

In An Article, Evans And Schwab (1995) Studied The Effects Of Attending A Catholic High School On The

In An Article, Evans And Schwab (1995) Studied The Effects Of Attending A Catholic High School On The academic achievement, social development, and long-term outcomes of students. Their research provides valuable insights into how religiously affiliated schools influence various aspects of student life and success. As education continues to be a pivotal factor in shaping future generations, understanding the impact of different school environments—particularly religious schools—becomes increasingly important for educators, policymakers, parents, and students alike.

This article delves into the comprehensive findings of Evans and Schwab's 1995 study, exploring the nuances of attending a Catholic high school compared to other educational settings. We will analyze their methodology, key results, implications for educational choices, and the broader context of religious schooling in the United States. Furthermore, the article offers SEO-optimized insights to help readers navigate the significance of this influential research.

Overview of Evans and Schwab's 1995 Study

Background and Purpose

In the mid-1990s, there was a growing interest in understanding how religious schooling impacts student outcomes. Catholic high schools, in particular, have played a significant role in American education, often emphasizing moral development, discipline, and community engagement. Evans and Schwab aimed to empirically assess whether attending a Catholic high school confers advantages or disadvantages in academic achievement, social behavior, and future socioeconomic status.

Their study was motivated by the need to provide evidence-based insights into the effectiveness of Catholic high schools, which have historically been a popular alternative to public schools. The researchers sought to compare students who attended Catholic schools with those in public schools, controlling for various socio-economic and demographic factors.

Research Methodology

Evans and Schwab employed a rigorous empirical approach, utilizing data from national surveys and longitudinal studies. Their methodology included:

- Sample Selection: Students from diverse backgrounds, attending both Catholic and public high schools.
- Data Analysis: Statistical techniques such as regression analysis to account for confounding

variables like family income, parental education, and geographic location.

- Outcome Measures: Academic achievement (standardized test scores, GPA), social behaviors (disciplinary records, peer interactions), and post-secondary outcomes (college attendance, employment status).

This comprehensive approach allowed the researchers to isolate the effect of attending a Catholic high school from other influencing factors.

Major Findings of the Study

Academic Achievement

One of the primary focuses of Evans and Schwab's research was the academic performance of students. Their key findings include:

- Higher Test Scores: Students attending Catholic high schools tended to outperform their public school counterparts on standardized tests.
- Greater College Attendance: Catholic school students were more likely to enroll in post-secondary education, suggesting a positive link between religious schooling and college readiness.
- Enhanced Discipline and Study Habits: The structured environment of Catholic schools contributed to better discipline, which correlated with improved academic outcomes.

Social Development and Behavior

Beyond academics, the study examined social aspects such as behavior, civic engagement, and moral development:

- Lower Incidence of Disciplinary Issues: Catholic high school students exhibited fewer behavioral problems and disciplinary infractions.
- Higher Levels of Civic Engagement: These students demonstrated more active participation in community service and civic activities.
- Values and Moral Education: The emphasis on moral and religious teachings fostered stronger ethical behaviors.

Long-Term Outcomes

Evans and Schwab also explored the long-term implications of attending Catholic high schools:

- Economic Benefits: Alumni of Catholic schools showed higher employment rates and earnings in adulthood.
- Social Capital: These students tended to develop stronger networks that benefited their careers and

personal lives.

- Educational Attainment: The study found that Catholic school graduates were more likely to pursue advanced degrees.

Implications for Parents and Educators

Advantages of Catholic High Schools

Based on Evans and Schwab's findings, several benefits of Catholic high schools emerge:

- Improved academic performance and college readiness.
- Stronger moral and social development.
- Enhanced discipline and community engagement.
- Better long-term socioeconomic outcomes.

Considerations for Educational Choices

While the study highlights positive outcomes, parents and educators should also consider:

- Tuition Costs: Catholic schools often require tuition, which may be a barrier for some families.
- Accessibility and Diversity: Catholic high schools may have less demographic diversity depending on the region.
- Quality Variation: Not all Catholic schools are equal; quality can vary significantly.

Policy Recommendations

The study's insights could inform policies aimed at:

- Supporting the funding and accessibility of Catholic and other religious schools.
- Encouraging partnerships between public and religious schools to share best practices.
- Promoting holistic education models that integrate moral and character education.

The Broader Context of Religious High Schools in the U.S.

The Role of Catholic Education

Catholic high schools have historically served as vital institutions within American education, emphasizing faith, community, and academic excellence. Their role extends beyond academics to fostering moral development and social responsibility.

Comparative Analysis with Other Religious Schools

Studies similar to Evans and Schwab's have also examined other religiously affiliated schools, such as Protestant and Jewish schools. While outcomes vary, many share common themes of improved discipline, moral development, and community engagement.

The Debate on Religious School Effectiveness

Despite positive findings, debates continue regarding the funding, accessibility, and secular relevance of religious schools. Critics argue that religious education should not be publicly funded, while supporters emphasize the positive social and academic impacts.

Conclusion

Evans and Schwab's 1995 study provides compelling evidence that attending a Catholic high school can positively influence students' academic achievement, social behavior, and long-term socioeconomic outcomes. Their research underscores the importance of structured, values-based education environments in shaping well-rounded individuals. For parents seeking alternatives to public schooling, or policymakers aiming to improve educational outcomes, understanding the benefits highlighted in this study is crucial.

As the landscape of education continues to evolve, integrating the strengths of religious schooling with broader educational reforms could foster more holistic and equitable learning environments for future generations.

Keywords: Catholic high school, Evans and Schwab 1995, religious schooling, student achievement, social development, long-term outcomes, education policy, academic performance, moral education, U.S. high schools

Frequently Asked Questions

What were the main findings of Evans and Schwab's 1995 study on Catholic high schools?

Evans and Schwab found that attending a Catholic high school positively influenced students' academic achievement, social behavior, and subsequent educational attainment compared to public school attendees.

How did Evans and Schwab measure the effects of attending a Catholic high school in their study?

They used longitudinal data and statistical analysis to compare outcomes such as college enrollment, graduation rates, and behavioral indicators between students who attended Catholic versus public high schools.

What implications does Evans and Schwab's research have for educational policymakers?

Their findings suggest that religious-based high schools can play a significant role in student success, which may influence policies on school funding, religious school support, and educational choice options.

Did Evans and Schwab identify any specific student populations that benefit most from attending Catholic high schools?

Yes, their study indicated that disadvantaged or minority students often experienced greater positive effects in Catholic high schools compared to their peers in public schools.

What methodological approach did Evans and Schwab employ in their 1995 study?

They utilized a quasi-experimental design with control variables and regression analysis to account for selection bias and isolate the effect of attending a Catholic high school.

Have subsequent studies supported the findings of Evans and Schwab regarding Catholic high schools?

Many later studies have corroborated their results, highlighting the beneficial effects of religious schooling on academic and social outcomes, though results can vary based on context and methodology.

What limitations did Evans and Schwab acknowledge in their 1995 research on Catholic high schools?

They noted potential issues such as selection bias, unobserved variables influencing school choice, and the generalizability of their findings beyond the studied population.

How has Evans and Schwab's 1995 study influenced current research on faith-based education?

Their work laid foundational groundwork for future research, encouraging more rigorous analyses of the long-term impacts of religious high schools on various student outcomes.

What are the policy debates surrounding the findings of Evans and Schwab's study?

Debates center on the funding and support of faith-based schools, the role of religion in public education, and ensuring equitable access to quality education regardless of school type.

Additional Resources

Educational Impact

Introduction

In the realm of educational research, understanding how different schooling environments influence student outcomes remains a critical focus. Among the diverse array of studies, the work of Evans and Schwab (1995) stands out for its insightful analysis of how attending a Catholic high school impacts various facets of student development. This study is not just a statistical exercise; it offers a comprehensive look into the potential benefits and challenges associated with Catholic secondary education. By examining their findings, educators, policymakers, parents, and students can better appreciate the nuanced effects of religious-based schooling on academic achievement, social behavior, and future aspirations.

Background and Context of the Study

The Rise of Religious Education in the United States

Religious schools, particularly Catholic high schools, have long been a significant component of the American educational landscape. As of the early 1990s, Catholic high schools served a substantial proportion of the student population, especially in urban and suburban areas. These schools are often praised for their discipline, moral education, community engagement, and academic rigor.

Objectives of Evans and Schwab (1995)

The primary goal of Evans and Schwab's research was to rigorously evaluate whether attending a Catholic high school confers measurable advantages over public schools. They aimed to analyze:

- Academic performance
- Socioeconomic outcomes
- Behavioral patterns

- Future educational attainment

Additionally, their study sought to address potential confounding factors, such as socioeconomic status and prior academic achievement, which could influence observed differences.

Methodology and Data Analysis

Data Sources

Evans and Schwab utilized a robust dataset that combined several national surveys and longitudinal data, allowing for a comprehensive analysis of student backgrounds and outcomes. The key elements included:

- Student demographic information
- Family socioeconomic status
- Academic records
- Post-secondary enrollment and completion data

Analytical Approach

Their methodology was meticulous, employing econometric techniques such as:

- Regression analysis to control for confounding variables
- Propensity score matching to compare students with similar backgrounds across different school types
- Longitudinal tracking to observe long-term effects

This rigorous approach aimed to isolate the specific impact of attending a Catholic high school, minimizing biases that often plague observational studies.

Key Findings of Evans and Schwab (1995)

Academic Achievement

One of the most prominent results was that students attending Catholic high schools tend to achieve higher standardized test scores and have better academic performance metrics than their public school counterparts, even after accounting for socioeconomic background and prior achievement.

College Attendance and Completion

The study revealed that Catholic school students are more likely to:

- Enroll in college
- Persist through college years
- Graduate with a degree

This suggests that Catholic high schools may foster qualities such as discipline and motivation that

translate into higher post-secondary success.

Behavioral and Social Outcomes

Beyond academics, the research indicated that students from Catholic high schools generally exhibit:

- Lower rates of disciplinary issues
- Reduced likelihood of engaging in risky behaviors such as drug use or delinquency
- Stronger engagement in community service and religious activities

These factors point toward the moral and character education emphasized within Catholic schools.

Future Socioeconomic Status

Long-term follow-up suggested that graduates of Catholic high schools tend to attain higher socioeconomic status, measured by income levels and occupational prestige, compared to public school peers with similar backgrounds.

Underlying Factors Contributing to These Outcomes

School Environment and Discipline

Catholic high schools often maintain structured environments with clear expectations and consistent discipline policies, which contribute to better student focus and behavior.

Academic Rigor and Curriculum

Catholic schools typically emphasize a rigorous curriculum, including a strong emphasis on core academic subjects, religious education, and extracurricular activities that promote well-rounded development.

Values-Based Education

The moral and religious instruction ingrained in Catholic school culture fosters qualities such as responsibility, community service, and ethical decision-making, which influence both academic and social success.

Parental and Community Involvement

Catholic schools often encourage active parental participation and community engagement, creating supportive networks that reinforce student achievement and well-being.

Critical Analysis and Limitations

While Evans and Schwab's study offers compelling evidence, it is essential to consider certain limitations:

- Selection Bias: Families who choose Catholic schools may differ in motivation and resources, which can influence outcomes.
- Generalizability: The findings may not apply equally across all geographic regions or socio-economic groups.
- Causality: While the study controls for many variables, establishing definitive causality remains complex in observational research.

Despite these limitations, their methodological rigor provides valuable insights into the potential benefits of Catholic high school education.

Implications for Stakeholders

For Educators and Administrators

- Emphasize discipline, moral education, and community involvement to replicate some of the positive outcomes observed.
- Foster partnerships with families and local communities to enhance student support systems.

For Parents and Students

- Consider the holistic benefits of religious-based education beyond academics.
- Recognize that school environment and values play a crucial role in shaping future success.

For Policymakers

- Support diverse educational options, including faith-based schools, as part of a comprehensive education system.
- Promote policies that facilitate equitable access to high-quality schooling regardless of religious affiliation.

Conclusion

The study by Evans and Schwab (1995) stands as a significant contribution to understanding the multifaceted impact of attending a Catholic high school. Their findings suggest that, after accounting for background factors, Catholic high schools tend to produce students with better academic, behavioral, and socioeconomic outcomes. These results underscore the importance of school environment, values, and community engagement in shaping future success.

While no educational path is universally superior, the evidence points toward the potential advantages of faith-based schooling, provided that these institutions maintain high standards of academic rigor and foster supportive, disciplined environments. As educational landscapes evolve, ongoing research and thoughtful policy decisions can help ensure that all students have access to environments conducive to their holistic development and long-term achievement.

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