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EDUCATION DEPARTMENT OF SEVENTH-DAY ADVENTISTS

PERCEPTION OF VALUES RELATING TO CHARACTER DEVELOPMENT: A STUDY OF COLLEGE STUDENTS' VIEWS ON A SEVENTH-DAY ADVENTIST CAMPUS -- ANOTHER LOOK

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INTRODUCTION

The most important concern of Seventh-day Adventists (SDA) is the proper and fullest development of character. It is the church's position that "Character building is the most important work ever entrusted to human beings" (White, Ed 1903 p. 255). Likewise, it is the church's belief that "A character formed according to the divine likeness is the only treasure that we can take from this world to the next.... How important, then, is the development of character in this life" (White, CG 1954 p.161) . Christian ethics and practice must be directed toward a developing and strengthening of moral character. "Success here implies not only a mature discretion and insight into the basal principles of morality, but also a thorough understanding of one's own temperament and of mankind and the world" (Koestlin, 1958, p. 11).

Peck and Havighurst (1960, p. v), psychologists who studied character development, have suggested that no aspect of life is more essential to human happiness and survival than is an objective knowledge and understanding of the development of man's character. Other writers have also emphasized this importance. Bradley and Earp (1966, p. 55) wrote that

> The cultivation of a child's mind (self-government) to the habit of obeying the dictates of honor and duty as enforced by action, will-power, and integrity, is imperative if one is to believe in, advocate, and strive for strength of character.

Havighurst and Taba (1949) emphasized that "Character is ranked by most people as of first importance in the child's education" (p.3). These forceful statements point to the importance of character development.

The concepts of character, character development, and the components of character in philosophical, psychological, sociological, and religious study are receiving increasing attention in recent periods. Works of Hartshorne and May, Piaget, Peck and Havighurst, and Kohlberg—early researchers in the area of character development—are being studied with renewed interest and fresh insight. Although there is much discussion on character development, there is relatively little scientific research dealing with the inner forces that shape and determine man's character (Peck & Havighurst, 1960, p. V).

A need exists for much more clarification concerning the components of character. Kreps (1970) noted the following:

> The basic challenge for future research in the area of character development seems to be that of identifying the values considered most important in promoting positive character development and fulfilling human living (p.53).

A second need exists for identifying the key factors that influence character development values (Holmes, 1994, p. 5). When such components and factors are identified, educators can more effectively assist the individual in positive character development and empirical results can be more accurately interpreted.

Statement of the Problem

In view of the recognized importance of character development and the increasing interest in factors which influence character development values, it seemed worthwhile to study some of these factors. The thesis of Carroll Ann Kreps (1970) offered a possible model to follow for the identification of character components. She developed the "Positive Character Values List " to examine the perceptions of volunteer college students concerning (1) the most important values involved in positive character development, (2) those values which parents are most and least successful to help their children learn, and (3) the most effective manner in which such values are learned (p. 53).

The results of Kreps (1970) study, conducted on a public university campus, posed the question "Would a duplicated study yield similar results when conducted on a church supported university campus? This writer (1975) replicated Kreps study with that listed difference. The study, done in the U.S.A., concluded that the obtained results, because of randomized sampling, were more precise (than Kreps' study which did not randomize).

Purpose of the Study

It was recommended that the investigation be duplicated with other college students. Two questions are posed: (a) Would another duplicated study yield similar results when conducted on an international church supported university campus? (b) Would a one-quarter century time difference amongst the studies indicate differences? The purpose of this paper is two fold: (a) to report findings from a recent international study regarding perceptions of values relating to character development on a Seventh-day Adventist campus (University of Eastern Africa, Baraton) in Kenya. (b) to present a table comparing the findings of the three studies (Kreps–1970; Jordan–USA; Jordan–UEAB).

Definition of Terms

CHARACTER: This paper defines character as "an individual's set of values which serve to guide his behavior" (Kreps, 1970, p.4). The term, derived from the Greek, means engraving. Originally, the term meant an engraver or one who mints coins. It also referred to the brand used for the marking or the engraving as well as the pattern formed from the brand itself.

Immanuel Kant first invested the word "character" with an ethical quality. He distinguished between a physical and moral character by stating that "Man's physical character... represents merely what nature has made of him; his moral character is what he makes of himself" (Kant quoted by Eucken, 1913, p. 364).

White, a SDA writer, defines Christian character as "moral excellence and fine mental qualities" (PP, 1890, p. 233). Numerous statements are found in her writings on the ethical quality and the patterning quality of character.

SDA: Seventh-day Adventist. The official name of a specific conservative Christian denomination.

UEAB: University of Eastern Africa, Baraton. This is an institution operated jointly by the General Conference of SDA , Eastern African Division with headquarters in Harare, Zimbabwe. The University is comprised of four schools: the School of Business, the School of Education, the School of Humanities and Social Sciences, and the School of Science and Technology. The University is accredited by the Commission for Higher Education in Kenya and the International Board of Education.

VALUE: This term is a basic component in the concept of "character" and appears under many names and in a variety of research contexts. For Martin (1971) "a value is typically a single belief that guides actions and judgments across specific objects and situations and beyond immediate goals to more ultimate states of existence" (pp. 6, 7). Gabriel (1968, pp.8, 62, 63) wrote that "Values are means, among others, by which behavior is regulated when several choices or courses of action are available to a person. Values imply more than just choice, they imply that certain standards have been accepted by an individual...[and] are an integral part of the self-regarding sentiment". In others words, values serve as a standard of judgment or a yardstick to guide actions, attitudes, comparisons, evaluations and justifications of the self and others.

Torkelson (1967, p. 41), writing in the journal Social Studies Education stated that values are acquired, in four ways: (1) adoption, (2) trauma, (3) differentiation, and (4) integration. The child adopts values, interiorizing them through identification. It is here that the factors of example, teaching, discipline (reward and punishment) and choice are important. These factors are significant elements in character development. The child adopts values towards these factors (in the home, neighborhood, school, church, etc.) as they are satisfying to him. Junell (1969) states that "value arises out of the most satisfactory relationship between human needs and environmental conditions and that this involves choice" (p. 450). Other writers supply supporting statements concerning the need for satisfactory experiences.

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RESEARCH DESIGN

Population and Sample

The population for this study were students enrolled in the University of Eastern Africa, Baraton during the First Quarter of the 1989-99 school year. An alphabetized roster of student names was obtained and a 20 per cent sample was selected. A total of 185 subjects, 93 male and 92 female constituted the original sample and sample return.

Limitation

The limitation of the study was that the Discussion of the Findings to the SDA sample was qualified by the fact that randomization brought into the study adherents of other Protestant groups and religions.

Instrument

The first part of the questionnaire was designed to obtain background information about each subject. The second part of the questionnaire was developed in order to obtain a list of values most often considered to promote positive character development and to fulfill human living.

The POSITIVE CHARACTER VALUES LIST, designed by Kreps (1970, pp. 53-57) was the questionnaire used. As an index of validity, the instrument was submitted to a panel of eight family life specialists in order to determine the degree of agreement among the judges concerning the importance of the listed values as components of positive character development. The following sixteen values comprise the final list:

1.	Determination and Perseverance	11.	Honesty and Integrity
2.	Responsibility in Performing Tasks	12.	Loyalty
3.	Self-respect	13.	Initiative
4.	Friendliness	14.	Self-discipline
5.	Appreciation	15.	Cooperation
6.	Spiritual Development	16.	Self-reliance
7.	Intellectual Inquisitiveness		

8. Feeling Genuine Concern and Responsibility Toward Others
9. Seeing Each Person as Having Dignity and Worth (This involves respecting rights and needs of others)
10. Moral Courage (courage to stand by one's inner convictions)

Socioeconomic class was determined by the McGuire-White Social Class Index, 1955.

PRESENTATION AND ANALYSIS OF DATA

This section presents the data obtained from the questionnaires returned by 185 college students randomly selected from a international church related university campus. The next section presents a discussion of possible reasons why selected perceptions concerning character development were chosen and compares the present study with the responses in two other studies, Jordan (1975) and Kreps (1970).

Description of the Subjects

A detailed description of the 185 respondents who participated in this study is presented in Table 1. This sample, selected from an alphabetized roster of student names, consisted of 50.3 percent males and 49.7 per cent females. The greatest percentage (54.6%) in the age variable were the 21-25 year olds. The largest percentage of the subjects in the college classification variable were college Freshpersons and Juniors (28.65% each). The largest proportion of the subjects (42.1%) were pursuing courses in the School of Science and Technology(53.4%). Most subjects lived on campus (80.5%). A majority of the subjects (80.0%) were Kenyan. The majority of the subjects were Protestant (77.8%) with a stated 44.3 per cent Seventh-day Adventist. The respondents had varied residences while growing up with the largest group (23.8%) having lived most of their lives in a city of over 100,000 population. The majority of the subjects (96.8%) reported having brothers and/or sisters. Of those subjects with other siblings, the largest proportion (50.3%) were the intermediate child in the family. A majority of the subjects (88.1%) in the marital status variable were single. The highest proportion of the respondents (82.7%) reported their parents to be living together. Over half of the subjects (53.5%) had not taken a family relations course. The greatest percentage of the respondents were classified as Upper Middle Class as measured by McGuire-White Social Class Index ("Measure of Social Status." Report No. 3, Dept. of Ed. Psy. Univ. of Texas, 1955). The greatest percentage (32.4%) of the subjects perceive a "middle of the road" type of discipline used toward them by their parents. Over half of the subjects reported that the relationship held with their Father (54.00%) and their Mother (59.5%) during childhood was Very Happy.

Analysis of Perceptions

Selected perceptions concerning character development and values important to the development of positive character development were examined. Listed in Table 2 are frequencies and percentages of the following:
1. The five values believed to be most important for parents to assist their children in learning in order to promote positive character development.
2. The three values which parents are most successful in helping their children learn.
3. The three values which parents most often fail to help their children learn.

TABLE 1
CHARACTERISTICS OF THE SUBJECTS

Variable	Classification	No.	%
Gender	Male	93	50.3
	Female	92	49.7
Age	16 - 20	58	31.3
	21 - 25	101	54.6
	26 - 30	12	6.5
	31 - 35	7	3.8
	36 - 40	3	1.6
	41 & above	4	2.2
College Classification	Freshperson	53	28.65
	Sophomore	41	22.2
	Junior	53	28.65
	Senior	38	20.5
College Major Business. Humanities & Social Sciences. Science & Technology.	Accounting	22	11.9
	Management	19	10.3
	History/ Geog.	14	7.6
	Language/Lit.	18	9.7
	Theology/Relig.	8	4.3
	Agriculture	12	6.5
	Biology	17	9.2
	Home Economics	18	9.7
	Maths	3	1.6
	Nursing	25	13.5
	Technology	15	8.1
	Zoology	8	4.3
	Chemistry	1	.5
	Undeclared	5	2.7
Residence	On Campus	149	80.5
	Off / Unknown	36	19.5
Nationality	Kenyan	148	80.0
	Tanzanian	4	2.2
	Ugandan	4	2.2
	Other	27	14.6

TABLE 1 (Continued)

Variable	Classification	No.	%
Religious Preference	Catholic		4
	Protestant	26	
	SDA	144	14.1
	Muslim	82	77.8
	None	4	44.3
	Other	3	2.2
	No Response	7	1.6
		1	3.8
Residence	Farm/ Country		.5
	Small Village	37	
	Under 25,000	26	20.0
	25,000 —50,000	35	14.1
	50,000—100,000	20	18.9
	Over 100,000	22	10.8
	No response	44 ·	11.9
		1	23.8
Brother & Sisters	Yes		.5
	No	179	
	No Response	5	96.8
		1	2.7
Ordinal Position	Oldest Child		.5
	Intermediate child	65	
	Youngest child	93	35.1
		21	50.3
	Single		11.4
Marital Status (Subjects)	Married	163	
	Divorced	19	88.1
	Separated	1	10.3
	Windowed	1	0.5
		1	0.5
	Living together		0.5
Parents' Marital Status	Separated or Divorced.	153	82.7
	1 Parent Dead No remarriage.	5	2.7
	Divorced Remarriage	16	8.6
	1 Parent Dead Remarriage	2	1.1
	Both Deceased	2	1.1
	Polygamous	3	1.1

TABLE 1 (Continued)

Variable	Classification	No.	%
Family Relations Course	Yes	79	42.7
	No	99	53.5
	No response.	7	3.8
Socio -Economic Status	Upper	32	17.3
	Upper Middle	116	62.7
	Lower Middle	22	11.9
	Upper Lower	6	3.2
	Lower Lower	1	0.5
	No Response	8	4.3
Type of Discipline Subject had in Family	1 Very	3	1.6
	2 Permissive	6	3.2
	3	6	3.2
	4	10	5.4
	5 to	60	32.4
	6	32	17.3
	7	31	16.8
	8	20	10.8
	9 Very strict	17	9.2
Relationship with Father during Childhood	Very Happy	100	54.0
	Happy	67	36.2
	Undecided	12	6.5
	Unhappy	2	1.1
	Very unhappy	0	.0
	No response	4	2.2
Relationship with Mother during childhood	Very Happy	110	59.5
	Happy	59	31.9
	Undecided	7	3.8
	Unhappy	6	3.2
	Very unhappy	2	1.1
	No response	1	0.5

TABLE 2
RANKED PERCEPTIONS

5 Most Important Values for Parents to Assist Their Children in Learning			3 Values Parents are Most Successful in Helping Their Children Learn			3 Values Parents Most often Fail to Help Their Children Learn		
Value	No.	%	Value	No.	%	Value	No.	%
SpiritualDevel.	141	15.2	SpiritualDevel.	64	11.5	SpiritualDevel.	95	17.1
Honesty/Integ.	103	11.1	Determination	58	10.5	MoralCourage	57	10.3
Self-Discipline	84	9.1	Responsibility in Doing Tasks	46	8.3	Self-Reliance	52	9.4
Determination	83	9.0				Self-Discipline	41	7.4
			Self-Discipline	45	8.1			
Dignity/Worth	78	8.4				Concern Responsibility	32	5.8
			Intellectual Inquisitiveness	44	7.9			
MoralCourage	74	8.0				Responsibility in DoingTasks	32	5.8
Self-Reliance	54	5.8	Self-Reliance	43	7.7			
			MoralCourage	42	7.6	Honesty/Integ.	31	5.6
Responsibility in doing Tasks	54	5.8	Honesty/Integ.	40	7.2	Dignity/Worth	28	5.0
Self- Respect	49	5.3	Initiative	28	5.0	Self-Respect	27	4.9
Appreciation	40	4.3	Dignity/Worth	25	4.5	Appreciation	27	4.9
Intellectual Inquisitiveness	28	3.0	Cooperation	24	4.3	Determination	25	4.5
Initiative	27	2.9	Self-Respect	24	4.3	Friendliness	25	4.5
Cooperation	26	2.8	Appreciation	18	3.2	Intellectual Inquisitiveness	21	3.8
Friendliness	26	2.8	Friendliness	16	2.9	Initiative	20	3.6
Concern Responsibility	2.6	2.8	Concern Responsibility	16	2.9	Loyalty	20	3.6
Loyalty	15	1.6	Loyalty	15	2.7	Cooperation	17	3.1

Listed is explanation for the following:

4.   The source of greater parental influence.
5.   The source of greatest community influence on the child's character development.
6.   The most effective manner in which the values involved in character development are learned.
7.   The manner which parents most often use to help children learn values involved in positive character development.

DISCUSSION OF FINDINGS

Selected perceptions concerning character development and values important to the development of positive character are discussed in this section. Comparisons between the three studies using Kreps instrument (1970) are summarized in graph form.

Perceptions of the Most Important Values for Parents to Assist Children in Learning in Order to Promote Positive Character Development

As illustrated in Table 2, the First Column, the five values which had the highest rate of selection as values most important for parents to assist children in learning, in descending order of relationship importance, are as follows: Spiritual Development, Honesty and Integrity, Self-Discipline, Determination and Perseverance, and Seeing Each Person as Having Dignity and Worth.

Spiritual Development

Spiritual Development was ranked by these respondents as the most important value to learn. Why? Seventy-seven per cent of the subjects were Protestants; 44.3 per cent specified their religious preference as SDA. A possible explanation for the choice of Spiritual Development ranking highest may be that SDA religious training, knowledge, and education influenced the ranking. White (Ed, 1903) wrote that "Higher than the highest human thought can reach is God's ideal for His children. Godliness—Godlikeness is the goal to be reached" (p.18). Implicit in this statement is the ideal of spiritual development. Many other statements which refer to this high calling are to be found in her writings.

Honesty and Integrity

Honesty and Integrity are similarly endorsed. White states (Ed, 1903) that "The greatest want of the world is the want of men...who in their inmost souls are true and honest" (p.57). She (T4, 1948) refers to the 'golden rule' as "the true rule of honesty" (p.359). She (T7,1948, p.27) wrote that "Life's best things ...honesty...unsullied integrity"....

Self-Discipline

This value, also referred to as self-control, is necessary for the development of other positive values. The selection of this value may be due to the doctrinal emphasis SDAs put on discipline and self-control. White (MYP) state that "The highest evidence of nobility in a Christian is self-control" (p.134). This noble character

> ... is not the result of accident; it is not due to special favors or endowments of Providence. A noble character is the result of self-discipline, of the subjection of the lower to the higher nature—the surrender of self for the service of love to God and man (White, Ed, 1903, p. 57).

Another statement written by White (DA, 1898, p.101) is that self-control should be acquired in childhood and youth when the character is most impressible.

Determination

Determination is similarly endorsed by White as a value important for success in life. She wrote: "True Christian character should be marked by firmness of purpose, an indomitable determination, which cannot be molded or subdued by earth or hell" (T4,1948, pp. 543, 544).

> Remember that you will never reach a higher standard than you your-self set.... Opposing circumstances should create a firm determination to overcome them. The breaking down of one barrier will give greater ability and courage to go forward. Press with determination in the right direction and circumstances will be your helper, not your hindrances (COL, 1900, pp.331, 332).

Seeing Each Person as Having Dignity and Worth

Selection of this value may reflect the teaching of White. She (FE, 1923) wrote:

> It were better not to live than to exist day by day devoid of that love which Christ has revealed in His Character. and has enjoined upon His children. Said Christ, "Love one another as 1 have loved you." We live in a hard, unfeeling, uncharitable world. Satan and his confederacy are plying every art to seduce the souls for whom Christ has given His precious life. Every one who loves God in sincerity and truth, will love the souls for whom Christ has died. If we wish to do good to souls, our success with these souls will be in proportion to their belief in our belief in, and appreciation of them (pp. 280, 281).

True polish, true politeness, is obtained only from a practical knowledge of
the gospel of Christ. True politeness, true courtesy, is a kindness shown to all,
high or low, rich or poor. . . The essence of true politeness is consideration for
others. The essential, enduring education is that which broadens the sympathies
and encourages universal kindliness (AH, 1952, p. 423).

True courtesy is not learned by the mere practice of rules of etiquette.
Propriety of deportment is at all times to be observed; whenever principle
is not compromised, consideration of others will lead to compliance with
accepted customs; but true courtesy requires no sacrifice of principle
to conventionality. It ignores cast. It teaches self-respect, respect for the
dignity of man as man, a regard for every member of the great human
brotherhood (Ed, 1903 , p. 240).

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Perceptions of Values Which Parents are Most
Successful in Helping Children Learn

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As illustrated in Table 2, Middle Column, values which had the highest rate of
selection as values parents are most successful in helping children learn are Spiritual
Development, Determination and Perseverence, and Responsibility in Preforming Tasks.

The selection of Responsibility in Preforming Tasks as the third highest ranked value
parents are most successful in helping children learn is the first time that this value has
appeared in any study. White wrote the following:

When He [Christ] sees men lifting the burdens, trying to carry them
in lowliness of mind with distrust of self and with reliance upon Him, He
adds to their work His perfection and sufficiency, and it is accepted of the
Father. We are accepted in the Beloved. (Letter 4, 1899)

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Perceptions of Values Which Parents Most Often
Fail to Help Children Learn

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As shown in Table 2, Third Column, the three values which had the highest rate of
selection as values parents most often fail to help children learn are Spiritual Development,
Moral Courage, and Self-Reliance.

Spiritual Development

Adventists view man as a unity of body, mind, and spirit. Each part of this 3-fold
nature is developed by exercise. The spiritual nature is developed chiefly by religious

instruction, with the Bible as the home text book and guide (White, CG, 1954, pp. 505, 506, 508-510, 513). Spiritual Development was ranked by subjects as the value parents most often fail to help children learn. White (CG, 1954, pp. 182, 498) wrote that parents may be stumbling blocks to their children when they do not cooperate with the means God has provided for the spiritual development of the family. She (CG, 1954) stated that "Evil sentiments, falling from the lips of injudicious parents, are the chief hindrance to genuine conversion among children (p. 498)." She (CG, 1954) further maintains that a parental disregard for the Word of God, a "I don't care; I will have my own way" attitude is reflected in the children (p. 509). White's statements may reflect one reason why respondents chose this value as the least successfully taught.

Another reason for this choice may be related to the results of a study Kreps reviewed:

> . . . over 2000 adolescents were asked the question "What would you like most to have changed in your home life?" It was found that one of the three most frequently given answers was "more religion" in the home. The fact that organized religion does not have as active a role in the family of today as in the past may be partially responsible for the finding that spiritual development was most often selected as the value parents were least successful in helping children learn (p. 38).

Moral Courage

Moral Courage, the second most important value chosen by respondents to be learned may reflect the teaching of White (Ed, 1903) when she wrote:

> The greatest want of the world is the want of men--men who will not be bought or sold, men who in their inmost souls are true and honest, men who do not fear to call sin by its right name, men whose conscience is as true to duty as the needle to the pole, men who will stand for the right though the heavens fall (p. 57).

One other quotation from White that helps to define the qualities implicit in moral courage, as well as point out the importance of its development in the life, is the following:

> Men, women, and youth, God requires you to possess moral courage, steadiness of purpose, fortitude and perseverance, minds that cannot take the assertions of another, but which will investigate for themselves before receiving or rejecting, that will study and weight evidence, and take it to the Lord in prayer (T2,1948, p. 130).

Self-Reliance

Referring to Self-Reliance, Kreps (1970) wrote that

> The frequent selection of self-reliance as a value parents are successful in
> helping children learn may be due, in part, to the influence that the mass media
> has had upon parents. Child development specialists have stressed the
> importance of the development of this value in their books in childrearing
> and in popular magazine articles (p. 35).

Perhaps another reason why respondents chose this value more frequently is the SDA
doctrinal emphasis on self-reliance. White (FE, 1923) wrote that "So far as possible, every
child should be trained to self-reliance ... that ... a well-balanced, harmonious character
may be formed (p. 57)." She (T3, 1948) said that children left to depend upon their own
resources "frequently develop characters of industry, frugality, and moral worth, which lie
at the foundation of success in the Christian life (pp. 122, 123)."

White (CG, 1954, p. 157) declares that youth should be taught that this world is a
battle field and life a battle. As such, many of her statements reflect how self-reliance
develops. Illustrations are:

> It is obstacles that make men strong. It is not helps, but difficulties, conflicts,
> rebuffs, that make men of moral sinew. Too much ease and avoiding
> responsibility have made weaklings and dwarfs of those who ought to be
> responsible men of moral power and strong spiritual muscle (T3, 1948, p. 495).

> Beyond the discipline of the home and the school, all have to meet the stern
> discipline   of life. . . . Let them [the children and youth] be taught that the
> true test of character is found in the willingness to bear burdens, to take
> the hard place, to do the work that needs to be done, through it brings
> no earthly recognition or reward (Ed, 1903, p. 295).

> It is not a great work and great battles alone which try the soul and
> demand courage., Everyday life brings its perplexities, trials, and
> discouragements. It is the humble work which frequently draws upon the
> patience and the fortitude. Self-reliance and resolution will be necessary
> to meet and conquer all difficulties (T3, 1948, p. 81).

Perceptions of Source of Greater Parental Influence
on the Character Development   of Children

Subjects were asked "Which parent do you feel is more important in influencing the

character development of the child? The majority of the subjects (84.9%) reported the Mother to be the more important parent. The Father received 10.3 per cent of the choices and "Write-ins" 4.8 per cent. This finding is supported by other research, including the Kreps (1970) study and the Peck and Havighurst's (1960, p. 180) sixteen year longitudinal study of character development.

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Perceptions of Source of Greatest Community
Influence on Character Development

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Subjects were asked "Which of the following is the most influential in affecting the character development of children?" Of the four choices (Church, Family, Peers and School), the Family (45.9%) was selected by the majority of the respondents as the community influence that has the greatest influence. This finding coincides with other reports and research. White (CG, 1954), too, advocates this position and wrote that "Neither the church school nor the college affords the opportunities for establishing a child's character building upon the right foundation that are afforded in the home" (p. 170). Peck and Havighurst (1960) stated that " Character ... appears to be predominantly shaped by the intimate, emotionally powerful relationship between child and parents, within the family" (p.175) .

The Peer Group received the next highest frequency count (33.5%) as an institution influencing character development. This finding is reflected in Hurlock's statement (1967, p. 119) that the child has three "social worlds" of the family, school, and neighborhood. These "social worlds" are expanded to include peer groups with which the adolescent identifies. Eventually, Hurlock maintains, the peer group becomes the adolescent's dominant social world. She depicts the movement of character influence to be from home to peer to community.

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Perceptions of the Most Effective Manner in
Which Values Involved in Character
Development are Learned

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Respondents, were given four choices to the question "In which one of the following ways do you think values involved in character development are most effectively learned?" Most students selected Example and Models (46.5%)as the most effective manner. This finding supports the statement of White (T4, 1948) when she wrote that "Children should be taught by precept and example (p. 200). Reward and Punishment (16.8%) was also selected frequently as an effective manner in which values involved in character development are learned. Following Examples and Models of Behavior of Others (16.8%) was chosen as a least effective manner in which values involved in character development is learned . Some students (4.9%) chose to combine the above choices as their answer.

<u>Perceptions of the Manner Parents Most Often Use</u>
<u>to Help Children Learn Values Involved</u>
<u>in Character Development</u>

The last question relating to the processes that intervene between the parent's child-rearing patterns and the child's eventual moral or character development was " Which one of the following ways do you think parents most often use in helping children learn values involved in positive character development?" Reward and Punishment was selected most frequently (76.7%) as the manner in which parents most often use to help children learn values involved in character development. Realizing Consequences of Behavior received the second highest frequency of selection (14.1%) and Example and Model received 5.9 per cent of the response. A possible explanation for these findings may be related to the work of Havighurst and Taba (1949, pp. 6, 7) who postulated that character, as a learned behavior, is learned through these three ways but ranked them (1) reward and punishment, (2) unconscious imitation, and (3) reflective thinking. Havighurst (1962) later wrote that there were four phases of moral development which follow in a sequence during the childhood years. Listed, they are:

1   Early moral training in the family, through reward and punishment.
2.   Identification with and imitation of persons with prestige and an   emotional relationship to the child.
3.   Learning morality from groups outside the family.
4.   Rational analysis and reflective thinking (pp. 432-435).

He believes that if a person is to become morally effective in society, reasoning (reflective thinking) must actively and deliberately be cultivated; reflective thinking must be practiced and rewarded if it is to become a habit. Havighurst (1962) wrote that "Without the use of reason to guide behavior, moral development becomes fixated at the immature level of conformity to group mores or of obedience to a rigid irrational conscience" (p. 436).

CONCLUSIONS

Conclusions drawn from the findings of this study are as follows:
1.   From the data of this study it would appear that Seventh-day Adventist philosophy and SDA campus "atmosphere" influenced the perception rankings. The most significant illustration of this is the selection of "Spiritual Development" as the most important value children are to learn in order to promote positive character development (from the present study and from the Jordan–USA study).
2.   Important to note is that the frequency counts for values which parents are most successful in helping children learn and values which parents most often fail to help children learn were highest for "Spiritual Development".

COMPARISON OF FINDINGS

Perceptions of the most Important Values for Parents to Assist Children in Learning in Order to Promote Positive Character Development

KREPS STUDY	JORDAN-USA	JORDAN-UEAB
Honesty/Integrity	Spiritual Development	Spiritual Development
Spiritual Development	Honesty & Integrity	Honesty & Integrity
Seeing Dignity/Worth	Seeing Dignity/Worth	Self-Discipline
Self-Respect	Self-Discipline	Determination/Perseverance
Moral Courage	Moral Courage	Seeing Dignity/Worth

Perceptions of Values Which Parents are Most successful in Helping Children Learn

KREPS STUDY	JORDAN-USA	JORDAN-UEAB
Honestv & Integrity	Self-Reliance	Spiritual Development
Friendliness	Determination	Determination
Self-Reliance	Intellectual Inquisitiveness	Responsible In Tasks

Perceptions of Values Which Parents Most Often Fail to Help Children Learn

KREPS STUDY	JORDAN-USA	JORDAN-UEAB
Spiritual Development	Spiritual Development	Spiritual Development
Concern/Responsibility	Self-Discipline	Moral Courage
Moral Courage	Seeing each Ss Dignity	Self-Reliance

Perceptions of the Most Effective Manner in which Values Involved in Character Development are Learned

KREPS STUDY	JORDAN-USA	JORDAN-UEAB
Examples & Models	Examples & Models	Examples & Models

Perceptions of the Manner which Parents most often Use to Help Children Learn Values Involved in Character Development

KREPS STUDY	JORDAN-USA	JORDAN-UEAB
Reward & Punishment	Reward & Punishment	Reward & Punishment

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