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**Reasons given by Anglo/Hispanic parents/guardians for
choosing a Catholic high school in the southwestern United
States**

Nelson, Kathryn O'Shae, Ed.D.

The University of Arizona, 1988

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REASONS GIVEN BY ANGLO/HISPANIC PARENTS/GUARDIANS
FOR CHOOSING A CATHOLIC HIGH SCHOOL
IN THE SOUTHWESTERN UNITED STATES

by
Kathryn O'Shae Nelson

A Dissertation Submitted to the Faculty of the
DIVISION OF TEACHING AND TEACHER EDUCATION
In Partial Fulfillment of the Requirements
For the Degree of

DOCTOR OF EDUCATION
WITH A MAJOR IN SECONDARY EDUCATION

In the Graduate College
THE UNIVERSITY OF ARIZONA

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and recommend that it be accepted as fulfilling the dissertation requirement
for the Degree of Doctor of Education.

Janice L. Streitmatter 1/13/88
Janice L. Streitmatter Date

Glenn S. Pate Jan 13, 1988
Glenn S. Pate Date

Donald C. Clark 1/13/88
Donald C. Clark Date

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SIGNED: Kathryn O'Shae Nelson

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ABSTRACT

The purposes of this descriptive study were to determine the reasons for which Anglo and Hispanic parents/guardians send their children to a Catholic high school in the southwestern United States and to investigate the effect of specific demographic elements upon the parents'/guardians' reasons. These elements were sex, age, and ethnicity of student; age, sex, ethnicity, religion, educational level, and social-economic status of parents/guardians; and marital status, family school affiliation, and family configuration, and family mobility.

A modified Delphi procedure with two questionnaires was used to both identify the reasons and to investigate the possible effects of the demographic elements. A RVAX computer with SPSSX was used to apply measures of central tendency, factor analysis, and ANOVA to the data.

The study revealed that the main reasons for this Catholic school choice were academics and discipline/environment. The secondary reasons were teachers/students, size and programs, and religious instruction and atmosphere. The two remaining reasons were dissatisfaction with public schools and family tradition.

The study indicated that the interaction of age, sex, and ethnicity of students did significantly influence the evaluations of discipline/environment, religious instruction and atmosphere, and family tradition. In addition, the evaluations of the seven factors were significantly influenced by various combinations of family mobility, economic status, family configuration, marital status, religion, educational level, and ethnicity, age, and sex of parents/guardians.

The study suggested that although parents/guardians in 1986 agree with those in a 1974 study that academics is important, they place much less importance upon religion. Other major findings suggested that the values of specific categories of parents/guardians cannot be accurately predicted and that it should not be assumed that Anglo and Hispanic students are sent to a Catholic school for different reasons. Finally, the study suggested that academics and discipline/environment, the main reasons for which parents/guardians make the Catholic school choice, should be a concern of all schools, whether they are parochial, private, or public.

CHAPTER ONE

The Problem

Introduction

In many areas, consumers, by virtue of the effect of their economic choices, do exercise considerable power; they even influence what products are offered for sale. However, parochial education is a major exception to the effects of this economic model (Abramowitz and Stackhouse, 1980). For at such non-for-profit institutions, an increase in demand does not automatically result in higher prices, or tuition; nor does lower demand create lower prices.

But even without the benefit of economic control of competition, parents do continue to make the parochial school choice. The question is "why"? Why do parents send their children to a parochial school, particularly to an expensive Catholic high school in a mid-sized city in the Southwest. As indicated by a U. S. Department of Education study, about 11% percent of the elementary and secondary students in the United States attended a private school during 1980-81 (Grant, 1982). In addition, Manno (1982) reported that, even though total school enrollment was expected to decline, NCES projections forecast a one

percent increase in K-12 nonpublic enrollment from 1982 to 1989. Since less 10% of students attended private high schools (Greeley, 1982), the percentage in private elementary schools, thus, had to be in excess of 11%. Greeley (1982) emphasized that "to choose a private school for one's child is to exercise an option. . . It is not, however, a common option. . . Moreover it is not an inexpensive option" (p. 3). But parents do continue to exercise this option; they continue to send their children to private high schools.

Parents choose private high schools for a variety of reasons, and just as most private schools are parochial, most parochial schools are Catholic. Manno (1982), for example, indicated "the Catholic sector comprised the largest segment of the private school universe -- slightly over 61%" (p. 30). Grant (1982) reported similar findings, that in 1980-81, the largest number of church schools were Catholic, which enrolled over 60% of the more than 5,000,000 million private school students. It was Erickson (1977) who suggested that "private schools, enrolling such a considerable portion of the nation's future leaders, [should] warrant investigation in their own right" (p. 4). But most educational studies continued to deal with public schools. An examination of the literature revealed little research done in the area of parental reasons for making the parochial secondary school choice.

Why do parents send their children to a Catholic high school? Just why do they choose what Greeley (1982) called an uncommon and not inexpensive option? The literature suggested that parents/guardians sent their children to various private schools for several reasons. Greeley and Rossi (1966) indicated that Catholic education originated in an attempt to protect the Catholic faith; Kozel (1981) agreed, stating that a Catholic school environment provided less opportunity for children's faith to be challenged. Bridge and Blackman (1978), Kozel (1981), and Ascher (1986) found that parents were seeking a homogeneity of home/school values. In addition, Dee (1981) and Felten (1981), reporting results similar to that of Greeley, McCready, and McCourt (1976), found that parents wanted a better education with more discipline. Coleman, Hoffer, and Kilgore (1981) reported that some parents wanted their children to learn in a more structured environment and to receive more individualized attention. In addition, Fretchling and Frankel (1982) reported dissatisfaction with the public schools as a reason; two specific reasons were to avoid inner city problem schools and to escape forced busing or other desegregation policies.

However, these studies dealt with private schools in the East, Southeast, or Midwest. None of the literature reported on Catholic high schools in the southwest, particularly southern Arizona.

Some parents have a choice. Some choose Catholic or other private schools; some choose public education alternatives. School choice alternatives are becoming more customary; in fact, individual states are becoming more involved in encouraging greater parent/guardian choice among public schools (National Governors' Association, 1986). Many public school districts provide alternatives for special students. For example, the handicapped, the unruly, the unmotivated, the employed, and the pregnant are some of the students for whom educational alternatives are offered. But two other alternatives, voucher education and magnet schools, also exist.

One public education alternative, voucher education, has been rather unsuccessful. Proposed in the 1700's and virtually forgotten from the 1850's to the 1950's, it rose to public consideration following Brown v. Board of Education of Topeka, (1954). Adam Smith, Thomas Paine, and John Stuart Mill all proposed direct payment to parents of government funds, with which parents could purchase educational services of their choice for their children (Coons and Sugarman, 1978). However, following the American Revolution, the emphasis on national unity caused the concept of compulsory education for all to dominate; indeed, compulsory at times assumed the meaning of uniform, until the Pierce decision (Pierce v. Society of Sisters, 1925) reaffirmed parents' rights to nonpublic education for

their children. The idea of voucher education lay dormant until emerging once again as a way in which the desegregation policies of the 1950's and 1960's could be circumvented. Within the past decade, however, it has received attention as a proposed means to greater equality in education and tax relief.

Since the Brown decision, four basic voucher plans have evolved (Picus, 1979). However, implementation of voucher education has been virtually nonexistent. California, with its educational finance reform movement, has been the site of much discussion and proposed legislation (Coons and Sugarman, 1978; McElligott, 1979; Crawford, 1984), but, according to Picus (1979), only the Alum Rock School District, near San Jose, California, has tried the voucher system. However, this attempt proved unsuccessful (Catterall, 1984; Wortman, Reichhardt, and St. Pierre, 1978). Later research (Lines, 1985), however, suggests that vouchers may be feasible in three limited circumstances: to allow students from very small high schools to attend larger schools, to achieve racial balance, and to aid dropouts and other educationally disadvantaged students.

However, another educational alternative, one providing educational choice to parents of many public school students, has been shown to be viable; this is the magnet school alternative. From Massachusetts (Weintraub,

1984) to North Carolina (Sendor, 1984) to Texas (Abadzi and Dunkins, 1984) to California (Alkin, Atwood, Baker, Doby, and Doherty, 1983), parents have chosen to send their children to public magnet schools. Doyle and Lavine (1984) indicated that by 1981-82 there were over one thousand magnet schools in the United States, with approximately sixty percent elementary, sixteen percent middle or junior high schools, and twenty-four percent high schools. These magnet schools were characterized by Doyle and Lavine (1984) as containing "an orderly and humane learning environment, high expectations for students and teachers, required homework, low incidence of absenteeism, and virtually no vandalism, truancy, or incivility" (p. 268).

Magnet schools appear to have two major advantages. They provide the freedom of educational choice without requiring additional expenditures for tuition. Usually organized around a major theme, they provide opportunities for students who live in different residence areas, to learn in an environment shared with students of similar interests (Boston Public Schools, MA, 1984). There appears to be some disagreement as to the purpose of magnet schools. Williamson (1984) reported that the purpose was to improve the quality of integrated schools, rather than to eliminate racially isolated schools; however, for Fort Worth, Texas, voluntary integration was a primary goal. Whatever the stated purpose, magnet schools can have a

positive effect on urban education (Blank, 1984), and by providing opportunity for choice and diversity, they can help the public schools better compete with private education.

However, magnet schools, even though they are becoming more numerous, are still beset with the problems of public schools, and voucher education appears little more than an interesting idea. But as it has done for years, parochial education, the private school alternative, provides parents with an educational choice.

Rationale for the Study

Even in the late 1970's and early 1980's, a time when both interest rates and unemployment levels were at double digit levels, the Catholic elementary schools and the research secondary school in a diocese in the Southwest had waiting lists for admission. As indicated by M. Brubaker (personal communication, September 8, 1986), at the Catholic research school, for example, fall registration closed in the spring; exceptions were made for Catholic school transfers, out-of-state transfers, and foreign students. Yet during 1980-81, declining enrollment led the schoolboard of the then largest public education district in the state to attempt to close various elementary schools (F. Lenczyeki, personal communication, September 12, 1986). This situation created an enigma: why was parochial

(Catholic) school enrollment increasing at a time when the economy was depressed and public school enrollment was decreasing?

Now, in the mid 1980's, the economy is improved; unemployment and interest rates have both fallen. However, with the exception of primary grade students, public school enrollment continues its decline (Bredewig, 1984, 1986). Yet enrollment at the Catholic research high school is much the same as before, in spite of the fact that the tuition has risen about 100% to \$1800, far more than tuition of the local state university (M. Brubaker, personal communication, September, 8, 1986). Just what is happening at this Catholic school that apparently makes its enrollment level impervious to economic and enrollment trends?

Two general questions appear to warrant investigation. First, why are parents/guardians enrolling their children in an expensive Catholic high school when a greater variety of programs and more extensive facilities are available in the public high schools? Second, why are parents transferring their children from public schools to this Catholic high school?

This study will attempt to provide answers to these two questions through an investigation of the reasons given by parents/guardians for sending their children to the research school, a Catholic high school in a mid-sized city

in the Southwest. Situated less than 100 miles north of Sonora, Mexico, this school lies in a predominantly tricultural area (Anglo, Hispanic, Indian). However, the school community itself is predominantly bicultural; the faculty and staff are Anglo and Hispanic while the student body contains less than one percent Indians.

Thus, the research school's specific setting and cultural composition will allow investigation not only of the two major questions but also of several collateral questions. More specifically, the school's unique characteristics not only will permit the study of why parents/guardians continue their children's Catholic education and the study of why parents/guardians transfer their children from a public school to a Catholic school (i.e., begin their children's Catholic education at the ninth grade level) but will also allow the study of such related concerns as the effect, if any, of ethnicity, sex of student, and year in school of student on the reasons of parents/guardians. Other such considerations as the effect of age, sex, religion, and socio-economic status of parents/guardians will also be investigated.

The primary beneficiary of this study will be the research school itself, particularly those members of the administration and faculty who are concerned with research and development. But perhaps other schools also can benefit from the knowledge of what it is that attracts

parents/guardians to send their children to this research school.

The literature does reveal reasons given by various categories of parents/guardians for sending their children to different types of private schools. For example, the literature discusses reasons of parents/guardians for sending their children to a Jewish day school (Kapel and Kapel, 1983), for sending black children to inner city Catholic elementary schools both in Chicago (Catholic League for Religious and Civil Rights [CLRCR], 1982; Slaughter and Schneider, 1986) and in Washington, DC (Convey, 1986), and for transferring children from public schools in Maryland to fundamentalist Protestant schools (Fretchling and Frankel, 1982).

But no where in the literature was found an investigation of the reasons for which Hispanic and Anglo parents/guardians in the southwestern United States send their children to a Catholic high school. This study is designed to answer these major, as yet unanswered, questions. In addition, this study is designed to determine if a relationship existed between other various demographic categories and the reasons parents/guardians gave for selecting a parochial school. It is believed that parents/guardians belonging to different demographic categories will differ significantly in their evaluation of the importance of the various reasons.

Statement of the Problem

The purpose of this study is to ascertain the reasons for which parents/guardians send their children to a parochial high school.

Objectives of the Study

The following objectives provided direction for the study:

1. To determine the reasons for the decision of the parents/guardians to send their children to a parochial high school;
 2. To determine the effect, if any, of ethnicity on reasons of parents/ guardians for choosing a parochial high school;
 3. To determine the effect, if any, of sex of student on reasons of parents/guardians for choosing a parochial high school;
 4. To determine the effect, if any, of age of student on reasons of parents/guardians for choosing a parochial high school;
 5. To determine the effect, if any, of sex, age, religion, educational level, or socio-economic status of parent/guardian on reasons of parents/guardians for choosing a parochial high school;
 6. To determine the effect, if any, of marital status, family configuration, school affiliation, or family
-

mobility on reasons of parents/guardians for choosing a parochial high school;

7. To determine, if possible, the extent to which parents/guardians are aware of the existing conditions at a parochial high school.

Limitations of the Study

Limitations of this study include:

1. The willingness of the members of the sample who participated to identify themselves in terms of the various demographic categories, and
2. The applicability of the findings of this study to other parochial secondary schools.

Assumptions Underlying this Study

For the purposes of this study, the following assumptions were made:

1. That those parents/guardians who respond to the first questionnaire will be truly representative of the population of the parents/guardians of the students of a parochial high school;
2. That those parents/guardians who respond to the second questionnaire will be truly representative of the population of parents/guardians of the students of a parochial high school;
3. That the respondents will be knowledgeable of the parochial school and its procedures; and

4. That the respondents will be capable of identifying both their primary reasons and their secondary reasons for sending their children to a parochial high school.

Definition of Terms

The following definitions will apply throughout the study:

1. American Indian: Those persons who will identify themselves as Indian (American) or who will not indicate a specific race category but will name an Indian tribe (Bureau of Census, 1982, p. 38).
2. Anglo: "A white resident of the United States who is not of Latin descent" (American Heritage Dictionary, 1892); those persons who will identify themselves as white, Anglo, or other.
3. Asian and Pacific Islander: Those persons who will identify themselves as Asian or Pacific Islander as well as persons who will not classify themselves in one of the specific race categories, but will enter a response such as Japanese, Chinese, or Vietnamese (Bureau of Census, 1982, p. 38).
4. Black: Those persons who will identify themselves as Black or Negro, as well as persons who do not classify themselves in one of the specific race categories, but will report entries such as Black Puerto Rican, Haitian, or Jamaican

- (Bureau of Census, 1982, p. 38).
5. Catholic school: A parochial school under the direction and control of the Roman Catholic Church
 6. Christian school: A parochial school providing a "form of religious education . . . specifically Christian in content" (Good, 1973, p. 97).
 7. Delphi technique (modified): "A method for the systematic solicitation and collation of expert opinions, through the use of two questionnaires" (Andaloro, 1976, p. 6).
 8. Hispanic: "An American of Spanish or Latin-American origin or descent" (American Heritage Dictionary, 1982); those persons who will identify themselves as Hispanic or will elsewhere indicate membership in a Spanish origin group.
 9. Jewish school: "A school . . . that provides both religious [Jewish] and secular education" (Good, 1973, p. 319).
 10. Parochial school: "An educational institution that is church-controlled" (Dejnozka, 1983, p. 119).
 11. Private school: "A nonpublic educational institution supported by other than public monies . . . includes parochial, independent, and proprietary schools operating at all instructional levels" (Dejnozka, 1983, p. 127).
-

Organization of Remaining Chapters

Chapter 2 presents a review of the literature relating to parental reasons for choosing private schools, specifically for choosing parochial schools. It includes a review of relevant books, articles, and documents to determine what are the most important elements inherent in parental choice of parochial schools. Also included is a review of the results of five collateral studies: black parents' expectations of innercity elementary parochial schools, three achievement studies, and the 1985 National Catholic Education Association (NCEA) Catholic high schools study.

Chapter 3 presents the research procedures utilized in this study. Descriptions of both the setting and the subjects (the estimated student population and parent/guardian population), and an explanation of the modified Delphi technique and its appropriateness for this study are also included. The chapter concludes with a discussion of the procedures used in developing and administering the two questionnaires, together with the procedures used for analysis of the data.

Chapter 4 presents the collection and analysis of the data. It discusses the analysis of Questionnaire I and Questionnaire II; in particular, it presents the analysis of data in terms of measures of central tendency, exploratory factor analysis, and analysis of variance.

Chapter 5 presents the summary of the study and the summary of the findings, including the answers to the research questions, the identification of the parents'/guardians' reasons, and the effect of the demographic elements. Chapter 5 also discusses the implications of the study and concludes by presenting recommendations for future study.

CHAPTER TWO

Review of Literature

Introduction

This review of literature discusses various reasons given by parents/guardians for choosing private schools for their children. Since most private schools are parochial schools and most parochial schools are Catholic schools, this review includes studies dealing with private and parochial schools, as well as studies dealing with Catholic schools. The studies discussed in this review of literature include schools throughout the United States and Canada.

The review includes not only studies revealing reasons for the private school choice but also several collateral studies. The reasons revealed in the literature include the historical reason for choosing Catholic schools and both general and specific reasons for making the private/parochial/Catholic school choice. The results of the collateral studies reveal reasons and concerns similar to those expressed in the historical, general, and specific reasons. However, none of these studies concerned either the southwestern United States or Hispanic parents.

Historical Reason

A U. S. Department of Education statistical examination of private and public schools (Grant, 1982) revealed that about one-ninth of the elementary and secondary students attended a private school and that 22.7% of the private schools, accounting for 16% of the private school enrollment, were not church-related. It also revealed that 46% of the private schools, accounting for 63.4% of the private school enrollment, were Catholic and that the remaining 31.3% of the private schools, accounting for 20.6% of the private school enrollment, were affiliated with other religious groups. In summary, in 1980-81, the Catholic schools, representing a little less than one-half of the private schools, enrolled nearly two-thirds of the private school students; that is, about 9,660 Catholic schools enrolled 3,188,386 students.

Since most private schools are parochial and since most parochial schools are Catholic (Greeley and Rossi, 1966; Greeley, McCready, and McCourt, 1976; Coleman, 1982; and Grant, 1982), the survey of reasons for which parents send their children to private schools begins with a discussion of the values parents place on the religious aspect of private school education. Such a discussion begins with the historic fear that the nineteenth century American public schools were endangering the faith. This motivation of fear as the foundation of Catholic education in the

United States was emphasized by Greeley and Rossi (1966) who recalled that

American Roman Catholics, partly in reaction to the schools and partly out of post-Reformation retreatism, came to the conclusion that the public schools were endangering the faith of the children of the rapidly growing Catholic population. The American Catholics could only survive by preserving their faith in the security of their own schools. There can be no question that Archbishop Hughes began Catholic schools in New York in the 1840's only after concluding that he could not arrange a satisfactory working agreement with the public school system. (p. 3)

Greeley and Rossi (1966,) further indicated that this stress on the preservation of faith led to the direction of the third Plenary Council that each parish was to establish a parish school and each Catholic parent was to send his children to the parish school.

Just as the "goal of a school in every parish and every child in a Catholic school has never been met" (Greeley and Rossi, 1966, p. 24), "the historical reason for the establishment of parochial schools has resoundingly passed" (Greeley, McCready, and McCourt, 1976, p. 228). Parents, although they value religious education for their children, no longer view it solely as a means of protecting their children's faith. Instead,

their concern with religious education is rather closely allied with their concern for moral education, quality education, discipline, and other noninstructional factors.

General Reasons

Times have changed, and so has the public's perception of private schools. Even a few years makes a big difference. For example, Erickson (1983) found no great increase in private school enrollment, except for fundamentalist schools. However, just two years later Zigli (1985), reported an expansion; as indicated by Bruce Cooper, a Forham University associate professor of education who has studied private schools,

"In the old days when you talked about private schools, you meant mainly Catholic, urban, East Coast, or Midwest schools, . . . Now you're talking about every community. These schools have become almost universal." (Zigli, 1985, p. 1-D)

What has been the reason? What factors determine private school choice?

According to Gemello and Osman (1982), private school choice is the function of various demographic factors; these factors may be economic, social and/or ethnic. Choice is affected by such factors as the parents' educational level; for example, both Walker and Woodson (1983) and Convey (1986) reported an inverse relationship

between the parents'/guardians' educational level and the evaluation by parents/guardians of the public schools. Choice is also affected by the occupation of the parents/guardians, with parochial school attendance less sensitive to income than nonparochial private school attendance; other factors are the migration pattern of the family, race or ethnic background, and religious affiliation (Gemello and Osman, 1983; Convey, 1986).

However, additional factors also affect private school choice. A prominent factor is degree of dissatisfaction with the existing public school education offered, especially with discipline, class size, and disparity of teachers' and parents' values (Erickson, 1983). Opinion polls often indicate such dissatisfaction with the public schools. For example, an opinion poll in the Piedmont section of South Carolina indicated the evaluation given by parents/guardians to three types of schools; the parents/guardians rated local public schools, national public schools, and local private schools by assigning grades of "A," "B," "C," "D," or "F" or by indicating "Don't Know." In this study, the local public schools fared better than the national public schools (12.7% "A's" as compared to 3.8% and 46.7% "A's" and "B's" as compared to 30.7%), but neither category of public school fared as well as the local private schools (18.9% "A's" and 54.1% "A's" and "B's" (Walker and Woodson, 1983,

p. 15).

Other parents also indicated their reasons for sending their children to private schools. Felten (1981) clearly indicated a general belief of Catholic parents: "Let's quit apologizing for sending our kids to a Catholic school, and tell it like it really is. Catholic education is better" (p. 91). As indicated in Table 1, just why parents participating in the study judged Catholic education to be better, was illustrated by Greeley, McCready, and McCourt (1976, p. 227).

Table 1

Main Reason for Sending Children to a Catholic School

Reason	Percent
Better Education in Catholic Schools	34%
Religious Instruction	19%
More Discipline	18%
Other Reasons	29%

A contrast of the reasons of Catholic school parents and non-Catholic school parents is possible when Table 1 is compared to Table 2; Table 2, as reported by Frechtling, Edwards, and Richardson, (1981,), illustrates the reasons of parents/guardians for transferring children from public to private schools.

Table 2

Reasons for Transferring from Public to Private Schools

Reasons	Percent
Concern for Discipline	53%
Better Religion and Values Instruction	44%
Dissatisfaction with Class Size and Lack of Individual Attention	38%
Student Interest and Achievement	32%
Disapproval of Curriculum	29%
Disapproval of Desegregation	3%

Although a direct comparison cannot be made as these parents from Montgomery County, Maryland, gave multiple responses, it appears obvious that the priorities of Catholic school parents differ from the priorities of these, mainly Protestant parents. For example, whereas Catholic parents marked better education first and discipline third, Protestant parents marked discipline first and achievement fourth. However, as indicated by Dee (1981),

both private and parochial (Catholic and Protestant) school parents significantly agreed that the following factors in order of importance influenced their decision to transfer their child/children from

public to nonpublic schools: (a) academic standards, (b) value homogeneity between the school and the home, (c) discipline, (d) equality of educational opportunity, and (e) parent involvement in educational decision making. (p. 924)

Although a brief discussion of the general reasons given by parents for making the private school choice does give insight into parental expectations of private schools, an individual examination of the specific reasons will hopefully more clearly delineate the exact parental expectations.

Specific Reasons: Religious Education/Values Education

Today's private school parents have been concerned with both religious education and values education. From Kraushaar in 1972 to DuBray in 1984, Catholic, Christian, Jewish, and independent school research reaffirmed the desire of parents/guardians for religious education as an important facet in their selection of a private school for their children's education. Kraushaar's 1972 study indicated that the religious education facet of private school was of prime concern to Christian parents. For example, it was a major concern of 74% of the Catholic school parents and of 93% of the Protestant school parents, but of only six percent of the independent school parents. That the independent school parents did

not share this belief also seems clearly indicated by Kraushaar; in fact, with regard to ten reasons, whereas Catholic and Protestant school parents both ranked the religious program as their first priority, independent school parents ranked it last. Obviously Christian school parents valued religious instruction. Indeed, as also indicated by Kraushaar (1972)

while Protestant and Catholic school parents are certainly not unappreciative of the importance of an academically challenging curriculum, good teachers, and other indices of superior scholastic quality, they leave no doubt that these are not to be preferred above an education in religiously rooted values. (p. 104)

However, Greeley, McCready, and McCourt (1976), basing their conclusions on analysis of a 1974 National Opinion Research Center (NORC) study, found that religious education was no longer the first priority of Catholic school parents. Instead, with only a low 19% of the Catholic school parents ranking it as the main reason, it was the second priority, lagging behind better education, which was ranked first by 34% of Catholic school parents. Interestingly, these researchers found that "religious instruction was a more important reason for people [Catholic school parents] who were over fifty years of age (70% [as compared to] 19% of the total sample)" (p.

228). However, even though religious instruction had dropped to the second most popular reason, more people (52%) valued religious education as an advantage of Catholic education in 1974 than did those (49%) in a 1963 NORC study (49%), suggesting a possible upward trend.

In 1978, McGraw, suggesting that family choice of private education was to some extent a reaction to public school humanism, emphasized that education cannot be value-free as it is fundamentally religious. Two Maryland studies agreed: for example, Frechtling, Edwards, and Richardson (1981) found parents wanted better instruction in religion and values; in addition, Frechtling and Frankel (1982, p. 7) found that the main reason for the initial enrollment in a private school (transfer from a public school) was that "parents wanted a religious background" for their children. In another 1982 study, a Canadian researcher (Bergan, 1982) indicated that parents wanted a Bible or Christian-based education for their children. Dee (1981) also reported parochial school parents emphasis on religious training. This sentiment was echoed by Holmes and Hiatt (1984), who found that the Christ-centered curriculum was the main reason for which Black, Hispanic, and Anglo parents preferred the evangelical Christian schools in south Los Angeles county.

However, the Catholic League for Religious and Civil Rights Study (1982) found that parents had two separate

reasons for sending their children to non-Catholic private schools: religious education and quality education. DuBray (1984) agreed; in his study both public and private school parents deemed academic standards to be most important in choosing a school while Catholic school parents chose religious education. In conclusion, what Kraushaar (1972) saw as a recognition of quality education with the emphasis on religious education seems, within a span of 11 years, to have been modified into a joint emphasis on quality education and religious education.

Some parents spoke not of religious education as such, but of values or moral education. Although Fitcher (1958), as indicated in Greeley and Rossi (1966, p. 8), found value differences between Catholic school students and public school students in the same community, more recent research revealed a parental emphasis on moral or values education. More specifically, in 1974, 10% of Catholic parents valued moral education as an advantage of Catholic education, up two percent from 1963 (Greeley, McCready, and McCourt, 1976, p. 238). In addition, two 1980 studies agreed that moral education was of concern to private school parents. In one of the studies, Schillo (1980) reported that non-Catholic parents make the Catholic school choice in search of more school emphasis on moral values. In the other early 1980 study, "better instruction in religion and values" (emphasis added) was

the second priority of Maryland parents who transferred their children from public schools to mainly Christian public schools (Frechtling, Edwards, and Richardson, 1981, p. 4); this emphasis on religious and values education was preceded only by the parents' desire for more discipline. The same ordering of reasons was also found in a 1983 study, in which "private school parents tended to mention . . . discipline [and] values or religious education" (Williams, Hancher, and Hutner, 1983, p. 24). Yet another study of the Maryland parents agreed, as "parents felt that private schools provided stronger emphasis on value" (Frechtling and Frankel, 1982, p. 7).

The desire for homogeneity of values in the school and the home was revealed by Bridge and Blackman (1978), Kozol (1981), Ascher (1986), and Seeley (1986). In addition, Canadian research aimed at Catholic school parents also referred to a stress on "a unity of home and school with respect to purpose and direction of education" (Bergan, 1982, p. 329); once again is seen the emphasis on values. This emphasis was stated differently in Kapel and Kapel's 1983 study which found that Jewish parents wanted the content classes to be considered in light of the ethical aspects of religion. In summary, moral education, values education, and ethical education were all a concern of private school parents from 1958 to 1983.

Specific Reasons: Curriculum

A second reason for parents electing the private school alternative is parental desire for education superior to what is offered by the public schools. Catholic parents want a "better education for their children" (Greeley, McCready, and McCourt, 1976, p. 228), and "Catholic education is better" (Felten, 1981, p. 91). Black parents, many of whom are non-Catholic, sending their children to Catholic schools, want a "quality education" for their children (Catholic League of Religious and Civil Rights, 1982, p. 13); other Black parents, concerned about the inadequacy of the public schools, send their children to non-Catholic private schools (Ascher, 1986); and southern Christian parents want a higher quality education (Frechtling and Frankel, 1982). This concern for a superior education appears, in the parents' opinions, to be closely linked to the second specific reason for the private school choice; this reason is a superior curriculum.

Private school research regarding Catholic, Christian, Jewish, and nondenominational, or independent, schools reflects this parental concern with curriculum as a common factor influencing the private school choice. For example, both Greeley and Rossi (1966) and Abramowitz and Stackhouse (1980) found Catholic parental concern with

curriculum. Though the studies bracketed a span of 14 years, the results were identical. Parents wanted a basic curriculum containing the usual academic subjects, a core of English, social studies, math and science and focusing on the traditional liberal arts approach. However, the concentration was not of basic skills but of basic academic skills. Thus, the focus was not on remediation but on a sound foundation. Yet, provision both for college preparation, which will be discussed later, and remediation was provided.

In addition to the Catholic school research was the Christian school research of Frechtling, Edwards, and Richardson (1981) and Frechtling and Frankel (1982). In this two-part study of reasons given by parents for transferring their children from public schools to private, mostly Christian schools, curriculum was also found to be a factor in the decision. The parents of transferred students, 28.6% of whom disapproved of the public school curriculum, desired more academic emphasis and less social emphasis. These parents wanted more structure in the curriculum. The over 90% parent approval rate for the private school curriculum structure demonstrated that this need for curriculum structure was satisfied by the private Christian schools.

The parental emphasis on the importance of curriculum structure was also demonstrated by non-Christian private

school parents (Kapel and Kapel, 1983). As shown in the results of a questionnaire regarding parental expectations of teachers in a Jewish day school, parents wanted teachers to stress subject matter, especially reading, math, science, and social studies. This common concern for curriculum content in private schools was additionally reported by Bridge and Blackman (1978) in their study of education alternatives.

Rather closely allied with the parental concern for curriculum is the parental desire for a special curriculum, the college preparatory program. As indicated by Kraushaar (1972) and by Abramowitz and Stackhouse (1980), many parents of private school students not only stressed college preparation but also believed that attending a private school increased the likelihood of the admission of their children to a college of choice. In fact, their research indicated that Catholic high schools emphasize college preparation. If, as Greeley, McCready, and McCourt (1976) suggested, the first priority of over one-third of the Catholic school parents is not religious education but simply a better education, this parental interest in a college preparatory curriculum appears a reasonable outgrowth. In fact about 44% of Catholic school parents, 42% of Protestant school parents, and 68% of nondenominational, or independent, school parents listed a "more academically challenging curriculum" as an

important reason for making the private school choice (Kraushaar, 1972, p. 105). However, yet another reason for the necessity of the college preparatory curriculum is the option it provides for meeting individual students' needs and, thus, increasing student achievement.

Specific Reasons: Achievement

Researchers also indicated that yet a third reason for parents to consider the private school choice is the parents' expectation that their students will learn more, that their students' academic achievement will be higher at a private school. One expectation of parents is that private schools have higher academic standards (Hunter, Stevens, and Kettle, 1979; "Why Parents," 1983). This expectation usually accompanies an expectation of the requirements of more homework (Frechtling and Frankel, 1982; "Why Parents." 1983). Closely related to the expectation of the superior academic standards of private schools is the expectation that the private schools actually do produce higher achievement. For example, Baird (1977) reported parent interest in the academic benefits of independent schools. Catholic researchers Coleman, Hoffer, and Kilgore, (1981) and Greeley (1982) agreed on the higher achievement of students in Catholic high schools, whereas, as reported by Bergen (1982), Page and Keith (1981) disagreed. However, Glazer (1982) and Hassenger (1982) did

agree that achievement is higher in private schools. In addition, Abramowitz and Stackhouse (1980) and Schillo (1980) suggested that the reason for higher achievement in private schools is the private school emphasis on learning and academic excellence.

As the private school research of Frechting, Edwards, and Richardson (1981) and Frechtling and Frankel (1982) indicated, parents do expect their children to achieve at a higher level at private schools. In fact, achievement was indicated as a priority by 32% of the parents who removed their children from the Montgomery Public Schools in Maryland (Frechtling, Edwards, and Richardson, 1981). After removing their children from this county's schools and placing them in private schools, nearly twice as many parents expressed satisfaction with their students' achievement; i.e., 97.5% expressing satisfaction with private school achievement as compared to 53.1% expressing satisfaction with public school achievement (Frechtling and Frankel, 1982).

Specific Reasons: Teachers and Class Size

Achievement, more specifically higher achievement, is a concern of parents, and, as has been indicated, is often an important reason for parents electing the private school alternative. Achievement is often closely related to environment, a structured environment providing a better opportunity for achievement to occur. However,

achievement is also the result of what some parents give as two other reasons for making the private school choice -- a superior teaching staff and smaller classes.

Kozel (1981) indicated "caring teachers [who] accept children as unique individuals" (p. 89) as an important reason; Holmes and Hiatt (1984) agreed. Moreover, Gothard (1982) reported that more Catholic parents are satisfied with the teachers of their children than are the parents of children attending public schools.

Kraushaar (1972) reported an interesting sequence of emphasis upon better teachers as a reason for parents to make the private school choice. According to Kraushaar's research, better teachers was indicated as an important reason by 68% of independent school parents, by 58% of Protestant school parents, and by 48% of Catholic school parents. Although the same descending order existed for smaller classes as an important reason, the difference between religious schools and nonreligious schools was even more pronounced: 78% of independent school parents emphasized smaller classes as compared to 49% of Protestant school parents and 48% of Catholic school parents; Kraushaar explained this difference as the religious schools' emphasis on values/religion as opposed to the independent schools' emphasis on academic achievement. However, the fact that nearly 50% of the Catholic and Protestant school parents indicated smaller

class size as a concern did identify class size as an important reason.

Other researchers also mentioned smaller classes as an important reason. For example, the Maryland research (Frechtling, Edwards, and Richardson, 1981; Frechtling and Frankel, 1982) not only reported smaller class size as desired by parents but also suggested a correlation between smaller class size, a more personal atmosphere, and greater teacher challenge of student. Smaller class size was also mentioned in "Why Parents," (1983) and by Coleman, Hoffer, and Kilgore (1981), who, in addition, suggested that such correlation between class size and student-teacher relationship did not exist. In fact, Coleman, Hoffer, and Kilgore (1981) indicated not only that the assumption that private schools have smaller class sizes than public schools is unwarranted but also that the actual reverse is true.

Specific Reasons: Individual Attention

Quite closely allied to the parents' expectation of smaller class size and increased student-teacher contact is the parents' expectation of more individual attention for their children. This expectation, as can be seen by the variety of research, is widespread; from Canada to the United States, from parochial to independent schools, from Catholic schools to Protestant schools to Jewish schools, research indicated that parents desired schools which

provided their children with individual attention and treated their children with respect.

This concern was even found in Canada, which distinguishes between separate schools, most of which are Catholic and which are an important part of the provincial schools system, and private schools. Bergan (1982) reports that parents desired "a school with a concern for the pupils as individuals" (p. 329). In the United States, this concern was reiterated in a variety of situations. An American School Board Journal study reported parents seeking schools which provide smaller classes and more individual attention ("Why Parents," 1983). In a like manner, of the parents in Montgomery County, Maryland, who transferred their children from public schools, 38% percent of the parents were "dissatisfied with class size and individual attention given to students" (Frechtling, Edwards, and Richardson, 1981, p. 4). Frechtling and Frankel, 1982) also reported that parents were dissatisfied and wanted, among other things, more individualized instruction in smaller classes.

However, Maryland parents sending their children to Christian and independent schools were not the only private school parents concerned with individualization and class size. For example, parents of students in a Jewish day school sought a school with well-trained teachers, specifically those concerned with the individual student

(Kapel and Kapel, 1983). A similar concern was felt by Catholic parents, eight percent of whom felt that more individual and personal attention to the child was a distinct advantage of Catholic schools (Greeley, McCready, and McCourt, 1976). In addition, as Schillo (1980) reported, Catholic schools were even chosen by non-Catholic parents who perceived them to exhibit more respect for students. However, this desire for more individualized attention was more recently emphasized by Black parents in Chicago (Ratterray, 1986).

Research indicates that one of the characteristics of private secondary schools in general, and Catholic secondary schools in particular, is the provision for a college preparatory curriculum. Perhaps it should be further stressed that "Catholic high schools emphasize college preparation and remediation in trying to meet the needs of individual students" (emphasis added) (Abramowitz and Stackhouse, 1980, p. 530).

Specific Reasons: Environment

Yet another reason why parents elect to send their children to private schools is the parents' expectation of positive effect of the private school environment upon their children. Some parents are primarily concerned with the safety of their children while others are hopeful that the private school environment will effect a fruitful

change in the attitudes, behavior, and/or achievement of their children. Although this issue of environment appeared to mean different things to different groups of parents, it did seem to be a generic concern of most parents considering the private school alternative.

As indicated by various researchers, safety in the public school was a prime concern of Christian parents in the United States and Catholic parents, both in the United States and Canada. Parents were concerned about violence and turned to Christian schools in hopes of avoiding it (Turner, 1981), turned to schools providing a Christian environment and staffed by Christian teachers (Bergan, 1982). Parents believed that their children were simply safer in the more structured environment of Christian or Catholic schools (Frechtling and Frankel, 1982; Coleman, Hoffer, and Kilgore, 1981); as noted by the principal of a northwestern urban Christian high school, parents considered the school "a safe place" for their children to be (Kraushaar, 1972, p. 106). Parents also hoped, if not to avoid entirely an environment tempting children with tobacco, alcohol, and drugs (Bergan, 1982; Kraushaar, 1972), to at least place their children in an environment which was able to more effectively deal with students having these problems (Frechtling and Frankel, 1982). The Catholic school researchers, Bergan (1982), in Canada, and Coleman, Hoffer, and Kilgore (1981), in the United States,

were in agreement with the Christian school researchers in the United States, Turner (1981) and Frechtling and Frankel (1982); in an attempt to place their children in a safe environment, parents often did turn to private schools.

But safety was not the only school environmental concern of parents; attitude, behavior, and achievement were also of importance. Parents wanted their children to express a positive attitude about their school (Catholic League for Religious and Civil Rights, 1982), to express satisfaction with their school (Frechtling and Frankel, 1982); parents wanted their children to attend schools which both generate an interest in learning and create a desire for higher education (Coleman, Hoffer, and Kilgore, 1981). In addition to the environment's effect on attitude, parents were concerned with its effect on behavior; they feared the possibly pernicious effect of classroom permissiveness (Bridge and Blackman, 1978). Whether Anglo, Black, or Hispanic, parents, according to various researchers, wanted their children to learn in a disciplined environment (Ascher, 1986, Holmes and Hiatt, 1984; Ratterray, 1986; Williams et al., 1983).

However, important as they were, attitude and behavior were not the only parental concerns about school environment. For example, Brinkman (1981) stated that parents also wanted their children to be educated in "a community of parents, teachers, counselors, and

administrators [who are creating] an atmosphere in which each life can prosper and grow" (p. 88).

A yet additional expectation of parents making the private school choice was that of the anticipated positive effect of the private school environment on student achievement. Three environmental elements seemed to underlie this parental assumption: (1) the class size and (2) the staff, which assumedly made possible (3) a closer teacher/student relationship in which students were challenged in a concerned atmosphere (Coleman, Hoffer, and Kilgore, 1981; Frechtling, Edwards, Richardson, 1981; Frechtling and Frankel, 1982; "Why Parents," 1983).

Specific Reasons: Discipline

Environment is of concern to parents making the private school choice; consequently, an integral feature of the expected private school environment is private school discipline. Felten (1981, p. 91), for example, indicated that education "involves discipline, respect and values as well as book learning" (emphasis added). This was an important reason for parents of both independent schools and parochial schools, whether they be Catholic or Christian (Greeley, McCready, and McCourt, 1976; Frechtling, Edwards, and Richardson, 1981; Turner, 1981). Some parents transferred their children to private schools because of dissatisfaction with public school

discipline; other parents continued their children's education in parochial schools for the same reason. Academic discipline, according to Bergen (1982), was an advantage of private schools, an important priority of parents choosing a private school. In fact, as Kaushaar (1972,) indicated, about 62% of Catholic school parents, 64% of Protestant school parents, and 30% of independent school parents considered discipline an important reason for choosing the private school alternative.

Transferring to a private school in order to have more discipline was cited by Hunter, Stevens, and Kettle (1979) as a reason often given by parents. Discipline was also an important priority for Maryland parents. In fact, as reported by Frechtling, Edwards, and Richardson (1981), it was the first priority for parents transferring their children from the Montgomery County Public Schools to private schools. The follow up study, that of Frechtling and Frankel (1982), indicated that these parents were much happier with the discipline of the private schools; more specifically, of the parents responding, only 45% had been satisfied with public school discipline while over 96% were satisfied with their private school discipline. This dissatisfaction of parents with public school discipline problems and violence was also a reason for Kentucky parents sending children to fundamentalist (Protestant) schools (Turner, 1981).

Although private schools may be either independent or any of a variety of religious denominations, most private school students attend Catholic schools (Greeley, 1982). The 1985 National Catholic Education Association study indicated that fewer behavioral problems were experienced in Catholic schools than in most public schools. Greeley, McCready, and McCourt (1976) identified discipline as a major reason for parents selecting a parochial school. They found, for example, that the desire for discipline was the third most frequently given reason, with 18% of the parents specifically listing more discipline as their priority. Additionally, these researchers reported a positive correlation between desire for discipline and parents' education level; the discipline appeared nearly twice as important for college educated parents as 35% percent of these parents listed discipline as their first priority, compared to a relatively small 18% of the total sample. Discipline was also a facet examined by Abramowitz and Stackhouse (1980), who concluded that better discipline is a characteristic of parochial school students. Perhaps, as suggested by Glazer (1982), parochial school students and their parents share a common attitude toward discipline and education.

These studies have suggested that discipline is a prime concern of parents who make the private school choice. That public school officials are aware of the

parental concern for discipline was exemplified by Nebraska ECS Commissioner Ross Rasmussen who, in "The Flight from the Public Schools" (Education Commission of the States, 1980, p. 7), "raised a question [as to] why 'we have a double set of laws for discipline in the public and nonpublic schools.'" Whatever the reason, this double standard appeared to be an important reason for parents making the private school choice.

Specific Reasons: Noninstructional Factors

In addition to such basic concerns as religious education, curriculum, achievement, teachers, class size, individual attention, environment, and discipline, parents also chose the private school alternative because of miscellaneous noninstructional factors. Bridge and Blackman (1978), in their NIE study of education alternatives, clearly stated that "noninstructional factors are more important than curriculum issues" (p. 44). But what, specifically, were these noninstructional factors?

For the most part these factors appeared to be a concern of limited groups of parents. For example, family tradition was a relevant reason for many private school families (Greeley and Rossi, 1976). Another study, that of Hunter, Stevens, and Kettle (1979), reported that parents were concerned with the maintaining of children's

existing friendships. Frechtling and Frankel (1982) also mentioned the importance of where children's friends attend school. However, in addition, these researchers' noninstructional factors included the location of the school, free tuition to children of faculty members, and the lack of time of nonpermanent residents to investigate the quality of public schools. The final three factors obviously appeared important to different groups of parents, e.g., neighborhood residents, school faculty, and foreign, military, or corporation families.

Yet other noninstructional factors appeared to affect the decision-making of larger groups. Many parents of the lower or middle socio-economic classes viewed private school education as a means to socio-economic mobility. Bryk and Holland (1982), for example, found that Catholic schools not only "contributed positively to the economic and occupational success of Catholics" (p. 9) but also "opened up educational opportunities to those in lower social classes" (p. 11). Another large group of parents choosing private schools was that of white southern parents; according to Walker and Woodson (1983), "no issue has been more controversial than the desegregation of public schools . . . [causing] many parents to seek refuge for their children in private schools" (p. 7). Desegregation and socio-economic mobility were reasons for many parents. But whether

espoused by a limited group or by one with a vast membership, noninstructional factors did influence the private school choice.

An additional, very important noninstructional factor was that of parental involvement, or parental interaction, a common school organizational component (Thomas and McTaggart, 1983). Indeed, the public perceived private schools as more tolerant of parent involvement and as more receptive of parent decision-making, perhaps because of being less hampered by an unwieldy bureaucracy (Abramowitz and Stackhouse, 1980). Perhaps it was the smaller size of the private school which, in reducing the need for a cumbersome bureaucracy, made possible greater parent involvement, involvement indicated as a reason in "Why Parents" (1983). For, as Kraushaar (1972) indicated,

the typical private school is relatively small and familial and thus in a good position to establish direct cordial relations with parents as well as keep them informed. (p. 104)

That parent involvement was a function of school size appears obvious.

But the smaller size of the school, alone, was insufficient as a reason for greater parent involvement. There was, in addition, the greater local control of the private school, local control resulting from the economic impact of the private school parent. Kraushaar (1972)

explained this power and the resultant increase in parental involvement.

Private schools, on the other hand [as opposed to public schools], are under the necessity of competing for the custom of buyers, and this process places the power of decision in the hands of families which function in effect as the school district for the purpose of assigning specific schools. And since the "buyer" pays the tuition directly to the school, the budget is locally controlled, with families having a voice, in that support is forthcoming only as long as the family is satisfied with the school. (p. 102)

The inference is unmistakable: "families having a voice" means parent involvement; parent involvement increases parent satisfaction; and parent satisfaction determines school success.

Parents do want to be satisfied with the school. That their desire to be in communication with the school was a reason for the private school choice was evidenced by the Frechtling and Frankel study (1982) in which 95% of private school parents were satisfied with the communication with the school while only 58% of public school parents were satisfied. In fact, parent participation was given as a major reason for choosing a private school by 21% of the Catholic school parents, by

42% of the Protestant school parents, and by 11% of the independent school parents (Kraushaar, 1972). To these parents who sincerely want to be involved, the concept of private school choice is not so much choice as necessity.

Specific Reasons: Dissatisfaction with Public Schools

Curriculum, discipline, involvement, and the other specific reasons do appear important. But, in summary, perhaps the major reason parents make the private school choice is dissatisfaction with the public school, dissatisfaction with public school curriculum, discipline, involvement, environment, and other features. Whether or not this public school dissatisfaction has, indeed, resulted in what Louis Rabineau, Director of Advanced Leadership Program Services, labeled as "the flight from the public schools" and classified as "one of the most stirring topics in education" (Education Commission of the States, 1980, p. ii) is questionable. However, parental dissatisfaction with the public school seems to be the unifying reason for parental choice of private education.

The research previously cited indicates that parents sought private schools for their children for a variety of reasons. They wanted religious instruction for their children. They wanted a different curriculum, one which provided college preparation without excluding religion and values. They wanted higher achievement and better

teachers, smaller classes and more attention to individual student needs. They wanted a more structured, perhaps safer environment, one with more discipline. They also had noninstructional concerns: they wanted a better chance for their children's upward socio-economic mobility; they wanted to avoid desegregation; they wanted convenience. They wanted, also, to be involved in their children's education. And they felt that the public school is failing in these areas.

In short, many parents felt that the public school had become too big to be effective, that, in effect, the public school was nonproductive. These concerned parents viewed the public school system as an ineffective bureaucracy which, because of its size, was no longer able to respond to the needs of its clients (Abramowitz and Stackhouse, 1980). As school districts grow, administrators become more and more separated from the teaching/instructional function, and the business of the school becomes not of teaching children but of managing personnel and physical plants. Priorities become paring costs, pacifying interest groups, and passing budgets. Although these bureaucratic concerns cannot be ignored by any responsible school administration and board of directors, some parents complained that such concerns were reducing the quality of education. Some unhappy Maryland parents, as indicated by Frechtling and Frankel (1982),

expressed their "dissatisfaction with the way the [public] school conducts its business" (p. 2) by transferring their children to private schools; others, specifically Black parents in the midwest, reacted to their concern about the inadequate public schools by also sending their children to private schools (Ascher, 1986); such actions serve to increase the public schools' financial problems by reducing the amount of state and federal aid to be received.

In addition to nonproductivity, parents objected to racial integration, to a perceived decline in student interest (Frechtling, Edwards, and Richardson, 1981), to the specific school or teacher to which one's child had been assigned, and to the public school experience of a previous child (Frechtling and Frankel, 1982). It was recognized that parental dissatisfaction with the public school was inversely related to private school enrollment (Gemello and Osman, 1982). That the polls for the last ten years have indicated the American citizen's declining support for public education appeared to emphasize parental dissatisfaction with the public school as a reason for parents making the private school choice (Hawkins, 1982).

Collateral Studies:

Black Parent Expectations and Results: A Minority Report
Catholic League for Religious and Civil Rights Study

According to a recent study of innercity private education, black parents, even non-Catholic black parents, were sending their children to Catholic schools (Catholic League for Religious and Civil Rights (CLRCR), 1982). Whereas dissatisfaction with public schools was a major factor with other private school parents, black parents were choosing parochial education because they wanted quality education. These parents not only emphasized the educational quality but also clearly distinguished between educational quality and religious education. However, they were not opposed to religious education. In fact, they viewed religious and moral values as an integral facet of quality education. What really attracted these parents, what motivated their choice of parochial education, was not negativism toward public schools but rather their positive attitudes toward the education offered in these innercity parochial schools.

That the concerns of black parents were the same concerns of other private school parents appeared obvious, as shown in this 1982 Catholic League study. These black parents were concerned with behavior, attitude, and achievement.

One of the results reported by black parents was their perception of their child's behavior at home since enrolling in the private school. In this sample of nearly 4,000 parents, 35% percent (1,412) judged that the at home

behavior to be greatly improved, while 32% (1,287) judged it to be somewhat improved; therefore, two-thirds of the parents found improvement; this is compared to only four percent (139) who felt at home behavior had worsened (CLRCR, 1982). An even more positive result was reported by these black parents when they judged their children's attitudes about their schools. Seventy-seven percent (3,034) strongly agreed that their children's attitudes were positive, while 21 % (830) somewhat agreed; so 98% found a positive school attitude, compared to about two percent (84) who somewhat disagreed and about two-tenths percent (9) who strongly disagreed (CLRCR, 1982).

An almost identical black parent response was reported in the area of parents' perception of children's reading and writing achievement in the innercity private schools. Seventy-two percent (2,821) strongly agreed that their children had learned to read and write well while about 26% (1,006) reported successful achievement; this is compared to about two percent who reported lack of achievement (CLRCR, p. 41).

Black parents in the innercity schools study were pleased with their private school choice. Whether or not private schools were doing a better job than public schools, it appeared, as indicated by Walker and Woodson (1983), that minorities were increasingly examining the private school choice.

Results of Studies

As Greeley (1982) noted, "there is virtually no literature on the effect of Catholic education, to say nothing of the effect of such education on minority students" (p. 8). However, three studies do address the effect of Catholic education on minority students: Morton, et al. (1977) on parochial school achievement in Rhode Island; Coleman, Hoffer, and Kilgore's 1980 comparison of public and private schools; and Greeley's own discussion of minority student achievement (Greeley, 1982). These studies of effects of Catholic education are included in anticipation of discussion of the relationship/lack of relationship between the effects reported here and the expectations which will be revealed by this study.

The Morton Study: Analysis of Differences

A 1977 study by Morton, et al. reported that on the Iowa Test of Basic Skills, parochial school students in Rhode Island performed better than their public school counterparts. Five reasons were suggested for the superior performance of the Catholic school students. First, the parochial curriculum stressed basic procedures; more time was devoted to direct instruction in basic skills. Second, the parochial schools had more effective discipline procedures; less time was spent disciplining so more time could be spent on instruction. Third, parochial

students received more instruction because their attendance was higher. Fourth, parochial students received more parental support, and fifth, possibly as a result, parochial students were more highly motivated. This state study of Morton and his eight colleagues was followed in 1980 by a national study of high school sophomores and seniors.

The "Public and Private Schools" Study

Using data collected by the National Opinion Research Center (NORC) as the basis of the High School and Beyond study of 1980 high school sophomores and seniors, James Coleman, Thomas Hoffer, and Sally Kilgore compared public and private schools (Coleman, Hoffer, and Kilgore, 1981). This report covered four common areas of concern: the school composition, the resources, the functioning, and the student outcomes. This study examined the accuracy of basic premises and suggested reasons for its conclusion of superior academic achievement in private schools.

One premise was that "private schools produce better cognitive outcomes than do public schools" (Coleman, Hoffer, and Kilgore, 1981, p. xxiv). The "Public and Private Schools" (P&PS) results showed that this premise was true. In fact, even controlling for any family background factors which predict achievement, private school students, both in Catholic and other private schools

achieved at a higher level than public school students. Another premise supported by the study was that "private schools provide a safer, more disciplined, and more ordered learning environment" (Coleman, Hoffer, and Kilgore, 1981, p. xxvi). The study found not only that this premise was true but that also that it was in the area of discipline that the greatest difference between private and public schools occurred.

Two other premises of the study were neither confirmed or refuted. For example, little evidence was found to prove or disprove the premise that private schools were superior to public schools in creating an interest in learning . Similarly, little evidence was shown to support the premise that better character and personality development occurred in private schools than in public schools.

Another premise was disproved by the data. The expectation that smaller class size was characteristic of private schools and that such smaller class size provided for greater contact of teachers and students was found to be false. In fact, the data indicated that the ratio of students to teachers is actually higher in Catholic schools. In addition, no evidence existed to substantiate the claim of teacher-student contact. The major finding of P&PS, therefore, was that private schools produced greater academic achievement.

Refutation of "Private and Public Schools"

Although the P&PS study concluded that greater scholastic expectations and a more disciplined environment resulted in higher scholastic achievement, various researchers, finding fault with the methodology, the results, and the conclusion, have refuted Coleman, Hoffer, and Kilgore's 1981 study. For example, Goldberger and Cain (1981) found fault with the methodology of P&PS; arguing that the methodology was inadequate in terms of socio-scientific research techniques, Goldberger found the conclusions to be unwarranted. Page and Keith (1981) also found fault with P&PS; basing their conclusions upon what they perceived as a stronger correlation between student background and student achievement than that shown in P&PS, what they perceived as the failure of P&PS to consider school-free measures of student ability, and what they viewed as inadequate consideration of the variable of homework time, they concluded that the claim that schools in the United States generally result in higher achievement than the public schools was unjustified. Page and Keith (1981) argued strongly that any increase in achievement was caused by the superior students attending private schools. However, this argument itself had been effectively refuted earlier by Hancock's 1971 study (as quoted in "A Den of Iniquity: Private Schools Reconsidered" (Doyle, 1982), which found that

in Chicago students were not creamed off in terms of superior ability as reflected in IQ tests. In fact, compared, the city-wide average IQ scores for Catholic schools were slightly lower than those for public schools. (qtd. in Doyle, 1982, p. 13)

In yet another refutation, Crain and Ferrer (1982) found that the higher achievement in private schools did not exist, at least not to the extent reported in P&PS. Basing their conclusion on a reanalysis of the NORC data, Crain and Ferrer (1982) stated that when the data was analyzed on the school level rather than on the individual level of P&PS, the higher academic achievement was much less than reported in P&PS.

Three other early 1980 studies, those of Rogers (1983), Conner (1983), and Walberg and Shanahan (1983), also refuted P&PS. Rogers (1983), apparently unaware of Doyle (1982), disclaimed the conclusion of P&PS on the basis of the superior achievement resulting not from superior schools but from superior students. Conner (1983) and Walberg and Shanahan (1983) found fault with the P&PS methodology. According to Conner, the P&PS effort to separate facts from values resulted in a distortion of both facts and values. Similarly, Walberg and Shanahan found that if students' background and extracurricular experience were statistically controlled, no evidence was found that private schools produced superior achievement.

As indicated in the summary of Rogers (1983), Conner (1983), and Walberg and Shanahan (1983), the suggestions of Kilgore, Hoffer, and Manno (1982) apparently fell upon deaf ears. The authors of this update of P&PS suggested that

further efforts to investigate these results should take two tracks, different from most of the criticism to date. First, test further the results, not with reanalysis of existing data, but with different data. Second, take the results provisionally as correct, and attempt to answer the question of why they are as they are. (Kilgore, Hoffer, and Manno, 1982, pp. 7-8).

Coleman, Hoffer, and Kilgore (1982), however, were not the only researchers to reanalyze the NORC data; Greeley (1982), too, found in this data evidence for his conviction of the superiority of parochial schools.

The Greeley Study:

CATHOLIC HIGH SCHOOLS AND MINORITY STUDENTS

As indicated by the author himself, CATHOLIC HIGH SCHOOLS AND MINORITY STUDENTS (Greeley, 1982)

focuses on a single subject -- minority students attending Catholic secondary schools -- and addresses a single problem which will give structure and shape to the present volume: Why

black and Hispanic students who attend Roman Catholic secondary schools display much higher levels of academic effort and achievement than black and Hispanic young people attending public schools. (p. 3)

Before proposing the reasons for greater effort and higher achievement, Greeley (1982) substantiated the claim for higher achievement. Using data collected by the National Opinion Research Center (NORC) for the High School and Beyond study of 1980 high school sophomores and seniors, Greeley demonstrated markedly higher achievement not only for blacks, Hispanics and, more specifically, Mexican Americans, but also for whites (Anglos). For example, the following results were observed.

Table 3

Academic Performance in Catholic and Public Schools

Students	Schools	
	Catholic	Public
Blacks	-.44	-.91
Hispanics	-.23	-.77
Mexican-Americans	-.13	-.87
Whites (Anglos)	+.25	-.01

Note. Scores are expressed as z scores.

An analysis of the data revealed that Catholic school black and Hispanic students score about one-half standard deviation higher than their public school peers: z scores indicate that Catholic school blacks scored .47 higher than public school blacks, a difference of nearly one-half standard deviation. Similarly, Catholic school Hispanics scored .54 higher than public school Hispanics, a difference of just over one-half standard deviation. A even greater difference was found with Catholic school Mexican-American students who scored nearly three-fourths of a standard deviation higher than their public school counterparts. Thus, in terms of individual minority groups, Catholic school students did score considerably higher than public school minority students, leading Greeley (1982) to conclude that "on the average the quality of education in Catholic schools is better than in public schools for blacks and Hispanics, but also for white [(Anglo)] students" (p. 81).

That higher achievement in Catholic schools is not limited to minorities is, as concluded above, also evident. Catholic school white (Anglo) students scored about one-fourth a standard deviation higher than public school white (Anglo) students. However, perhaps of even greater importance, as illustrated in Table 4, an alternate look at the data revealed an interesting fact about the difference between minority and white (Anglo) achievement

in Catholic and public high schools. As the absolute value of z scores indicates, the difference between minority achievement and white (Anglo) achievement was smaller for the Catholic school students: .48 of a standard deviation smaller for Mexican-Americans, .28 of a standard deviation smaller for Hispanics, and .21 of a standard deviation smaller for blacks. Thus, the correlation between achievement and race or ethnicity was much lower among Catholic school students than among public school students.

Table 4

Academic PerformanceMinority vs. White in Catholic and Public Schools

Students	Schools			
	Catholic		Public	
	Students		Students	
	Minority	White (Anglo)	Minority	White (Anglo)
Mexican-American	-.13	+.25	-.87	-.01
Hispanics	-.23	+.25	-.77	-.01
Blacks	-.44	+.25	-.91	-.01

Note. Scores are expressed as z scores.

But specifically just what in the Catholic school

is responsible for higher achievement? Another consideration in Greeley's 1982 study was that of Catholic school discipline, especially the effect of discipline on achievement. Discipline was a concern of both white (Anglo) parents and minority parents; sometimes, especially for innercity black parents, the expectation of discipline was a determining factor in private school choice. Greeley (1982) raised some interesting questions about discipline:

Do young people do better academically in Catholic schools because they are afraid of the awesome disciplinary power of the schools? Do they learn more because they can devote more of their attention in the school environment to academic questions instead of surviving disciplinary hassle . . . Or are teachers better able to instruct students if their time is less occupied maintaining order among the unruly members of the class? (p. 30)

Whatever the reason, Greeley's 1982 study indicated that discipline was a major factor. In fact, Greeley's study showed that, in terms of school discipline as judged by the students and as defined as having a discipline problem or having cut a class, nearly a full standard deviation separated Catholic and public school students. In fact, according to Greeley, all groups of Catholic

school students reported experiencing fewer discipline problems than did students attending public schools.

Perhaps one reason for few discipline problems reported at Catholic schools is the stern reputation of Roman Catholic religious orders who either own or administer Catholic schools. Greeley (1982) indicated that while Catholic schools owned by the religious order which administered them had fewer discipline problems than Catholic schools just administered by a religious order (but owned otherwise), in general, all Catholic schools had fewer discipline problems than public schools.

An examination of data on the students' evaluation of the school reveals results similar to those concerning discipline. Greeley's 1982 study also indicated that Catholic school students have a higher regard for not only their instruction but also for their instructors. The data revealed that in comparison to their public school peers, the quality of instruction was rated to be excellent by over 2.5 times as many Catholic school whites (Anglos), by nearly twice as many (1.85) Catholic school Blacks, and by over three times (3.1) as many Catholic school Hispanics. More specifically, in terms of standard deviation, quality of instruction showed a .61 difference for white (Anglo) students (-.33 to +.28), a .62 difference for Black students (-.47 to +.62). and a difference of .72 for Hispanic students (-.47 to +.34) (Greeley, 1982, p. 41).

Additionally, in a similar comparison, teacher interest was rated to be excellent by 2.5 times as many Catholic school white (Anglo) students, by over twice as many Catholic school Black students, and by over 2.3 times as many Catholic school Hispanic students. Greeley (1982) concluded that

young people in Catholic schools, whatever their racial or ethnic background, seem to like their schools or at least give them a high rating not only in the fairness and effectiveness of discipline but also and especially on the quality of instruction and teacher interest. (p. 41)

Discipline and instruction may have a direct effect on achievement, but so may yet another facet of Catholic school education. This third area of consideration in the 1982 Greeley study was that of college aspirations. Greeley found that not only did big differences exist between the college aspirations of parents of Catholic school students and public school students but also, somewhat surprisingly, between Catholic school Black and Hispanic parents and Catholic school white (Anglo) parents. Catholic school Hispanic students were "almost 30 percentage points more likely to say they expect to graduate from college" (Greeley, 1982, p. 3) than their public school peers. Additionally, based on students' evaluation of their parents, "black and Hispanic Catholic

school parents are even more likely [than white (Anglo) Catholic school parents] to expect their children to graduate from college" (Greeley, 1982, p. 21).

Discipline, quality of instruction, and college aspirations -- Greeley's 1982 study cited these three factors as influencing the higher academic achievement of Catholic secondary school students.

"The Catholic High School: A National Portrait"

Describing itself as "the first extensive inquiry focused on the many facets of Catholic high schools nationwide" with "unique scope" and "unmatched depth," the most recently published National Catholic Education (NCEA) study (1985, p. 171) provided a national summary of the observations of Catholic secondary school principals in the United States. These observations appear to be concerned with the some of the same facets which have been identified as parental reasons for making the parochial school choice.

The data indicated that the Catholic high schools had a common mission of academic excellence, faith development, and sense of community. This NCEA study indicated that the nation's Catholic high schools shared six general characteristics: "a strong emphasis on discipline, an orderly environment . . . shared commitment to academics, structure, a sense of community, and high

teacher and student morale" (NCEA, 1985, p. 173).

According to the NCEA study (1985), high achievement was reported as the result of a national Catholic stress on academic excellence. Rigorous graduation requirements were the norm, even in schools with 20% or more low-income students. Nationwide 83% of the class of 1983 went on to institutions of higher education.

Religion was also reported as an integral facet of the Catholic high school (NCEA, 1985). Most schools required three and one-half years of religion coursework. Some required a service commitment, and over 90 percent provided a service opportunity. In this curriculum, the fine arts were often a low priority item; in fact, developing aesthetic appreciation was the goal ranked lowest by the principals.

Environment, too, was reported in the 1985 NCEA study as an important facet of Catholic high schools which also reported experiencing relatively few serious behavior problems. On the average, less than one percent of the students were expelled each year.

In addition, teachers were reported as viewed by principals as deeply committed, and parents were often involved (NCEA, 1985). For example, although fewer than one-third of the parents were active in parent organizations, over 80% of the schools had parent organizations, and about 90% of these schools benefited

from parent volunteers.

With its emphasis upon achievement, religion, curriculum, environment, teachers, and parent involvement, this 1985 NCEA study's conclusions appeared directly related to parental expectations.

Summary

This chapter has presented an extensive review of the literature related to parents/guardians reasons for choosing private schools. But just as important as what the literature says is what it does not say.

This chapter presented both a review of the literature related to reasons of parents/guardians for making the parochial school choice and a summary of five collateral studies. The review of literature discussed the historical reason for parents choosing Catholic schools, to preserve the faith; several general reasons, including those for parents transferring their children from public schools to fundamentalist Protestant schools, and eight specific reasons. These specific reasons included religious or value education, curriculum, achievement, teachers and class size, individual attention, environment, and discipline. In addition, certain noninstructional factors were discussed, including family tradition, children's existing friendships, school location, free tuition, lack of time to investigate public

schools, means to socio-economic mobility, and parent involvement.

The summary of the collateral studies discussed not only black parents' expectations of innercity parochial elementary schools (CLRCR, 1982) but also three achievement studies. The Morton Study (1977) found higher achievement in the parochial schools in Rhode Island; the Private and Public Schools study (Coleman, Hoffer, and Kilgore, 1982) found better cognitive outcomes in parochial schools, and the Greeley study (1982) found greater effort and higher achievement for minority students in Catholic high schools. In addition, the NCEA 1985 study summarized general characteristics of American Catholic high schools and suggested that high achievement was a result of a national Catholic stress on academic excellence.

These were the reasons given by parents/guardians of Jewish day students, of Catholic elementary school students, of fundamentalist school students, of Canadian Catholic school students, and of independent school students. But will Hispanic and white (Anglo) parents/guardians in the southwestern United States express identical, or even similar, reasons? Do Black parents of Chicago innercity grade school students send their children to Catholic schools for the same reasons as Anglo and Hispanic parents/guardians of Arizona suburban

high school students? The answers to these questions were not found in the literature.

None of the literature indicated whether or not any differences in parental reasons for making the parochial school choice were the result of such demographic factors as ethnicity, sex of student, or age of student. Nor did any of the studies indicate whether or not any differences in parents/guardians reasons were related to any other demographic factors, such as age, sex, religion, or socio-economic status of the parents/guardians. The literature also did not indicate whether or not any differences in the reasons of parents/guardians were related to any additional demographic factors of family configuration, school affiliation, family mobility, or parental awareness of existing parochial school conditions.

CHAPTER THREE

Research Procedures

Introduction

This study was designed to ascertain information in the following areas:

1. the reasons for which parents/guardians send their children to a southwestern, urban Catholic high school, and
2. the relationship, if any, of ethnicity (specifically Anglo and Hispanic), age of students, and sex of students to these reasons of parents/guardians.

This study also investigated:

1. the relationship, if any, of sex, age, ethnicity, religion, educational level, and socio-economic status of parents/guardians on reasons of parents/guardians for choosing a parochial high school; and
2. the relationship, if any, of marital status, family configuration, family mobility, and school affiliation on the reasons of parents/guardians for choosing a parochial high school.

Design of the Study

The first step was to formulate the substantive questions: (1) What were the reasons for which parents/guardians send their children to a Catholic high school in the southwestern United States? (2) Were the differences in reasons, if any, related to the specific demographic areas of (a) ethnicity of parents/guardians, (b) age of students, and (c) sex of students? (3) Were the differences, if any, related to other demographic areas?

Research Questions:

1. With respect to ethnicity, was there a significant difference between the means of the respective factors?
2. With respect to sex of student, was there a significant difference between the means of the respective factors?
3. With respect to year in school of student, was there a significant difference between the means of the respective factors?

The Setting

Named for the first Vicar-Apostolic assigned to the Arizona Territory, the research school is one of three Catholic high schools serving a medium-sized southwestern city. Established in 1949 by the local diocese, this

coeducational school for grades nine through twelve has been administered by the Carmelites since 1956. The administration, faculty and staff consist of Carmelite priests and brothers, sisters of various religious orders, and lay people. For example, whereas the principal is a Carmelite priest, the vice-principal for academics is a lay woman.

Located in proximity to both the University of Arizona and Pima Community College, the school has traditionally been college preparatory; in 1987, the school became the first school in the city, and the only coeducational school in Arizona, to be accorded "college preparatory" status by the North Central Association of Colleges and Schools ("Education Kudos," 1987). Traditionally in excess of 90% of the graduates attend institutions of higher education; in the recent past, these institutions have included Stanford, California (Berkeley), Scripps, Notre Dame, Duke, Pennsylvania, Smith, and Harvard, as well as all three of the military academies. This preparatory emphasis is exemplified also in the titles of the curricular programs offered: the College Enrichment Program, the College Prep Program, and the General College Program. A number of vocational classes and fine arts classes are offered; others are available through many of the local public schools.

Cognizant of the bicultural nature of the school community, the school provides advanced classes for those who are fluent in Spanish. Most students take Spanish as their foreign language, but four years study of French is also available. The bicultural nature of the school community is also demonstrated in the counseling department which provides Spanish-speaking counselors.

A private Catholic educational institution for young men and women under the direction of the Carmelite Order, the research high school is accredited by the North Central Association of Colleges and Schools and the Department of Education, State of Arizona. Situated just north of Sonora, Mexico, it enjoys the benefits and the complexities of a tricultural area (Anglo, Hispanic, and Indian).

The Subjects

The 1986-1987 student body of the research Catholic high school consisted of 1,139 students. Of these students, 859 (75%) were Anglo; 238 (approximately 21%) were Hispanic; 33 (approximately 3%) were Asian/Pacific Islander; and 14 (approximately 1%) were Black. No other racial or ethnic groups were represented in the 1986-1987 student body. This information was obtained from the Office of the Principal of the research school.

Since this study dealt with reasons of the parents/guardians, necessitating a survey of the responses

of parents/guardians, the population for this study consisted of the approximately 1,000 parent/guardian households represented by the 1,139 students. Each of the parents/guardians was requested to respond; therefore, the entire population of parents/guardians composed the sample. It was anticipated that approximately 33% of the parents/guardians would return the questionnaires; the actual return rate was 30%.

The Modified Delphi Technique

The Modified Delphi technique was used to identify the reasons for which parents/guardians send their children to the research Catholic high school. This Delphi technique, often used in various fields of study as a consensus generating technique (Rasp, 1973; Uhl, 1983), was originally developed by Olaf Helmer as a means of reaching consensus without the difficulties inherent in face-to-face discussions (Pfeiffer, 1968; Uhl, 1983). At first primarily used to generate forecasts, the Delphi later came to be utilized in business and economics. Since 1970, the Delphi technique has been used in education for projects as varied as goal specification (Hudspeth, 1970), curriculum development and design (Judd, 1971; Reeves and Jauch, 1978), public school goals (Rasp, 1973), and adult education goals (Rossman and Bunting, 1978). The Delphi technique, according to Adelson (1967), is a procedure for

the "systematic solicitation and collation of expert or informed opinion . . . [through] a carefully designed program of sequential individual interrogations (best conducted by a questionnaire)" (p. 29). Thus, the Delphi involves a specific leveled procedure, often a four level procedure. On the first level, the respondents indicate their responses to open-ended questions; on the second level, the respondents, using common criteria, evaluate and modify level one responses. On the third and fourth levels, further modifications are made (Uhl, 1983; Barnette, Danielson, and Algozzine, 1978; Rasp, 1973).

Of course, alternative approaches are possible. The researcher can provide the respondents with a structured questionnaire (Uhl, 1983) or with a questionnaire that is part structured and part open-ended (Sheridan, 1979). Other options are to combine levels three and four or, as did Wright (1980) and Sheridan (1979), to just use a two level modified Delphi technique. In this study the modified Delphi was also used; levels three and four were eliminated.

The original purpose of the Delphi technique was to generate consensus. However, the purpose of this study was simply to identify the differences, if any; thus, only two levels were used. To avoid questioning bias, level one was an open-ended questionnaire; level two consisted of

demographic identification and evaluation of generic statements based upon the level one responses.

However, in addition, use of the Delphi technique requires not only questionnaires but also respondents, respondents who should be "recognized experts in the field of concern" (Gordon and Helmer, 1966, p. 48). Again, in 1967, Helmer spoke of "experts," suggesting that "expert opinion must be called upon . . . in the absence of an accepted body of theoretical knowledge" (p. 11). Since no such body of theoretical knowledge regarding the reasons for which Anglo and Hispanic parents in the southwestern United States send their children to an expensive Catholic high school appeared in the literature, such experts were necessary; it was believed that these experts were the parent/guardians of the students of the research Catholic high school.

On the first level, an open-ended questionnaire was given to the experts, that is, to each of the parents/guardians attending an evening all-school meeting of parents and teachers. All parents/guardians were asked to list their reasons for sending their children to the research Catholic high school. These first level responses provided the content for the generic statements in the second level questionnaire. On the second level, all parents/guardians were asked to respond to the second

questionnaire, indicating with a Likert-type scale, their agreement/disagreement with the questionnaire reasons for sending their children to the research Catholic high school. The items on this second questionnaire, composed of all items mentioned two or more times on the first questionnaire, consisted of generic statements, like those of Wright (1980) and Sheridan (1979).

Format of the Questionnaires

The first questionnaire was open-ended. The parents/guardians of the students were provided with pencils and the questionnaire itself. They were asked to simply list as many reasons as they desired for sending their children to the research Catholic high school. Each parent/guardian was handed a questionnaire as he entered. Boxes were provided for the collection of the questionnaires.

The second questionnaire consisted of two sections. The first section collected demographic information about the respondent; these demographic items were designed to identify the responding parents/guardians in terms of ethnicity, age, and sex of the students; age, sex, ethnicity, religion, educational level, and socio-economic status of the parents/guardians; and marital status, family configuration, family mobility, and family school affiliation. This first section, then, was designed to

provide the information for the independent variables with which the research questions were concerned.

The second section consisted of 42 generic statements of the reasons of parents/guardians for sending children to the research Catholic high school. These 42 generic statements evolved from the 614 responses of parents/guardians to Questionnaire I; when all legible items which were mentioned two or more times were categorized, the result was these 42 generic items. Each item was then structured into a positive statement which examined a single concept. Parents/guardians indicated their agreement/disagreement with these reasons by marking a Likert-type scale. These questionnaires were mailed directly to the parent/guardian households; self-addressed, stamped envelopes were provided for the return of the questionnaires which were sent to the parents/guardians of the freshmen and senior students; self-addressed envelopes were provided for the return of the questionnaires which were sent to the parents/guardians of the sophomore and junior students.

Analysis of Data

Questionnaire I consisted of the responses of parents/guardians to a request to list reasons for which they were sending their children to the research Catholic high school. The responses to this questionnaire were

paraphrased when appropriate and categorized; from these responses, generic statements, consisting of all reasons mentioned by two or more of the respondents, were developed.

Questionnaire II consisted of two sections. The first section was the identification section, through which parents/guardians classified themselves by responding to selected demographic items. The second section was the generic statements derived from Questionnaire I; the parents/guardians indicated the relative importance of each of these 42 items by marking a Likert-type scale.

Using the RVAX computer and the Statistical Package for the Social Sciences, Tenth Version (SPSSX), the results of Questionnaire II were analyzed. The first statistical procedure was an examination of measures of central tendency; frequency distributions, means, and standard deviations were prepared for each demographic category in Section One and each reason in Section Two. The second statistical procedure was an exploratory factor analysis. It was believed that there would exist a limited number of underlying factors which would be responsible for the anticipated co-variance of the observed variables (Kim and Mueller, 1979); thus, factor analysis was used as a data reduction technique. As a result of the exploratory factor analysis, the 42 reasons were reduced to seven underlying

factors. The third statistical procedure was analyses of variance (ANOVA). These ANOVA's examined three-way interaction effects, two-way interaction effects, and main effects. The underlying factors were the dependent variables; the demographic categories were the independent variables; significant difference was evaluated at the .05 level. A post hoc test, the Scheffé, was used to identify significant main effects relationships.

CHAPTER FOUR

Presentation and Analysis of Data: Questionnaire I

Introduction

Questionnaire I, distributed to all of those parents/guardians who attended the fall semester Parents' Night in November, 1985, was open-ended. It, as indicated in Appendix A, simply requested that parents/guardians list the reason or reasons for which they decided to send their child to the targeted Catholic high school in a medium-sized city in the Southwestern United States. Those distributing the questionnaires handed a questionnaire and a pencil to each parent/guardian who entered the site of the meeting, politely asked each parent/guardian to complete the questionnaire as he/she waited to talk to his/her child's individual teachers, and requested that each parent/guardian drop the completed questionnaire in one of the boxes near the exits before he/she departed that evening.

Analysis

Of the parents/guardians attending the Parents' Night, 153 returned completed questionnaire forms. These 153 forms listed a total of 614 reasons for for which parents/guardians were sending their children to

the targeted Catholic high school. Of the 153 questionnaires which were returned, 6 contained 1 reason, 16 contained 2 reasons; 35 contained 3 reasons; 34 contained 4 reasons; 48 contained 5 reasons; 9 contained 6 reasons; 2 contained 7 reasons; 2 contained 8 reasons; and 1 contained 11 reasons. An examination of measures of central tendency revealed that the mean number of reasons was 4.01; the medium was 4.45; the mode was 5; and the standard deviation was 1.48.

Next, each of the 614 reasons was placed on a separate index card. These 614 reasons were paraphrased when appropriate and then classified into the 14 categories indicated in Table 5. Of the 614 responses, 22 were omitted. One of the 22 was illegible; the other 21 were items which were mentioned only once. The omission of these 22 items reduced the number of total responses to 582 and reduced the number of first responses to 147. These 582 total responses were next categorized into 42 generic items, subdivided into 14 categories. The number of total responses and the number of times a reason was a first response were also indicated in Table 5. These 42 generic items, the number of times each was mentioned, and the number of times each was a first response were indicated in Table 6.

Table 5
Categories and Responses

Categories	Responses	
	Total	First
Religion	96	24
Academic Standards	91	48
Environment	70	15
Discipline	54	7
Teachers	70	11
School Size	24	5
Students	14	5
Reputation	27	6
College Preparation	27	9
Curriculum	17	4
Student Body	30	4
Activities	23	0
Public School Dissatisfaction	14	8
Parents/Family	25	1
Totals	582	147

Table 6

Reasons and Responses

Reasons	Responses	
	Total	First
Religion		
1. Provides instruction in religion and understanding of the Catholic faith.	36	10
2. Provides an influential spiritual atmosphere, including God and prayer.	35	11
3. Develops standards/values similar to home standards/values.	25	3
Academic Standards		
4. Has higher academic expectations.	55	29
5. Provides academic challenge	9	2
6. Provides a better educationn	27	17
Reputation		
7. Has an excellent academic reputation in the community.	27	6
Environment		
8. Provides a Catholic/Christian environment	8	5

Table 6, ContinuedReasons and Responses

Reasons	Responses	
	Total	First
Environment, continued		
9. Provides a community-oriented environment.	3	1
10. Contains a disciplined, structured environment.	16	2
11. Provides closer student supervision.	8	1
12. Provides small school atmosphere.	10	1
13. Provides a better learning environment.	9	5
14. Provides a positive, caring environment.	11	0
15. Contains fewer drug problems.	5	0
Discipline		
16. Provides better discipline and higher student conduct standards.	52	7
17. Provides discipline standards similar to home discipline standards.	2	0

Table 6, Continued
Reasons and Responses

Reasons	Responses	
	Total	First
Teachers		
18. Provides dedicated and concerned teachers.	29	0
19. Provides teachers with Catholic/Christian values.	2	1
20. Provides higher quality of teachers.	15	1
21. Provides higher quality of instruction.	4	1
22. Permits better teacher/student relationships.	5	2
23. Provides more individual attention for students.	15	6
School Size		
24. Is a smaller school.	13	4
25. Contains smaller classes.	11	1
Students		
26. Is the student's choice.	10	5
27. Is the school the student's friends are attending.	4	0

Table 6, Continued
Reasons and Responses

Reasons	Responses	
	Total	First
Student Body		
28. Has a "quality" student body.	13	1
29. Contains a good mixture of students.	3	0
30. Has responsible students who come to school to learn.	7	1
31. Has students who develop good study habits.	7	2
Curriculum		
32. Stresses an excellent college preparation program	27	9
33. Provides a program for advanced students.	3	0
34. Requires a basic curriculum.	7	2
35. Provides structured classes.	7	2
Parents/Family		
36. Provides better parent/teacher communication.	6	0
37. Allows more parent involvement.	8	0

Table 6, Continued
Reasons and Responses

Reasons	Responses	
	Total	First
38. Provides type of education (Catholic/private) which parents/guardians received.	4	1
39. Provides same education siblings received/receiving.	7	0
Public School Dissatisfaction		
40. Allows avoidance of inadequate public schools.	14	8
Activities		
41. Provides a good sports program.	15	0
42. Develops good school spirit.	8	0
Totals	582	147

As indicated in Table 6, Questionnaire I provided some 42 reasons in 14 different categories. However, continued consideration of these categories revealed that they were not mutually exclusive, that some categories were, in fact, subsets of more general categories. As a result, the new category "academics" was created from the former categories

of "academic standards," "reputations," "college preparation," and "curriculum." Likewise, "environment" was redefined to include not only the previous category "environment," but "school size" and "discipline" as well. Similarly, "students" was redefined to include not only the previous category "students," but "student body" as well. The other of the 14 categories, those of "religion," "teachers," "parents/family," "activities," and "public school dissatisfaction" were accepted as being mutually exclusive.

Examination of these eight new categories revealed that any conclusions depended upon the type of data being analyzed. For example, Table 7, which emphasized total responses of the parents/guardians, indicated that over one-half of the responses were related to environment and academics. On the other hand, only about one-sixth of the responses were related to religion; in addition, less than one-tenth of the responses were related to any of the remaining five categories.

However, a comparison of Table 7 with Table 8, which emphasized first responses, reveals a difference not only in the degree of the emphasis but also in the ordering of one of the categories. More specifically, Table 8 yields a different view of the relative importance of academics and discipline; in addition, it indicates a

different ranking of public school dissatisfaction as a reason.

Table 7

Categories Ranked by Total Responses

Categories	Total Responses	
	no.	%
Environment	168	28
Academics	162	27
Religion	96	16
Students	54	9
Teachers	50	8
Parents/Family	25	4
Activities	23	4
Public School Dissatisfaction	14	2
Totals	582	98*

Note. *Total percent is less than 100 due to rounding error.

Table 8 reveals that the first reason for nearly one-half of those responding was related to academics; in addition, the first reason for nearly three-fourths of the respondents was either academics or environment. Religion did maintain its one-sixth share. However, when

categories were ranked by first response, public school dissatisfaction rose from eighth, the last ranking, to fifth.

Table 8

Categories Ranked by First Response

Categories	First Responses	
	no.	%
Academics	37	46
Environment	35	24
Religion	24	16
Students	9	6
Public School Dissatisfaction	8	5
Teachers	3	2
Parents/Family	1	1
Activities	0	0
Totals	147	100

Summary

Questionnaire I was given to all parents/guardians attending a parents'/guardians' meeting. The 614 separate responses to this first questionnaire were reduced to 42 reasons in eight different categories. Although the relative importance of the categories depended upon whether

or not the data was ordered by total responses or by first responses, three major areas, those of academics, environment, and religion, appeared to be the most important reasons for those parents/guardians who attended the parents' night.

The 42 reasons, which answered the first substantive question, "What were the reasons for which parents/guardians sent their children to a Catholic high school in the southwestern United States," provided the basis for the 42 items to which all parents/guardians were asked to respond on Questionnaire II.

Presentation and Analysis of Data: Questionnaire II

Introduction

Questionnaire II was mailed to all of the parents/guardians whose children were students of the research Catholic high school during January, 1987. Each two-parent household received two copies of the questionnaire for each child enrolled in school. The questionnaires were on contrast colored paper to emphasize that two questionnaires were included in each envelope. There was no attempt to color code the responses. Each one-parent household received one copy of the questionnaire. Copies were mailed separately to

those households in which parents were divorced or separated.

Each mailing to parents of freshman and senior students included the questionnaires or questionnaire and a self-addressed, stamped envelope for the questionnaires' return; each mailing to parents of sophomore and junior students included the questionnaires or questionnaire and a self-addressed envelope. Each mailing was included within the regular midquarter school mailing, a mailing which the parents/guardians were expecting.

Of the approximately 2,230 questionnaires which were sent, 671 were returned; thus, about 30% of the questionnaires were returned. Of these 671, three contained demographic information only, and two others omitted all responses to the last page.

The analysis of the Questionnaire II data involved three statistical procedures: frequency distributions, exploratory factory analysis, and analysis of variance. All three procedures were accomplished using the Statistical Package for the Social Sciences, Tenth Version (SPSSX) on a RVAX (VAX 8600) computer. The first step in the analysis was to construct a frequency distribution for each of the variables of the two

sections of Questionnaire II; one distribution was constructed for the 14 demographic categories of section one, which were the independent variables; a separate one was constructed for the 42 reasons of section two, which were the dependent variables.

The second step was the application of exploratory factory analysis. The purpose of this data reduction technique was to reduce the 42 dependent variables to a more parsimonious set. As a result of the exploratory factor analysis, they were reduced to seven factors.

The third step was the application of analysis of variance. The purpose of the analysis of variance was to identify the effect of each of the independent variables upon the dependent variables. Graphs were used to illustrate the interaction effects. A post hoc test, the Scheffè, was used to identify significant differences for independent variables of three or more levels for which the null hypothesis was rejected at the .05 level.

Analysis: Frequencies

Section One: Demography (Independent Variables)

The first section of Questionnaire II was a demographic section which identified each responding parent/guardian in terms of predetermined criteria: child's age, child's sex, parent's sex, ethnicity, parent's age, religion, parent's educational level, family income,

marital status, parent's school history, sibling's high school history, family mobility, and family configuration; family configuration included both family size and child order.

The information about the child's age, child's sex, and ethnicity was necessary to answer the major research questions: "With respect to ethnicity, was there a significant difference between the means of the respective factors?" "With respect to sex of student, was there a significant difference between the means of the respective factors?" "With respect to year in school of student, was there a significant difference between the means of the respective factors?" The other demographic information was collected not only to investigate the effect of these other categories on the reasons of parents/guardians but also to provide as complete a set of descriptive data as possible.

The first demographic category was "child's age"; child's age was defined as child's grade in school. Of the children represented by the 671 parents/guardians who responded, 198 (29.5%) were in the 9th grade; 143 (21.3%) were in the 10th grade; 153 (22.8%) were in the 11th grade; and 177 (26.4%) were in the 12th grade. The relationship between child's age and ethnicity was illustrated in Table 1 of Appendix C.

The second demographic category was "child's sex"; child's sex was defined as "male" or "female." Of the

children represented by the 671 parents/guardians who responded, 329 (49.0%) were male, and 342 (51.0%) were female. The relationship between child's sex and ethnicity was illustrated in Table 2 of Appendix C.

The third demographic category was "parent's sex"; parent's sex was defined as "male" or "female." Of the 671 responding parents/guardians, 280 (41.7%) were male, and 391 (58.3%) were female.

The fourth demographic category was "ethnicity"; ethnicity was defined as "Anglo," "Hispanic," "Black," and "Asian/Pacific Islander." Since a small number, only four Blacks and only seven Asian/Pacific Islanders, were represented among the 671 parents/guardians who responded, Blacks and Asian/Pacific Islanders were combined to create the new ethnic category, "Other Ethnics." The relationship between parents'/guardians' sex and ethnicity was illustrated in Table 3 of Appendix C.

The fifth demographic category was "parent's/guardians' age"; parents'/guardians' age was defined as belonging to one of four age groups: "30 to 40," "41 to 50," "51 to 60," or "over 60." The self-identification of the 671 responding parents/guardians revealed 162 (24.2%) in the 30 to 40 range, 377 (56.2%) in the 41 to 50 range, 116 (17.3%) in the 51 to 60 range, and 15 (2.2%) in the over 60 range; of the 671

parents/guardians, one did not indicate his/her age. The relationship between parents'/guardians' age and ethnicity was illustrated in Table 4 of Appendix C.

The sixth demographic category was "religion"; religion was defined as "Catholic," "Protestant," "Jewish," and "Other." Of the 671 responding parents/guardians, 471 (70.2%) were Catholic; 166 (24.7%) were Protestant; five (0.7%) were Jewish; 27 (4.0%) were Other, and two did not indicate their religion. The relationship between parents'/guardians' religion and ethnicity was illustrated in Table 5 of Appendix C.

The seventh demographic category was "parents'/guardians' educational level"; the educational level of parents/guardians was defined in terms of years of education completed. Of the 671 parents/guardians who responded, the highest level of education completed was elementary school for 12 (1.8%), high school for 139 (20.7%), two years college for 138 (20.6%), four years college/university for 189 (28.2%), and graduate degree for 193 (28.8%). The relationship between parent'/guardians' educational level and ethnicity was illustrated in Table 6 of Appendix C.

The eighth demographic category was "family income"; family income was defined as annual income which was either "below \$15,000," "\$15,000 to \$25,000," "\$25,000 to

\$50,000," or "above \$50,000." Of the 671 parents/guardians who responded, 24 (3.6%) were in the below \$15,000 area; 75 (11.2%) were in the \$15,000 to \$25,000 area; 239 (35.6%) were in the \$25,000 to \$50,000 area; 313 (46.6%) were in the above \$50,000 area; and 20 (3.0%) did not indicate their family income. The relationship between family income and ethnicity was illustrated in Table 7 of Appendix C.

The ninth demographic category was "marital status"; marital status was defined as "married" (or remarried), "divorced," "separated," "widowed," or "never married." Of the 671 parents/guardians who responded, 583 (86.9%) were married/remarried; 60 (8.9%) were divorced; 12 (1.8%) were separated; 13 (1.9%) were widowed; 2 (0.3%) were never married; and one (0.1%) did not identify his/her marital status. The relationship between marital status and ethnicity was illustrated in Table 8 of Appendix C.

The tenth demographic category was "parents'/guardians' school history"; the school history of parents/guardians was defined as the "research Catholic high school," "other parochial schools," "other private schools," or "public schools." Of the 671 parents/guardians who responded, 55 (8.2%) indicated the research Catholic high school; 239 (35.6%) indicated other parochial schools; 54 (8.0%) indicated other private

schools; 321 (47.8%) indicated public schools; and two (0.3%) did not indicate their school history. In the cases of multiple responses to this category, the first response was tabulated. The relationship between the school affiliation of parents/guardians and ethnicity was illustrated in Table 9 of Appendix C.

The eleventh demographic category was "sibling's high school history"; sibling's high school history was defined in terms of attendance at "the research Catholic high school," "other private high schools," or "public high schools." Of the 671 parents/guardians who responded, 297 (44.3%) indicated that other of their children had attended or was attending the research Catholic high school; 54 (7.6%) indicated that other of their children had attended or was attending other private high schools; 110 (16.4%) indicated that other of their children had attended or was attending public high schools; and 213 (31.7%) did not choose any of the alternatives. In the case of multiple responses, the first response was tabulated. The relationship between siblings' high school history and ethnicity was illustrated in Table 10 of Appendix C.

The twelfth demographic category was "family mobility"; family mobility was defined as living in the city of the research Catholic high school for "less than one year," "one to three years," "four to ten years," or

"over ten years." Of the 671 parents/guardians who responded, 7 (1.0%) indicated less than one year; 38 (5.7%) indicated one to three years; 160 (23.8%) indicated four to ten years; 455 (67.8%) indicated over ten years; and 11 (1.6%) did not choose any of the alternatives. The relationship between family mobility and ethnicity was illustrated in Table 11 of Appendix C.

The thirteenth demographic category was "family configuration: family size"; family size was defined in terms of number of children. Of the 671 responding parents/guardians, 49 (7.3%) indicated one child; 241 (35.9%) indicated two children; 169 (25.2%) indicated three children; and 94 (14.0%) indicated four children. In addition, 62 (9.2%) indicated five children; 24 (3.6%) indicated six children; 16 (2.4%) indicated seven children; and 14 (2.0%) indicated eight or more children; two parents/guardians (0.3%) did not indicate their family size. The relationship between family size and ethnicity was illustrated in Table 12 of Appendix C.

The fourteenth demographic category, the last of the demographic categories, was "family configuration: child order"; child order was defined as "only," "first," "second," "third," "fourth," "fifth," "sixth," "seventh," or "eighth or more." The 671 responding parents/guardians identified their children as follows: 53 (7.9%) indicated

an only child; 245 (36.5%) indicated a first (oldest) child; 163 (24.3%) indicated a second child; 94 (14.0%) indicated a third child; 47 (7.0%) indicated a fourth child; 37 (5.5%) indicated a fifth child; 10 (1.5%) indicated a sixth child; 7 (1.0%) indicated a seventh child; and 14 (2.1%) indicated an eighth or younger child. One of the parents/guardians did not identify his child by child order. The relationship between child order and ethnicity was illustrated in Table 13 of Appendix C.

Section Two: Reasons (Dependent Variables)

The first step in the analysis of Section Two of Questionnaire II was to construct the same frequency distributions as for Section One. Once again using the RVAX and SPSSX, two separate frequency distributions were constructed for each of the 42 generic statements, one for the total group and the other for total group sorted by ethnicity. The purpose of this frequency distribution was to provide the basic information upon which to base a factor analysis procedure.

This second section of Questionnaire II was a list of 42 statements of reasons of parents/guardians for sending their children to the research Catholic high school; these 42 statements are the dependent variables in this study. The data from Questionnaire I provided the content of these statements. The instructions for this section asked the

parents/guardians to evaluate the importance of each of these reasons in terms of their decision to send their children to the research Catholic high school.

The responding parents/guardians could evaluate each reason in eight different ways. They could indicate each reason as being either "1," "completely unimportant"; "2," "unimportant"; "3," "somewhat unimportant"; "5," "somewhat important"; "6," "important"; or "7," "extremely important." Two other responses were also possible; the parents/guardians could indicate "NO," "no opinion," which was placed in the "4" position; or they could indicate their belief that the statement was false by omitting their response. The different responses were represented by these specific numeric values. On Questionnaire II, itself, respondents indicated their individual evaluation of each item by circling the numbers from "1" to "7," with "NO" represented by "4."

However, in the statistical analysis of the data, "4," or "NO," was removed from the numerical continuum. The ambiguous nature of "4," or "no opinion," necessitated its removal from the numerical continuum; for example, this category could be interpreted as either "no opinion at all" or as a midpoint evaluation between "somewhat unimportant" and "somewhat important." The remaining six categories were renumbered from "1" to "6." Numbers "1," "2," and "3"

represented respectively the original categories, "completely unimportant," "unimportant," and "somewhat unimportant." However, the remaining three categories were renumbered as follows: "4," "somewhat important"; "5," "important"; and "6," "extremely important."

Table 9 provided both reason identification and the evaluation of parents/guardians of the importance of each of the 42 reasons from Section Two. This presentation of of parents/guardians responses illustrated three measures of central tendency. For example, Table 9 indicated the total group evaluation in terms of both the group mean and the group standard deviation. In addition, Table 9 indicated the range of evaluations among the 42 group means; this range extended from a mean of 5.532 for Item 4, "C.H.S. has higher academic expectations," to a mean of 3.782 for Item 27, "My child's friends were coming to C. H. S." Thus, the range of responses encompassed only three of the possible responses: "extremely important," which was defined as 6.000 to 5.500; "important," which was defined as 5.449 to 4.500; and "somewhat important," which was defined as 4.499 to 3.500.

In Table 9, which begins on the following page, and throughout the remainder of this research study, the term "C.H.S." refers to the research Catholic high school.

Table 9

Reason Identification and the Total Group Evaluation

Item	Description	Evaluation	
		Mean	S.D.
1.	C.H.S. provides instruction in religion and promotes understanding of the Catholic faith.	4.502	1.491
2.	C.H.S. provides an influential spiritual atmosphere which includes God and prayer in the school day.	4.893	1.237
3.	C.H.S. provides for the development of standards and values which are similar to our (parents') own standards and values.	5.354	0.811
4.	C.H.S. has higher academic expectations.	5.532	0.596
5.	C.H.S. challenges students academically.	5.493	0.625
6.	C.H.S. provides a better education.	5.532	0.594
7.	C.H.S. has a reputation as an excellent academic school.	5.382	0.703

Table 9, ContinuedReason Identification and the Total Group Evaluation

Item	Description	Evaluation	
		Mean	S.D.
8.	C.H.S. provides a Catholic (or Christian) environment.	4.989	1.185
9.	C.H.S. provides a community environmennt.	4.994	0.853
10.	C.H.S. provides a disciplined, structured environment.	5.372	0.774
11.	C.H.S. provides closer student supervision.	5.264	0.840
12.	C.H.S. has a small school, family atmosphere.	5.039	0.907
13.	C.H.S. provides a better learning environment.	5.351	0.713
14.	C.H.S. has a positive, caring environment.	5.403	0.687
15.	C.H.S. has a stricter behavior standards and provides better discipline.	5.367	0.833
16.	C.H.S. has fewer drug problems.	5.390	0.849

Table 9, ContinuedReason Identification and the Total Group Evaluation

Item	Description	Evaluation	
		Mean	S.D.
17.	C.H.S.'s behavior standards are similar to our (parents') behavior standards.	5.154	0.849
18.	C.H.S. has dedicated and concerned teachers.	5.364	0.742
19.	C.H.S. has teachers with Catholic values.	4.472	0.381
20.	C.H.S. provides a better quality of teachers.	5.258	0.762
21.	C.H.S. provides a higher quality of instruction.	5.359	0.722
22.	C.H.S. provides better teacher/student relationships.	5.193	0.761
23.	C.H.S. provides students with more individual attention.	5.202	0.784
24.	C.H.S. is a smaller school.	4.765	1.081
25.	C.H.S. has smaller classes.	4.967	0.965
26.	My child wanted to come to C.H.S.	5.102	1.143

Table 9, ContinuedReason Identification and the Total Group Evaluation

Item	Description	Evaluation	
		Mean	S.D.
27.	My child's friends were coming to C.H.S.	3.782	1.674
28.	C.H.S. has a "quality" student body.	4.962	4.832
29.	C.H.S.'s student body is good mixture of students.	4.832	0.951
30.	C.H.S. develops responsible students who come to school to learn.	5.275	0.749
31.	C.H.S.'s students develop good study habits.	5.317	0.748
32.	C.H.S. emphasizes college preparation.	5.466	0.713
33.	C.H.S. provides a program for advanced students.	5.247	0.819
34.	C.H.S. emphasizes a basic curriculum.	5.076	0.870
35.	C.H.S. provides structured classes.	5.118	0.801

Table 9, ContinuedReason Identification and the Total Group Evaluation

Item	Description	Evaluation	
		Mean	S.D.
36.	C.H.S. encourages communication between teachers and parents.	5.260	0.831
37.	C.H.S. permits more parent involvement.	4.939	0.947
38.	I (We) wanted to avoid the inadequate public schools.	5.027	1.408
39.	I (We) received Catholic or other private education.	4.143	1.896
40.	Other family members have attended/are attending C.H.S.	3.965	1.956
41.	C.H.S. has a good sports program.	3.989	1.598
42.	C.H.S. has good school spirit.	4.878	1.026

Table 9 indicated the 42 reasons from Section Two and the total group evaluation of each reason. However, Table 10 illustrated the relative importance placed upon each of the 42 items by the different ethnic groups. In general, the Hispanics ranked the items higher than did the Anglos.

In addition, Anglo and Hispanic parents/guardians agreed much more closely in their evaluation of the relative importance of the respective items than did either of them with the Other Ethnics parents/guardians.

Table 10

Comparative Ranking by Total Group and Ethnicity

Item	Total Group		Anglos		Hispanics		Other Ethnics	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
4	1.5	5.532	1	5.520	2	5.631	6	5.364
6	1.5	5.532	2	5.519	1	5.647	11.5	5.273
5	3	5.493	3	5.493	4	5.554	6	5.364
32	4	5.466	4	5.449	3	5.573	4	5.450
14	5	5.403	5	5.407	12	5.407	18.5	5.100
16	6	5.390	7.5	5.367	5	5.552	8	5.333
7	7	5.382	6	5.372	9	5.452	6	5.364
10	8	5.372	7.5	5.367	11	5.435	26	4.900
15	9	5.367	11	5.352	8	5.488	15	5.200
18	10	5.364	9	5.365	14	5.367	9.5	5.300
21	11	5.359	13	5.335	7	5.494	3	5.571
3	12	5.354	10	5.361	15	5.341	18.5	5.100
13	13	5.351	12	5.340	10	5.446	16.5	5.182
31	14	5.317	14	5.284	6	5.500	2	5.667

Table 10, ContinuedComparative Ranking by Total Group and Ethnicity

Item	Total Group		Anglos		Hispanics		Other Ethnics	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
30	15	5.275	15	5.259	13	5.380	1	5.714
11	16	5.264	16	5.254	17	5.337	14	5.220
36	17	5.260	17	5.250	16	5.355	20	5.091
20	18	5.258	18	5.242	18	5.320	10	5.300
33	19	5.247	19	5.240	19	5.303	16.5	5.182
23	20	5.202	20	5.202	21	5.293	26	4.900
22	21	5.193	21	5.191	22	5.240	13	5.222
17	22	5.154	22	5.142	20	5.279	29	4.778
35	23	5.118	23	5.116	26	5.151	35.5	4.300
26	24	5.102	24	5.101	24	5.219	35.5	4.300
34	25	5.076	25.5	5.058	25	5.215	26	4.900
12	26	5.039	25.5	5.058	28	5.078	30.5	4.750
38	27	5.027	29	4.993	27	5.191	11.5	5.273
9	28	4.994	27	5.011	31	4.975	37	4.111
8	29	4.989	28	4.995	29	5.048	38.5	4.091
25	30	4.967	30	4.976	35	4.903	22	5.000
28	31	4.962	31	4.964	32	4.957	28	4.889
37	32	4.939	33	4.899	23	5.224	32	4.700

Table 10, ContinuedComparative Ranking by Total Group and Ethnicity

Item	Total		Anglos		Hispanics		Other	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
2	33	4.893	32	4.908	36	4.894	38.5	4.091
42	34	4.878	34	4.854	30	5.026	24	4.909
29	35	4.832	35	4.817	33	4.943	30.5	4.750
24	36	4.765	36	4.761	39	4.803	33	4.625
1	37	4.500	37	4.451	34	4.926	40	3.909
19	38	4.472	38	4.419	37	4.878	41	3.857
39	39	4.143	39	4.049	38	4.867	34	4.500
41	40	3.989	40	3.932	40	4.314	35.5	4.300
40	41	3.965	41	3.899	41	4.173	22	5.000
27	42	3.782	42	3.783	42	3.839	42	3.333

Note. Some items had identical means; therefore, some rankings are expressed as decimals.

Thus, Table 10 illustrated the relative importance placed on each of the 42 items by both the total group and the individual ethnic groups. The small sample size of "Other Ethnics" resulted in a relatively high number of identical mean scores.

The total group evaluation revealed that two of the 42 items had means between 6.000 and 5.500 and were, therefore, judged to be "extremely important" as reasons for parents/guardians sending their children to the research Catholic school. Item 4, "C.H.S. has higher academic expectations," and Item 6, "C.H.S. provides a better education," both had means of 5.532. For Item 4, the standard deviation was 0.5963; Anglos ranked Item 4 first (mean of 5.631) while Hispanics ranked it second (mean of 5.631) and Other Ethnics ranked it fifth (mean of 5.364). For Item 6, the standard deviation was 0.594; Anglos ranked it Item 6 second (mean of 5.519) while Hispanics ranked it first (mean of 5.647) and Other Ethnics ranked it 11th (mean of 5.273).

In addition, the total group evaluation revealed that 35 of the remaining 40 items had means between 5.449 and 4.5 and were, thus, judged to be "important" as reasons for parents/guardians sending their children to the research Catholic school. Three items had means between 5.500 and 5.400. Item 5, "C.H.S. challenges students academically," with a mean of 5.493, was ranked third by the Anglos, fourth by the Hispanics, and fourth by the Other Ethnics. Item 32, "C.H.S. emphasized college preparation," with a mean of 5.466, was ranked fourth by the Anglos, third by the Hispanics, and fourth by the Other

Ethnics. Item 14, "C.H.S. has a positive, caring atmosphere," with a mean of 5.403, was ranked fifth by the Anglos, 12th by the Hispanics, and 14th by the Other Ethnics.

Nine other items, which were judged to be "important," had means between 5.400 and 5.300: Item 16, with a mean of 5.390; Item 7, with a mean of 5.382; Item 10, with a mean of 5.372; Item 15, with a mean of 5.367; Item 18, with a mean of 5.364; Item 21, with a mean of 5.359; Item 3, with a mean of 5.354; Item 13, with a mean of 5.351; and Item 31, with a mean of 5.317.

Moreover, six other items, which were judged to be "important," had means between 5.300 and 5.200; they were Item 30, with a mean of 5.275; Item 11, with a mean of 5.264; Item 36, with a mean of 5.260; Item 20, with a mean of 5.258; Item 33, with a mean of 5.247; and Item 23, with a mean of 5.202. Four other items had means between 5.200 and 5.100; they were Item 22, with a mean of 5.193; Item 17, with a mean of 5.154; Item 35, with a mean of 5.118; and Item 26, with a mean of 5.102. Three other items had means between 5.100 and 5.00: they were Item 34, with a mean of 5.076; Item 12, with a mean of 5.039; and Item 38, with a mean of 5.027.

Also ranked as "important" were ten items with means between 5.000 and 4.500. Five items had means between

5.000 and 4.900; Item 9, with a mean of 4.994; Item 8, with a mean of 4.989; Item 25, with a mean of 4.967; Item 28, with a mean of 4.962; and Item 37, with a mean of 4.939. Three items had means between 4.900 and 4.800: Item 2, with a mean of 4.893; Item 42, with a mean of 4.878; and Item 29, with a mean of 4.832. In addition, one item had a mean between 4.800 and 4.700; it was Item 24, with a mean of 4.765. Although no items had means between 4.700 and 4.600, one item had a mean between 4.600 and 4.500; it was Item 1, with a mean of 4.500.

The remaining five items, with means between 4.499 and 3.500 were evaluated as "somewhat important" as reasons for parents/guardians sending their children to the research Catholic high school. These items, which received the lowest rankings were Item 19, "C.H.S. has teachers with Catholic values," with a mean of 4.472; Item 39, "I/We received Catholic or other private education," with a mean of 4.193; Item 41, "C.H.S. has a good sports program," with a mean of 3.989; Item 40, "Other family members have attended/are attending C.H.S.," with a mean of 3.965; and, ranked the lowest, Item 27, "My child's friends were coming to C.H.S.," with a mean of 3.782.

Exploratory Factor Analysis

The next step in the analysis of the 42 dependent variables was the application of an exploratory factor

analysis, a data reduction technique. Two assumptions justified this application: the first was factorial causation, for the observed variables (the 42 reasons) were assumed to be linear combinations of some underlying causal variables; the second was parsimony, for if two or more factor models were consistent with the observed data, it was assumed that the more parsimonious model would be accepted. This factor analysis procedure, utilizing the RVAX computer and SPSSX, consisted of four steps.

The first step was the preparation of a correlation matrix. The next step was the identification of the initial factors which could explain the observed correlations. This second step consisted of principal component analysis, which utilized the SPSSX default option, and a modification of the Kaiser criterion, which limited included factors to those consisting of two or more variables. Seven initial factors were identified; the Eigenvalues of these initial factors, which accounted for 70.9% of the variance in responses, ranged from 14.82372 to 1.33933.

The third step in this exploratory factor analysis was the rotation to a terminal solution. Varimax rotation was selected as orthogonal rotation was desired. The consequent factor values determined the assignment of the individual variables (the 42 items) to the seven factors.

Only those variables whose highest factor loading was greater than or equal to .50000 were assigned. Table 12 indicated not only the assignment of the variables to factors but also both the respective factor scores for each variable and an abbreviated description of the respective variables. The ordering of the factors was based upon the Eigenvalues resulting from the initial extraction. This arrangement is based not upon the respective evaluations of the responding parents/guardians but upon the amount of variance in responses accounted for by each factor.

Table 11

Outcome of Rotation Factor Matrix

Item No.	Factor Scores	Description
Factor I		
10	.84641	disciplined, structured environment
15	.79075	stricter standards/discipline
12	.73586	small school, family atmosphere
13	.71823	better learning environment
11	.69691	closer student supervision
14	.60346	positive, caring environment
17	.53264	homogeneity of home/school standards
22	.50349	better teacher/student relationships

Table 11, ContinuedOutcome of Rotation Factor Matrix

Item No.	Factor Scores	Description
Factor II		
5	.90089	academic challenge of students
6	.87068	provision for a better education
4	.85708	higher academic expectations
7	.78685	excellent academic reputation
31	.66261	development of good study habits
20	.60267	better quality of teachers
21	.57935	higher quality of instruction
Factor III		
29	.83565	good mixture of students
30	.71514	development of responsible students
28	.64536	"quality" student body
18	.61206	dedicated and concerned teachers
36	.50767	teacher/parent communication
Factor IV		
1	.90310	religious instruction
2	.89246	spiritual atmosphere
8	.74517	Catholic/Christian environment
19	.74187	teachers with Catholic values
3	.55715	homogeneity of home/school values

Table 11, ContinuedOutcome of Rotation Factor Matrix

Item No.	Factor Scores	Description
Factor V		
24	.73495	smaller school
34	.72958	basic curriculum
25	.66928	smaller classes
35	.63155	structured classes
33	.56703	advanced student program
32	.56511	emphasis upon college preparation
Factor VI		
40	.75529	family members alumni/alumnae
39	.67791	privately educated parents
Factor VII		
38	.72972	avoidance of public schools
16	.68580	fewer drug problems

The next step in this effort to identify the respective factors was to examine the content of the items associated with each factor. Table 12 indicated these thus identified factors and the variance associated with each.

Table 12

Factor Identification and Associated Variance

Factor No.	Factor Identification	Pct. of Var.	Cum. Var.
1	Discipline/Environment	35.4	35.4
2	Academics	11.4	46.7
3	Teachers/Students	7.3	54.1
4	Religious Instruction and Atmosphere	6.1	60.2
5	School Size and Programs	3.9	64.1
6	Family Tradition	3.6	67.7
7	Public School Dissatisfaction	3.2	70.9

The final step in this exploratory factor analysis was to construct the factor scales. The researcher decided to use "sum scales"; each factor was defined by the sum of the individual variable scores which composed each factor. The advantage of the "sum scales," in contrast to the "mean scales," was that the nonresponse, that is, the "no opinion" response or the lack of response was reflected in the factor computation. In essence, factor scores for each factor were computed for each of the 671 parents/guardians who responded to the questionnaire. The components of each

of the seven factor scales were indicated in Table 13.

Table 13

Factor Scales

Factors	Scales
1 (Discipline/Environment)	sum (items 10 - 15, 17, 22)
2 (Academics)	sum (items 4 - 7, 20, 21, 31)
3 (Teachers/Students)	sum (items 18, 28 - 30, 36)
4 (Religious Instruction and Atmosphere)	sum (items 1 - 3, 8, 19)
5 (Size/Programs)	sum (items 24, 25, 32 - 35)
6 (Family Tradition)	sum (items 39, 40)
7 (Avoidance of Public Schools)	sum (items 16, 38)

The factor means for each of the levels of the independent variables were indicated in Table 14, which begins on the next page.

Thus, the exploratory factor analysis reduced the 42 dependent variables to seven factors. The seven factors contained 35 of the 42 items. These seven factors were next analyzed through analysis of variance in an attempt to answer the research questions.

Table 14

Comparison of Mean Factor Scores

Independent Variables	Number	Factors						
		I	II	III	IV	V	VI	VII
Age of Students								
Ninth Grade	193	5.030	5.060	4.608	4.766	4.637	2.265	4.195
Tenth Grade	142	4.999	4.980	4.540	4.436	4.492	2.075	4.205
Eleventh Grade	151	4.486	4.957	4.588	4.498	4.682	2.320	4.405
Twelfth Grade	179	4.921	5.040	4.680	4.394	4.553	2.555	4.120
Sex of Students								
Male	326	4.995	5.080	4.650	4.540	4.608	2.320	4.295
Female	334	4.921	4.951	4.566	4.508	4.580	2.305	4.160
Ethnicity								
Anglo	573	4.956	5.003	4.628	4.496	4.608	2.285	4.235
Hispanic	87	4.968	5.091	4.468	4.722	4.505	2.505	4.165

Table 14, Continued
Comparison of Mean Factor Scores

Independent		Factors						
Variables	Number	I	II	III	IV	V	VI	VII
Sex of Parents/ Guardians								
Male	257	4.835	4.906	4.468	4.452	4.422	2.395	4.105
Female	355	5.024	5.060	4.696	4.700	4.705	2.375	4.310
Age of Parents/ Guardians								
30 - 40	142	5.023	5.086	4.598	4.750	4.682	1.910	4.165
41 - 50	345	4.939	4.969	4.590	4.468	4.553	2.450	4.280
51 - 60	112	4.899	4.971	4.671	4.774	4.627	2.665	4.125
Over 60	13	4.635	4.934	4.276	4.724	4.452	3.115	4.285

Table 14, Continued
Comparison of Mean Factor Scores

Independent		Factors						
Variables	Number	I	II	III	IV	V	VI	VII
Religion								
Catholic	451	5.001	5.020	4.666	4.914	4.625	2.705	4.275
Protestant	155	4.859	4.973	4.460	3.710	4.591	1.471	4.215
Educational								
Level								
Elementary	10	5.450	5.214	4.880	4.920	4.917	2.700	4.600
High School	132	4.979	5.164	4.531	4.926	4.515	2.680	4.475
Two Years	131	5.050	5.201	4.684	4.700	4.872	2.410	4.460
Four Years	181	4.930	4.854	4.618	4.498	4.548	2.330	4.135
Grad. Degree	184	4.893	4.943	4.594	4.126	4.543	1.995	4.005

Table 14, Continued
Comparison of Mean Factor Scores

Independent Variables	Number	Factors						
		I	II	III	IV	V	VI	VII
Socio-Economic Status								
Under \$15,000	22	4.298	4.816	3.900	4.676	4.397	2.190	4.396
\$15 - \$25,000	74	5.064	5.127	4.538	5.006	4.575	2.680	4.600
\$25 - \$50,000	236	5.033	5.250	4.736	4.512	4.742	2.210	4.385
Over \$50,000	304	4.938	4.833	4.598	4.416	4.538	2.350	4.030
Marital Status								
Married	573	4.929	4.959	5.574	4.564	4.547	2.360	4.230
Divorced	60	4.916	5.286	4.856	3.940	4.822	1.990	4.215
Separated	12	5.094	5.310	4.334	4.884	4.833	2.710	4.500
Widowed	11	5.500	5.559	5.310	4.964	5.137	2.500	4.090
Never Married	2	5.438	5.571	4.600	5.500	5.583	1.250	5.500

Table 14, Continued
Comparison of Mean Factor Scores

Independent Variables		Factors						
		I	II	III	IV	V	VI	VII
Family Mobility								
Under One Year	7	5.483	5.490	4.714	4.858	5.000	1.855	4.645
One-Three Years	38	4.651	4.606	4.348	4.306	4.473	1.985	3.710
Four-Ten Years	158	5.111	5.146	4.812	4.674	4.692	2.255	4.570
Over Ten Years	455	4.903	4.986	4.556	4.482	4.559	2.390	4.170
Family Configuration								
One - Two	287	4.991	5.036	4.626	4.282	4.633	1.805	4.395
Three - Five	319	4.903	4.959	4.580	4.642	4.562	2.590	4.135
Over Five	52	4.948	5.146	4.671	5.104	4.532	3.605	4.105
One - Three	406	4.969	5.004	4.646	4.508	4.632	2.115	4.300
Over Three	197	4.893	4.950	4.496	4.778	4.477	2.910	4.140

Table 14, ContinuedComparison of Mean Factor Scores

Independent		Factors						
Variables	Number	I	II	III	IV	V	VI	VII
Parents'/Guardians'								
School								
C.H.S.	44	5.270	5.104	4.890	4.818	4.440	3.510	4.090
Parochial	162	4.976	4.993	4.650	5.078	4.647	3.630	4.105
Private	36	4.945	5.063	4.616	4.462	4.778	3.500	4.555
Public	217	4.869	4.939	4.504	4.078	4.507	1.570	4.100
Siblings' School								
C.H.S.	289	5.015	4.956	4.618	4.658	4.578	3.220	4.200
Parochial	51	4.956	5.276	4.874	4.752	4.517	2.410	4.460
Private	110	4.761	4.964	4.424	4.074	4.575	1.285	3.865
Public	9	5.180	4.460	4.712	4.800	4.593	4.555	3.500

Analysis of Variance

The third statistical procedure used to evaluate the results of Questionnaire II was an analysis of variance (ANOVA). For items with three or more levels which showed a statistically significant difference at the .05 level, a post hoc test, the Scheffè test, was utilized to identify the specific relationships among the levels. The ANOVA was done on the RVAX computer, using SPSSX. A series of ANOVA tests, rather than a MANOVA were used as the researcher's emphasis was upon controlling for Type II error. In the interpretation of the results of the ANOVA, three-way interaction effects superceded two-way interaction effects which, in turn, superceded main effects; this ordering of relative effects was adhered to for all results involving interaction effects.

The major research question was concerned with the possible effect of three independent variables (age of student, sex of student, and ethnicity) upon the reasons given by parents/guardians for sending their children to the research Catholic high school. Thus, the first step was to test for significant variation among these three variables and for interaction.

A secondary concern was the possible effect of age, sex, religion, ethnicity, educational level, and socio-economic status of parents/guardians upon their

reasons for sending their children to the research Catholic high school. To investigate this concern, two separate ANOVA's were used. The first of these investigated the effects of age, sex, and ethnicity of parents/guardians. The second ANOVA tested the effects of religion, educational level, and socio-economic status of parents/guardians upon their reasons; educational level was defined as highest level of education completed while socio-economic status was defined as annual income. In order to avoid the suppression of interaction effects which resulted from empty cells, it was necessary to reduce the number of religion classifications and educational levels. Religious classifications were reduced by dropping the Jewish and Other classifications, each of which had relatively few subjects. Educational levels were reduced by combining Elementary with High School, thus creating a High School or Less level.

A tertiary concern was the possible effect of marital status, family configuration, family mobility and school affiliation upon the reasons of parents/guardians for sending their children to the research Catholic high school. To investigate these concerns, two separate ANOVA's were used. The first of these tested the effects of marital status, family configuration, and family mobility. In order to avoid the suppression of interaction

effects which resulted from empty cells, it was necessary to reduce the number of categories for marital status, family configuration, and family mobility. Marital status was reduced through both combination and omission; Divorced and Separated were combined while Widowed and Never Married, both of which had relatively few subjects, were omitted. Family configuration was reduced by a redivision into two categories, Less Than Four Children and Four Or More Children. Family mobility was reduced by combining Less Than One Year and One to Three Years, thus creating Less than Four Years. The final ANOVA tested the effects of school affiliation, specifically schools attended by parents/guardians and high schools attended by students' siblings.

Analysis of Factor I:

The primary analysis of Factor I (Discipline/Environment) in terms of age of student, sex of student, and ethnicity indicated no significant three-way interaction effect. However, there was a significant two-way interaction effect; the interaction of age of student and sex of student had a F-ratio of 2.686, which was significant at the 0.046 level. As indicated in Table 15, this disordinal interaction showed that while Factor I scores for parents/guardians of girls declined steadily as the age of girls increased, Factor I scores for

parents/guardians of boys were similar for grades nine and twelve but considerably divergent for grades ten and eleven. Thus, while the evaluation of Factor I by parents/guardians of girls diminished in importance as the age of the girls increased, the evaluation of Factor I by parents/guardians of boys showed a low evaluation by parents/guardians of tenth grade boys and a high evaluation by parents/guardians of eleventh grade boys. The disordinal interaction indicated in Table 15 was illustrated in Graph 1.

Table 15

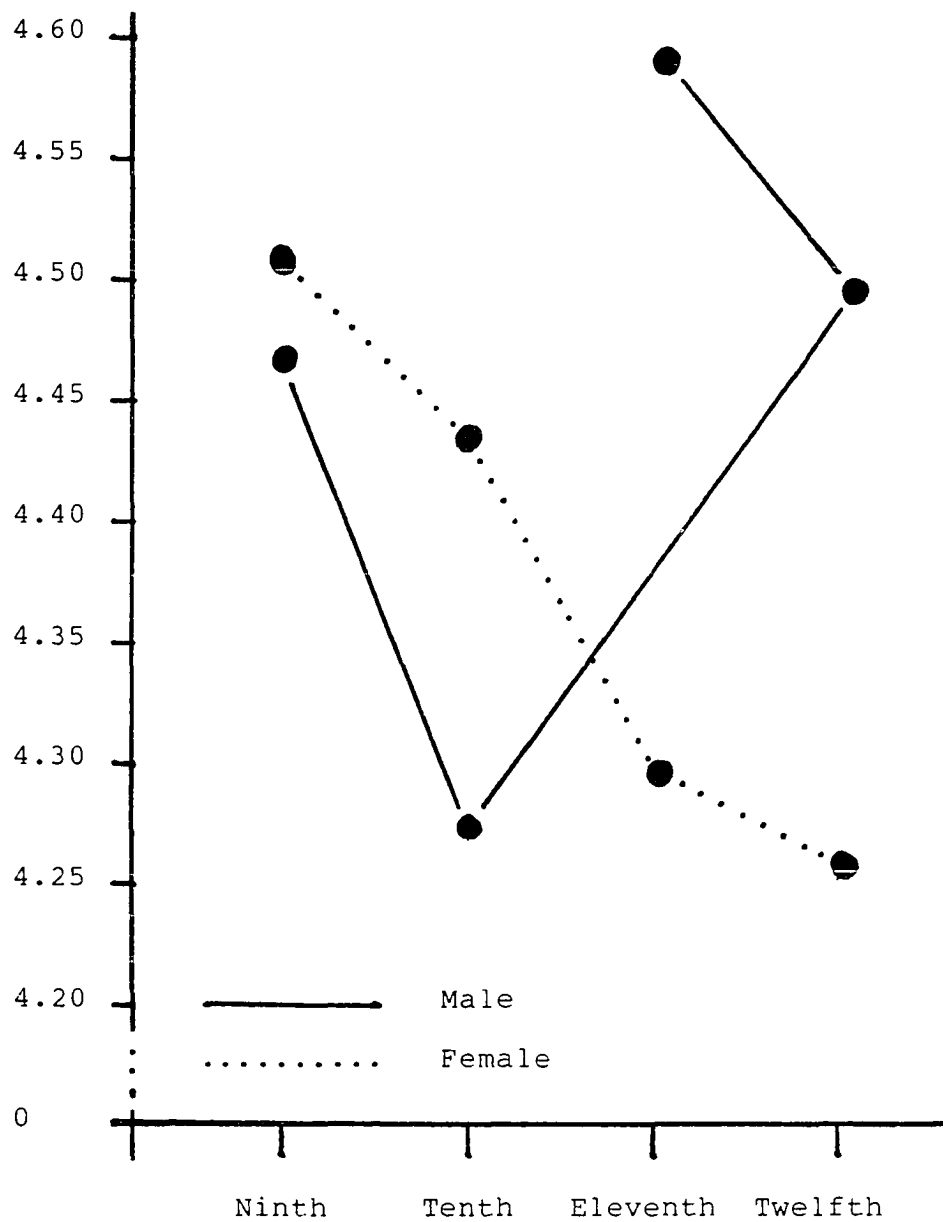
Factor I (Discipline/Environment) by Age of Student and Sex of Student

Sex of Student	Age of Student (Grade Level)			
	Ninth	Tenth	Eleventh	Twelfth
Male	4.463	4.264	4.586	4.489
Female	4.500	4.421	4.296	4.257

The secondary analysis of Factor I in terms of age of parents/guardians, sex of parents/guardians, and ethnicity revealed no significant interaction effects. However, a main effect did exist for sex of parents/guardians; the F-ratio was 4.199; it was significant at the 0.041 level.

Graph 1

Factor I (Discipline/Environment): Disordinal Interaction
of Age of Student and Sex of Student



Those parents/guardians who were female ranked Factor I as being significantly more important than did those parents/guardians who were male.

The evaluation of Factor I in terms of religion, education, and socio-economic status revealed no significant three-way interaction. However, two two-way interactions were revealed. The interaction of religion and educational level had a F-ratio of 2.671, which was significant at the 0.047 level. As indicated in Table 16,

Table 16

Factor I (Discipline/Environment) by Religion and Educational Level of Parents/Guardians

Religion	Educational Level			
	Elem. H. S.	Two Years	Four Years	Grad. Degree
Catholic	4.428	4.539	4.330	4.503
Protestant	4.761	4.256	4.434	4.131

Protestant parents/guardians whose educational level either was high school or elementary school or was four years college/university ranked Factor I as more important than their Catholic counterparts. However, Catholic parents/guardians whose educational level was two years

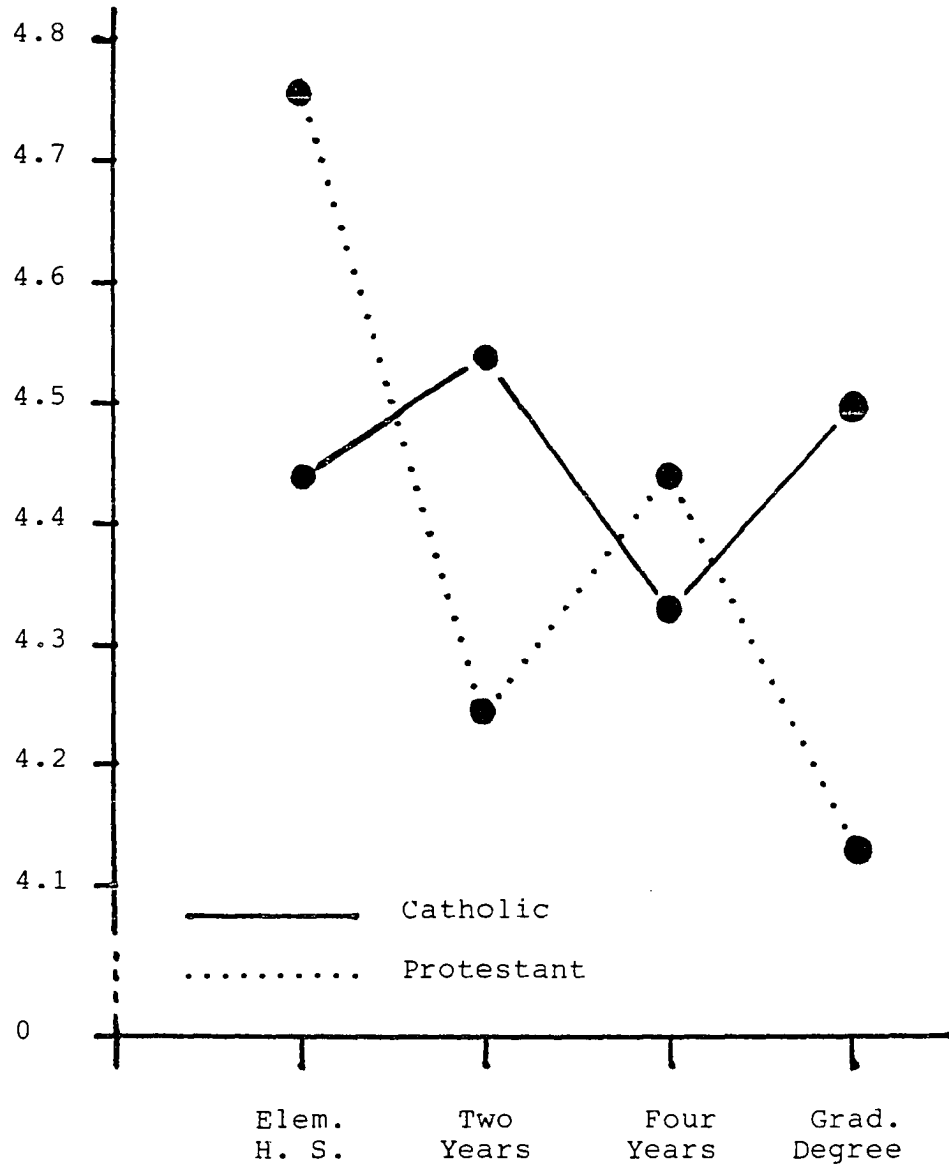
college and those whose educational level was graduate degree ranked Factor I as more important than their Protestant counterparts. The disordinal interaction indicated in Table 16 was illustrated in Graph 2.

In addition, the interaction of educational level and socio-economic status of parents/guardians had a F-ratio of 2.695, which was significant at the 0.004 level. As indicated in Table 17, the higher the education level of the parents/guardians whose annual income was below \$15,000, the more importance that was assigned to Factor I. The biggest variation (3.122 to 5.111) occurred in the lowest socio-economic bracket. However, for those parents/guardians whose annual income was over \$50,000, the trend was toward an inverse relationship between educational level and socio-economic status and evaluation of the importance of Factor I. Those parents/guardians with more education and higher income ranked Factor I as less important; however, the variation in rankings was much less (4.268 to 4.576). The disordinal interaction indicated in Table 17 was illustrated in Graph 3.

The tertiary analysis of Factor I in terms of marital status, family configuration, and family mobility revealed a significant main effect for family mobility. The F-ratio was 3.409, which was significant at the 0.034 level. The

Graph 2

Factor I (Discipline/Environment): Disordinal Interaction of Religion and Educational Level of Parents/Guardians



Graph 3

Factor I(Discipline/Environment): Disordinal Interaction of Educational Level and Socio-economic Status of Parents/Guardians

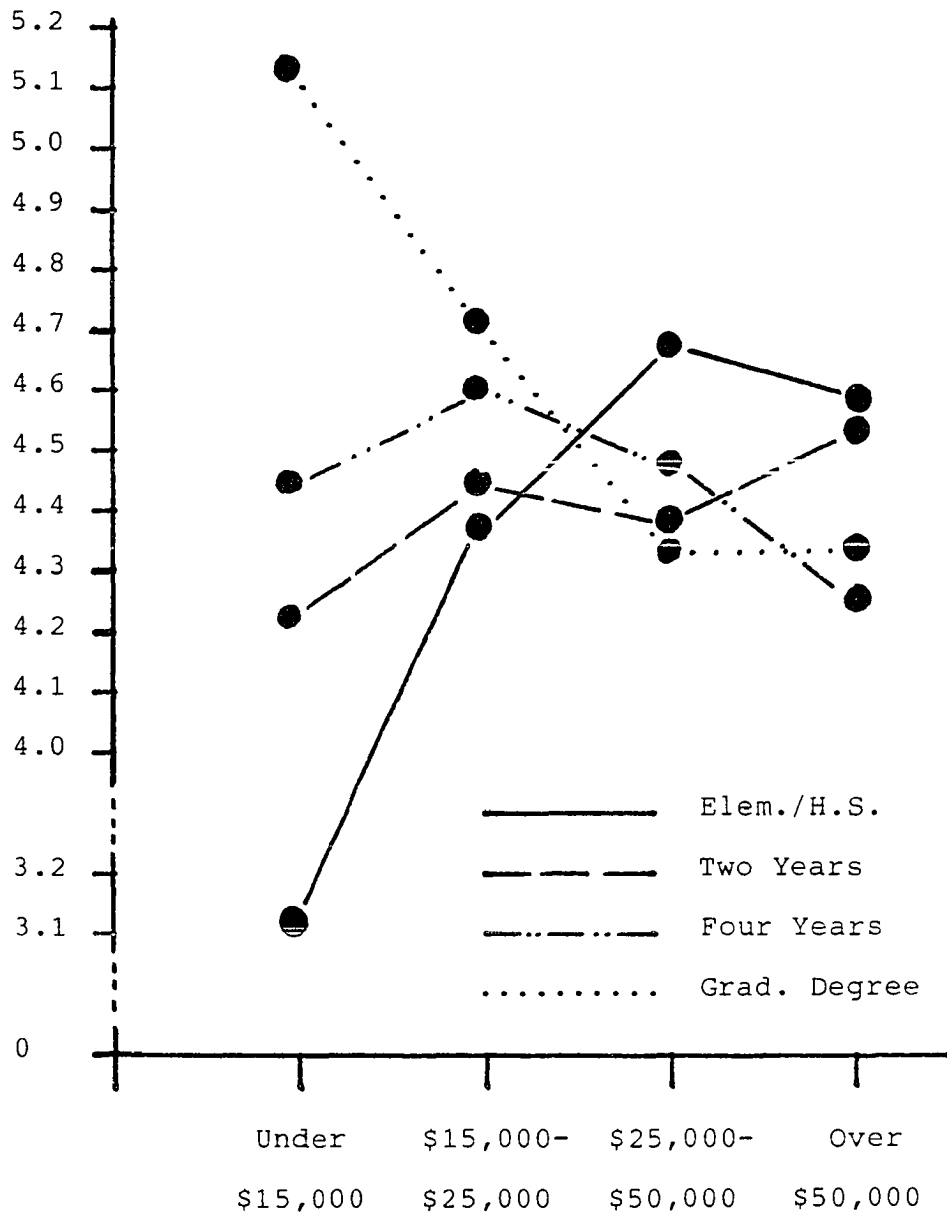


Table 17

Factor I (Discipline/Environment: by Educational Level and Socio-Economic Status of Parents/Guardians)

Educational Level	Socio-Economic Status			
	Under \$15,000	\$15,000 \$25,000	\$25,000 \$50,000	Over \$50,000
Elem./H. S.	3.122	4.379	4.684	4.579
Two Years	4.222	4.431	4.370	4.544
Four Years	4.444	4.600	4.472	4.268
Grad. Degree	5.111	4.703	4.361	4.356

post hoc test revealed that those parents/guardians who had lived in Tucson for either four to ten years or for over ten years evaluated Factor I as significantly more important than did those parents/guardians who had lived in Tucson for less than four years. The analysis of Factor I in terms of school affiliation revealed neither significant interaction effects nor main effects.

In summary, the analysis of Factor I (Discipline/Environment) indicated three two-way interactions and two main effects. The evaluation of parents/guardians of Factor I was influenced by the interaction of age and sex of students; the F-ratio was

2.686, significant at the 0.046 level. The second influence was the interaction of religion and educational level of parents/guardians; the F-ratio was 2.671, significant at the 0.047 level. The interaction of educational level and socio-economic status was the third significant influence; the F-ratio was 2.695, significant at the 0.004 level. In addition to the interaction effects, the evaluation of Factor I was influenced by two main effects. The main effect for sex of parents/guardians, with a F-ratio of 4.199, was significant at the 0.041 level; the main effect for family mobility, with a F-ratio of 3.409, was significant at the 0.034 level.

Analysis of Factor II

The primary analysis of Factor II (Academics) in terms of age of students, sex of students, and ethnicity revealed no significant effects, neither interaction effects nor main effects.

The secondary analysis of Factor II in terms of age of parents/guardians, sex of parents/guardians, and ethnicity also revealed no significant effects, neither interaction effects nor main effects. The analysis of Factor II in terms of religion, educational level, and socio-economic status of parents/guardians revealed no significant interaction effect; however, it did reveal a significant main effect for socio-economic status; the F-ratio was

6.003, which was significant at the 0.000 level. The post hoc test revealed that those parents/guardians whose annual income was in the \$25,000 to \$50,000 range ranked Factor II as significantly more important than those parents/guardians whose annual income was over \$50,000. No other main effects were significant.

The tertiary analysis of Factor II in terms of marital status, family configuration, and family mobility, revealed a significant main effect for family mobility. The F-ratio was 3.090, which was significant at the 0.046 level. The post hoc test revealed that the significant difference lay between those parents/guardians who had lived in this medium-sized city in the Southwest for less than four years and those parents/guardians who had lived in this city for four to ten years. Of these two groups, parents/guardians who had lived in this city for the longer period of time (four to ten years) ranked Factor II significantly higher in importance than those who had lived in this city for one to three years. In addition, a main effect was revealed for marital status; the F-ratio was 5.820, which was significant at the 0.016 level. Since marital status had been condensed to two levels, a post hoc test was unnecessary; those parents/guardians who were divorced or separated ranked Factor II as significantly more important than those parents/guardians who were married. The

analysis of Factor II in terms of school affiliation revealed no significant differences, neither for high schools of parents/guardians nor for siblings' high schools.

In summary, the analysis of Factor II (Academics) indicated three main effects. The evaluation by parents/guardians of Factor II was influenced by socio-economic status; the F-ratio was 6.003, significant at the 0.000 level. It was also influenced by family mobility; the F-ratio was 3.090, significant at the 0.046 level. The third influence was marital status; the F-ratio was 5.820, significant at the 0.016 level.

Analysis of Factor III

The primary analysis of Factor III (Teachers/Students) in terms of age of students, sex of students, and ethnicity revealed no significant effects, neither interaction effects nor main effects.

The secondary analysis of Factor III in terms of age of parents/guardians, sex of parents/guardians, and ethnicity revealed no significant interactions. However, there was a main effect for sex of parents/guardians. The F-ratio was 5.253, which was significant at the 0.022 level. A post hoc test was unnecessary; the female parents/guardians ranked Factor III as significant more important than did the male parents/guardians.

The analysis of Factor III in terms of religion, educational level and socio-economic status revealed no significant interaction effects. However, the analysis did reveal a significant main effect for socio-economic status. The F-ratio was 3.483, which was significant at the 0.016 level. The post hoc test revealed that those parents/guardians whose annual income was over \$25,000 ranked Factor III as significantly more important than those whose annual income was lower than \$15,000. In addition those parents/guardians whose annual income was \$15,000 to \$25,000 ranked Factor III as more important than those whose annual income was \$25,000 to \$50,000. Moreover, the analysis revealed a main effect for religion. The F-ratio was 3.992, which was significant at the 0.046 level. A post hoc test was unnecessary; Catholic parents/guardians ranked Factor III as significantly more important than Protestant parents/guardians. No other differences were significant.

The tertiary analysis of Factor III in terms of marital status, family configuration, and family mobility revealed no significant interaction effects. However, the analysis did reveal a significant main effect for family mobility; the F-ratio was 3.985, which was significant at the 0.019 level. The post hoc test revealed that those parents/guardians who had lived in this city in the

Southwest from four to ten years ranked Factor III significantly more important than other parents/guardians. The analysis of Factor III in terms of school affiliation revealed neither significant interaction effects nor significant main effects.

In summary, the analysis of Factor III (Teachers/Students) indicated four main effects. First, the evaluation of parents/guardians of Factor III was influenced by a main effect for sex of parents/guardians. the F-ratio was 5.253, significant at the 0.022 level. Second, the evaluation of Factor III was also influenced by a main effect for socio-economic status of parents/guardians; the F-ratio was 3.483, significant at the 0.016 level. Third, it was also influenced by a main effect for religion of parents/guardians; the F-ratio was 3.992, significant at the 0.046 level. The final significant influence was the main effect for family mobility; the F-ratio was 3.985, significant at the 0.019 level.

Analysis of Factor IV

The primary analysis of Factor IV (Religious Instruction and Atmosphere) in terms of age of students, sex of students, and ethnicity revealed a significant three-way interaction effect. This interaction of age of students, sex of students, and ethnicity had a F-ratio of

2.868, which was significant at the 0.036 level. As indicated in Table 18, the interaction was disordinal.

Table 18

Factor IV (Religious Instruction and Atmosphere) by Age of Students, Sex of Students, and Ethnicity

Students				
Ethnicity				
Grade Level	Anglo		Hispanic	
	Male	Female	Male	Female
Ninth	4.854	4.650	4.730	5.056
Tenth	4.196	4.728	4.738	3.550
Eleventh	4.726	4.344	3.834	4.600
Twelfth	4.358	4.190	5.172	4.816

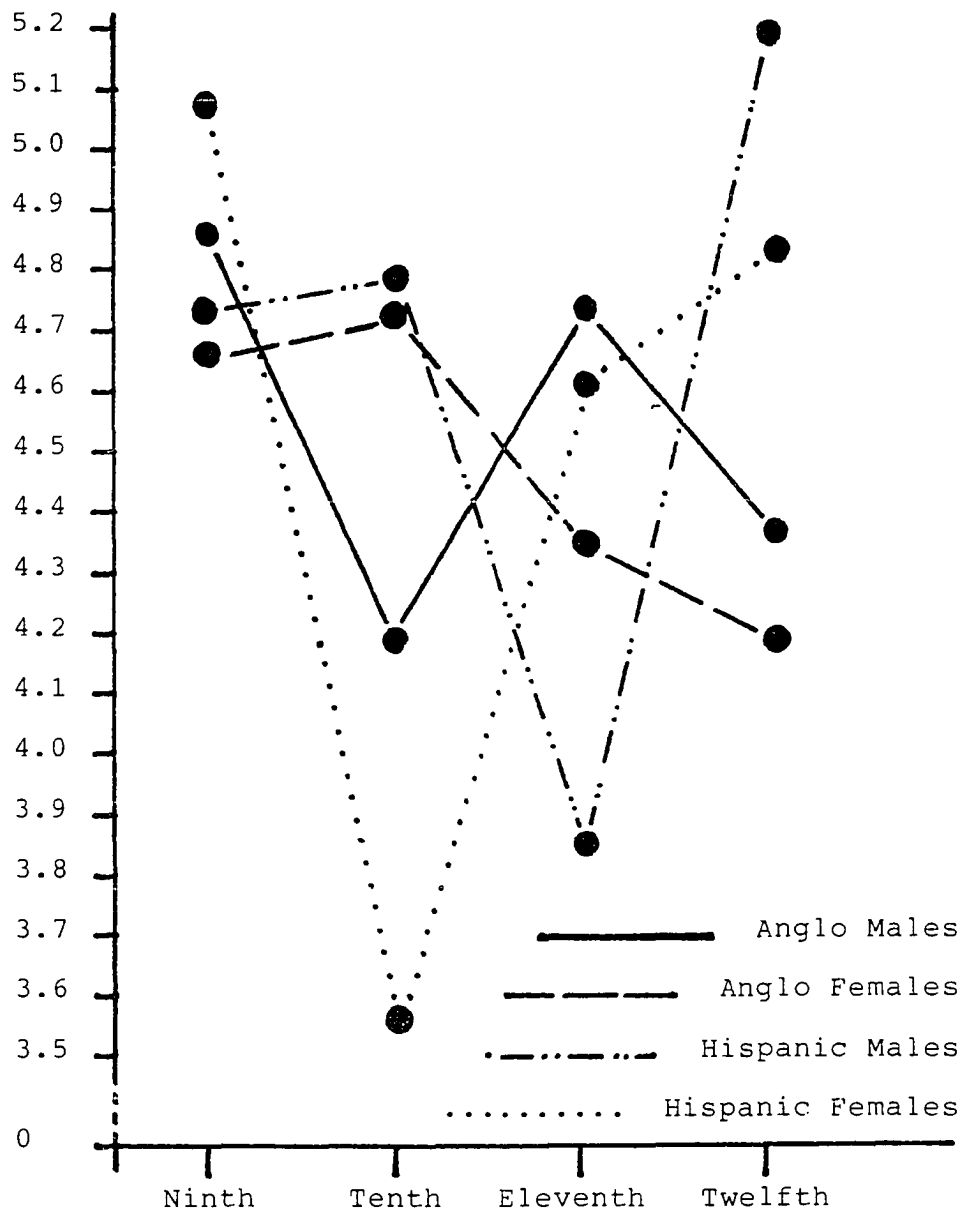
Ranking Factor IV the highest were parents/guardians of Hispanic twelfth grade boys and ninth grade girls, while ranking it the lowest were parents/guardians of Hispanic tenth grade girls and eleventh grade boys. The responses of parents/guardians of Hispanic students were influenced by both age of students and sex of students. The responses of parents/guardians of Anglo students were also influenced

by age of students and sex of students, but to a lesser extent. The range of variation was much smaller for parents/guardians of Anglo students; the Anglo range was 0.664 (the difference of 4.854 and 4.190) while the Hispanic range was 1.662 (the difference of 5.172 and 3.550). This disordinal interaction of age of students, sex of students, and ethnicity indicated in Table 18 was illustrated in Graph 4.

The secondary analysis of Factor IV in terms of age of parents/guardians, sex of parents/guardians, and ethnicity revealed no significant interaction effects. However, two significant main effects were revealed, one for age of parents/guardians and one for sex of parents/guardians. The F-ratio for age of parents/guardians was 2.670, significant at the 0.047 level. The post hoc test indicated that the significant difference lay among three groups of parents/guardians. Those parents/guardians who were either 30 to 40 years in age or 51 to 60 years in age ranked Factor IV as significantly more important than those who were 41 to 50 years in age; no other significant differences were indicated for age of parents/guardians. The other main effect was for sex of parents/guardians; the F-ratio was 6.271, significant at the 0.013 level. Those parents/guardians who were female ranked Factor IV as significantly more important than did those who were male.

Graph 4

Factor IV (Religious Instruction and Atmosphere):
Disordinal Interaction of Age, Sex, and Ethnicity of
Students



The analysis of Factor IV in terms of religion, educational level, and socio-economic status revealed no significant three-way interaction effects. However, the analysis did reveal two significant two-way interaction effects. The first was for the interaction of religion and educational level; the F-ratio was 2.940, significant at the 0.033 level. As indicated in Table 19, of the parents/guardians with an educational level of two years college or less, Protestants ranked Factor IV as more important than Catholics. On the other hand, of parents/guardians with graduate degrees, Catholics ranked Factor IV as more important than Protestants. The disordinal interaction indicated in Table 19 was illustrated in Graph 5.

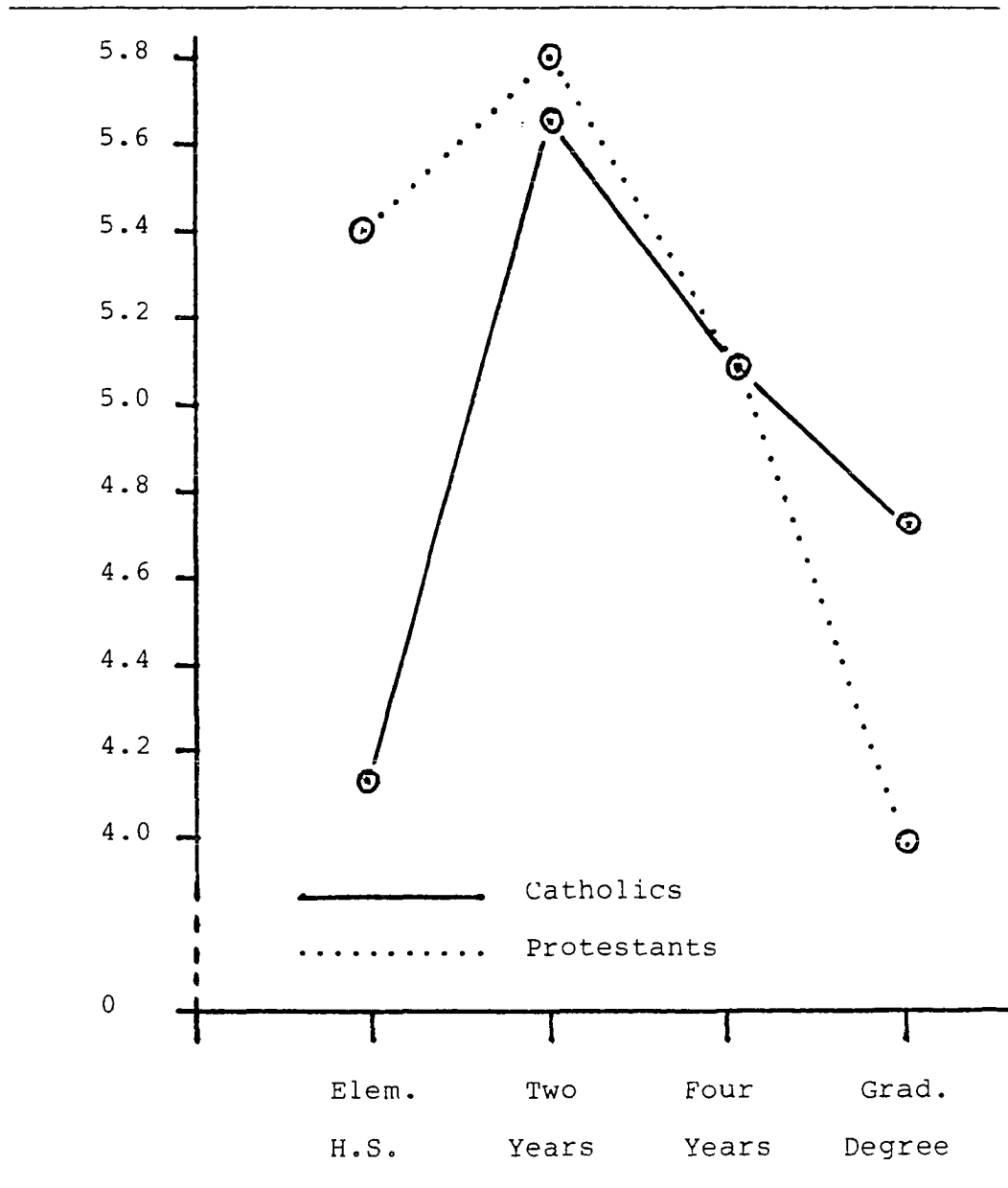
Table 19

Factor IV (Religious Instruction and Atmosphere) by Religion and Educational Level of Parents/Guardians

Religion	Educational Level			
	Elem. H.S.	Two Years	Four Years	Grad. Degree
Catholic	4.156	5.640	5.100	4.700
Protestant	5.400	5.800	5.100	4.000

Graph 5

Factor IV (Religious Instruction and Atmosphere):
Disordinal Interaction of Religion and Educational Level of
Parents/Guardians



The other two-way interaction effect was for religion and socio-economic status; the F-ratio was 3.070, which was significant at the 0.027 level. As indicated in Table 20, the evaluation of Factor IV by Catholic parents/guardians was not greatly influenced by their socio-economic status. However, socio-economic status did influence the evaluation of Factor IV by Protestant parents/guardians, who, with the exception of those whose annual income was under \$15,000, ranked Factor IV as less important than did Catholic parents/guardians. The disordinal interaction of religion and socio-economic status indicated in Table 20 was illustrated in Graph 6.

Table 20

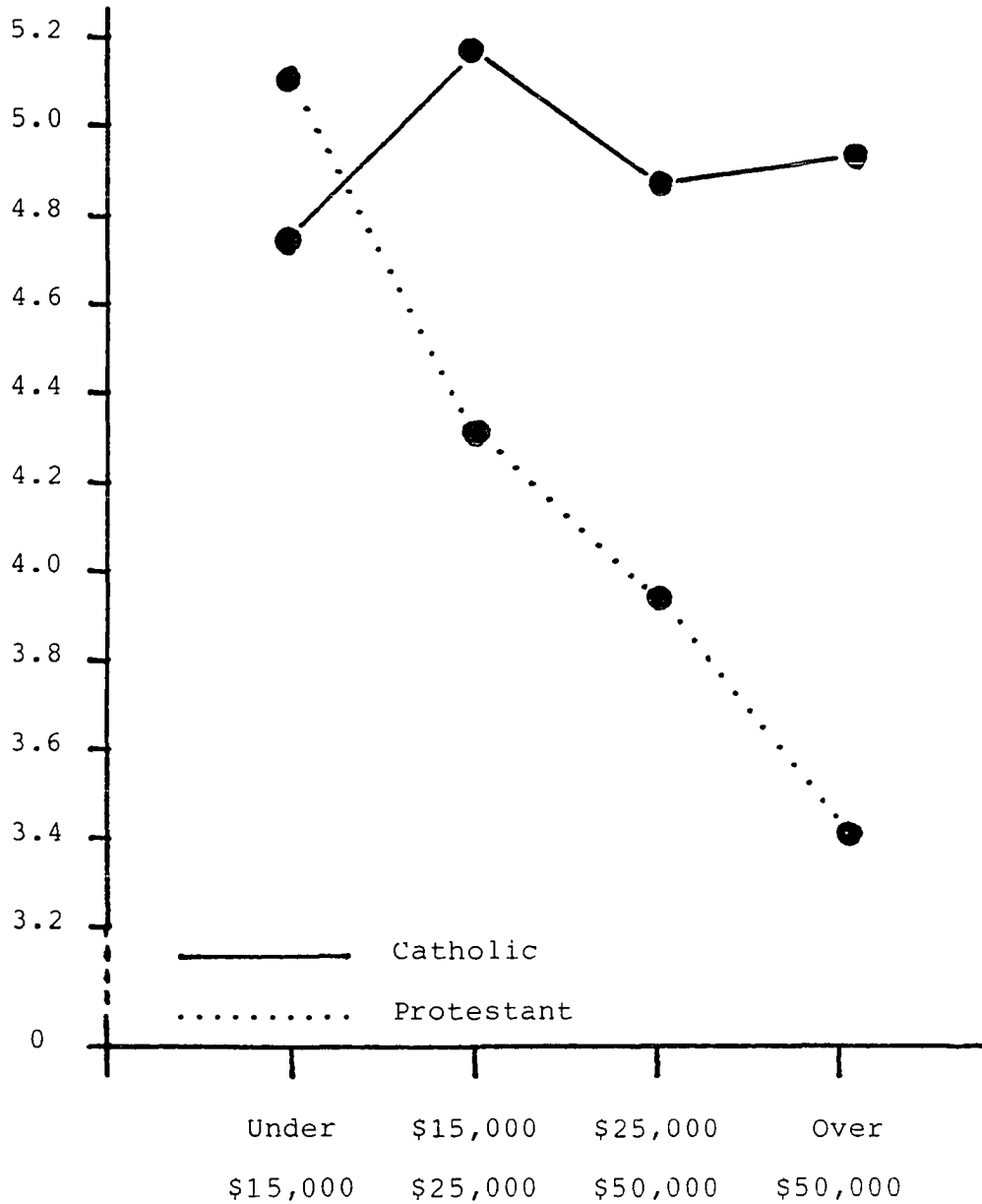
Factor IV (Religious Instruction and Atmosphere) by Religion and Socio-Economic Status of Parents/Guardians

Religion	Socio-Economic Status			
	Under \$15,000	\$15,000-\$25,000	\$25,000-\$50,000	Over \$50,000
Catholic	4.734	5.166	4.838	4.914
Protestant	5.080	4.300	3.924	3.392

The tertiary analysis of Factor IV in terms of marital status, family configuration, and family

Graph 6

Factor IV (Religious Instruction and Atmosphere):
Disordinal Interaction of Religion and
Socio-economic Status of Parents/Guardians



mobility showed no significant interaction effects. However, the analysis did reveal one significant main effect for family configuration. The F-ratio for family size was 4.760, which was significant at the 0.030 level. A post hoc test was unnecessary; those parents/guardians whose families contained four or more children ranked Factor IV as significantly more important than did parents/guardians whose families contained less than three children. There were no other significant differences revealed.

The analysis of Factor IV in terms of school affiliation revealed no significant interaction effects. However, there were two significant main effects. One of the two main effects was for school affiliation of parents/guardians; the F-ratio was 18.924, which was significant at the 0.000 level. The post hoc test revealed that those parents/guardians who had attended parochial schools, whether the research Catholic high school or other parochial schools, ranked Factor IV as significantly more important than parents/guardians who had attended other schools. The largest variation in response was between parochial school parents/guardians and public school parents/guardians. The second significant main effect was for siblings' school affiliation; the F-ratio was 3.794, which was significant at the 0.010 level. The post hoc

test revealed that parents/guardians whose other children attended either the research Catholic high school or other private schools ranked Factor IV as significantly more important than did parents/guardians whose other children attended public schools.

In summary, the analysis of Factor IV (Religious Instruction and Atmosphere) indicated one three-way interaction, two two-way interactions, and five main effects. The evaluation by parents/guardians of Factor IV was influenced by the interaction of age, sex, and ethnicity of students; the F-ratio was 2.868, significant at the 0.036 level. The evaluation was also influenced by two other interactions; one was the interaction of religion and educational level of parents/guardians, with a F-ratio of 2.940, significant at the 0.033 level; the other was the interaction of religion and socio-economic status of parents/guardians, with a F-ratio of 3.070, significant at the 0.027 level.

The evaluation by parents/guardians of Factor IV was also influenced by four main effects. The main effect for age of parents/guardians had a F-ratio of 8.621, significant at the 0.003 level. The main effect for sex of parents/guardians had a F-ratio of 6.271, significant at the 0.013 level. The main effect for family configuration had a F-ratio of 4.760, significant at the 0.030 level.

The main effect for school affiliation of parents/guardians had a F-ratio of 18.924, significant at the 0.000 level. Finally, the main effect for siblings' school affiliation had a F-ratio of 3.794, significant at the 0.010 level.

Analysis of Factor V

The primary analysis of Factor V (Size and Programs) in terms of age of students, sex of students, and ethnicity revealed no significant differences, neither for interaction effects nor for main effects.

The secondary analysis of Factor V in terms of age of parents/guardians, sex of parents/guardians, and ethnicity revealed no significant interaction effects. However, there was a significant main effect for sex of parents/guardians; the F-ratio was 7.601, which was significant at the 0.006 level. A post hoc test was not necessary; female parents/guardians ranked Factor V as significantly more important than did male parents/guardians. The analysis of Factor V in terms of religion, educational level, and socio-economic status of parents/guardians revealed no significant differences, neither for interaction effects nor for main effects.

The tertiary analysis of Factor V in terms of marital status, family configuration, and family mobility revealed no significant differences, neither for interaction effects nor for main effects. The analysis of Factor V in terms of

school affiliation also revealed no significant differences, neither for interaction effects nor for main effects.

In summary, the analysis of Factor V (Size and Programs) indicated only one significant effect. The main effect for sex of parents/guardians had a F-ratio of 10.932, which was significant at the 0.001 level.

Analysis of Factor VI

The primary analysis of Factor VI (Family Tradition) in terms of age of students, sex of students, and ethnicity revealed a significant three-way interaction effect. The interaction of age of students, sex of students, and ethnicity had a F-ratio of 3.473, which was significant at the 0.016 level. As indicated in Table 21, Hispanic parents/guardians of twelfth grade boys ranked Factor VI as most important while Hispanic parents/guardians of eleventh grade boys ranked it least important. The responses of Hispanic parents/guardians were influenced by both age and sex of students; Hispanic parents/guardians of tenth and twelfth grade boys ranked Factor VI as more important than Hispanic parents/guardians of tenth and twelfth grade girls; the opposite was true for Hispanic parents/guardians of ninth and eleventh grade girls. The responses of Anglo parents/guardians showed considerably less variation. With the exception of responses of Anglo parents/guardians of

ninth grade boys, all Anglo responses fell within the grade level range of the responses of Hispanic parents/guardians. The disordinal interaction indicated in Table 21 was illustrated in Graph 7.

Table 21

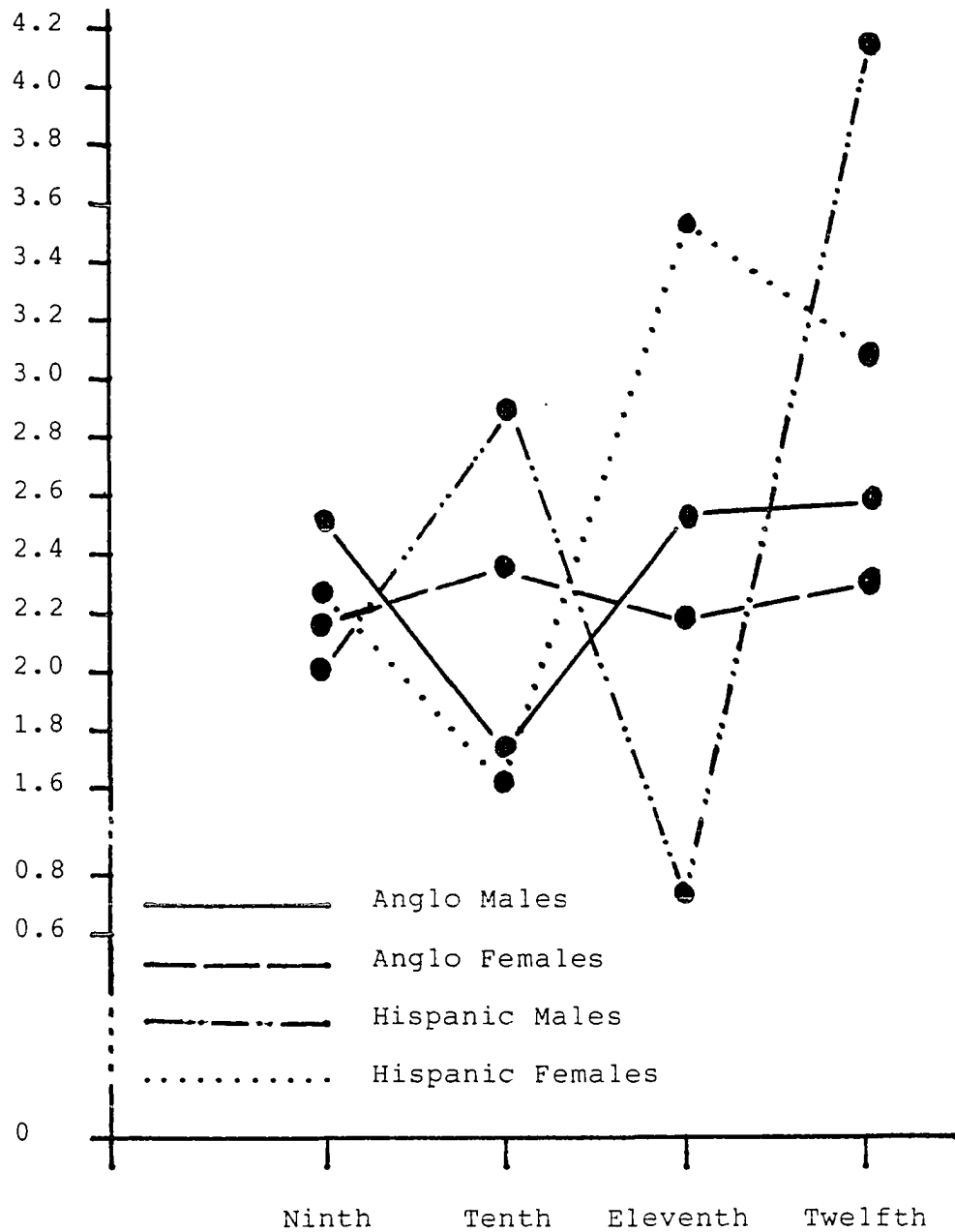
Factor VI (Family Tradition) by Age, Sex, and Ethnicity of Students

Grade Level	Ethnicity			
	Anglo		Hispanic	
	Male	Female	Male	Female
Ninth	2.470	2.175	2.000	2.220
Tenth	1.670	2.395	2.845	1.625
Eleventh	2.490	2.195	0.750	3.500
Twelfth	2.550	2.320	4.145	3.075

The secondary analysis of Factor VI in terms of age of parents/guardians, sex of parents/guardians, and ethnicity revealed no significant interaction effects. However, there was a significant main effect for age of parents/guardians; the F-ratio was 4.420, which was significant at the 0.004 level. The post hoc test

Graph 7

Factor VI (Family Tradition): Disordinal Interaction of
Age, Sex, and Ethnicity of Students



revealed that those parents/guardians in the 30 to 40 age group ranked Factor VI as significantly less important than those parents/guardians in either the 41 to 50 age group or the 51 to 60 age group; there were no other significant differences indicated.

The analysis of Factor VI in terms of religion, educational level, and socio-economic status revealed no significant interaction effects. However, the analysis did reveal a significant main effect for religion. The F-ratio was an 41.056, which was obviously significant at the 0.000 level. Those parents/guardians who were Catholic ranked Factor VI as significantly more important than those who were Protestant. There were no other significant differences indicated.

The tertiary analysis of Factor VI in terms of marital status, family configuration, and family mobility revealed no significant interaction effects. However, the analysis revealed a significant main effect for family configuration. The F-ratio was 21.954, which was significant at the 0.000 level. The post hoc test revealed that parents/guardians whose families contained four or more children ranked Factor VI as significantly more important than those whose families contained less than four children. Thus, a direct relationship existed between the size of the family and the importance of the ranking of Factor VI.

The analysis of Factor VI in terms of school affiliation revealed two main effects. One main effect was for the school affiliation of parents/guardians; the F-ratio was 47.718, which was significant at the 0.000 level. The post hoc test revealed that those parents/guardians who had attended parochial schools or other private schools ranked Factor VI as significantly more important than parents/guardians who had attended public schools. The biggest variation was between the parents/guardians who had attended parochial schools other than the research Catholic high school and those who had attended public schools. The next largest variation was between parents/guardians who were alumni/alumnae of the research Catholic high school and those who had attended public schools.

The other main effect was for sibling's school affiliation; the F-ratio was 28.653, which was significant at the 0.000 level. Parents/guardians of students' siblings who attended the research Catholic high school ranked Factor VI as significantly more important than those whose students' siblings had attended either other private schools or public schools. The biggest variation was between parents/guardians whose other children attended the research Catholic high school and those whose other children attended public schools.

In summary, the evaluation of Factor VI (Family Tradition) was influenced significantly by one interaction effect and five main effects. The three-way interaction effect of age, sex, and ethnicity of students had a F-ratio of 3.473, significant at the 0.016 level. The first main effect, for age of parents/guardians, had a F-ratio of 4.420, significant at the 0.004 level. The second main effect, for religion of parents/guardians, had a F-ratio of 41.056, significant at the 0.000 level. The third main effect, family configuration, had a F-ratio of 21.954, also significant at the 0.000 level. The fourth main effect, for school affiliation of parents/guardians, had a F-ratio of 47.718, also significant at the 0.000 level. The final main effect, school affiliation of siblings, had a F-ratio of 28.653; this was also significant at the 0.000 level.

Analysis of Factor VII

The primary analysis of Factor VII (Dissatisfaction with Public Schools) in terms of age of students, sex of students, and ethnicity revealed no significant three-way interactions. However, there was a significant two-way interaction; this interaction of age of students and ethnicity had an F-ratio of 4.564, which was significant at the 0.004 level. As indicated in Table 22 and illustrated in Graph 8, the interaction was disordinal. Hispanic parents/guardians of twelfth grade students ranked Factor

VII the highest while parents/guardians of Hispanic tenth grade students ranked it the lowest. While Anglo parents/guardians of ninth and tenth grade students ranked Factor VII higher than their Hispanic counterparts, the responses of Anglo parents/guardians fell into the more limited range of 0.430, as compared to the Hispanic range of 1.580.

Table 22

Factor VII (Dissatisfaction with Public Schools) by Age of Students and Ethnicity

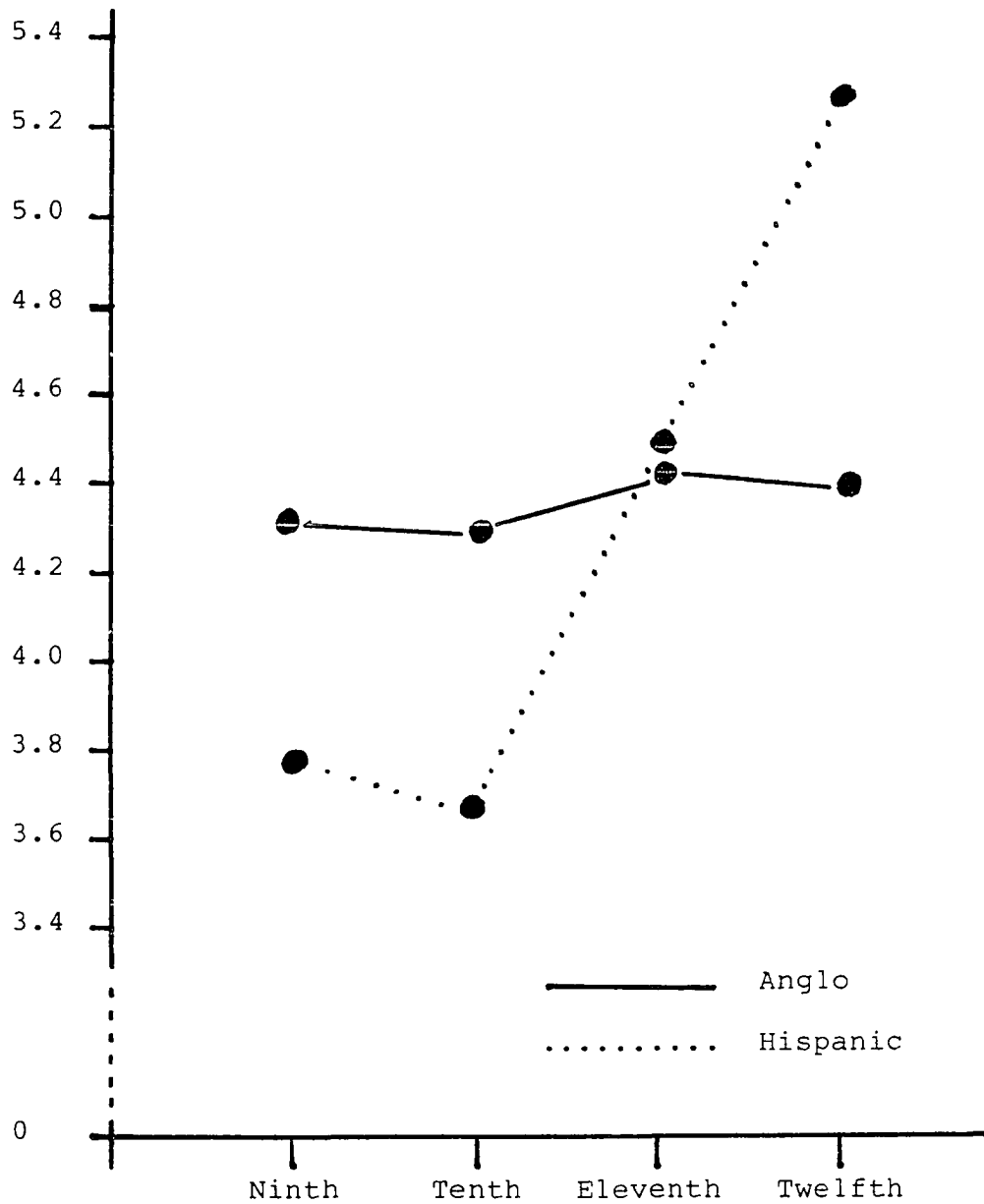
Ethnicity	Grade Level			
	Ninth	Tenth	Eleventh	Twelfth
Anglo	4.300	4.285	4.405	3.975
Hispanic	3.775	3.645	4.415	5.225

The secondary analysis of Factor VII in terms of age of parents/guardians, sex of parents/guardians, and ethnicity revealed no significant three-way interaction. However, there was a significant two-way interaction for age of parents/guardians and ethnicity; the F-ratio was 2.735, which was significant at the 0.043 level. As indicated by Table 23 and illustrated in Graph 9, this interaction was disordinal. Hispanic and Anglo

Graph 8

Factor VII (Dissatisfaction with Public Schools):

Disordinal Interaction of Age and Ethnicity of Students



parents/guardians 60 years in age or younger ranked Factor VII in a similar manner. However, Hispanic and Anglo parents/guardians over 60 years in age differed greatly in their evaluation of the importance of Factor VII. Anglo parents/guardians over 60 years in age gave it the highest rating (5.100) while Hispanic parents/guardians over 60 years in age gave it the lowest rating (2.250).

Table 23

Factor VII (Dissatisfaction with Public Schools) by Age of Parents/Guardians and Ethnicity

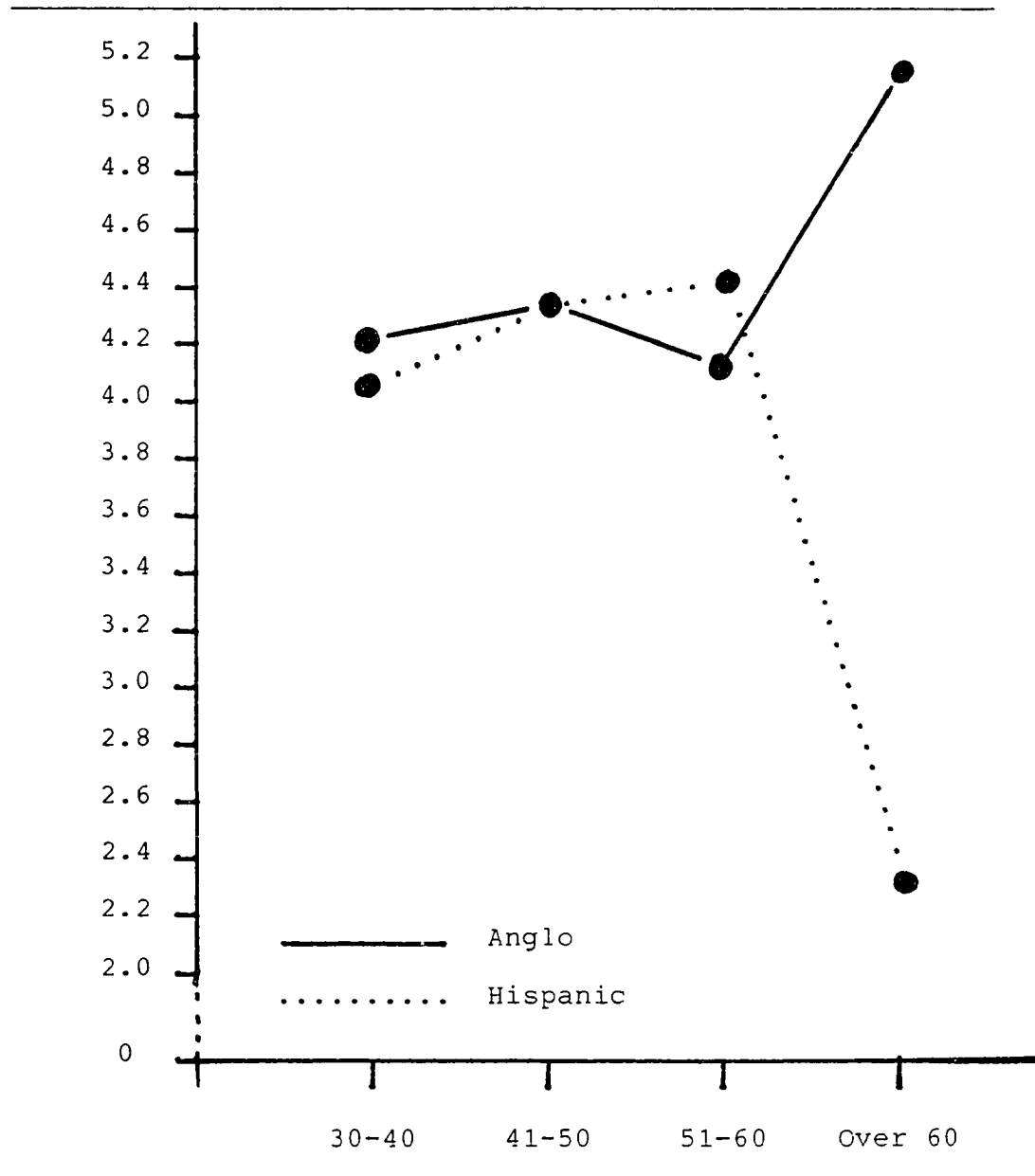
Ethnicity	Age			
	30 - 40	41 - 50	51 - 60	over 60
Anglo	4.175	4.280	4.075	5.100
Hispanic	4.105	4.280	4.370	2.250

The analysis of Factor VII in terms of religion, educational level, and socio-economic status revealed no significant differences, neither for interaction effects nor for main effects.

The tertiary analysis of Factor VII in terms of marital status, family configuration, and family mobility revealed no significant interaction effects. However, the analysis did reveal a significant main effect for family

Graph 9

Factor VII (Dissatisfaction with Public Schools):
Disordinal Interaction of Age and Ethnicity of
Parents/Guardians



mobility. The F-ratio was 4.993, which was significant at the 0.007 level. The post hoc test revealed that those parents/guardians who had lived in this city from four to ten years ranked Factor VII as significantly more important than did those who had lived in this city less than four years. There were no other significant differences.

The analysis of Factor VII in terms of school affiliation revealed no significant interaction effects or main effects.

In summary, the evaluation of Factor VII was influenced by two two-way interaction effects and one main effect. The interaction of age and ethnicity of students had a F-ratio of 4.564, significant at the 0.004 level. The interaction of age and ethnicity of parents/guardians had a F-ratio of 2.735, significant at the 0.043 level. The main effect for family mobility had a F-ratio of 4.993, significant at the 0.007 level.

Summary

Introduction

This chapter presented the analysis of the data resulting from Questionnaire II. It presented in detail, the demographic description of the subjects of the study. It also presented the results of the exploratory factor analysis which reduced the 42 dependent variables to seven factors. Finally, it presented the results of the analyses

of variance which were used to examine the relationships between the independent variables and the dependent variables.

Summary of ANOVA Results

In various combinations, the three principal independent variables, those of ethnicity, age of students, and sex of students, significantly influenced the evaluations of four of the seven factors. The principal influence of ethnicity was upon the range; the evaluations of the importance of Religious Instruction and Atmosphere, Family Tradition, and Dissatisfaction with Public Schools all showed a greater range for scores of Hispanic parents/guardians than for Anglo parents/guardians.

The principal influence of age of students was more difficult to determine. The evaluations of Discipline/Environment, Religious Instruction and Atmosphere, Family Tradition, and Dissatisfaction with Public Schools were significantly influenced in an irregular manner by age of students. For example, sex of students influenced the effect of age of students on Discipline/Environment; a direct relationship existed for age and evaluation scores for parents/guardians of male students, whereas an inverse relationship existed for parents/guardians of female students. The irregular influence of age on Religious Instruction and Atmosphere,

Family Tradition, and Dissatisfaction with Public Schools was, like that of ethnicity, associated with the range of scores.

The principal influence of sex of students was the result of an interaction with ethnicity and age of students. The biggest variation in the scores of Religious Instruction and Atmosphere occurred between the scores of parents/guardians of male Hispanic twelfth grade students and parents/guardians of female Hispanic tenth grade students.

In various combinations, three other independent variables, those of ethnicity, age of parents/guardians, and sex of parents/guardians, significantly influenced the evaluations of six of the seven factors. For example, ethnicity influenced the evaluations of Dissatisfaction with Public Schools; in the evaluation, of those parents/guardians who were over 60 years in age, significantly greater importance was assigned to the factor by Hispanic parents/guardians than by Anglo parents/guardians.

Age of parents/guardians influenced the evaluations of three of the seven factors. Similarly, parents/guardians 30-40 and 51-60 assigned significantly more importance to Religious Instruction and Atmosphere than did those 41-50. In addition, those parents/guardians

41-60 assigned significantly more importance to Family Tradition than did those who were 30-40. However, except for those Anglo parents/guardians over 60 who assigned significantly more importance than their Hispanic counterparts, age of parents/guardians had no effect on the evaluations of Dissatisfaction of Public Schools. The interaction of parents'/guardians' sex and age, with an 0.051 level, just missed significance.

Sex of parents/guardians significantly influenced the evaluations of four factors. With a few exceptions, female parents/guardians evaluated Discipline/Environment, Teachers/Students, Religious Instruction and Atmosphere, and Size and Programs as being significantly more important than did male parents/guardians.

In various combinations, three other independent variables, religion, educational level, and socio-economic status of parents/guardians significantly influenced five factors. Religion of parents/guardians interacted irregularly with educational level to influence Discipline/Environment and Religious Instruction and Atmosphere. In addition, Catholic parents/guardians assigned significantly more importance to Teachers/Students and Family Tradition than did Protestant parents/guardians.

Educational level of parents/guardians significantly influenced Discipline/Environment and Religious Instruction

and Atmosphere. Interacting separately with both religion and socio-economic status, the influence of educational level on Discipline/Environment was characterized by irregularity. However, a pattern was evident in its influence on Religious Instruction and Atmosphere; for Catholic parents/guardians a direct relationship existed between years of education and importance of the factor, whereas for Protestant parents/guardians, an inverse relationship existed.

Socio-economic status of parents/guardians significantly influenced four factors. The higher the educational level of those parents/guardians with an annual income of under \$15,000, the greater the importance of Discipline/Environment; however, the higher the educational level of those parents/guardians with an annual income of over \$50,000, the lesser the importance of this factor. Socio-economic status also interacted with religion of parents/guardians to influence Religious Instruction and Atmosphere. Although the scores of the Catholic parents/guardians were remarkably similar across all socio-economic levels, the scores of Protestant parents/guardians demonstrated a dominating inverse relationship between value of religion and socio-economic status. In addition, those parents/guardians whose annual income was \$25,000-\$50,000 considered Academics to be

significantly more important than parents/guardians with over \$50,000. Similarly, those parents/guardians whose annual income was greater than \$25,000 considered Teachers/Students to be significantly more important than those with under \$15,000 while those whose annual income was \$15,000-\$25,000 considered Teachers/Students to be significantly more important than those with \$25,000-\$50,000.

In various combinations, three additional independent variables, those of marital status, family configuration, and family mobility, significantly influenced six of the seven variables. Those parents/guardians who were either divorced or separated considered Academics to be significantly more important than did those who were married. In addition, those parents/guardians who had four or more children considered Religious Instruction and Atmosphere and Family Tradition to be significantly more important than those who had less than four children. Those parents/guardians who had lived in Tucson for four or more years considered Discipline/Environment to be significantly more important than those who had lived in Tucson for less than four years. Those parents/guardians who had lived in Tucson for four to ten years not only considered Academics and Dissatisfaction with Public Schools to be significantly more important than those who

had lived in Tucson for less than four years but also considered Teachers/Students to be significantly more important than both those who had lived in Tucson for less than four years and those who had lived in Tucson for over ten years.

School affiliation, both of parents/guardians and of siblings, influenced both Religious Instruction and Atmosphere and Family Tradition. In both cases, evaluations were significantly higher by those affiliated with parochial schools.

Conclusion of Anova Results

The evaluations by parents/guardians of all seven of the factors were influenced by one or more of the independent variables. The evaluation of Religious Instruction and Atmosphere was influenced by the most variables, eleven; the evaluation of Size and Programs was influenced by the fewest variables, one.

Age of students, age of parents/guardians, sex of parents/guardians, religion of parents/guardians, socio-economic status of parents/guardians, and family mobility all influenced the evaluations of four factors each. Age of students influenced the evaluations of Discipline/Environment, Religious Instruction and Atmosphere, Family Tradition, and Dissatisfaction with Public Schools. Age of parents/guardians influenced the

evaluations of Teachers/Students, Religious Instruction and Atmosphere, Family Tradition, and Dissatisfaction with Public Schools. Sex of parents/guardians influenced the evaluations of Discipline/Environment, Teachers/Students, Religious Instruction and Atmosphere, and Size and Programs. Religion of parents/guardians influenced the evaluations of Discipline/Environment, Teachers/Students, Religious Instruction and Atmosphere, Family Tradition. Socio-economic status of parents/guardians influenced the evaluations of Academics, Teachers/Students, and Religious Instruction and Atmosphere. Family mobility influenced the evaluations of Discipline/Environment, Academics, Teachers/Students, and Dissatisfaction with Public Schools.

Ethnicity of students and sex of students both influenced the evaluations of three factors. Ethnicity of students influenced the evaluations of Religious Instruction and Atmosphere, Family Tradition, and Dissatisfaction with Public Schools. Sex of students influenced the evaluations of Discipline/Environment, Religious Instruction and Atmosphere, and Family Tradition.

Ethnicity of parents/guardians, educational level of parents/guardians, family configuration, school affiliation of parents/guardians, and school affiliation of students/ siblings all influenced two factors. Ethnicity of parents/guardians influenced the evaluations

of Teachers/Students and Dissatisfaction with Public Schools. Educational level of parents/guardians influenced the evaluations of Discipline/Environment and Religious Instruction and Atmosphere. Family configuration and school affiliation, both of parents/guardians and of siblings, influenced the evaluations of Religious Instruction and Atmosphere and Family Tradition.

Marital status of parents/guardians only influenced one of the factors. Its influence was upon Academics.

CHAPTER FIVE

SUMMARY AND RECOMMENDATIONS

Summary of the Study

This descriptive study was undertaken to determine the reasons for the decision of parents/guardians to send their children to parochial schools, in particular the reasons for which Anglo and Hispanic parents/guardians in the southwestern United States send their children to a coeducational Catholic high school. This study was also designed to investigate the effect of other variables upon parochial school choice: the effect, if any, of sex of students; the effect, if any, of age of students; the effect, if any, of ethnicity of students; the effect, if any, of sex, age, religion, educational level, and socio-economic status of parents/guardians; and the effect, if any, of marital status, family configuration, family school affiliation, and family mobility. The entire population of the parents/guardians of the 1986-87 student body of the targeted Catholic high school was polled. The assumption was that the parents/guardians, as "recognized experts in the field of concern" (Gordon and Helmer, 1966, p. 48), were a valid resource in identifying both the reasons for which parent/guardians send their children to

the targeted Catholic high school and the factors influencing the reasons.

The identification of the reasons for which the parochial school choice was made and the investigation of the effects of the demographic elements were approached through a modified Delphi technique. A two-step Delphi procedure was utilized: the first step, Questionnaire I, was an open-ended instrument, the responses to which provided the content of the parents'/guardians' reasons; the second step, Questionnaire II, was a dual instrument upon which the parents/guardians not only identified themselves in terms of the various demographic categories but also, using a Likert-type scale, evaluated the importance of each of the 42 reasons.

Summary of the Findings

Answers to Research Questions

1. With respect to ethnicity, there was no significant difference between the means of the respective factors.
 2. With respect to sex of students, there was no significant difference between the means of the respective factors.
 3. With respect to year in school of students, there was no significant difference between the means of the respective factors.
-

4. However, the interaction of ethnicity, sex of students, and year in school of students did create a significant difference between the means of the respective factors.

Identification of Reasons

Differences in the reasons for which the parents/guardians send their children to the targeted Catholic high school were observed. Calculation of mean factor scores and calculation of comparative rankings of the factors by each of 46 levels of the independent variables revealed the parents'/guardians' comparative evaluation of the seven factors/reasons. The calculations revealed that the primary reasons were Factor II: Academics (mean of 5.015) and Factor I: Discipline/Environment (mean of 4.958). Factor III: Teachers/Students (mean of 4.608), Factor V: Size and Programs (mean of 4.594), and Factor IV: Religious Instruction and Atmosphere (mean of 4.524) were the secondary reasons. Factor VII: Dissatisfaction with Public Schools (mean of 4.227) stood alone as the third level reason, while Factor VI: Family Tradition (mean of 2.312) was obviously the least important of the seven reasons.

Effect of Demographic Elements

Differences were observed in the demographic elements

which influenced the reasons for which parents/guardians send their children to the targeted Catholic high school.

1. Socio-economic status of parents/guardians was the greatest determiner of reasons for which the parents/guardians sent their children to the targeted Catholic high school. It significantly influenced not only Discipline/Environment and Academics but also both Teachers/Students and Religious Instruction and Atmosphere. For example, for those parents/guardians whose annual income was less than \$15,000, the higher the educational level, the lower the importance of Discipline/Environment. Less importance was assigned to Academics by those whose income was over \$50,000. Less importance to Religious Instruction and Atmosphere was assigned by those with both an annual income of over \$50,000 and a graduate degree level of education. However, greater importance was assigned to Teachers/Students by those with an annual income either between \$25,000 and \$50,000 or over \$50,000.
 2. Family mobility had the second greatest influence upon the reasons for which parents/guardians sent their children to the targeted Catholic high school. It had a significant influence not only upon both Discipline/Environment and Academics but also upon
-

Teachers/Students and Dissatisfaction with Public Schools. Families living for four or more years in the city of the research Catholic high school assigned significantly greater importance to all four of these reasons.

3. Sex of parents/guardians had the third greatest influence upon the reasons for which parents/guardians send their children to the targeted Catholic high school. It significantly influenced not only Discipline/Environment but also Teachers/Students, Size and Programs, and Religious Instruction and Atmosphere. In general, female parents/guardians assigned more importance to all four of these reasons.
 4. Religion of parents/guardians had the fourth greatest effect upon the reasons for which parents/guardians send their children to the targeted Catholic high school. It significantly influenced not only Discipline/Environment but also Teachers/Students, Religious Instruction and Atmosphere, and Family Tradition. Religion interacted with educational level to irregularly influence both Discipline/Environment and Religious Instruction and Atmosphere. In addition, Catholic parents/guardians valued Teachers/Students significantly more than did Protestant parents/guardians.
-

5. Sex of students and age of students, interacting with ethnicity, appeared to have the fifth greatest effect. Their significant influence was upon not only Discipline/Environment but also both Religious Instruction and Atmosphere and Family Tradition. Parents/guardians of younger girls (ninth and tenth grade) and of parents/guardians of older boys (eleventh and twelfth grade) assigned greater importance to Discipline/Environment. Hispanic parents/guardians of female ninth grade students and male twelfth grade students assigned greater importance to Religious Instruction and Atmosphere than did those of female tenth grade students and male eleventh grade students. In addition, Hispanic parents/guardians of female eleventh grade students ranked Family Tradition as more important than did those of male eleventh grade students.
 6. Educational level of parents/guardians influenced both Discipline/Environment and Religious Instruction and Atmosphere. The higher the educational level of those parents/guardians with an annual income below \$15,000, the more importance assigned to Discipline/Environment; however, the opposite was true for those with annual incomes in excess of \$50,000. In addition, of parents/guardians with graduate degrees, those who
-

were Catholic placed greater importance upon Religious Instruction and Atmosphere; the opposite, however, was true for those parents/guardians with two years college.

7. Ethnicity of parents/guardians influenced one factor. It interacted with age of parents/guardians to influence Dissatisfaction with Public Schools. The effect of the interaction of ethnicity and age of parents/guardians was limited to those parents/guardians who were over 60 years in age. Anglo parents/guardians who over 60 evaluated Dissatisfaction with Public Schools as far more important than did those Hispanic parents/guardians who were over 60. No other effects of ethnicity were found to be significant.
8. Marital status of parents/guardians influenced only one factor. In the evaluation, those parents/guardians who were divorced or separated assigned greater importance to Academics than did those parents/guardians who were married.
9. Age of parents/guardians influenced the evaluation of the final two factors. The evaluations of Dissatisfaction with Public Schools and Family Tradition were influenced by the responses of older parents/guardians. Parents/guardians (41-60) assigned

more importance to Dissatisfaction with Public Schools. Anglo and Hispanic parents under 60 agreed about the importance of Family Tradition; however, Anglos over 60 far greater importance to this factor than did Hispanics.

10. Family configuration and family school affiliation influenced the evaluation of Religious Instruction and Atmosphere and of Family Tradition. Parents/guardians whose families contained four or more children assigned greater importance to both factors. Parents/guardians who either themselves attended private schools or whose other children attended private schools also assigned greater importance to both factors, with Family Tradition receiving the highest evaluation from parents/guardians whose other children attended the targeted Catholic high school.

Implications of the Study

General Implications

A comparison of the results of this study with that of Greeley, McCready, and McCourt (1976) implies that the parents/guardians who send their children to the targeted Catholic school do so for the same reason as those parents/guardians sent children to Catholic schools in 1974; this reason is academics. However, the ranking of religious factors as fifth in importance in this study

implies that religious factors were more important to parents/guardians in 1974 than they were in 1987.

A comparison of the results of this study with that of Frechtling, Edwards, and Richardson (1981) implies that Catholic school parents/guardians in the southwestern United States and Protestant school parents in Maryland both valued discipline; however, while the Catholic school parents/guardians valued academics, the Protestant school parents/guardians valued religious instruction and values. In addition, the comparison implies that while desegregation of schools was a reason for parents/guardians removing their children from public schools in Maryland, it was not a concern of parents/guardians sending their children to the targeted Catholic high school, even though public school children in the area were often bused to schools outside their residence areas.

Specific Implications

The findings suggested that school officials should avoid the assumption that all students are sent to the targeted Catholic high school for the same reasons. Moreover, it is suggested that this assumption also be avoided when considering specific segments of the student population, e.g. girls, boys, Hispanics, Anglos, etc.

The findings suggested that longevity in the community is a factor that influences parents'/guardians' support of

the targeted school. It is suggested, for example, that parents/guardians who have resided in the community for four years or longer might be more supportive of the targeted school in the areas of Discipline/Environment, Academics, and Teachers/Students.

The findings also suggested that the personnel of the targeted school avoid the assumption that all parents/guardians value Religious Instruction and Atmosphere to the same degree. It appears that Catholic and Protestant parents/guardians significantly differ in this area. Therefore, reluctance to engage in religion class assignments, disapproval of emphasis upon religious instruction or moral code of behavior, or lack of emphasis upon achievement in religion class by children of Protestant parents/guardians should not surprise school officials. On the other hand, school officials should be aware that a parent's/guardian's being Catholic does not automatically guarantee his/her acceptance of the importance of Religious Instruction and Atmosphere.

The findings also suggested that the values of specific categories of parents/guardians cannot be accurately predicted. Specifically, it appears that ethnicity of parents/guardians, sex of child of parents/guardians, and age of child of parents/guardians are not, in themselves, reliable indicators of

parents'/guardians' values. However, the results do suggest that the specific similarities and differences in parents'/guardians' responses which did exist are the result of the interaction of ethnicity, sex, and age of student.

In addition, the findings suggested that it not be assumed that educational level of parents/guardians is, in itself, an adequate predictor of parents/guardians' values. Rather, it is suggested that the effect of the educational level of parents/guardians upon Discipline/Environment and Religious Instruction and Atmosphere may be the result of the interactions of educational level with socio-economic status and with religion.

An additional implication suggested by the findings is that school officials should ignore the assumption that Anglo and Hispanic students are sent to the targeted school for different reasons. It appears that the influence of ethnicity is the result of its interaction with age and/or sex of students.

The findings also suggested that parents/guardians who are married differ from those who are divorced or separated parents/guardians in their value of Academics. More specifically, it appears that divorced or separated parents/guardians may place more value upon the academic program at the targeted school.

The findings of the study also suggested implications for the public high schools in the area of the targeted Catholic high school. The findings suggested that dissatisfaction with public schools is a reason for which parents/guardians are sending their children to the targeted high school. The findings also suggested that the primary reason for which parents/guardians are sending their children to the private school is not the historical reason of religious instruction but is, rather, the opportunity for what the parents/guardians perceive as a better education and more discipline, a reason which should be basic to the educational goals of all schools, whether they are parochial, private, or public.

Recommendations for Future Study

The question of why parents/guardians send their children to a private school is something that remains a timely topic. Specific factors that might warrant examination are perception of opportunity for academic excellence and the belief that one can, thus, avoid forced participation in school desegregation programs. This study should be replicated on a larger basis in other Catholic schools; these schools should include not only other Carmelite high schools but also other Catholic high schools, both coeducational and girls' and boys', throughout the United States. This study should also be

replicated on a larger basis in other private schools, not only non-Catholic parochial schools but independent schools as well.

APPENDIX A

QUESTIONNAIRE I

SALPOINTE

As a part of a University of Arizona research study, we are attempting to determine the parental expectations of Salpointe Catholic High School. Please list your reasons for sending your son or daughter to Salpointe Catholic High School. If more space is required, please use the back of this form.

1. _____

2. _____

3. _____

4. _____

5. _____

Thank you for your help. We appreciate you taking the time to give us this information.

Please put this form in one of the boxes near the main exits.

APPENDIX B
QUESTIONNAIRE II



SALPOINTE CATHOLIC HIGH SCHOOL

Dear Salpointe Parents or Guardians:

A new year has begun, bringing with it a special opportunity for us here at Salpointe Catholic High School. We have been invited to participate in a research study directed by the University of Arizona, a study which promises to provide us with valuable information about why parents/guardians are making the "Salpointe Choice" for their children.

This study, which requires only a few minutes of your time, will give us valuable information upon which to base future decisions here at Salpointe.

I urge both you and your spouse to each complete one of the enclosed questionnaires and, as soon as possible, return them in the enclosed envelope. Please complete a questionnaire for each of your children even though your answers about each child may be similar.

Please give us just a few minutes! We can use your help as we chart the future of Salpointe Catholic High School.

Sincerely,

A handwritten signature in cursive script that reads "Leo McCarthy".

Rev. Leo McCarthy, O. Carm.
Principal

Information Identification:

Please complete the questions below. Simply place an "X" in the appropriate blank(s) in each of the sections. This information is very important. A separate questionnaire has been included for your spouse.

- A. Your child is in the
 (01) ___ 9th grade (001) ___ 11th grade
 (02) ___ 12th grade (002) ___ 12th grade
- B. Your child is
 (03) ___ male
 (04) ___ female
- C. You are
 (05) ___ male
 (06) ___ female
- D. You are
 (07) ___ White
 (08) ___ Black or Negro
 (09) ___ American Indian
 (10) ___ Asian or Pacific Islander
 (11) ___ Other (specify: _____)
- E. You are of Spanish/Hispanic descent or origin:
 (12) ___ no (not Spanish/Hispanic)
 (13) ___ yes, Mex., Mex.-Am., Chicano
 (14) ___ yes, Puerto Rican, Cuban
 (15) ___ yes, other Spanish/Hispanic
- F. Your age is
 (16) ___ 30-40 years
 (17) ___ 41-50 years
 (18) ___ 51-60 years
 (19) ___ over 60 years
- G. You are
 (20) ___ Catholic
 (21) ___ Protestant
 (22) ___ Jewish
 (23) ___ Other (specify: _____)
- H. Your last level of education completed is
 (24) ___ elementary school
 (25) ___ high school
 (26) ___ two years college
 (27) ___ four years college/university
 (28) ___ graduate degree
- I. Your family's annual income is
 (29) ___ below \$15,000
 (30) ___ \$15,000 - \$25,000
 (31) ___ \$25,000 - \$50,000
 (32) ___ above \$50,000
- J. You are
 (33) ___ married
 (34) ___ divorced
 (35) ___ separated
 (36) ___ widowed
 (37) ___ never married
- K. You or your spouse attended what schools:
 (38) ___ Salpointe Catholic
 (39) ___ other parochial
 (40) ___ other private
 (41) ___ public
- L. Your other children (if any) attend/attended
 (42) ___ Salpointe Catholic
 (43) ___ other private high schools
 (44) ___ public high schools
- M. Your family has lived in Tucson for
 (45) ___ less than one year
 (46) ___ one - three years
 (47) ___ four - ten years
 (48) ___ more than ten years
- N. You have how many children in your family?
 (49) ___ one
 (50) ___ two
 (51) ___ three
 (52) ___ four
 (53) ___ five
 (54) ___ () insert number
- O. This child occupies which position in your family? ("first" = oldest)
 (55) ___ only
 (56) ___ first
 (57) ___ second
 (58) ___ third
 (59) ___ fourth
 (60) ___ fifth
 (61) ___ () insert number

Please complete the next two pages, too.

Questionnaire Directions:

The statements below represent reasons given by former Salpointe Catholic High School parents/guardians for sending their students to Salpointe Catholic. Using the scale below as a guide, for each of the following, please circle numbers "1" through "7" to indicate the extent to which you believe that an item represents a reason for you sending your child to Salpointe Catholic; "4" is represented by "NO" for "no opinion." Do not circle any numbers for an item which you believe to be a false statement.

	Completely Unimportant 1	Unimportant 2	Somewhat Unimportant 3	No Opinion NO	Somewhat Important 5	Important 6	Extremely Important 7							
								CU	U	SU	SI	I	EI	
Items:														
1.								1	2	3	NO	5	6	7
2.								1	2	3	NO	5	6	7
3.								1	2	3	NO	5	6	7
4.								1	2	3	NO	5	6	7
5.								1	2	3	NO	5	6	7
6.								1	2	3	NO	5	6	7
7.								1	2	3	NO	5	6	7
8.								1	2	3	NO	5	6	7
9.								1	2	3	NO	5	6	7
10.								1	2	3	NO	5	6	7
11.								1	2	3	NO	5	6	7
12.								1	2	3	NO	5	6	7
13.								1	2	3	NO	5	6	7
14.								1	2	3	NO	5	6	7
15.								1	2	3	NO	5	6	7
16.								1	2	3	NO	5	6	7

Please complete the next page, too.

	CU	U	SU	NO	SI	I	BI
17. S.C.H.S.'s behavior standards are similar to our (parents') behavior standards.	1	2	3	NO	5	6	7
18. S.C.H.S. has dedicated and concerned teachers	1	2	3	NO	5	6	7
19. S.C.H.S has teachers with Catholic values.	1	2	3	NO	5	6	7
20. S.C.H.S. provides a better quality of teachers.	1	2	3	NO	5	6	7
21. S.C.H.S. provides a higher quality of instruction.	1	2	3	NO	5	6	7
22. S.C.H.S promotes better teacher-student relationships.	1	2	3	NO	5	6	7
23. S.C.H.S. provides students with more individual attention.	1	2	3	NO	5	6	7
24. S.C.H.S. is a smaller school.	1	2	3	NO	5	6	7
25. S.C.H.S. has smaller classes.	1	2	3	NO	5	6	7
26. My child wanted to come to Salpointe Catholic High School.	1	2	3	NO	5	6	7
27. My child's friends were coming to Salpointe Catholic High School.	1	2	3	NO	5	6	7
28. S.C.H.S. has a "quality" student body.	1	2	3	NO	5	6	7
29. S.C.H.S.'s student body is a good mixture of students.	1	2	3	NO	5	6	7
30. S.C.H.S. develops responsible students who come to school to learn.	1	2	3	NO	5	6	7
31. S.C.H.S.'s students develop good study habits.	1	2	3	NO	5	6	7
32. S.C.H.S emphasizes college preparation.	1	2	3	NO	5	6	7
33. S.C.H.S. provides a program for advanced students.	1	2	3	NO	5	6	7
34. S.C.H.S. emphasizes a basic curriculum.	1	2	3	NO	5	6	7
35. S.C.H.S. provides structured classes.	1	2	3	NO	5	6	7
36. S.C.H.S. encourages communication between teachers and parents.	1	2	3	NO	5	6	7
37. S.C.H.S. permits more parent involvement.	1	2	3	NO	5	6	7
38. I (We) wanted to avoid the inadequate public schools.	1	2	3	NO	5	6	7
39. I (We) received Catholic or other private education.	1	2	3	NO	5	6	7
40. Other family members have attended/are attending S.C.H.S.	1	2	3	NO	5	6	7
41. S.C.H.S. has a good sports program.	1	2	3	NO	5	6	7
42. S.C.H.S. has good school spirit.	1	2	3	NO	5	6	7

APPENDIX C

CROSTABULATIONS OF ETHNICITY AND OTHER DEMOGRAPHIC FACTORS

Crosstabulation of Ethnicity and Other Demographic Elements

Chart 1

Crosstabulation of Child's Age and Ethnicity

Grade in School	Ethnicity						Totals	
	Anglo		Hispanic		Other		no.	%
	no.	%	no.	%	no.	%		
Ninth								
no.	155	27.1	38	43.7	5	45.5	198	29.5
%	78.3		19.2		2.5		100	
Tenth								
no.	125	21.8	17	19.5	1	9.1	143	21.3
%	87.4		11.9		0.7		100	
Eleventh								
no.	139	24.3	12	13.8	2	18.2	153	22.8
%	90.8		7.8		1.4		100	
Twelfth								
no.	154	26.8	20	23.0	3	27.2	177	26.4
%	87.0		11.3		1.7		100	
Totals								
no.	573		87		11		671	
%		100		100		100		
%	85.4		13.0		1.6			100

Chart 2

Crosstabulation of Child's Sex and Ethnicity

Sex	Ethnicity								
	Anglo		Hispanic		Other		Totals		
	no.	%	no.	%	no.	%	no.	%	
Male	no.	280	48.9	46	52.9	3	27.3	329	49.0
	%	85.1		14.0		0.9		100	
Female	no.	293	51.1	41	47.1	8	72.7	342	51.0
	%	85.7		12.0		2.3		100	
Totals	no.	573		87		11		671	
	%		100		100		100		
	%	85.4		13.0		1.6			100

Chart 3

Crosstabulation of Parents'/Guardians' Sex and Ethnicity

		Ethnicity						Totals	
		Anglo		Hispanic		Other		no.	%
Sex		no.	%	no.	%	no.	%	no.	%
Male									
	no.	236	41.2	40	46.0	4	36.4	280	41.7
	%	84.3		14.3		1.4		100	
Female									
	no.	337	58.8	47	54.0	7	63.6	391	58.3
	%	85.4		13.0		1.6		100	
Totals									
	no.	573		87		11		671	
	%		100		100		100		
	%	85.4		13.0		1.6			100

Chart 4

Crosstabulation of Parents'/Guardians' Age and Ethnicity

Age	Ethnicity							
	Anglo		Hispanic		Other		Totals	
	no.	%	no.	%	no.	%	no.	%
30-40								
no.	140	24.5	19	218	3	27.3	162	24.2
%	86.4		11.7		1.9		100	
41-50								
no.	325	56.7	45	51.7	7	63.6	377	56.2
%	86.2		11.9		1.9		100	
51-60								
no.	97	16.9	19	21.8	0	0	116	17.3
%	83.6		16.4		0		100	
Over 60								
no.	10	1.7	4	4.7	1	9.1	15	2.2
%	85.4		13.0		1.6		100	
Totals								
no.	573		87		11		671	
%		100		100		100		
%	85.4		13.0		1.6			100

Chart 5

Crosstabulation of Parents'/Guardians' Religion and
Ethnicity

Religion	Ethnicity						Totals	
	Anglo		Hispanic		Other		no.	%
	no.	%	no.	%	no.	%		
Catholic	381	66.5	84	96.6	6	54.4	471	70.2
	no.		no.		no.		no.	
	%		%		%		%	
Protestant	159	27.8	2	2.3	5	45.5	166	24.7
	no.		no.		no.		no.	
	%		%		%		%	
Jewish	5	0.9	0	0	0	0	5	0.7
	no.		no.		no.		no.	
	%		%		%		%	
Other	26	4.5	1	1.1	0	0	27	4.0
	no.		no.		no.		no.	
	%		%		%		%	
Not Identified	2	0.3	0	0	0	0	2	0.3
	no.		no.		no.		no.	
	%		%		%		%	
Totals	573		87		11		671	
	no.		no.		no.		no.	
	%	100	%	100	%	100	%	
	%	85.4	%	13.0	%	1.6	%	100*

Note: Includes variation of .1% due to rounding error.

Chart 6

Crosstabulation of Parents'/Guardians' Educational Level and Ethnicity

Level of Education	Ethnicity						Totals		
	Anglo		Hispanic		Other				
	no.	%	no.	%	no.	%	no.	%	
Elem.	no.	7	1.2	3	3.5	2	18.2	12	1.8
	%	58.3		25.0		16.7		100	
High Sch.	no.	102	17.8	37	42.5	0	0	139	20.7
	%	73.4		26.6		0		100	
Two Yrs.	no.	120	20.9	17	19.5	1	9.1	138	20.6
	%	87.0		12.3		0.7		100	
Four Yrs.	no.	173	30.2	14	16.1	2	18.2	189	28.2
	%	91.5		7.4		1.1		100	
Graduate Degree	no.	171	29.9	16	18.4	6	54.5	193	28.8
	%	88.6		8.3		3.1		100	
Totals	no.	573		87		11		671	
	%		100		100		100		
	%	87.4		13.0		1.6			100*

Note: *Includes .1% variation due to rounding error.

Chart 7

Crosstabulation of Family Income and Ethnicity

Income Level	Ethnicity								
	Anglo		Hispanic		Other		Totals		
	no.	%	no.	%	no.	%	no.	%	
Below \$15,000									
no.	19	3.3	5	5.7	0	0	24	3.6	
%	79.2		20.8		0		100		
\$15,000 - \$25,000									
no.	63	11.0	11	12.7	1	9.1	75	11.2	
%	84.0		14.6		1.4		100		
\$25,000 - \$50,000									
no.	191	33.3	46	21.9	2	1832	239	35.6	
%	79.9		19.2		0.9		100		
Over \$50,000									
no.	283	49.4	22	25.3	8	72.7	313	46.6	
%	90.4		7.0		2.6		100		
Not Identified									
no.	17	3.0	3	3.4	0	0	20	3.0	
%	85.0		15.0		0		100		
Totals									
no.	573		87		11		671		
%		100		100		100			
%	85.4		13.0		1.6		100		

Table 8

Crosstabulation of Marital Status and Ethnicity

Marital Status	Ethnicity						Totals		
	Anglo		Hispanic		Other		no.	%	
	no.	%	no.	%	no.	%			
Married	no.	498	86.9	76	87.4	9	81.8	583	86.9
	%	85.4		13.1		1.5		100	
Divorced	no.	52	9.1	6	6.9	2	18.2	60	8.9
	%	86.7		10.0		3.3		100	
Separated	no.	9	1.6	3	3.4	0	0	12	1.8
	%	75.0		25.0		0		100	
Widowed	no.	11	1.9	2	2.3	0	0	13	1.9
	%	84.6		15.4		0		100	
Never Married	no.	2	0.3	0	0	0	0	2	0.3
	%	100		0		0		100	
Not Ident.	no.	1	0.2	0	0	0	0	1	0.2
	%	100		0		0		100	
Totals	no.	573		87		11		671	
	%		100		100		100		
	%	85.4		13.0		1.6			100*

Note. *Includes .1% variation due to rounding error.

Table 9

Crosstabulation of Parents'/Guardians' School
Affiliation and Ethnicity

Previous School	Ethnicity						Totals		
	Anglo		Hispanic		Other		no.	%	
	no.	%	no.	%	no.	%			
C.H.S.	no.	43	7.5	11	12.6	1	9.1	55	8.2
	%	78.2		20.0		1.8		100	
Parochial	no.	224	39.1	11	12.6	4	36.4	239	35.6
	%	93.7		4.6		1.7		100	
Private	no.	43	7.5	10	11.5	1	9.1	54	8.1
	%	79.6		18.5		1.9		100	
Public	no.	262	45.7	54	62.1	5	45.4	321	47.8
	%	81.6		16.8		1.6		100	
Not Ident.	no.	1	0.2	1	0.2	0	0	2	0.3
	%	50.0		50.0		0		100	
Totals	no.	573		87		11		671	
	%		100		100		100		
	%	85.4		13.0		1.6			100*

Note. *Includes .1% variation due to rounding error.

Table 10

Crosstabulation of Siblings' High School Affiliation
and Ethnicity

Siblings' School	Ethnicity						Totals	
	Anglo		Hispanic		Other		no.	%
	no.	%	no.	%	no.	%		
Research Catholic	43	7.5	11	12.6	1	9.1	55	8.2
	%	78.2	20.0		1.8		100	
Other Parochial	224	39.1	11	12.6	4	36.4	239	35.6
	%	93.7	4.6		1.7		100	
Other Private	43	7.5	10	11.5	1	9.1	54	8.1
	%	74.6	18.5		1.9		100	
Public	262	45.7	54	62.1	5	45.5	321	47.8
	%	81.6	16.8		1.6		100	
Not Available	1	0.2	1	1.2	0	0	2	0.4
	%	50	50				100	
Totals	573		87		11		671	
	%	100	100		100			
	%	85.4	13.0		1.6			100

Chart 11

Crosstabulation of Family Mobility and Ethnicity

Years Lived in Area	Ethnicity						Totals	
	Anglo		Hispanic		Other		no.	%
	no.	%	no.	%	no.	%	no.	%
Less than One	no. 6	1.0	1	1.1	0	0	7	1.0
	% 85.7		14.3		0		100	
One to Three	no. 37	6.5	1	1.1	0	0	38	5.7
	% 97.4		2.6		0		100	
Four to Ten	no. 143	25.0	15	17.2	2	18.2	160	23.8
	% 89.4		9.4		1.2		100	
Over Ten	no. 380	66.3	66	75.9	9	81.8	455	67.8
	% 83.5		14.5		2.0		100	
Not Available	no. 7	1.2	4	4.7	0	0	11	1.6
	% 63.6		36.4		0		100	
Totals	no. 573		87		11		671	
	% 85.4	100	13.0	100	1.6	100		100

Chart 12

Crosstabulation of Family Size and Ethnicity

Number of Children		Ethnicity						Totals		
		Anglo		Hispanic		Other		no.	%	
no.	%	no.	%	no.	%	no.	%	no.	%	
One	no. 88 % 77.6	6.6	9	18.4	10.3	2	4.0	18.2	49 100	7.3
Two	no. 209 % 86.7	36.5	27	11.2	31.1	5	2.1	45.4	241 100	35.9
Three	no. 140 % 82.8	24.4	28	16.6	32.2	1	0.6	9.1	169 100	25.2
Four	no. 86 % 91.5	15.0	5	5.3	5.7	3	3.2	27.3	94 100	14.0
Five	no. 50 % 80.6	8.7	12	19.4	13.8	0	0	0	62 100	9.2
Six	no. 24 % 100	4.2	0	0	0	0	0	0	24 100	3.6
Seven	no. 11 % 68.8	1.9	5	31.2	5.8	0	0	0	16 100	2.4
Eight or More	no. 13 % 92.9	2.3	1	7.1	1.1	0	0	0	14 100	2.0
Not Available	no. 2 % 100	0.4	0	0	0	0	0	0	2 100	0.3
Totals		no. 573 % 85.4	100	87 13.0	100	11 1.6	100		671	100*

Note. *Includes .1% variation due to rounding error.

Chart 13

Crosstabulation of Child Order and Ethnicity

Child Order		Ethnicity						Totals	
		Anglo		Hispanic		Other		no.	%
no.	%	no.	%	no.	%	no.	%	no.	%
Only	no. 44 % 83.0	7 13.2	8.1	2 3.8	18.2	53 100	7.9		
First	no. 205 % 83.7	35 14.3	40.2	5 2.0	45.5	345 100	36.5		
Second	no. 140 % 85.9	20 12.3	23.0	3 1.8	27.3	163 100	24.3		
Third	no. 83 % 88.3	11 11.7	12.6	0 0	0	94 100	14.0		
Fourth	no. 45 % 95.8	1 2.1	1.2	1 2.1	9.0	47 100	7.0		
Fifth	no. 29 % 78.4	8 21.6	9.2	0 0	0	37 100	5.5		
Sixth	no. 10 % 100	0	0	0	0	10 100	15.5		
Seventh	no. 2 % 28.6	5 71.4	5.7	0 0	0	7 100	1.0		
Eighth or More	no. 14 % 100	0 0	0	0 0	0	14 100	2.1		
Totals		no. 573 % 85.4	87 13.0	100	11 1.6	100	671		100

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