Appendix 1

Identity of Catholic Schools: International Studies in Catholic Education: Outcome (criterion) variables

Catholic Schools are Different

The criterion variable was based on Question 16.1 of the survey and involved comparing Catholic and non-Catholic schools on a scale from 1 ('same') to 11 ('different'). Summary statistics for the ordinary least squares (OLS) regression are shown in Table B7 (Appendix 2). Because the criterion variable was markedly negatively skewed, a multinomial regression was run as well. The criterion variable was collapsed to produce groups as nearly equal in size as was possible. This resulted in four groups. The overall model fit was statistically significant (χ^2 =428.24, df =120, p<.001, Naglekerke R^2 = .20). Statistically significant predictors were AGE (p=.001), RELIGIOSITY (p<.001), and ENVIRO (p<.001). AGE was not judged statistically significant in the OLS regression. KNOWTOT and COMIT were judged significant in the OLS regression but here the p values were .048 and .028 respectively, which do not meet the more stringent criterion for statistical significance employed here.

Catholic Schools are Important

The criterion variable was based on Question 16.2 of the survey and involved rating the importance of Catholic identity of their school on a scale from 1 ('unimportant') to 11 ('important'). Summary statistics for the OLS regression are shown in Table B8 (Appendix 2). Because the criterion variable was markedly negatively skewed, a multinomial regression was run as well. The criterion variable was collapsed to produce groups as nearly equal in size as was possible. This resulted in three groups. The overall model fit was statistically significant (χ^2 = 838.05., df =80, p<.001, Naglekerke R^2 = .38). Statistically significant predictors were ENVIRO (p<.001), COMIT (p<.001), RELIGION (p<.001), RELIGIOSITY (p<.001), and APPOINT (p=.002). Contrary to the findings with OLS regression, KNOWTOT (p=.016) did not reach the conservative criterion for statistical significance, and being a primary teacher was not statistically significant either (p=.08).

Reasons for Working in Catholic Schools

The criterion variables were based on Question 8 of the survey. Both were dichotomous. The first, ENVIRO, contrasted those who selected the option of school environment as their main reason with those who selected other options. The second, COMIT, contrasted those who selected the faith commitment option with those who selected other options. A logistic regression analysis was conducted for each criterion in turn and the results are summarised in Tables B2 and B3 (Appendix 2).

Purpose of Catholic Schools

The criterion was dichotomous, whether participants endorsed the explicit Catholic purpose of Catholic schools (1) or whether they did not (0). A logistic regression analysis was performed on this criterion with the results as shown in Table B4 (Appendix 2).

Characteristics of Catholic Schools

The criterion variables were participants' scores on the components identified in a Principal Components Analysis (PCA) of the ratings of importance of 14 of the 15 characteristics listed in Question 15 of the survey. The item relating to integration was not included as it was used as a criterion variable in its own right in an analysis not reported here. The two components accounted for 49% of the variance and characteristics loaded (after Varimax rotation) as shown in Table 7.4 (Chapter 7). The distribution of scores on the each of the components was approximately normal and OLS regression was employed, with results as shown in Table B5 and Table B6 (Appendix 2).

Importance of Religion (Religiosity)

Although not an outcome variable, the importance of this variable meant that a better understanding of it was of value. The results of an OLS regression using variables in Sets 1 and 2 plus RELIGION is shown in Table B15 (Appendix 2).