, location of residence, double parent-single parent home, and whether or



not the father or mother had any Catholic school education themselves.

In analyzing subgroups according to socio-economic level (high, middle, and low) correlations among the three subgroups were very high (.86 to .96) and significant at the .01 level. The middle socio-economic subgroup gave the highest average rating (5.4), the low socio-economic subgroup the next highest (5.39) and the high socio-economic subgroup the lowest rating (5.38). These averages were very close to each other and not statistically significant.

In looking at the top five responses of each subgroup, each included self-concept, makes decisions, self-discipline, and math. The fifth item was language arts (high), respects authority (middle), or religion (low).

Using an analysis of variance for each item revealed that socio-economic level made a difference for only two of the twenty-three items (Table 9, p. 42). These two were "achieving according to ability in language arts" and "having an attitude of cooperation more than competition," both of which were significant at the .05 level.

For the item 'achieving according to ability in language arts,' t-tests for the separate subgroups indicated that high socio-economic subgroup rated this significantly higher than the middle and low subgroups, but the middle subgroup did not rate it significantly higher than the low subgroup.

T-tests for the item 'having an attitude of cooperation more than competition' indicated that there was no significant difference between the middle and low socio-economic subgroups, but that both middle and low socio-economic subgroups rated this significantly higher than the high socio-economic subgroup. This is not a surprising finding in that frequently high socio-economic groups are perceived to be competitive.

Allen<sup>8</sup> has found that income was negatively associated with Catholic school support and Holtz<sup>9</sup> found that income was not significantly associated with commitment to Catholic schools. While studies of both Allen and Holtz focused on the relationship between income and the support of Catholic education, this study focused on the relationship between income and perceived importance of student outcomes, discovering that income level did make a difference in the two instances cited.

Analysis of the sample (Table 13, p. 47) according to location of residence (rural, small town, city) indicated a strong correlation among all three subgroups (.89 to .97) with all being significant at the .01 level. Average responses for each group (Table 12, p. 46) ranged from 5.35 (city) to 5.45 (small town) with rural averaging 5.41. Small town residents were not significantly higher than rural but were significantly higher than city residents (.01

level). Rural residents were also significantly higher (.01 level) than city residents.

In looking at the top five items ranked by each subgroup, self-concept, makes decisions, and self-discipline were included by each subgroup but the fourth and fifth items varied among respects authority, religion, math, and language arts.

Using an analysis of variance (Table 12, p. 46), ten of the twenty-three items showed a significant difference. Eight of these were significant at the .01 level and two were significant at the .05 level. Those items for which location was a factor were self-concept, language arts, religion, music, art, physical education, family life, parish life, service, and prayer life.

Small town residents were significantly higher than rural residents on five of the ten items: self-concept, language arts, music, art, and physical education (Table 14, p. 47). and significantly higher than city residents on nine of the ten items (the exception was self-concept).

Rural residents were significantly higher than small town residents on parish life and prayer life. In addition to these two items, rural residents rated religion, family life and service significantly higher than city residents.

City residents rated no items significantly higher than small town residents and only two items (art and physical education) significantly higher than rural residents.

The significant differences among the three subgroups indicate an interesting pattern. Rural residents rated religious and community-oriented items (parish life, prayer life, religion, and service) higher than either of the other groups. Small town residents rated all academic items other than religion (language arts, math, science, social studies, music, art, and physical education) higher than either of the other two groups. City residents had no items ranked highest. City residents did rank two items (art and physical education) higher than rural residents ranked them but ranked no items higher than small town residents. Table 20 summarizes items according to which group ranked them highest.

TABLE 20  
Items Categorized By Which Subgroup Ranked Them Highest

<u>Rural</u>	<u>Small Town</u>	<u>City</u>
Religion (tied) *	Self-Concept	
Family Life	Self-Discipline	
Parish Life*	Study Skills	
Service (tied) **	Oral Expression	
Prayer Life *	Written Expression	
Chooses Friends	Language Arts *	
Good Relationships	Math	
Makes Decisions	Religion (tied) *	
Cooperation	Science	
Respects Authority	Social Studies	
	Music *	
	Art *	
	Physical Education **	
	Service (tied) **	

\* Significantly higher than next ranking at .01 level

\*\* Significantly higher than next ranking at .05 level

Table 20 on page 66 reveals that city residents ranked no item higher than the other two subgroups even though they were the largest group of respondents (43.4 per cent). Small town residents ranked fourteen of the twenty-three items highest with two of these items, religion and service, tied with rural. These fourteen items included all the academic items as well as the personal items such as self-concept, self-discipline, study skills, oral expression and written expression. Service was also included.

Rural residents rated eleven items highest with two of these, religion and service, tied with small town. These items included the family/community items as well as relational ones. Looking only at the items rated significantly higher, this same pattern prevails.

These findings seem to indicate that rural and small town residents place a higher value on many of these outcomes than city residents do. Holtz<sup>10</sup> found that city residents were more supportive of Catholic schools than suburban residents were. Further analysis of the two samples would be needed to determine if there is any relationship between the two sets of findings.

Analysis of the sample according to structure of the home, that is, whether it was a double-parent home or a single-parent home indicated a very strong correlation between the two subgroups (.96, significant at the .01 level). There were no significant differences between the

two subgroups on any of the twenty-three items. Fifteen of the differences favored the double-parent home, five favored the single-parent home, and three were the same for both groups. No apparent pattern emerged. Double-parent homes gave an overall rating of 5.35 while single-parent homes gave an overall rating of 5.29, a difference statistically significant at the .01 level. It must be remembered that single-parent homes were only 5.7 per cent of the respondents while double-parent homes were 88.6 per cent.

Given this data, the only apparent difference between the two subgroups is the fact the double-parent homes rate these items higher on the average than do single-parent homes. The very fact that both subgroups have committed themselves to sending their children to Catholic elementary schools may indicate far more commonality than differences in their attitudes, thus negating any suspected differences in their perceptions of the importance of outcomes. These findings relate to those of Clark<sup>11</sup> who discovered that it was not the family composition but rather the overall quality of life in the home that made an educational difference.

In analyzing the clientele according to whether or not the father and mother had any Catholic school education themselves, four subgroups were used. These subgroups were father having had some Catholic school education, father having had no Catholic school education, mother having had

some Catholic school education, and mother having had no Catholic school education. No attempt was made to analyze the amount of Catholic school education that either father or mother had.

The correlations among these four subgroups were extremely high (.97 to .99) and significant at the .01 level. Homes where the mother had some Catholic school education gave the highest overall ratings (5.41) while homes where mothers had no Catholic school education gave the lowest average ratings (5.29). Overall means of homes where fathers had some Catholic school education (5.36) and homes where the father had no Catholic school education (5.32) were in the middle.

Table 21

T-Values for Differences Between Overall Ratings of Subgroups (Catholic Education of Father and Mother)

	Father With Cath Ed (Mean=5.36)	Father With No Cath Ed (Mean=5.32)	Mother With Cath Ed (Mean=5.41)	Mother With No Cath Ed (Mean=5.29)
Father With Cath Educ(M=5.36)		-2.7254*	5.4068*	-5.0442*
Father No Cath Educ(M=5.32)			9.8593*	-2.4265*
Mother With Cath Educ(M=5.41)				-7.5714*
Mother No Cath Educ(M=5.29)				

Significant at: \* .01 level

The t-values expressed in Table 21 (page 69) indicate that the average overall ratings for each of these four subgroups are all significantly different from each other. These results indicate that if one or both parents has had some Catholic school education, they rate these items significantly higher than if neither parent has had any Catholic school education. In addition, the Catholic education background of the mother influences more items than does the Catholic education background of the father.

In looking at the top three responses for each of these four subgroups, self-concept and makes decisions, were included for each subgroup. Unlike analysis according to other factors, when the list was expanded to the top five these same two items, self-concept and makes decisions, were still the only two items common to all four subgroups. The third, fourth, and fifth items varied among self-discipline, respects authority, math, and language arts.

Using t-tests for each item (Table 16, p. 51) revealed that Catholic education of the father made a significant difference on two of the twenty-three items while Catholic education of the mother made a significant difference on ten items. The only item significantly different for both father and mother was self-discipline. Most of the items for which this factor made a difference were relational type items. This was true for father, mother, or the two groups combined.



Maher<sup>12</sup> found that parental religious orientation is significantly related to attitude toward Catholic schools. It appears that parents' own experience in a Catholic school is one of the factors that shapes that orientation and attitude.

TABLE 22

## Items and Factors Which Influence Each Item

<u>ITEM</u>	<u>FACTORS</u> <sup>1</sup>				
	<u>ROLE</u>	<u>ECONOMIC</u>	<u>LOCATION</u>	<u>HOME</u>	<u>FATHER</u> <u>MOTHER</u>
Self-Concept	X *		X **		X *
Self-Discipline	X *				X ** X *
Study Skills					
Oral Expression	X **				
Written Expression	X *				
Language Arts	X *	X **	X *		X **
Mathematics	X *				X *
Religion			X *		X *
Science					
Social Studies					
Music	X *		X *		
Art	X *		X *		X **
Physical Education	X *		X *		
Family Life			X *		X *
Parish Life	X *		X *		
Service	X *		X **		
Prayer Life	X *		X *		X *
Chooses Friends	X *				X *
Good Relationships	X *				X **
Makes Decisions					
Cooperation	X *	X **			X **
Respects Authority					
Stewardship	X *				

Significant at: \* .01 level; \*\* .05 level

<sup>1</sup> FACTORS:

Role: Principal, Teacher, Parent, Board Member  
 Socio-Economic: High, Middle, Low  
 Geographic Location: Rural, Small Town, City  
 Home Structure: Double Parent, Single Parent  
 Catholic School Education of Father: Some, None  
 Catholic School Education of Mother: Some, None

Table 22 on page 71 indicates that one item was influenced by four of the six factors: language arts; five items were influenced by three of the six factors: self-concept, self-discipline, art, prayer life, and cooperation; nine items by two of the six factors: math, religion, music, physical education, family life, parish life, service, chooses friends, and good relationships; and three items by only one factor: oral expression, written expression, and stewardship. Five items were not influenced by any of the factors studied: study skills, science, social studies, makes decisions, and respects authority. No items were influenced by five or six of the factors.

Ranking of the item "develops a healthy self-concept", the item ranked highest by all but one of the eighteen subgroups, was influenced by role, location, and father's educational background. The second of the top three items, makes decisions, was not influenced by any of the six factors. Self-discipline, the third item overall, was also influenced by role and father's Catholic education background as well as by the mother's Catholic education background. It was not influenced by location.

The factors of role, location, and mother's Catholic education background influence many of the items while the factors of socio-economic level, home structure and father's Catholic education background influence very few items.

## GENERAL SUMMARY STATEMENTS

Ten general statements can be drawn from the findings of this study:

1. All of the twenty-three items on the survey were valued highly by all the respondents.
2. Correlations among the rankings of all subgroups within each of the six categories were very high.
3. Professionals (principals and teachers) rated these student outcomes consistently higher than did clientele (parents and board members).
4. Principals rated these outcomes consistently higher than teachers, parents, and board members.
5. Rural and small town residents rated these student outcomes higher than city residents.
6. Home structure (double-parent or single-parent) had no effect on any of the rankings.
7. Parents who have had some Catholic school education rated items higher than parents who did not have any Catholic school education.
8. Role, location, and mother's Catholic education background each made a difference on the ranking of many of the items.

9. Economic status and father's Catholic educational background each made a difference on the ranking of a few of the items.
10. Structure of the home made no difference on any of the items.

## ENDNOTES

1. Neuwein. Denver Metropolitan Area Schools. 1968, p. 138.
2. Elford and Harrington. "All-Lay Catholic Schools," Momentum, 1974, p. 36.
3. Powers. "Factors Affecting the Decline in Enrollment in the Catholic Schools of the Diocese of Brooklyn," 1974.
4. Greeley, et al. Catholic Schools in a Declining Church. 1976, p. 239.
5. Liguori. "Goal Attainment and Student Achievement in Selected Suburban Catholic Elementary Schools," 1980.
6. Colaco. "Religious Education Program Goals, School Climate and Religious Knowledge Level in Catholic Elementary Schools," 1981.
7. Neuwein, Catholic Schools in Action, p. 262.
8. Allen. "A Study of the Attitudes Toward Catholic Education in Two Midwestern Dioceses," 1970.
9. Holtz. "An Investigation of the Religious, Demographic, Attitudinal Variables Associated with Commitment to Catholic Schools in the Archdiocese of St. Louis, Missouri," 1971.
10. Holtz, p. 86.
11. Clark. Family Life and School Achievement, 1983, p. xiii.
12. Maher. "A Study of the Relationship Between the Religious Orientation of Roman Catholic Parents and Their Attitudes Toward Roman Catholic Schools," 1971.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

The analysis of the data and the general summary statements lead to the following conclusions:

1. Principals, teachers, parents, and board members strongly affirm that the Catholic elementary schools should assist in seeing that students in Catholic elementary schools achieve all of the outcomes in the survey.

The data from this study indicate that the sample (1,123) strongly supports the Catholic elementary school's involvement in each of the outcomes even though there was a variance in the degree of support from the most strongly affirmed to the least strongly affirmed. Thus, even the lowest ranked item received very strong support.

There was variance among the rankings of the principals, teachers, parents, and board members but the correlations among the rank order for each subgroup were very high and statistically significant, again affirming the fact that all subgroups and the sample as a whole affirm the Catholic elementary school's role in each outcome.

2. Assisting in seeing that students have a healthy self-concept is one of the Catholic elementary school's most important tasks.

The outcome concerning self-concept was rated significantly higher than the second ranked item. It was also ranked first by seventeen of the eighteen subgroups and

was ranked second in the eighteenth subgroup. The strength and the consistency of the rating for assisting students in acquiring a healthy self-concept speaks to the fact that respondents recognize that a healthy self-concept is basic to other achievements and outcomes.

3. Professionals (principals and teachers) and clientele (parents and board members) perceive the importance of these outcomes in a similar manner although professionals tend to give higher ratings than clientele.

The strong correlation between the two groups and the difference between the means of each group support this conclusion. Professionals and clientele are not in disagreement with each other on the importance of the rankings but professionals give higher ratings than clientele. This was true for nineteen of the twenty-three items.

4. Principals, teachers, parents, and board members perceive the importance of assisting students with living their religious values as well as learning their religion.

Many of the items on the survey related to the living of religious values: students contribute to wholesome family life, students are actively involved in parish life, students are committed to giving service, students have a regular prayer life, students choose friends who support their Catholic values, students make life decisions based on Catholic values (e.g., concerning cheating, drugs, sex, peer

pressure,...), students have an attitude of cooperation more than competition, students respond respectfully to authority, and students are stewards of creation. All of these items received strong affirmation. Religion, as a subject area, was also highly rated but was ranked after makes life decisions based on Catholic values and responds respectfully to authority.

5. Parents are seeking much more than quality academic education from the Catholic elementary schools.

The strong affirmation of all the items supports this. Affirmation was given to the academic items (e.g., language arts and math) and also to specifically religious values (e.g., students make life decisions based on Catholic values, students have a regular prayer life). The top three items as ranked by parents alone and by clientele (parents and board members) were acquires a healthy self-concept, makes life decisions based on Catholic values, and math. The top two were nonacademic items.

6. The role of the respondent, the location of residence of the respondent, and the Catholic education background of the mother have a significant effect on many of the outcomes.

In general, principals rated items higher than teachers who rated higher than parents who rated higher than board members. However, the correlations among all subgroups were strong indicating that the order in which each group ranked items was similar even though the strength of the ranking



varied. Role was a significant factor for sixteen of the twenty-three outcomes.

This same pattern occurred in regard to location of the resident of the respondent with residents in rural and small town locations rating higher than city residents. Again, however, all correlations were high. Location was a significant factor for ten of the twenty-three outcomes.

The Catholic education background of the mother was a significant factor for ten of the twenty-three outcomes. Mothers who had some Catholic education background rated items higher than did mothers who had no Catholic education background.

7. Socio-economic level, structure of the home, and father's Catholic education background are not a major influence on many of the items.

Socio-economic subgroups perceive most outcomes in a similar fashion but differ significantly in their perceptions of achieving according to ability in language arts and having an attitude of cooperation more than competition. The low socio-economic subgroup rated cooperation significantly higher than the high socio-economic subgroup. The high socio-economic subgroup rated language arts significantly higher than the low socio-economic subgroup. Overall, all three socio-economic subgroups were very similar with four of their top five rankings being identical.

Structure of the home made no difference on any of the items. The data give no direct explanation of the reason but lack of difference might possibly be attributed to the fact that there is no real difference between the home structures in regard to these outcomes, to the fact that the number of single-parent homes in the sample was very small, or to the fact that by reason of the choice these parents (whether double-parent or single-parent) made to send their child(ren) to a Catholic elementary school they are in fact very similar in their desire to have help with these outcomes.

8. Rural residents tend to rate family/community oriented items and relationship items higher than small town or city residents and small town residents tend to rank personal and academic items higher.

This was true whether one considered significant ratings or ratings which favored one group or the other. The consistency of these ratings and the fact the city residents were not highest on any of the outcomes reveals a very interesting pattern.

9. The Catholic education background of the mother influences many more outcomes than does the Catholic education background of the father.

The Catholic education background of the father made a significant difference for only two items, "acquiring a healthy self-concept" and "acquiring self-discipline." This is surprising in view of the fact that the mother's Catholic

education background made a difference for ten of the items. It may be explainable in part by the assumption that more mother's completed the rating form than did fathers and therefore the ratings are more reflective of her perceptions than his. Comments on the rating forms did indicate that in some cases the father filled out the forms or that it was filled out together but there was no indication on the majority of the forms. Further research would be needed to fully understand this conclusion.

#### RECOMMENDATIONS FOR ACTION

In light of the findings and conclusions of this study the following recommendations are made:

1. Catholic elementary schools should give serious consideration to assisting parents in varying degrees with each of the outcomes on this survey.

It might be well for Catholic elementary schools to do a self-evaluation of their present achievement level in assisting with these outcomes and then to focus on those areas which seem to be in need of improvement keeping in mind that the school's role varies depending on the outcome.

2. Catholic elementary schools should give specific emphasis to evaluating and improving ways they assist parents in helping students acquire a healthy self-concept, make life decisions based on Catholic values, and acquire self-discipline.

These three items, the three items ranked highest overall, are of high importance to all respondents from all subgroups. Schools could look at organizational practices, classroom opportunities, and interpersonal relationships which enhance or inhibit the students' growth in these three areas.

3. Catholic elementary schools should focus on modeling for students in their life-style (organizational and individual) how to use Catholic values to make decisions and to lead students to do the same.

All respondents put high emphasis on the living of religious values. It is important that students see this modeled both by the organization and the individual adult members. Students also need the chance to be able to apply what they know about their faith in their own daily lives and to do this with guidance.

4. Catholic elementary schools should strive to be what they are called: Catholic elementary schools.

Parents are seeking the Catholicity of the school, the teaching of values, the teaching for transfer to life of what students learn, and strong academic programs.

#### RECOMMENDATIONS FOR FURTHER RESEARCH

Three recommendations for further research are given. One, replicate this research with a sample from different

parts of the United States in order to see if such findings corroborate the findings of this study.

Two, investigate why the mother's Catholic education background has so much more influence than the father's.

Three, use the same instrument and the same sample to determine how well Catholic elementary schools are accomplishing these outcomes.

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## APPENDIX

CATHOLIC SCHOOLS OUTCOME SURVEY

The following is a survey to assist in determining which of the listed student outcomes (plus any you may desire to add) are important for students in a Catholic elementary school. Please rank each item on the six-point scale according to how important you think it is for a Catholic elementary school.

Catholic elementary schools should assist in seeing that:

	Not important			Very important		
1. Students have a healthy self-concept:	1	2	3	4	5	6
2. Students have self-discipline:	1	2	3	4	5	6
3. Students possess study skills (notetaking, organizing, previewing,...)	1	2	3	4	5	6
4. Students express themselves well:						
Orally	1	2	3	4	5	6
Written	1	2	3	4	5	6
5. Students achieve according to their ability in:						
Language Arts	1	2	3	4	5	6
Math	1	2	3	4	5	6
Religion	1	2	3	4	5	6
Science	1	2	3	4	5	6
Social Studies	1	2	3	4	5	6
Music	1	2	3	4	5	6
Art	1	2	3	4	5	6
Physical Education	1	2	3	4	5	6
6. Students contribute to wholesome family life:	1	2	3	4	5	6
7. Students are actively involved in parish life:	1	2	3	4	5	6
8. Students are committed to giving service:	1	2	3	4	5	6
9. Students have a regular prayer life:	1	2	3	4	5	6
10. Students choose friends who support their Christian values:	1	2	3	4	5	6
11. Students have good relationships with their friends:	1	2	3	4	5	6
12. Students make life decisions based on Christian values (e.g., concerning cheating, drugs, sex, peer pressure,...)	1	2	3	4	5	6
13. Students have an attitude of cooperation more than competition (i.e., working with others rather than having to be number one, to win, to be first, ...):	1	2	3	4	5	6

14. Students respond respectfully to authority: 1 2 3 4 5 6
15. Students are stewards of creation (i.e., care for things of the earth and material goods): 1 2 3 4 5 6
- Please add any other student outcomes you desire and rank them:
16. 1 2 3 4 5 6
17. 1 2 3 4 5 6
18. 1 2 3 4 5 6
19. 1 2 3 4 5 6
20. 1 2 3 4 5 6

Please check one item in each of the following categories:

- a.  Parent/Guardian     Board Member     Administrator     Teacher
- b.  Rural     Small town     City
- c. Socio-economic level:     High     Middle     Low
- d. For Parents/Guardians:

My child(ren) live with

both parents     single parent     guardian

Our own attendance in Catholic schools has been (check as many as apply)

Father:  elementary     high school     college     none

Mother:  elementary     high school     college     none

Guardian:  elementary     high school     college     none

APPROVAL SHEET

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The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

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