

# Research on Adventist Education: Socio-psychological Studies

## Elementary & Secondary Education (19)

**Batten, S. J. I. (2003). *Competitive sport, self-efficacy & academic achievement: a multiple regression analysis involving secondary school students in Seventh-day Adventist schools. Avondale College.***

Physical activity and academic achievement are important and valued aspects of society. The present study investigated the relationship between involvement in competitive sport, self-efficacy beliefs and academic achievement in Seventh-day Adventist secondary school students. Within the study, competitive sport was divided into three aspects, involvement, enjoyment and success. Self-efficacy was investigated at two levels, general, and a more task specific level including academic and Personal Development & Health self-efficacy. Student self-reporting was used in measuring achievement in the subject areas of English, Mathematics and Personal Development and Health.

Data were collected from 619 students in 3 Seventh-day Adventist secondary schools using a 96-item questionnaire. Multiple linear regression analysis was employed to test proposed relationships in a theoretically constructed causal model, linking background, intermediate and outcome variables.

Aspects of competitive sport were found to have direct and indirect influences on levels of self-efficacy as well as academic and PD/H achievement. High general self-efficacy was found to significantly influence more specific levels of self-efficacy and there were strong positive paths existing from academic self-efficacy to academic achievement and PD/H self-efficacy to PD/H achievement.

Pathways within the causal model identified that students who are successful in competitive sport are more likely to achieve highly in Mathematics, English and PD/H. Students who enjoy their involvement in competitive sport exhibit high beliefs of PD/H self-efficacy and achieve highly in PD/H.

*More Information:* SPD Education Office

**Burns, M. K. (1992). *A comparative study of student self-concept in religiously affiliated private and public high schools in southwestern Michigan*. Andrews University, Berrien Springs, MI.**

*Purpose of the Study:* The purpose of this study was to compare the self-concept of students in religiously affiliated private high schools to students in public high schools using the Tennessee Self-Concept Scale.

*Significance of the Study:* This study was not intended to end the debate of whether or not a higher self-concept causes higher academic achievement. It could, however, help determine if students from private school systems have higher self-concepts, which could explain their out-performing graduates of the public system in college (Allis, 1991). Study results could also point out what factors affect the potential difference in the self-concept level. It is hoped that his study will lead to further research in this area.

*Methodology:* The sample consisted of 74 students from two religiously affiliated private high schools and 62 from two public high schools, ranging from grade 9 to grade 12. The level of the different aspects of self-concept, including global self-concept, was determined by the subscales of the Tennessee Self-Concept Scale. Comparisons of self-concept between the two groups of students were then conducted through analysis of covariance with the grade point average of the students acting as the covariate. The relationship of several variables with self concept was also examined through the analysis of covariance, and Pearson r.

*Findings:* This study revealed no significant differences in the self-concept of students in the two different types of schools. However, it did establish significant relationships between socio-economic status and self-concept and religion and self-concept was also found.

*Conclusions:* This study found that the self-concept of students in religiously affiliated private high schools did not differ from those students in public schools.

*More Information:* Full text not available online. Andrews University Library G.S. Th. B967

**Campos Madrigal, C. L. (2006 ). *Interiorización de valores en estudiantes de escuelas secundarias adventistas de la Unión Mexicana del Norte*. Universidad de Morelos.**

La presente investigación fue de tipo exploratoria y descriptiva, con un diseño transversal y un enfoque cuantitativo. En el estudio se utilizó la prueba no paramétrica t

de Student para muestras independientes, con el propósito de buscar diferencias de perfiles en el grado de interiorización de valores en los estudiantes del primer y tercer año de secundaria. La muestra estuvo compuesta por 318 alumnos de primero y 322 de tercer año.

*More Information:* Full text available online

**Chuah, D. G. T. (1992). *A study of religious attitudes and problems as perceived by current and former Seventh-day Adventist students at Seventh-day Adventist mission secondary schools in Hong Kong.* Andrews University.**

*Problem.* In spite of the combined efforts of both the local churches and the schools, the church attendance of Seventh-day Adventist adolescents has been low. This present study was to identify the religious attitudes of current Adventist students and Adventist alumni of all Adventist mission secondary schools in Hong Kong and to determine the relationship of these attitudes to other selected variables such as Bible classes, spiritual assemblies, church services and activities, doctrinal beliefs, relationships with parents, teachers, and pastors, their own self-concepts, and peer and media influences. This study sought to relate also the attitudes with 14 background variables such as gender, grade level at baptism, level of education, years spent in Adventist schools, religious background of parents, parents' marital status, church attendance, and residential status, whether dormitory or community students.

*Method.* The subjects of this study were 165 current students from Form/Middle One to Five and 199 alumni who had left the Adventist secondary schools, not more than 5 years previously. The survey instrument utilized was the Youth Perceptual Inventory developed by Dudley (1977), modified by Laurent (1986), then further modified and translated into the Chinese language, and validated.

*Results.* An investigation of the alienation scores indicated that 7% of the Adventist population might be considered to have negative attitudes toward religion. The variables that elicited the most negative attitudes concerned uninteresting sermons, unhappiness while attending an Adventist school or church, restrictive church standards, not feeling accepted at church, and unenjoyable church youth activities. Eight of the 13 highest correlations dealt with church influences; school-influence variables ranked second. The influence of media and peers ranked 12th and 15th, respectively. Home-influence variables ranked no higher than 17th.

The best predictors for alienation in descending order were: lack of church involvement, lack of personal interest of teachers, authoritarianism in pastors, unbelief in Adventist doctrines, lack of personal interest of pastors, negative media influence, lack of religious

sincerity of teachers, and family disharmony.

*Conclusion.* It is important that parents, teachers, and religious leaders endeavor to manifest and communicate qualities associated with positive religious attitudes.

*More information:* Full text available online

**Crosby, E., Freed, S., & Gabriel, E. (2006). Personal problems of Seventh-day Adventist academy students. *Journal of Research on Christian Education*, 15(1), 77-93.**

The Personal Problems Checklist for Adolescents (PPC-A) was administered to students in 14 Adventist academies for the purpose of determining the extent of their personal problems. Descriptive and inferential statistics were used to analyze the data. The results showed that the top 10 problems were: 1) poor study habits; 2) worrying about future job or college; 3) not enough money; 4) not enough exercise; 5) being tired and having no energy; 6) no time to relax; 7) poor sleeping habits; 8) bored in school; 9) having trouble concentrating; and 10) being shy. There were differences found among, a) the types of academies; b) male and female students; and c) age groups. Self-supporting academies reported more frequent problems; females reported more problems than males; and problems increased by age. All 13 scales of the problems on the PPC-A, were significantly correlated.

The following recommendations are for administrators in the Adventist system of education:

1. That a new comprehensive counseling program should be adopted in the academies, which will focus on the integration of physical, psychological, social, and spiritual balance in the school program.
2. That a program to educate administrators and teachers in ways to identify and deal with adolescent problems should be developed and implemented.
3. That the Adventist education system should establish a comprehensive training program for parents, to help them understand the major development tasks of identity formation. Evidence suggests a growing need for students to learn money management, time management, and understanding of relationships.

**Crosby, E. M. (2004). *Self-reported personal problems of Adventist academy students*. Andrews University.**

*Problem.* Adolescence is a time fraught with many challenges. There are no current studies prior to this one for Adventist academy students concerning the whole range of their personal problems.

*Method.* A survey of students in 14 Adventist academies was conducted in the regular classroom setting using the Personal Problems Checklist for Adolescents (PPC-A). The data were analyzed using descriptive and inferential statistics. Data were tested with one-way, two-way, and, three-way ANOVA and correlation coefficients to determine differences between males and females, age groups 13/14 to 18/19, and in three different settings of day, boarding, and self-supporting Adventist academies.

*Results.* Among the top 10 problems of Adventist academy students were: "poor study habits," "worry about future job or college," "not enough money," "not enough exercise," "tired and having no energy," "no time to relax," "poor sleeping habits," "bored in school," "having trouble concentrating," "and being shy." There were differences found among the three types of academies and between male and female students and among age groups. Self-supporting academies had more frequent problems reported; females reported an average of eight more problems than males and the tendency was for problems to increase by age, with 18-year-olds experiencing greater problems. All 13 scales of problems on the PPC-A were significantly correlated. Highest correlations were between emotions and social, emotions and parent, emotions and school, emotions and health, emotions and religion, and emotions and crisis problems.

*Conclusions.* Adventist academy students are in need of intervention, particularly for emotional problems and lack of balance between physical, mental, emotional, and social aspects of their education. Many students are experiencing crisis and are in need of help to know how to cope better with critical life events they are facing.

*More information:* Full text available online

**Greenway, M. A. (1981). *Selected personality constructs as correlates of personnel appointment, appraisal, and mobility in Seventh-day Adventist schools*. Dissertation, Andrews University.**

*Problem.* Despite tentative postulations and explorations of the person/job interaction, the specific relationships between personality and occupational behavior are not clearly understood. In particular, the relationships between human temperament and various aspects of personnel administration in an educational setting are generally unknown.

The purpose of this study was to profile the temperament traits of professional educators in the Seventh-day Adventist school system, grouped on the basis of occupationally relevant selection variables; and to investigate the role of personality as it relates to personnel appointment, appraisal, and mobility.

*Method.* A demographic questionnaire and the Temperament Inventory were administered to 486 teachers, teacher/principals, principals, supervisors, and superintendents in nine local conference school systems of the Seventh-day Adventist Church. Phlegmatic, sanguine, choleric, and melancholy traits were profiled for selected subgroups and statistically compared using Cattell's Coefficient of Pattern Similarity. Significant correlations were subjected to graphic comparisons as well.

*Results.* Significant similarities and/or dissimilarities in personality emerged when profiles were contrasted on the bases of sex, professional position, perceived recruiter, preferred school size, rated competence, advancement status, and records of job stability. No significant results were observed when profiles were compared on the bases of geographic region, years of experience, assigned grade levels, assigned school size, and administrator/employee similarity.

*Conclusions.* Analyses of the data prompted eighteen conclusions relative to the purpose for which the study was conducted. Each was generalized only to the population described for the study (i.e., K-10 Seventh-day Adventist educators of non-black conferences in North America). (1) Adventist educators collectively exhibit a choleric/phlegmatic personality. (2) Male and female educators collectively differ in personality. (3) The population is geographically and experientially heterogeneous. (4) The population is highly mobile. (5) Teaching and non-teaching personnel differ significantly in personality. (6) Personality is significantly correlated with professional position. (7) No meaningful relationship exists between personality and years of experience. (8) No meaningful relationship exists between the personalities of educators and the personalities of the individuals responsible for hiring them. (9) The personalities of educators who strongly perceive that "the Lord" recruited them differ significantly from the personalities of individuals recruited by men. (10) No meaningful relationship exists between the personalities of teachers and the grade levels to which they are assigned. (11) No meaningful relationship exists between the personalities of educators and the size of school to which they are assigned. (12) The personalities of educators expressing a preference for one-teacher schools differ significantly from the personalities of educators preferring larger schools. (13) Demands for personnel in one-teacher schools clearly exceed the supply of teachers preferring such placement. (14) Personality is significantly correlated with levels of perceived competence. (15) No meaningful relationship exists between the personalities of educators judged "most competent" and the personalities of the supervisors passing judgment. (16) The personalities of female educators are significantly correlated with their opportunities for

advancement. (17) No meaningful relationship exists between the personalities of educators selected for advancement and the personalities of administrators making the selections. (18) The personalities of highly stable educators differ significantly from the personalities of highly mobile educators.

*More information:* Full text available online

**Ho, E. H. T. (1978). *A study of the implications of the Piagetian theory of moral development for Seventh-day Adventist schools based on a comparison of selected schools in Hong Kong, Michigan and Indiana.* Dissertation, Andrews University.**

*Problem.* The Seventh-day Adventist Church is losing a great number of youth. The unfavorable attitudes on the part of many youth toward God's commandments are thought to have been partially responsible for this apostasy phenomenon.

*Method.* This study was designed to find out whether the Piagetian theory of moral judgment development can give some insight into this problem and its solution. Two Piagetian paired-stories sets were used to test children's moral judgment. Chi Square tests were employed to analyze data. The following hypotheses were researched:

1. There will be no differences between the various age levels in the way American or Hong Kong subjects respond to stories containing moral themes.
2. There will be no difference between the Seventh-day Adventist and the non-Seventh-day Adventist subjects in America or in Hong Kong in the way they respond to stories containing moral themes.
3. There will be no difference between American Seventh-day Adventist and Hong Kong Seventh-day Adventist subjects in the way they respond to the stories containing moral themes.
4. There will be no difference between American public school and Hong Kong public school subjects in the way they respond to stories containing moral themes.
5. There will be no difference between total Hong Kong response and total American response.

*Results.* The comparison of a selected sample of American and Hong Kong children's response to Piagetian-type stories indicated that his theory of moral judgment development is applicable in the United States of America and overseas. From the sample tested it was found that moral judgment development is sequential, age related, and cognitively geared. American and Hong Kong subjects, other Seventh-day Adventists and non-Seventh-day Adventist, made similar responses to stories containing moral themes. The only exception was found among Seventh-day Adventist subjects of the five-to-nine age group in both populations who showed greater moral maturity compared to their public school counterparts.

*Conclusion.* Data from the sample studied lead to the conclusion that the universality of the applicability of Piagetian theory on moral judgment development can contribute to Seventh-day Adventist moral education practices. The developmental approach should help to make Seventh-day Adventist moral education programs more efficient and effective.

*More Information:* Full text available online

**Kerbs, J. G. (1983). *Nonclassroom teacher-student association in Seventh-day Adventist academies in the Northern and Central California conferences.* Andrews University.**

*Problem.* Nonclassroom teacher-student relationships were studied in the secondary-school setting with regard to their occurrence; their perceived value, adequacy, and effects; their preferred forms or types; and the perceived barriers to teacher-student association.

*Method.* This was a descriptive study employing survey research. A 53-item questionnaire was completed by 671 senior students, full-time teachers, and principals in the eleven SDA academies and two boarding academies in the Northern and Central California Conferences. The data from the questionnaires were summarized--totaling responses and calculating percentages, means, and standard deviations. Comparisons were made and some differences were evaluated by applying t tests, accepting .05 as the level of significance.

*Findings.* The data revealed that although students do perceive their teachers as involved in nonclassroom teacher-student activities, teachers saw themselves as more involved outside the classroom than did their students. Students, teachers, and principals rated nonclassroom contact as important, with teachers placing it higher in value than did students, as did females over males, high GPA students over low, and boarding- over day-school students. Students were moderately to well-satisfied with the quantity and quality of their nonclass relationships. Teachers were more satisfied than students.

All groups surveyed agreed that students' receptivity to learning opportunities was increased by pleasant nonclassroom teacher-student contact. Certain types of contact with teachers were valued more highly than others. Ranking high were: Be easily available just to talk even when the student has no special problem; be available to help students with assignments; invite students to their homes; and often smile at or greet students. Some differences between boarding- and day-student preferences appeared.



The main barriers to nonclassroom involvement perceived by students were teacher partiality, busyness, and fear of discipline breakdown.

*Conclusions and Recommendations.* Teachers disliked outside the classroom are perceived as a deterrent to learning; therefore pleasant nonclassroom teacher-student interaction should be seen as essential at all levels of education; teachers should be expected to have yearly objectives for nonclassroom involvement; and provision should be made in the teacher's schedule for these out-of-class activities.

*More information:* Full text available online

**Martin, A. A. (1998). *The effectiveness of Christian adolescent peer counselor training: A controlled study.* Fuller Theological Seminary, California, USA.**

This study evaluated the effectiveness of a Christian-based adolescent peer counseling curriculum (Sturkie & Tan, 1992) used with Christian high school students. The training group of 47 subjects received training, while 37 subjects were in the no-training comparison group. All 84 subjects completed 4 self-report measures (Counselor Training Program Questionnaire, Helping Relationship Inventory, Valuegenesis Faith Maturity Measure, Spiritual Well Being Scale). Additionally, the training group was videotaped in 15-minute roleplays, pre and posttraining. Compared to the no-training group, the training group reported significantly higher knowledge and competence in Christian counseling, and expressed a significantly stronger preference for an understanding response style. Trained students were also seen as significantly more empathic, genuine, and respectful by 2 independent raters of the roleplay videotapes.

**Massengill, D. (1989). *A comparative study of dating and sexual behaviors of senior male and female students attending boarding academies in the Lake Union Conference.* Andrews University, Berrien Springs, MI.**

*Problem:* The purpose of this study was to determine if there were differences of perception between senior males and females regarding dating and sexual behaviors.

*Method:* Two-hundred and twelve questionnaires were collected from the population. The perceptions analyzed related to dating and sexual behaviors of the age categories, as well as the differences of the genders. Differences were tested by Chi-square, calculated by percentages, and a median rank was used to determine information regarding the sequence-of-choice questions.

**Results:** Significant differences were found in null-hypotheses 1 and 6 for both genders. They were rejected at the probability value of .01 and .05. Null-hypotheses 2 through 5 were accepted as no significant differences were found.

Percentage calculations provided a variance of perceptions between the genders.

**Conclusions:** Data collected and analyzed proposed a value/behavior conflict, as in some areas, perceptions varied a great deal from reported behaviors. The topic has implications for further study.

**More Information:** Full text not available online. Andrews University Library G.S. Th. M415

Menegusso, E. N. (1980). *An investigation of the relationship between religiosity, amount of exposure to Seventh-day Adventist parochial education and other selected variables among Seventh-day Adventist secondary students in Sao Paulo, Brazil.* Andrews University.

**Problem:** This study investigated whether the express purpose of Adventist education, (the transmission of the Adventist religious heritage) is being fulfilled. It was based on the relationship between five dimensions of religiosity (the criterion variables), the amount of exposure to Adventist education, and other selected variables such as age, sex, scholastic achievement, home religious affiliation and marital status of the subjects' parents (the predictors) Eleven hypotheses were tested. The first five were concerned with the relationship between each religiosity dimension and the combination of the predictors; the sixth with the relationship between the combination of the dimensions and the combination of predictors; and the last five with the discriminate function of the combination of the dimensions among students (1) currently attending Adventist or non-Adventist school, (2) exposed to different levels of Adventist education, (3) (4) exposed to different amounts of Adventist boarding-school education, and (5) exposed to different amounts of Adventist education.

**Method:** The population constituted Adventist secondary students chosen from 103 churches and two secondary academies in the Corridor Greater Sao Paulo - Campinas. Sub-sample A involved all students from twenty-five randomly selected churches; sub-sample B comprised 282 randomly selected students from the academies. Responses from 481 subjects were analyzed. Each student responded to a questionnaire containing eighty-eight items measuring five religiosity dimensions (intellectual, ritualistic, ideological, experiential, and consequential) based on Glock's theoretical framework. Twenty-one items measured the predictor variables. The data were collected in a manner guaranteeing complete anonymity to the respondents. The major statistical methods used for the analysis were (1) product-moment correlation and (2)

factor analysis (for verification of interdependence and dimensionality of the theorized dimensions; (3) multiple-regression analysis, (4) canonical correlation analysis, and (5) discriminate-function analysis (for testing the hypotheses).

*Results:* The five theoretical dimensions were more independent than dependent of each other. Additionally, most of the items intended to measure each dimension loaded on a corresponding factor. Because several items loaded on more than one factor, Factor Scores were used for testing the hypotheses. The correlation between the combination of the predictors and each of the religiosity dimensions were significant beyond the .05 level. Amount of exposure to Adventist education was positively correlated with the intellectual and to a lesser extent with the ideological, but negatively with the dimension. Three significant canonical correlations between the religiosity dimensions and the independent variables resulted. "Amount of Adventist education" was among the primary variables of all canonical functions. Longer exposure indicated higher indicated higher scores on the intellectual, experiential, and ideological but lower on the ritualistic and consequential. Attendance to one of the academies indicated tendency for higher scores on the ritualistic, intellectual, and experiential. Exposure to higher levels of SDA education indicated higher scores on the intellectual. In all, longer exposure to SDA boarding-school education indicated a tendency for higher scores on religiosity dimensions except the ideological. Among students who had attended at least five years at an SDA school, longer exposure to SDA boarding-school education indicated a tendency for higher scores on the consequential, experiential, and intellectual. Finally, longer exposure to SDA parochial education indicated higher scores on the intellectual and ritualistic, out lower on the consequential dimension.

*Conclusions:* The longer students are exposed to parochial education the more they tend to know religious facts and appreciate religious beliefs, but the less they tend to translate it into their devotional life and life-style. Higher scores on the intellectual also tend to be associated with higher levels of parochial education. Longer exposure to boarding-school education is associated with higher scores on most of the dimensions of religiosity. Among school-related variables, exposure to boarding-school education seems to be the best predictor of religiosity in general.

*More information:* Full text available online

**Ngamije, J. M. (2005). *School climate and student character traits: A descriptive study of student perceptions in Adventist high schools in Rwanda.* AIAS, Silang Cavite, Philippines.**

The present study examined character traits and school climate as perceived by SDA high school students in Rwanda. Specifically, the study sought to identify the level of

students' character and school climate, the differences between student demographic characteristics with character traits and school climate, respectively, and the relationship between students' character traits and school climate.

Relevant literature and prior research indicated that a significant relationship might exist between character traits of the students and the climate of their school. Spiritual environment is also another factor shown in the review of literature to contribute to the values formation of students.

The sample consisted of 378 high school students attending grades three through six from nine Seventh-day Adventist high schools. The study analyzed the students' response to the Survey of Behavioral Characteristics of the Student instrument (SBCS), School Climate Survey (SCS) and the two open-ended questions about school activities which enhance students' spiritual growth.

Findings revealed students' perceptions of their character traits and school climate to be generally neither positive nor negative. Their character traits were found to be positive in the area of "patriotism/citizenship," "self-control/discipline" and "charity/generosity." The school climate was found to be positive in the area of "student-peer relationship," and "student academic achievement." Significant differences were found in students' perceptions of their school climate in terms of all demographic variables, except in "age of student," and in "people living with student" variables. Significant differences were also found by school type on both character and climate of school. The study indicated a significant positive, but weak relationship between character traits and school climate.

Recommendations include the institutionalization of character education program in all SDA high schools in Rwanda to improve the character of students and the training of teachers and school administrators on how to integrate character formation in every subject taught in the school and in extra-curricular activities. In addition, the services of a counseling center with trained counselors are to be given special attention for student character formation in post-genocide Rwanda schools.

*More Information:* Copy available from AIIAS Leslie Hardinge Library LG224.E38 .N43.M5 2005

**Rantung, F. H. (2001). *Learning styles and gender as related to achievement in English among students in North Sulawesi Adventist Boarding Schools, Indonesia*. AIIAS, Silang Cavite, Philippines.**

This study investigated linkages between the learning styles and gender and achievement in English among students in North Sulawesi Adventist boarding schools,

Indonesia. In doing so, it sought to contribute to a better theoretical understanding of the students' learning styles in order to enhance the learning of English as a second language.

The instrument used was the Perceptual Learning Style Preference Questionnaire (Reid, 1995) and its subscale: visual learning style, auditory learning style, kinesthetic learning style, tactile learning style, group learning style, and individual learning style. Data analysis employed descriptive, comparative, and correlational methods with 180 respondents. In selecting the sample, the convenience sampling was used.

The findings were as follows:

1. Among the 180 students, there were 82 males and 98 females.
2. Of the 180 students, 55 had visual learning style; 12 had auditory learning style; 35 had kinesthetic learning style; 14 had tactile learning style; 60 had group learning style; and 4 had individual learning style.
3. There were 25 out of the total 180 students who had experienced English Tutoring and stayed in an English speaking context.
4. Of the 180 students, 88 were outstanding, 90 were good, and only 2 were weak.
5. The English grade was not affected by the students' learning styles ( visual, auditory, kinesthetic, tactile, group, and individual).
6. The English grade was not affected by the gender. Male and female had the same ability of learning, although they may vary in learning styles.
7. There was a relationship between the learning styles and gender. Male students' learning styles were dominant on group learning style and kinesthetic learning style, and female students' learning styles were dominant on visual learning style and group learning style.

Recommendations are that parents and tutors of English students should accept gender-related differences. It is appropriate to emphasize what useful skills and attitudes can people of different styles learn from each other, both across and within gender boundaries. Cooperative learning needs to be implemented in the teaching and learning process in the schools. Students need to appreciate their own learning styles by accepting it as a gift of God, since whatever learning style they have will not contribute to nor lessen their ability to learn English language.

School administrators should work cooperatively with teachers in seeking to create a conducive climate for those with visual, kinesthetic, and group learning styles in their school. Curriculum planners should develop a curriculum that stresses on group work that enables students to take active parts in dramas, games, role plays, projects, interviews, and opinion exchanges as teams. A curriculum that stresses on visual channel through the use of bulletin boards, diagrams, charts, pictures, videos, and movies should also be designed to help students learn better.

Educational promoters need to work closely with the textbook designers and publishers in order to include a wider variety of group activities in the design of the textbooks. In doing so they could target a wider variety of learners according to God's plan for His people.

*More Information:* Copy available from AIIAS Leslie Hardinge Library LG224.E38 .R35 2001

**Singer, C. (2004). *The diagnosis and treatment of attention deficit hyperactivity disorder: Knowledge and perceived roles and responsibilities of teachers in the Seventh-day Adventist school system. Avondale College.***

Attention Deficit Hyperactivity Disorder (ADHD) is the most commonly diagnosed childhood behavioral disorder said to affect approximately 3-5% of the primary school-aged population. There has been much controversy about ADHD diagnosis and treatment in recent years. Research has identified teachers as one of the major parties which contribute to the diagnostic process, and there has been literature to suggest that teachers may play a part in the over- and under-diagnosis of ADHD. In light of this, and other research, teachers' sources of information about ADHD are questionable. A search of the Adventist Education website revealed that no policies existed in the Adventist schools in Australia for ADHD management.

Therefore the purpose of the research is to find out what teachers in the Seventh-day Adventist school system perceive their role and responsibilities to be. This research also compares teacher perceptions with what research outlines as the roles and responsibilities of the classroom teacher in the diagnostic and treatment processes of ADHD.

The research used a quantitative research design by way of a survey to examine teacher knowledge, opinions and perceived roles. The survey contained four sections including a demographic section and sections for each of the topics listed above, and used a five-point Likert-type scale to attain responses from teachers.

Various forms were used in data analysis including t-tests, correlation analyses and descriptive statistics. Major findings revealed: that there were some differences in factual knowledge of ADHD between those who had experience with ADHD and those who had not, and those who were Special Needs teachers as opposed to classroom teachers; teachers were likely to be unsure about causes and prevalence of ADHD and treatment with stimulant medication; teachers performed poorly in relation to questions about diagnostic criteria and correct diagnosis regarding observation of the

improvement of ADHD symptoms when on stimulant medication; teachers were generally aware of co-morbid disorders.

Other findings of the study pertaining to the opinions of teachers found that: teachers agree that stimulant medication improves symptoms associated with ADHD; teachers believe that ADHD is over-diagnosed, there are too many students on stimulant medication and stimulant medication should not be the only form of treatment for ADHD; teachers are of the opinion that they need more information about ADHD; and teachers are not overly confident in their abilities to identify ADHD in children.

Major issues presented in relation to teachers' perception of their roles and responsibilities established that: A good portion of teachers were unsure if they would refer a child displaying symptoms of ADHD; teachers were likely to say they would be actively involved but did not follow through on questions which indicated that they would be involved; teachers are generally willing to be involved in most aspects of the diagnosis and treatment process however, they are apprehensive about administering medication; teachers, in general, did not attend valuable in-service or pre-service courses and were more inclined to receive their information from 'second-hand' sources (such as parents or other professionals); and a large percentage of teachers were unsure where they received their information from.

A need for teachers to become critical consumers of information was identified and teacher responses indicated that the training available was not sufficient in preparing them for their significant role in diagnosing and treating ADHD.

Therefore it is recommended: That in-service education about ADHD for teachers be targeted in Seventh-day Adventist schools; policies be developed in Seventh-day Adventist schools to address the role of the teacher in diagnosing and treating ADHD; pre-service training address some issues in ADHD; and teacher collaboration and support groups be formed especially between special needs teachers, those who have experience with ADHD and other teachers.

*More Information:* Copy available from South Pacific Division Education Office

**Stevens, E. J., Jr. . (1986). *Premarital preparation within the home, school, and church as perceived by adolescents in the Lake Union Conference of Seventh-day Adventists*. Dissertation, Andrews University.**

*Problem.* In today's society increasing stress and problems face the traditional Judeo-Christian marriage and family. Adolescents are being confronted with these problems as a result of the continuing rate of divorce and internal stress within family relations. The

Seventh-day Adventist church has historically emphasized the importance of marriage and the family. However, as the Christian marriage and family face changes in today's society, there is a need for greater awareness of the factors which influence the premarital preparation of adolescents. The purpose of this study was to research adolescents' perceptions of their premarital preparation.

The primary hypothesis of this study is that there is a relationship between perceived premarital preparation by SDA adolescents and their perception of how they have been prepared by the home, school, and church.

This study utilized descriptive and correlational research. Data utilized in the research were collected from 332 seniors from 10 academies who answered the Premarital Preparation Questionnaire, a Likert-type attitudinal scale.

In this ex-post facto study the data were studied by five types of statistical analyses: measures of central tendency, correlation coefficients, factor analysis, chi square, and analysis of variance. The results indicated that in 7 of the 12 sub-hypotheses the null hypothesis was rejected.

The data indicated that adolescents generally perceived they were prepared in 16 premarital preparation topics and that the topics were very important. It was indicated that in general there exists a relationship between adolescents' perception of their premarital preparation and how their perception of the contribution by the home, school, and church relates to their preparation.

*Conclusions.* It may be concluded from the data and comments by adolescents in this study that their approach to marriage and family life has been influenced by education, role models, and social environment. These factors and others appear to have influenced their perception of the premarital preparation provided them by the home, school, and church.

*More information:* Full text available online

**Valderrama Rincón, A. (2002). *Factores relacionados con el grado de virtud en estudiantes de educación media de Medellín, Colombia.* Dissertation, Universidad de Montemorelos.**

La preocupación por el comportamiento de las personas, especialmente de los jóvenes, ha despertado en los últimos años un creciente interés en el estudio de los temas relacionados con la educación del carácter y específicamente con el desarrollo de la virtud. La presente investigación pretendió determinar en qué medida el clima percibido en el hogar, el clima percibido en la escuela y el clima percibido en la iglesia; la



estructura familiar, el contexto socioeconómico, la religiosidad y el género; en presencia del esfuerzo que el alumno hace para representarse bien socialmente, son factores que en su conjunto, O en parte, se relacionan con el grado de virtud que dicen haber alcanzado los estudiantes de educación media de la ciudad de Medellín (Colombia), en el año 2002.

*More Information:* Full text available online

**Verdezoto Chávez, M. A., & Corrales Ruíz, C. (2009). *Relaciones Interpersonales docente-alumno y las actitudes hacia el estudio segun la percepcion de los alumnos del 9 ano de basica del Colegio Adventista Emmanuel. Tesis de Maestría, Universidad Peruana Unión. Retrieved from <http://investigacion.upeu.edu.pe/index.php/Tesis:MHEID0901>***

Las relaciones interpersonales son pequeños gestos que se dan en la sociedad a manera, bromas, chistes, abrazos, palmadas, pellizcos, etc. que hace que una persona se sienta contenta en su estado de ánimo, que hasta puede mejorar su trabajo, el estudio, el deporte y hasta la influencia social. De tal manera que en este proyecto de investigación cuyos objetivos, problemas e hipótesis; se plantea como las relaciones interpersonales docente-alumno se relacionan con la actitud hacia el estudio, en los alumnos del 9º año de básica del Colegio Adventista Emanuel.

Como objetivo al determinar si las relaciones interpersonales docentes-alumnos se relacionan con la actitud hacia el estudio, en los alumnos del 9º año de Básica del Colegio Adventista Emanuel.

El método utilizado es el No Experimental, ya que no existe manipulación activa de alguna variable. Además, se trata de un diseño transaccional transversal, ya que se busca establecer la relación de variables medidas en una muestra en único momento del tiempo. (Hernández, Fernández y Baptista, 1991).

Esta investigación se realizó en la ciudad de Lago Agrio provincia Sucumbíos país ECUADOR, en el Colegio Adventista Emanuel, la muestra que se tomó es la de los alumnos del 9º año de Básica del Colegio Adventista Emanuel.

De 8 alumnos que representan al 21 % de los alumnos del 9º año básico Colegio Adventista Emanuel creen que el docente se preocupa por ellos en un nivel regular, siendo el 21 alumnos que representan al 57% creen que lo hacen en un nivel bueno y el 22% que representa una cantidad de 8 alumnos creen que la preocupación del docente por el alumno es excelente. Determinando de esta manera la preocupación del docente por el alumno hacia el estudio aquí podemos darnos cuenta que hay una buena relación entre el docente y alumno lo que nos da a conocer que si existe

comunicación para poder alcanzar el objetivo.

El 10,8% de los alumnos creen que la asunción de roles desempeñados es malo, el 27% creen que es regular, el 35,1% creen que es bueno y el 27% creen que la asunción de roles desempeñados es excelente, al comparar preocupación del docente por el alumno y asunción de los roles podemos ver que hay resultados buenos lo que ayuda a darnos cuenta que hay relación para la actitud frente al estudio.

En términos generales, existe una relación significativa entre preocupación del docente por el alumno y la actitud de los alumnos hacia el estudio, donde actitud hacia el estudio es explicada por preocupación del docente en un 50,1% en los alumnos del Colegio Adventista Emanuel.

*More Information:* Dirección General de Investigación de la Universidad Peruana Unión (UPeU), <http://investigacion.upeu.edu.pe>

**Vilca Laucata, A. J. (2008). *Propiedades Psicométricas del Cuestionario de Auto-evaluación Ansiedad Estado/Rasgo para Niños*. Universidad Peruana Unión. Retrieved from <http://investigacion.upeu.edu.pe/index.php/Tesis:FCHEP0802>**

El Cuestionario de Auto-Evaluación Ansiedad Estado/ Rasgo (STAIC), importante en las investigaciones terapéuticas cognitivo conductuales, se sometió a los análisis de validez y confiabilidad.

*Objetivo.* Determinar las características psicométricas del cuestionario de auto-evaluación ansiedad estado/ rasgo para niños, entre los 9 a 15 años de edad; en colegios adventistas del cono este de Lima.

*Material y métodos.* Instrumento de 40 preguntas construido según Charles Spielberger, aplicado en un estudio transversal, hecho a finales de 1973, a escolares 6 a 12 años, Hombres y mujeres, CPP. California, EE.UU. Se analizó la validez de constructo mediante la técnica del análisis factorial y la consistencia interna por el método del alfa de Cronbach; estos resultados fueron normalizados con corrección de asimetría con Ln. Resultados. Se confirma la existencia de 5 factores: Factor 1: Tranquilidad (ansiedad-estado), Factor 2: Preocupación (ansiedad-rasgo), Factor 3: Evitación (ansiedad-rasgo), Factor 4: Inquietud-Amenaza (ansiedad-estado), y Factor 5: Somatización (ansiedad-rasgo). Se encontraron un Alfa de Cronbach de entre 0,77 a 0,79 en sus índices parciales y 0,79 en el Alfa de Cronbach para la escala total. Las normas de interpretación (baremos) nos permiten realizar las transformaciones lineales de los puntajes directos o brutos que se obtienen en el Inventario de Ansiedad

estado-rasgo (parte única) adaptado, en sus 5 factores.

*Conclusiones.* Finalmente se obtiene adecuadas propiedades psicométricas del Cuestionario Ansiedad Estado/Rasgo en Niños. En el caso específico de nuestro hallazgo, nos indica que el instrumento presenta validez y consistencia interna muy aceptables con nuevos parámetros para la población de escolares de 9 a 15 años, de la ciudad de Lima.

*More Information:* Dirección General de Investigación de la Universidad Peruana Unión (UPeU), <http://investigacion.upeu.edu.pe>

## **General Education (7)**

**Caviness, L. B. (2001). *Educational brain research as compared with E. G. White's counsels to educators.* Dissertation, Andrews University.**

*Purpose of the study .* The purpose of this study was threefold: to review current, education-relevant brain research; to review the educational writings of Ellen G. White for major emerging themes/principles; and to compare these findings for similarities and differences.

*Method and results .* Using an inductive process, the synthesis and comparison revealed 15 themes from brain research and 12 principles from White's writings from the middle 1800s and early 1900s. Comparison of the two lists revealed alignment on eight themes/principles, nonalignment on three themes/principles, and partial-alignment on seven themes/principles. Aligned themes/principles included: body and mind function as one; exercise and movement are vital to cognition; health habits profoundly affect learning; emotions/neurochemistry unite body and mind; social influences structure cognition; plasticity and enrichment contribute to brain growth/change; stages of development provide optimal times for cognitive patterning; individualism typifies brain function. Themes/principles not aligned included: the Bible is foundational for education; knowledge of God establishes contact with the source of all knowledge; and redemption and restoration of the image of God in humanity are the goals of education.

*Conclusions .* White defines true education as the harmonious relationship between physical, mental, and spiritual powers. Brain educators also draw attention to this three-faceted relationship; however, brain science tends to deal with this concept in a less integrated way than does White, though research on emotion appears to be promoting a more holistic attitude. White suggests education is potentiated when this harmonious triad is empowered by God. Brain science says little about an outside vital power,

though altruism is sometimes discussed in the context of new findings on the role of emotional/social functions. Based on the comparisons/differences observed, this study postulates that this triad relationship is a fractal-like pattern that is replicated and operant in brain structure and function, educational practice, and other life processes.

*More information:* Full text available online

**Haynal, M. T. (2002). *An examination of assertiveness, right-wing authoritarianism and empowerment in Adventist teachers*. Dissertation, La Sierra University.**

This study measures and compares Adventist teachers' levels of assertiveness, right wing authoritarianism and empowerment as measured by the Assertiveness Test (AT), Right Wing Authoritarianism Scale (RWA) and School Participant Empowerment Scale (SPES). A group of 250 Adventist teachers from the states of Oregon, Washington and Idaho completed each of these instruments. Data from this group were compared with general population scores for the Assertiveness Test (N = 29553), a group of 502 non-student, non-Adventist adults who recently took the RWA, and 4084 public school teachers who completed the SPES.

Results of *t* tests reveal Adventist teachers are significantly more right wing authoritarian than the general population. They are also significantly less assertive than the general population in the AT subscale measure Assertiveness with Authority Figures. They are, however, significantly more assertive than the general population in the subscale measure Comfort with being Vulnerable. Adventist teachers' overall SPES scores were significantly higher than those of public school teachers. In fact, they reported being significantly more empowered than their public school counterparts in five of the six dimensions of the SPES.

Results of ANOVA and subsequent regression analysis reveal Adventist teachers who work in schools with an enrollment less than 100 are significantly more right wing authoritarian than Adventist teachers who work in schools with an enrollment greater than 100. Adventist teachers who work in schools with an enrollment less than 50 are significantly less assertive than their counterparts in larger schools and the general population in the AT subscale measures of Assertiveness with Authority Figures and Standing up for Oneself.

While Adventist teachers were both more right wing authoritarian and less assertive with authority figures than the comparison groups, this study revealed no significant relationships between the two measures. There was a significant positive relation for teachers in all school sizes between high empowerment in the SPES dimension Self-Efficacy and high levels of assertiveness.

*More Information:* Full text available online

**Kilmer, J. R. (1988). *Relationship of caning to internal-external locus of control among selected African secondary and college students*. Dissertation, Andrews University.**

*Problem.* Harsh punishment has been recognized as an antecedent of external locus of control. External locus of control has been associated with negative aspects of academic and social development. Educators in Africa need to know if caning is associated with external locus of control.

*Method.* This study was an ex post facto design. The population was 732 African students between the ages of 17 and 31 years in their third or final year of secondary school or first or second year of college. All students were from Seventh-day Adventist schools located in the English-speaking African countries of Ghana, Malawi, Nigeria, Tanzania, Uganda, and Zimbabwe. Practically the entire population classified themselves as Christian (67% Seventh-day Adventist, 33% other faiths). Extreme groups consisting of (1) those who reported they had been caned as often as once a week at home or school (2) and those who reported they had been caned less than once a year (76 and 107 respectively) were compared for differences in Rotter I-E scores, with age and educational level controlled, by means of ANCOVA. Nine one-way ANCOVA tests were run with a separate covariate (sex, mother's education, nationality, social environment, sex of the punitive agent, household types, and time periods of caning) each added to age and educational level.

*Results.* Frequent caning was significantly related ( $p = .0059$ ) to external locus of control with age and educational level controlled. This supported the experimental hypothesis in the direction anticipated. Only sex and educational level were significant as covariates. Neither of these, however, accounted for a meaningful portion of the differences in I-E scores related to frequency of caning.

*Conclusions.* Caning surfaced as the variable most closely related to external locus of control.

*More information:* Full text available online

**Knight, J. W. (1977). *B.A.s, M.A.s, and M.U.G.s: the world not turned upside down: A case-study in socio-cultural change.* University of Queensland.**

This case-study of Brisbane Seventh-day Adventists indicates that University education, for these Seventh-day Adventists who experience it, is a significant factor in sociocultural change, since it provides an environment where they may construct and learn dissonant perceptions of the world. Based on a phenomenological and dialectic perspective, it views man as a constituting consciousness who constructs and learns meaning from his experience of the world and his social interaction with his fellow men, and who expresses his self in social action in that world.

Within this framework, the techniques of participant observation, ethnomethodology, and content analysis have been used. They enable the searcher to investigate the subjects' perceptions of reality, the meanings which they give to the world and their prescriptions for action in it, end to observe the ways in which they express themselves in social settings. By analysis and reflection upon this information, a set of sociological meanings is refined.

Differences between university-educated Adventists and other Adventists have been investigated through a comparison of lay and scholarly journals, interviews with large and a small groups of members, and a qualitative questionnaire. As sect-member, university student, and sociologist, the writer participated in, and observed, differing Adventist social settings, and the work is grounded in his own experience and knowledge.

Through these differing methods, confirmation is obtained for the thesis. It can be seen that significant differences exist between lay Adventists and university-educated Adventists, that such differences are the consequence of changes in university-educated members, and that these changes are associated with their experience of university education.

Whereas lay members tend to be highly sectarian, and show no evidence of inner conflict, university-educated and scholarly Adventists tend to be more denominational and secular. They reveal evidence of considerable internal tension between normative and dissonant sets of knowledge and they do not fit easily into the sectarian social context. University-educated ex- Adventists appear to have resolved this conflict by leaving the sect and rejecting its knowledge and standards.

The degree of difference between these types of members is such that, at the ideal-typical level, it is appropriate to speak of two cultures in Adventism. One culture is normative, sectarian, fideistic and "closed" to the outside world. The other culture is dissonant scholarly, mere liberal and more "open" to the world. It is denominational or

secular end is the culture of the SDA university student, lecturer or scholar. It is the culture of change, as opposed to the culture of sectarian stability." The first culture is learned in the social community of Adventism, while the second is constructed at the university. Differences between them reflect the differing natures of their social arenas.

Thus the sect, as a closed social community, provides a cosmic set of meanings and divinely ordained standards for all situations. Sharing the same esoteric knowledge and using the same rhetoric its members enjoy warm social relations as Christian brethren. Their affective commitment to the community, to its knowledge and standards, and to their fellow believers, is high. Within its boundaries they experience security, stability and certainty in an uncertain and changing world. In the university, as an open institution, conflicting ideas are subjected to scholarly and scientific analysis. Through such experiences and through social interaction with non-Adventists in a secular setting, members acquire and construct a new and qualitatively different set of meanings and standards for interpreting, and acting in, the world.

These two cultures do not easily coexist, for the "rational" and empirical assumptions of the one challenge the basic fideistic presuppositions of the other. Hence scholarly Adventists experience inner tension and conflict in the sectarian community. Their attempts to resolve this conflict may lead to their apostasy from the sect or to their action as change agents within it, modifying its knowledge and standards, thus changing its identity from a sectarian group to a more denominational group. Generalizations beyond the confines of this case-study seem possible. The thesis concludes with a series of recommendations for further research.

*More Information:* Copy available from Avondale College Main [306.6867943 K74]

**Madgwick, K. I. (1991). *A proposed paradigm of personality as explored through the relationship between moral reasoning and cognitive flexibility.* Dissertation, Andrews University.**

*Problem.* Personality, a construct representing the dynamic integration of the individual, remains complicated, both in theory and in research. The purpose of this study was to explore a conceptual paradigm of personality through the relationship between cognitive flexibility and moral reasoning. Researchers had not looked at the relationship between cognitive flexibility, as measured by the Stroop Color and Word Test, and moral reasoning, as measured by the Defining Issues Test (DIT). This study focused on the relationship between cognitive flexibility and moral reasoning. It looked for more than an understanding of the relationship, however, thus affording beginning research in the development of the proposed paradigm.

*Method.* The DIT and the Stroop Test were administered to freshman and sophomore college students. Chi-square and descriptive analyses of the data from 133 subjects were calculated.

*Results.* Four directional research hypotheses predicted a necessary-but-not-sufficient relationship between cognitive flexibility and moral reasoning. Two hypotheses used the P score on the DIT while the other two involved the D measure. The findings supported two out of the four hypotheses: one on the P scores (chi squared= 3.27) and one on the D scores (chi squared = 3.50) from the DIT. While the other two research hypotheses were not supported by the analyses, trends suggested by the data were studied by a number of t tests. These test revealed significantly higher DIT means in the flexible group than the not flexible group in the third quartile D grouping ( $t = 1.092$  with 43 degrees of freedom and  $p \leq .05$ ) and in the upper quartile P grouping ( $t = 2.502$  with 23 degrees of freedom and  $p \leq .01$ ). It is believed that this study contributes direct and indirect support of a necessary-but-not-sufficient relationship between cognitive flexibility and moral reasoning. It may be said that cognitive flexibility is a prerequisite for higher moral development. It is not, however, the only component needed for such development. The relationship between cognitive flexibility and moral reasoning can be taken as evidence for an interaction between the subsystems and cognitive mosaics within the context of the proposed paradigm.

*Conclusions.* In summary, this study provides beginning work on a personality paradigm and contributes both implications and applications of the findings.

*More information:* Full text available online

**Trivino, J. E. (1999). *Characteristics of Hispanic Seventh-day Adventist adolescents who attempted suicide.* Dissertation, Andrews University.**

*Problem .* Hispanic adolescent suicide attempts appear to have been understudied, while suicidal behavior continues to be a concern as a youthful phenomenon. The present study sought to contribute to the understanding of Hispanic youth suicide and its association with acculturation, family, religion, and gender in a sample of Hispanic Seventh-day Adventist adolescents.

*Method .* The data used for this study came from the *Avance* survey, the largest denominational survey conducted among Hispanic Seventh-day Adventists in the U.S. (1993-1994). The sample consisted of 869 adolescents, comprised of 380 males and 489 females. Chi-square, *t* test for means of two independent samples, and discriminant analyses were used to examine acculturation, family, religion, and gender to identify characteristics of Hispanic SDA suicide attempters.



*Results* . The results indicated that several variables were significantly correlated with suicide attempts (  $p < .05$ ): family cohesion, parental religiosity, abuse (verbal, physical, and sexual), faith maturity, church climate, and family status. Furthermore, the discriminant function was statistically significant (  $p < .05$ ). The function indicated that an Hispanic who perceived less family cohesion, was highly acculturated, perceived a less warm church climate, was female, and who had suffered sexual and physical abuse was more likely to have attempted suicide.

*Conclusions* . There are some characteristics that seem to influence Hispanic SDA adolescents to attempt suicide. However, caution must be exerted so as to not draw definite conclusions from this study to other Hispanic populations. More studies among Hispanics are needed in this field.

*More information:* Full text available online

**Worley, D. M. (1995). *Validation of goals for pre-departure missionary orientation*. Dissertation, Andrews University.**

*Problem.* Cross-cultural orientation programs facilitate missionary preparedness. Orientation is more effective if driven by valid and suitable goals determined before methods are selected and programs implemented. This study attempted to identify valid goals for pre-departure programs and develop a framework for selecting them.

*Method.* The goals of the Seventh-day Adventist (SDA) Institute for World Mission (IWM) were selected for validation. IWM is a 4-6 week pre-departure orientation program that started in 1966 and had effectively prepared 2,500+ cross-cultural missionaries by 1993. Their goals are broad areas suitable for establishing sub-goals and objectives. The validation process comprised four phases: identification and clarification of goals, collection of data from six validation sources, synthesis/analysis of data for cross-validation, and a reconceptualization of findings into a framework to guide determination/evaluation of suitable goals. A combination of documentary, statistical, and analytical techniques was used to treat the data from six sources: three case study populations (staff/attendees, leaders, and current/returned missionaries); and three external sources (missionary preparation literature and practice, cross-cultural literature, trends/issues).

*Results.* All IWM's goals were validated directly or indirectly by the six sources. Goals were considered appropriate (important, essential, and relevant) by 96% or more of the enthusiastic case populations. No essential goals are missing, although women's/children's preparation and learning-to-learn skills need greater emphasis.

*Conclusions.* Orientation contributed to cross-cultural personnel preparation in 12 critical goal areas: cross-cultural awareness and skills/competencies, a sense of call/commitment, spiritual formation/growth, essential emotional/attitudinal growth, cultural understanding from area studies and mission issues, knowledges and practices important for new roles and psychological/physical health, familiarity with the sending organization information about philosophy/practices/policies, a paradigm shift for continuing growth through the transformation of the mind/worldview, and fellowship which is a critical program goal for achieving an orientation purpose. Several other conclusions related to effective future preparation. Although IWM is more effective than might be expected because of valid goals, focus on participant readiness, and orientation purpose, it could improve if goal implementation were expanded to before and after the orientation program.

*More information:* Full text available online

## **Tertiary & Seminary Education (28)**

**Alaña Huapaya, W. D., & Núñez Pérez, M. Á. (n.d.). *Factores en el incremento de la indisciplina de los jóvenes de 18 y 19 años del Colegio Adventista Ciudad de Quito.* Tesis de Maestría, Universidad Peruana Unión. Retrieved from <http://investigacion.upeu.edu.pe/index.php/Tesis:MBA0802>**

El presente trabajo de investigación cualitativa, tiene el título: "Factores en el incremento de la indisciplina de los jóvenes de 18 y 19 años, en Colegio Adventista Ciudad de Quito". El objetivo del presente estudio es investigar y analizar los factores que han determinado el incremento de la indisciplina en los alumnos de 18 y 19 años en el Colegio Adventista "Ciudad de Quito".

La muestra se determinó eligiendo, deliberadamente de la lista de alumnos condicionales del Colegio Adventista "Ciudad de Quito", a cuatro mayores de 18 años involucrados en problemas de conducta, constituyéndose en el objeto de investigación.

Una de las principales razones por las cuales se decidió trabajar esta investigación, fue el elevado número de alumnos con problemas disciplinarios en el colegio, cuya realidad de la institución adventista preocupaba mucho, particularmente las quejas de padres preocupados por esta misma situación, quienes no querían exponer a sus hijos ubicándolos en un ambiente donde sus compañeros tuvieran malas conductas, las cuales siempre generan influencia. Por otro lado, la imagen del colegio se estaba desprestigiando al tener tantos alumnos con problemas conductuales.

En efecto, era necesario realizar este trabajo de investigación y obtener los resultados de un plan de acción en búsqueda de un cambio positivo.

Esta investigación cualitativa no fue sencilla. Una investigación cualitativa necesita tiempo disponible, energía humana, voluntad y paciencia constantes. La investigación cualitativa, realizada con estos cuatro alumnos, necesitaba mi tiempo y disponibilidad dentro y fuera de mi horario de trabajo. Comprendí que para obtener un resultado óptimo era necesario ganar la confianza de estos cuatro alumnos involucrados en la investigación, de lo contrario esta investigación se convertiría en una carga adicional frustrante. Una vez aplicadas las técnicas de la investigación cualitativa se obtuvo respuestas a los factores que influyen en el incremento de la indisciplina de jóvenes de 18 y 19 años, en el Colegio Adventista "Ciudad de Quito". Los factores que influyen sobre la conducta de los jóvenes son la mala influencia de las amistades la cual puede llevar a un joven a desarrollar una conducta inadecuada en determinadas situaciones. También ha influido en la indisciplina de los cuatro alumnos la familia de cada joven: un hogar disfuncional, con mal ejemplo de conducta de los padres, sin autoridad, sin valores y principios.

El trabajo de investigación incluye un plan de acción, intervención e implementación. Este plan fue realizado en el Colegio Adventista "Ciudad de Quito" para ayudar a los jóvenes con problemas conductuales. Se estructuró el Departamento de Orientación y Bienestar Estudiantil, fortaleciéndolo. Se creó un equipo de trabajo que ayuda a disminuir el número de alumnos con problemas disciplinarios. Se hizo un trabajo personal con los cuatro alumnos involucrados en la investigación, logrando una mejora en el aspecto disciplinario, además en los aspectos: académico y espiritual.

*More Information:* Dirección General de Investigación de la Universidad Peruana Unión (UPeU), <http://investigacion.upeu.edu.pe>

**Allida, D. R. (2003). *Personality types, preferred learning styles, and choice of major of college students in Luzon. AIIAS, Silang Cavite, Philippines.***

This study investigated the relationship of personality types, preferred learning styles, and choice of academic major of college students. The subjects were 500 students from six selected academic majors in SDA tertiary schools in Luzon. Respondents answered the Personal Style Inventory (PSI) and the Perceptual Modality Preference Survey (PMPS).

The major findings of the study were as follows: (a) considering the dominant personality types of college students, there were more extraverts than introverts, more sensors than intuitors, more thinkers than feelers, and more judgers than perceivers; (b)

the preferred learning styles of college students were print and kinesthetic, comprising almost 64% of the total population. The students who preferred aural, interactive, haptic, visual and olfactory learning styles comprised only 35% of the total population; (c) there were significant differences in the personality types of college students by gender and ethnicity. (d) There were significant differences in the perceptual learning styles of college students by gender, age, and ethnicity. (e) There was no significant relationship between students' personality types and their choice of academic major. (f) There was a significant relationship between on perceptual learning style and the choice of academic major of college students; (g) there were significant relationship between personality types and perceptual learning styles of college students. (h) as far as the correlates of academic performance are concerned, it was found that personality types, interactive learning style, and ethnicity were significantly related to academic performance. (i) The best predictive model of academic performance, given the variable of the study, include Sensing-Intuition dimension, region 1, interactive learning style, gender college students, and Thinking-Feeling dimension. These five variables of the study explain 14.2% of the variance in academic performance.

Recommendations include creating a learning environment that is responsive and adaptive to the educational needs of students. It is recommended that colleges and universities need to successfully implement an effective pre-service and in-service training to enhance teachers' skill in preparing a differentiated curriculum and instruction. Administrators are challenged to provide necessary support and leadership towards implementing a more enhanced learning environment for students.

*More Information:* Copy available from AIAS Leslie Hardinge Library

**Anderson, S. P. (1995). *Predicting intentions of physical therapy students to practice primary prevention*. Dissertation, Loma Linda University.**

Physical therapy (PT) has traditionally been a hands-on, tertiary-care field. Although the American Physical Therapy Association has mandated a broader perspective, little primary prevention is yet being reported in the U.S. An attitude change toward prevention must occur if physical therapists can be expected to become involved in preventive physical therapy. The purpose of this project was to determine predictors of physical therapy student intention to perform primary prevention with a questionnaire based on Ajzen's Theory of Planned Behavior. The theory uses attitude, subjective norm and perceived control to predict intention based on beliefs and strength of beliefs in each of the three areas. Five successive masters classes (juniors, seniors, masters, graduates, and advanced masters) in Loma Linda University's 3-year physical therapy program were tested (n = 266). The classes showed no significant differences in intention to perform preventive physical therapy. Attitude, subjective norm and

perceived control did significantly predict students' intention to do preventive physical therapy. Hierarchical multiple regression produced unclear results with high variable intercorrelations and several negative betas, so factor analysis was used to group these variables into factors which represented the respondents' predictor beliefs. Multiple regression and factor analysis determined five separate factors which contained variables predicting intention to perform physical therapy primary prevention. Predictors of a positive attitude toward prevention involved Professional and Social Benefits (create new opportunities and market physical therapy, lead to a healthier society etc.), Patient Benefits (fewer acute injuries, prevent PT problems etc.), and Physical Therapy Practice (do research on prevention, present information to large groups etc.). Negative Outcomes (less jobs, less time, no pay) was not a predictor. The single significant subjective norm predictor involved People (your family, patients' families, schools etc.). Unpredictable Groups (physicians, insurance companies etc.) and Authority (employers, government) were not significant predictors. For perceived control, the significant factor was availability of necessary Educational Resources (understanding the target group, advertising, personal skills etc). Funding (insurance, HMO's, government) and Health Professional Support (other health professionals, PT's, MD's) did not predict intentions.

This information can be used as a basis for raising awareness and planning physical therapy curricula for physical therapy education in order to increase primary prevention activities for improved healthcare.

*More Information:* Full text not available online

**Atencio, J. (2006). *Contribucion de la metodologia CEFÉ al desarrollo de las capacidades emprendedoras de los estudiantes del primer año de la facultad de Ciencias empresariales de la UPeU* Universidad Peruana Unión. Retrieved from <http://investigacion.upeu.edu.pe/index.php/Tesis:FCEA0601>**

El ritmo de vida humana ahora es mas acelerado, la incertidumbre del mañana nos desconciertan, entre otros factores que inciden en la capacidad de gestión de los empresarios pero casualmente si tenemos competencias seremos exitosos y como resultados el país también. En ese sentido, el presente trabajo es la evaluación de la aplicación de una metodología activa de enseñanza, en este caso la metodología CEFÉ y su contribución al desarrollo de las capacidades emprendedoras en los estudiantes del primer año de la Facultad de Ciencias Empresariales de la UPeU.

Lo característico de esta metodología es que su centro de atención, es al alumno como persona, busca desarrollar en él sus capacidades emprendedoras (CEPs) clasificadas en tres grupos: Logro, Planificación y competencia/ Poder. El desarrollo de estas

capacidades ayudará a responder adecuadamente en cada situación y problema dentro de su formación profesional, en forma eficiente. Asimismo, CEFE fomenta primero el espíritu empresarial, y segundo, provee al alumno los conocimientos indispensables para evaluar la relevancia o no, de cada situación.

*More Information:* Dirección General de Investigación de la Universidad Peruana Unión (UPeU), <http://investigacion.upeu.edu.pe>

**Bernard, B. L. (1990). *An investigation of the need for building community at the Andrews University student housing complex Andrews University, Berrien Springs, MI.***

*Problem:* This study investigated the need for building community at the Andrews University Student Housing Complex and determined the demographic differences associated with this need.

*Method:* A sample of 61 residents of the Beechwood, Garland, Maplewood apartments completed the Survey for Building Community at the Andrews University Student Housing Complex. This instrument measured the need for building community in the areas of social support and social, cultural, and religious activities. One hypothesis was tested to determine demographic differences in the need for building community.

*Results:* The need for building community at the Andrews University Student Housing Complex was established. Of the 13 demographic variables investigated, only the religion subgroups showed a significant difference in the need for building community. There was a greater need for building community among Seventh-day Adventist residents.

*Conclusions:* The residents of the Andrews University Student Housing Complex indicated that the presence of an established social support system was well as social, cultural, and religious activities should set the tone for a sense of community at the Housing Complex.

*More Information:* Full text not available online. Andrews University Library G.S. Th. B518

**Bird, J. V., Jr. (2003). *Leadership and religiosity: A study of their effects on Seventh-day Adventist student leaders*. Dissertation, La Sierra University.**

*Procedure.* This study consisted of a sample population of 116 collegiate student leaders and examined the following, (a) the primary leadership orientation of collegiate student leaders in relation to Bolman and Deal's four-part framework of leadership, (b) the primary religious orientation of collegiate student leaders in relation to Allport and Ross (1967) Intrinsic-Extrinsic Scale and Batson Schoenrade and Ventis (1993) Quest Scale, (c) the relationships between leadership and religiosity, (d) how demographic variables are related to leadership orientations, and (e) the relationships between religious orientation and the leadership activities of student leaders. A correlation research design methodology was utilized which included two standardized instruments (Leadership Orientation and Religious Life Inventory) and a questionnaire on activity preference of student leaders. In addition to descriptive statistics, data were analyzed using bivariate as well as multivariate statistical tools.

*Findings .* Analyses of the data reported that the human resource frame was the primary leadership orientation of student leaders in this study followed by the structural, political and symbolic frames. Less than half (46%) of student leaders were multi-frame users indicating that they used two or more frames "often or always". The most utilized religious orientation of those sampled was the intrinsic orientation followed by the quest and extrinsic orientations. Statistically significant positive relationships were found between intrinsic religiosity and the structural frame, quest religiosity and the political frame and extrinsic and intrinsic religiosity and the symbolic frame. Six significant relationships were found between the demographic variables and leadership activities. A significant positive relationship was also found between extrinsic religiosity and the perception of importance of spiritual activities.

*Conclusions.* While this study revealed a number of significant relationships, the findings, when looked at altogether are, inconclusive. It is not clear whether one's religious orientation affects his/her leadership style and activities. It appears that while religion has a significant impact on the rest of our lives the interaction between religious orientation, leadership orientation and leadership activities is more complicated than thought.

*More Information:* Full text available online

**Bourget-Tactuk, J. R. (1998). *Relationships among expectations of reentry problems of international students living in on-campus apartments and off-campus housing at Andrews University and selected student characteristics*. Dissertation, Andrews University.**

*Problem.* Andrews University has maintained a large international student population throughout the years, but no previous study exists that examines expectations of reentry problems among international students. Consequently, neither has there been data collected on important demographic variables influencing the sojourn experience of this group, nor does there exist information about relationships among demographic variables and specific reentry areas that shape the students' expectations about the return home.

*Method.* The Expectations of Problems Upon Return to the Home Country Among International Students at Andrews University survey instrument was developed. Descriptive statistics were used to discover demographic characteristics and frequency of responses. t-tests were done to identify the presence of significant differences between selected dichotomous student characteristics and seven areas of reentry concern. One-way ANOVAs were done to explore main effects among non-dichotomous variables and two-way ANOVAs were done to explore possible interactions.

*Results.* Unmarried students had significantly higher expectations of problems in the return experience in regard to three reentry areas: national and political conditions ( $p = .001$ ), educational aspects ( $p = .049$ ) and professional aspects ( $p = .006$ ). Students who socialized little, or not at all, with other students from the same country had significantly lower expectations of problems in regard to professional aspects in the return experience than those who socialized more ( $p = .0248$ ). Seven significant main effects and ten significant interactive effects were obtained for variables unrelated to hypotheses in the study.

*Conclusions.* Marital status, age, level of degree program, location of Andrews University, use of English language and socialization with students from the home country represent significant student characteristics that shape expectations of reentry problems in regard to cultural adjustment, national and political conditions, professional aspects and church work adjustment. Professional integration is an issue of primary concern.

*More information:* Full text available online



**Brooks, S. O. (2006). *Racial identity and academic achievement in African Americans*. Loma Linda University, California.**

The purpose of this study was to test a resiliency model of academic achievement among African American college students. Using Brofenbrenner's (1986) ecological model as a theoretical framework, it was expected that microsystem environmental factors (parental racial socialization and students' perceptions of campus climate) would predict the development of a strong racial identity (as defined by Cross's 1971 model of psychological Nigrescence), attributional processes and achievement motivation. Participants were 289 African American undergraduates attending Historically Black and Predominantly White institutions. The EQS program for structural equation analysis was used to test models resulting from the integration of hypotheses. Findings suggest that although campus environment may influence racial identity development, it is likely that racial identity attitudes obtained through parental socialization influence students' perceptions of the campus climate which in turn influence success-related attributions and subsequent academic achievement. Results are discussed in terms of factors promoting students' college adjustment, regardless of institution type.

*More Information:* Full text available online

**Dittmann, K. L. (2003 ). *A study of the relationship between loneliness and Internet use among university students*. Dissertation, Andrews University.**

*Problem* . Research investigating the relationship between loneliness and various dimensions of Internet use is mixed. While some studies support the connection, other studies refute the link. More analysis in this area is needed to help clinicians, parents, college students, school counselors, and educators better understand the effects of the Internet on college-age students. This study attempts to expand understanding of the conflictual relationship that exists between loneliness and the dynamics of Internet use in undergraduate students.

*Method* . Four-hundred sixty-six randomly selected Andrews University undergraduate students who lived in residence halls, university apartments, and the community completed the UCLA Loneliness Scale (Version 3) and the Internet Use Survey, a questionnaire developed by the researcher. Demographic information was also collected. Analysis of variance, multiple regression, and correlational analyses were performed to test the hypotheses of the study.

*Results* . Overall, results indicate the Internet does not seem to be influencing the loneliness levels in undergraduate students. Specifically, the amount of Internet use, type of Internet use, history of Internet use, reasons for using the Internet, preference

for the Internet as a mode of communication, preference for type of Internet activity, and the changes in face-to-face interaction, talking on the phone, and overall communicating with family, friends, and others (besides family and friends) since using the Internet have a minimal effect on the loneliness experienced in undergraduate students.

*Conclusions* . In this study, Internet use does not contribute to loneliness among undergraduates using the Internet less than 40 hours per week. For most, use of the Internet is both highly enjoyable and useful. Loneliness is more prevalent in the few who use the Internet more than 40 hours per week and in those who prefer the Internet over face-to-face interaction or talking on the phone. Results showed an inverse relationship between loneliness and the number of years a student had used the Internet. Newer users are at a slightly higher risk of experiencing loneliness than those with a longer history of Internet use. Previous research has questioned the importance of Internet use as a contributing factor in loneliness. In this study, the empirical findings regarding the overall relationships of loneliness and Internet use were weak.

*More information:* Full text available online

**Erickson, M. L. (1986). *Concurrent validity of the Strong-Campbell interest inventory for Seventh-day Adventist seminarians and ministers*. Dissertation, Andrews University.**

*Problem.* The purpose of this study was to determine if the Strong-Campbell Interest Inventory (SCII) is a valid instrument for measuring the vocational interests of Seventh-day Adventist (SDA) seminarians and ministers and to discover if denominational differences exist on the SCII. Another purpose of the study was to determine if preferred type of ministry is related to vocational interests.

*Method.* The SCII and questionnaire were administered to randomly selected SDA seminarians and ministers. The data-producing sample consisted of 75 seminarians and 189 ministers. Statistical analyses included Hotelling's T test, t-tests, univariate and multivariate analyses of variance, and discriminant analysis.

*Findings.* (1) SDA seminarians have significantly more Social interests and less Artistic interests than does the SCII criterion minister sample as measured by the General Occupational Themes. (2) There is no significant difference between the vocational interests of the SCII criterion minister sample and the vocational interests of SDA seminarians as measured by the Minister (male) Occupational Scale. (3) SDA ministers have significantly less Investigative and Artistic interest than does the SCII criterion minister sample as measured by the General Occupational Themes. (4) SDA ministers score significantly lower than the SCII criterion minister sample on the Minister (male)

Occupational Scale. (5) SDA seminarians score significantly higher than SDA ministers on the Artistic and Social General Occupational Themes. (6) SDA seminarians score significantly higher than SDA ministers on the Minister (male) Occupational Scale. (7) The type of preferred ministry makes a significant difference, generally in the expected direction, in the interests of SDA seminarians and ministers as measured by the General Occupational Themes. (8) The type of preferred ministry makes a significant difference, with the administration group scoring the lowest and the counseling group scoring the highest, in the interests of SDA seminarians and ministers as measured by the Minister (male) Occupational Scale.

*Implications.* In spite of the aforementioned differences, the research provides support for the concurrent validity of the SCII for SDA seminarians and ministers. However, vocational counselors need to be aware that denominational differences exist on the SCII and utilize denominational norms as they become available.

*More information:* Full text available online

**Fennell, J. A. (2000). *The relationship between religious beliefs, moral development, self-control, peer pressure, self-esteem, and premarital sex.* Dissertation, Andrews University.**

*Problem .* The purpose of this study was to ascertain if there is any relationship between religious beliefs, moral development, self-control, peer pressure, self-esteem, and premarital sex, providing for a comprehensive framework for understanding this phenomenon.

*Method .* Subjects were 148 undergraduates attending three schools in different geographic regions within the United States. Subjects were primarily between 18 and 25 years old. A survey was completed by 148 students. Data-were analyzed using Analysis of Variance and Independent-Samples *t* test.

*Results .* Of the 148 students who participated in the study, 38% were Black, Hispanic, 38% were White, non-Hispanic, 10% were Hispanic, and 4% were Biracial/Multiracial. Ninety-six percent of subjects stated that they belonged to a religious faith or church, and 4% stated that they did not. With regard to whether or not the subjects had premarital sexual intercourse, 33.8% had consensual sex, 55.4% did not have sex, 8.1% had sex and were forced, and 2.7% had sex but were unsure as to whether or not it was consensual. Of those subjects who did have premarital sex, 86% of those had sex with their boyfriend/girlfriend. With two exceptions, the 8.1% of subjects who were forced to have sex were female and forced or pressured by a boyfriend/girlfriend.

Most of the subjects, 49.3%, had principled morality scores in the low range. In regard

to self-esteem, most of the subjects, 56.8%, scored in the average range. Self-control scores of subjects revealed that 74.3% scored in the average range. In relation to peer influence, 79.1% of subjects were not influenced by their peers on the nine issues studied. The Analysis of Variance and the Multivariate Analysis of Variance that was used to test hypotheses found non-significant differences between those who had sex and consented, those who did not have sex, those who had sex and were unsure, and those who had sex but did not consent, on religious beliefs, moral development, self-control, peer pressure, and self-esteem scores.

*Conclusions* . For the 148 subjects attending Seventh-day Adventist colleges, the non-significant results seemed to indicate that different factors may have been influencing this sample in their premarital sexual behavior.

*More information:* Full text available online

**Habenicht, D. (1977). *A descriptive study of the personality, attitudes, and overseas volunteer missionaries*. Dissertation, Andrews University.**

*Problem.* During the last ten years there has been a surge of interest among college students in short-term volunteer missionary service. It was the purpose of the present study to describe the personality, attitudes, and overseas experience of a group of 150 Seventh-day Adventist college students who served as short-term volunteer missionaries (student missionaries) during the 1975-76 school year.

*Method.* The Sixteen Personality Factor Questionnaire (Form A), a series of semantic differential rating scales for selected religious, inclusion, cultural, and personal concepts, and a two-part questionnaire were used to describe the personality, attitudes, and overall experience of the student missionaries. Cattell's Coefficient of Pattern Similarity ( $r_p$ ) was used to compare the pre service and postservice personality and attitude profiles of the student missionaries and the profiles of different subgroups within the population. The data from the questionnaire were analyzed using percentage comparisons.

*Results.* Among the most important results obtained were indications of significant relationships between the personality of the student missionaries and the college students on which the testing instrument was normed ( $r_p = +.370$  at  $p \leq .03$ ); the preservice and postservice personality profiles ( $r_p = +.899$  at  $p \leq .01$ ); the preservice and postservice attitude profiles ( $r_p = -.293$  at  $p \leq .05$ ); and the attitude profiles of student missionary returnees who had served at language schools and those who served at other locations ( $r_p = -.374$  at  $p \leq .01$ ). All concepts were rated positively, with the religious ones receiving the highest ratings and the cultural ones the lowest. Ratings

of the self (Me) showed no significant difference between appointees and returnees. The most distinguishing personality characteristic of the group was their high rating on self-control.

Former student missionaries played the most influential role in encouraging these students to serve overseas. Over half of the group served in the Far East and most served for ten to twelve months. Teaching was the main work responsibility of three-fourths of the group. Most of the student missionaries worked with nationals almost all of the time. The majority were happy with their opportunities for witnessing while overseas. The student missionaries felt that one of their most important contributions while overseas was their personal relationships with students. The group felt that orientation procedures needed improvement. Several areas of personal adjustment while in the field and upon returning to North America were identified. Most of the student missionaries felt that they had experienced growth toward personal maturity and their personal religious experience had been strengthened while serving as a student missionary. The majority felt that their work was a definite contribution to the field. Over 80 percent of the returnees indicated that they were considering overseas mission service for a lifework.

*Conclusions.* The personality of the student missionaries represented a normal distribution of traits somewhat as might be expected from a group of college students. Their one distinguishing characteristic was high self-control. The basic personality structure and the self-concept appeared to remain stable during the overseas experience. The subjects went to the field and returned with very favorable attitudes toward missions. One of the strengths of the student missionaries appears to be his ability to relate on a personal level with nationals in the country where he serves. Student missionary service seems to have strengthened religious commitment aided growth toward personal maturity, and encouraged the participants to make a commitment to lifetime missionary service.

*More information:* Full text available online

**Heng, P. H. (2007). *Emotional intelligence, study habits and attitudes, demographic variables, and academic performance among college freshmen residential students: A comparative correlational study.* AIAS, Silang Cavite, Philippines.**

The main purpose of this study was to determine the relationship between emotional intelligence (EQ), study habits and attitudes, selected demographic variables (gender, birth order, parents' education, parents' income, parents' occupation, student classifications by enrollment and work status), and the academic performance of

freshmen residential students in three Adventist tertiary institutions in the Philippines during the school year 2005-2006. The participants were 587 freshmen residential students. They answered the Emotional Intelligence Inventory-Short Version (EQi:STM), the Survey of Study Habits and Attitudes (SSHA), and a survey of demographic information. Academic performance as measured by their GPA was obtained from the three respective colleges.

There were significant differences in mean among EQ, SSHA and academic performance by demographic variables. Specifically,

1. Differences in EQ existed in relation to the following demographic variables: gender, birth order, parents' education, parents' income, father's occupation, student enrollment status, and student work status.
2. Differences in SSHA existed in relation to the following demographic variables: mother's education and parents' income.
3. Differences in academic performance existed in relation to the following demographic variables: gender and parents' income.

The study showed significant correlations between all EQ and SSHA subscales. It also found significant correlations between three EQ subscales (adaptability, general mood, and total EQ) and academic performance. All subscales of SSHA were significantly correlated with academic performance.

The best predictive model for academic performance explained 13% of the total variance. These predictors are the following: Education Acceptance ( $\beta = .21$ ) subscale of the SSHA; Adaptability ( $\beta = .15$ ) subscale of the EQ; and four demographic variables: gender ( $\beta = -.15$ ), government-related father's occupation ( $\beta = -.10$ ), student classification II-Work Status ( $\beta = .13$ ), and parents' income ( $\beta = .09$ ). Gender and government-related fathers' occupation were negative predictors for academic performance which implies that female students with non-government-related father's occupation were predicted to have higher achievement than those with government-related father's occupation.

*More Information:* Copy available from AIAS Leslie Hardinge Library LG224.E38 .H45 2007

**Jordan, G. E. (1975). *Perception of values relating to character development: A study of college students' views on a Seventh-day Adventist campus Andrews University, Berrien Springs, MI.***

*Problem:* The most important concern of Seventh-day Adventists is the proper and fullest development of character. This study investigates perception patterns on

character values and factors influencing positive character development held by subjects on a church supported university campus (Andrews University).

*Method:* The self-administered questionnaire, developed by Kreps (1970) to examine the attitudes held by college students concerning values that are important in promoting positive character development in individuals, was modified in part to conform to background characteristics of Andrews University students. The socio-economic class of each subject was determined by the McGuire-White Social Class Index (1955). A percentage and frequency count and the chi-square test were employed to analyze the data. Randomized selected subjects were proportionally stratified by sex (N = 185).

*Results:* Subjects selected Spiritual Development, Honesty and Integrity, Seeing Each Person as Having Dignity and Worth, Self-Discipline, and Moral Courage as the five most important values involved in character development. Self-Reliance, Determination, and Intellectual Inquisitiveness were the values selected as ones parents most often succeed in helping children learn. Spiritual Development, Self-Discipline, and Seeing Each Person as Having Dignity and Worth were the values selected as ones parents most often fail to help children learn. Subjects selected the Mother (parent) and the Family (social institution) as having the greatest influence on the child's character development. Model and Examples was selected most often as the most effective manner to learn values. Reward and Punishment was selected most often as the method parents use to teach character values. All of the non-directional null hypotheses were supported.

*Conclusions:* From the data of this study and the research reviewed, it would appear that Adventist philosophy influenced the perception rankings. The findings suggest that sex exerts an influence on the values held. Results of this study, because of the randomizing selection of subjects (as opposed to the biased method used by Kreps in her study) are more precise (and do not agree with Kreps) in this regard.

*Recommendations:* That this investigation be duplicated with (a) a national sample of high school and college students, (b) a cross-culture interfaith sample of Adventist students, and (c) an interfaith sample of college students.

*More Information:* Full text not available online. Andrews University Library G.S. Th. J65

**Jorgensen, L. A. (1993). *The relationship between attitudes toward women, rape myth acceptance, and sexual coercive experiences of male and female students at religious and public colleges*. Dissertation, Andrews University.**

*Problem.* The purpose of this study was to find the prevalence of sexual coercion and to explore relationships between sexual coercion, attitudes toward women, and rape myth acceptance of men and women on Seventh-day Adventist and public college campuses.

*Method.* Three scales furnished scores for sexual coercive experiences, attitudes toward women, and rape myth acceptance. Multiple- and step-wise regression analyses were used to discover relationships between attitudes toward women, rape myth acceptance, and religious affiliation, college affiliation and sexual coercion. One-way analysis of variance was used to analyze the influence of age, religious affiliation, college affiliation, religion, type of coercion, and admitting coercion on attitudes toward women and rape myth acceptance. A total of 893 freshman and sophomore students was used in the final analysis.

*Results.* Half as many Adventist females reported being date/acquaintance raped as Protestant, Catholic, and no-religion groups. More Adventist females reported being sexually molested before age 14 than did non-Adventist females. For the male, female, and complete samples, religious and college affiliation were the strongest predictors for verbal, physical, and any coercion. The only exception was rape myth acceptance which more strongly predicted male physical perpetration. While all the female groups scored toward the nontraditional end of the AWS, Adventist females were more traditional than were non-Adventist females. Noncoerced females were more traditional than were verbally coerced females. Males who admitted perpetrating sexual coercion more strongly accepted rape myths than did nonperpetrators.

*Conclusions.* Patriarchy within the Adventist community seems to account for many of the traditional attitudes toward women which Adventist women reported. Adventist environments tend to be more "closed," and public environments more "open," which may account for less rape reported by Adventist females. Furthermore, Adventist females are socialized to be sexually avoidant. A "closed" environment with more patriarchy and sexual repression may create both sexual frustration and opportunity to sexually molest minors. Religious and college affiliation were barriers to sexual coercion in a "closed" Adventist context. Finally, patriarchy, in the form of rape myths, still impacts male socialization, especially in those who physically perpetrate and admit perpetration.

*More information:* Full text available online



**Knight, J. W. (1973). *Religious belief and the establishment and maintenance of Seventh-day Adventist tertiary education*. University of Queensland.**

This study set out to investigate certain questions:

1. Why should a people who anticipate the imminent end of the world engage in the establishment and maintenance of an independent worldwide system of parochial education, including tertiary education?
2. What is the effect of this tertiary education upon the belief and behaviour of the sect; i.e. is it performing its original intended function?
3. Can these issues be explained in the context of sociological theory on religion, secularization, and social change?

An historical and descriptive approach was used as a basis for analysis and interpretation of changes in the nature of Adventism, and in its tertiary education system. A subjective perception Of the sect enable the writer to apply his personal experience to advantage. This insight was then justified by objective evidence from Adventist sources, historical studies, theses, and scholarly works. It was developed in the context of a body of existing sociological knowledge, and was intelligible in that framework.

In this way the establishment of sectarian tertiary education was seen to be the logical consequence of the interaction of the Adventist worldview with the social and material environment in which the sect originated. Similarly, its maintenance was due to individual and organizational needs in that changing environment. Changes in the nature, function, and usage of tertiary education over time were documented in relation to changes in belief and behaviour of the sect, and of individuals. The independent role of tertiary education as an agent for social change in the evolution of the sect towards a denomination was demonstrated.

*More Information:* Copy available from Avondale College- Main [378.07167 K74]

**Maysick, D. J. (1985). *The relationship of self-concept, sex, age, major, anxiety, mathematics background, and mathematics ability to the level of mathematics and statistical anxiety among college juniors*. Dissertation, Andrews University.**

*Problem.* One's choice of career has significant effect upon one's future life in terms of earning potential and social interaction. Mathematics/statistical anxiety and the mathematics avoidance often accompanying such anxiety, can influence career choice, causing otherwise talented people to limit their future. The purpose of this study was to determine from selected variables--particularly self-concept--which, if any, were related

to the problem of mathematics and/or statistical anxiety.

*Method.* The statistical sample used was 350 juniors. Stratification was by degree of mathematics content in subject's major field of study. For the study, subjects had to be in the same major category as when they started college. Subjects completed four questionnaires: the Tennessee Self-Concept Scale, the Mathematics Anxiety Rating Scale, the Statistical Anxiety Rating Scale, and the Self-Evaluation Questionnaire. Subjects also completed a data sheet requesting date of birth, mathematics courses taken in high school, sex, and major. They also agreed to release their ACT or SAT mathematics score. A sample with thirty times as many subjects as variables ensured stability of the correlation matrix upon which all analyses were based. Product-moment correlation and stepwise regression analysis were used to test twenty-two hypotheses.

*Results.* Mathematics-test anxiety was positively related to statistical anxiety, number anxiety, major, state anxiety, and sex as a group of independent variables. Number anxiety was positively related to mathematics-test anxiety and statistical anxiety and negatively related to choice of major, as a group of independent variables. Statistical anxiety was positively related to trait anxiety, number anxiety, and mathematical-test anxiety and negatively related to mathematics background and choice of major as a group of independent variables. Self-concept was negatively related to state and trait anxiety as a group of independent variables.

*Conclusions.* Mathematics and statistical anxiety were significantly related to choice of major: self-concept was not, indicating that anxiety about mathematics and/or statistics is more important in choice of major than feelings about self. Mathematics and/or statistical anxiety related to every dependent variable for both sexes across every major category, indicating that anxiety related to mathematics plays a real role in the college junior's world.

*More information:* Full text available online

**Napper, B. P. (1983). *A comparative study between the black and white Seventh-day Adventist seminarians concerning their attitudes and perceptions of their ministry relative to selected social and theological issues.* Dissertation, Andrews University.**

*Problem.* The integration of theological studies with the practical aspects of the ministry is a desirable goal which the Seventh-day Adventist (SDA) Church seeks to nurture within its seminary. The problem this study addresses is the lack of available data which answer questions related to how the Black and White SDA seminarians approach their ministry in areas of selected social and theological issues. Empirical data were not

found to assess the relationship between one's face, age, community, church location, religion and one's response or attitude concerning his social involvement.

*Method.* From a list provided by the SDA Theological Seminary, 244 questionnaires were placed in the on-campus mailboxes of the Master of Divinity students as of Fall, 1981. Ninety-two percent (224) respondents completed the instruments. From the 224 completed instruments, a total of 165 were usable and met the criteria for the study. The criteria selected those seminarians who were born in America and who are U.S. citizens. The statistical method used to assess the data included factor analysis and the Likelihood Ratio Chi-square. Data were processed and analyzed with the use of the Computing Center at Andrews University, Berrien Springs, Michigan.

*Results.* There was significant interaction between the races of the SDA seminarians and their response to certain social and theological issues. In addition, there was significant interaction between the length of time the Black and White seminarians have been SDAs, their race, and their responses towards the given social and theological issues. There was partial support for the hypothesis that the community in which the Black and White SDA seminarians live, in relationship to their race, significantly interacted with their social and theological responses.

There was no support to indicate that there was a significant interaction between the age group of the Black and White SDA seminarians, their race, and their response to the social and theological issues. In addition, there was little difference between the present location of the respective Black and White churches, the race of the seminarians, and their response to the social and theological issues.

*Conclusions.* It is clear that the Black and White SDA seminarians view their ministry differently. Some significant differences according to race and length of time the seminarians have been SDAs, in relationship to their race and their responses to the social and theological issues, are evident.

The Black and White differences were consistent according to age group, the community of residence, and the location of the church in relation to the race of the seminarians and their response to the social and theological issues.

*More information:* Full text available online

**Padilla Castro, R., & Acuña Casas, R. (2006). *Programa CICOVIP para incrementar la autoestima en los alumnos de la Universidad Peruana Unión, Filial Juliaca*. Tesis de Maestría, Universidad Peruana Unión. Retrieved from <http://investigacion.upeu.edu.pe/index.php/Tesis:MHEID0604>**

La presente investigación de tipo cuasi experimental con diseño pre y postest, con grupo control y experimental, se llevó a cabo en la Universidad Peruana Unión, Filial Juliaca, marzo 2006 a julio del 2006, con el propósito de determinar en qué medida la aplicación del programa "círculos de conversación vivencial participativo" (CICOVIP) mejora la autoestima de los alumnos.

La muestra estuvo constituida por 20 alumnos de la E.A.P. Ingeniería de Sistemas "grupo A" quienes constituyeron el grupo experimental y 19 alumnos del "grupo B" conformaron el grupo control. Para la obtención de la información se aplicaron dos instrumentos: el inventario de Autoestima de Coopersmith para adultos Forma C (pre y pos test) y el programa CICOVIP para la mejora de la autoestima.

El análisis demostró que existen diferencias significativas entre los grupos de estudio a favor del grupo experimental ( $t = -4,426$ ,  $P < 0.05$ ). También se encontró un incremento significativo en el grupo experimental con medición pre-postest en la autoestima global ( $t = -2.856$ ,  $P < 0.05$ ) y en las dimensiones personal ( $t = -2.123$ ,  $P < 0.05$ ), familiar ( $t = -3.442$ ,  $P < 0.05$ ) y académica ( $t = -2.342$ ,  $P < 0.05$ ), para la dimensión social no se encontró diferencia significativa ( $t = -1.602$ ,  $P < 0.05$ ). Después de la aplicación del programa el grupo control no presentó cambios significativos. Estos resultados permiten validar el programa y a su vez diseñar políticas encomendadas a ejecutar programas preventivos que conlleven al desarrollo integral del alumno.

*More Information:* Dirección General de Investigación de la Universidad Peruana Unión (UPeU), <http://investigacion.upeu.edu.pe>

**Palacios Pinedo, D. E., & Paredes Aguirre, A. (2007). *Influencia de los hábitos de estudio en el rendimiento académico de alumnos de la Facultad de Ciencias Humanas y Educación de la Universidad Peruana Unión*. Universidad Peruana Unión. Retrieved from <http://investigacion.upeu.edu.pe/index.php/Tesis:MHEPE0701>**

El presente trabajo de investigación es el resultado de un estudio realizado en los alumnos de la Escuela Académico Profesional de Educación de la Facultad de Ciencias Humanas y Educación, de la Universidad Peruana Unión.

El objetivo fundamental de este trabajo es identificar la relación que existe entre los

hábitos de estudio y el rendimiento académico. El tipo de investigación que se utilizó es el no experimental y el diseño es el transeccional correlacional causal en vista que se tiene como propósito describir relaciones causales entre variables en uno o más grupos de personas u objetos indicadores y en un momento determinado.manifestado.

El instrumento que utilizamos fue el Inventario de hábitos de estudio CAMS 85, muy difundido en el medio por ser un instrumento confiable y validado en la ciudad de Lima cuyo objetivo es la medición y diagnóstico de los hábitos de estudio de los alumnos. El inventario consta de 53 ítems del tipo cerrado dicotómico (siempre o nunca), distribuidos en 5 áreas.

El procesamiento y análisis de la información se realizó mediante el programa estadístico SPSS y el programa Microsoft Excel. Se concluye que los hábitos de estudio tienen una relación de influencia significativa en el rendimiento académico de los alumnos.

*More Information:* Dirección General de Investigación de la Universidad Peruana Unión (UPeU), <http://investigacion.upeu.edu.pe>

**Paredes Rodríguez, Y. J. (2006). *Relación entre el género y la posición frente al divorcio en los alumnos del programa educacional a distancia de la Universidad Peruana Unión*. Universidad Peruana Unión. Retrieved from <http://investigacion.upeu.edu.pe/index.php/Tesis:FTP0604>**

*Objetivos.* Determinar si el género se relaciona con la postura frente al divorcio en los alumnos de la Universidad Peruana Unión. Analizar si hay diferencia entre los alumnos adventistas y los no adventistas en relación con la perspectiva frente al divorcio. Desarrollar un instrumento que permita medir 10 que se desea investigar y que pueda ser útil para futuras investigaciones.

*Metodología:* El presente estudio es una investigación no experimental, transversal y transeccional, en la modalidad correlacional-causal, con medición para el ejercicio 2006, aplicando metodología cuantitativa a los datos recolectados sobre la muestra determinada. Se define este estudio transeccional, ya que se recolectan datos en un momento determinado (junio del 2006) y correlacional-causal en virtud de pretender encontrar relación entre la variable independiente (causa) y su influencia correlacional con la variable dependiente (efecto).

*Conclusión.* La preocupación inicial planteada al comienzo de está investigación se refería a la posible relación que existía entre el género y la postura frente al divorcio. Así mismo, fue objetivo de la investigación analizar si existía alguna diferencia entre los

adventistas y los no adventistas. Con el análisis de los resultados ya presentados, se puede mostrar que existe una diferencia en la postura frente al divorcio la cual se relaciona con el género. Y al mismo tiempo, se ha podido ver que existen otras variables que juegan un papel importante a la hora de tomar una posición con respecto al divorcio, tales como el estatus civil, la edad y la religión. Se ha apreciado que son los hombres quienes tienen una posición muy definida o idealista, es decir o están a favor, o, en contra son poco cautos. En cambio las mujeres parecieran tener una posición más moderada o mucho más cauta y realista que los hombres al enfrentar el problema del divorcio. Se pudo apreciar que las mujeres con el transcurrir de los años cambian su posición frente al divorcio, entre los 25 a 30 años tienen una posición contraria al matrimonio, sin embargo ésta va menguando hasta llegar a tener una posición más favorable al divorcio con los años. En el caso de los varones, éstos manifiestan una posición contraria al divorcio con el transcurrir de los años. En el caso de la concepción del matrimonio, un alto porcentaje de los encuestados manifiesta un alto nivel de apego al matrimonio, aunque esta cifra varía por la religión que se profese. Lo que sí se puso en evidencia es que el matrimonio se está viendo cada vez más desvirtuado por el divorcio, de forma especial entre los no adventistas.

*More Information:* Dirección General de Investigación de la Universidad Peruana Unión (UPeU), <http://investigacion.upeu.edu.pe>

**Quinteros Zúñiga, D., & Padilla Castro, R. (2008). *Funcionamiento familiar y rendimiento académico en alumnos del primer y segundo año de la Facultad de Ciencias Humanas y Educación de la Universidad Peruana Unión. Tesis de Maestría, Universidad Peruana Unión. Retrieved from <http://investigacion.upeu.edu.pe/index.php/Tesis:MHEPE0802>***

La presente investigación tiene como objetivo estudiar la relación entre variables funcionamiento familiar y rendimiento académico de los alumnos del primer y segundo año de la Facultad de Ciencias Humanas y educación de la Universidad Peruana Unión. El modelo del funcionamiento familiar sobre el cual se trabajó es el McMaster (MMFF) propuesto y descrito por Epstein et al. (1982). En él se sostiene que el funcionamiento familiar está constituido por 7 dimensiones: solución de problemas, funcionamiento de roles, comunicación, respuesta afectiva, compromiso afectivo, control conductual y funcionamiento general.

La escala utilizada para la medición del funcionamiento familiar fue el Family Assessment Oevice (FAD), elaborado en base al MMFF. Se consideró como indicador del rendimiento académico al promedio obtenido de las calificaciones de los estudiantes durante el primer ciclo de estudios del 2008.

Se analizó la relación entre cada una de las dimensiones y el rendimiento académico de una muestra compuesta por 193 estudiantes, encontrándose que los alumnos con un rendimiento académico alto califican a sus familia como más funcionales en todas las dimensiones que los alumnos con rendimiento académico bajo, excepto en la dimensión funcionamiento de roles. Concluimos por lo tanto que el nivel de funcionamiento familiar sí se relaciona significativamente con el rendimiento académico de los alumnos primer y segundo año de la Facultad de Ciencias Humanas y educación, excepto en la dimensión funcionamiento de roles donde no se encontró una correlación significativa.

*More Information:* Dirección General de Investigación de la Universidad Peruana Unión (UPeU), <http://investigacion.upeu.edu.pe>

**Randall, H. L. (2003). *Catering for international students: The experiences of first year Asian and North American students at Rural University.***

International students currently make up almost one fifth of students in Australia, and at Rural University. Because they are living and studying in a new and different culture, these students experience certain difficulties both socially and academically. While the government has established a set of regulations as a guide for universities catering for such students to ensure quality of services, competition has led individual universities to assess the quality of their institution as perceived by foreign students.

This study was a case study of the experiences of first year North American and Asian students at a rural university (code named Rural University). The data were collected through the process of audio-taped, semi-structured interviews that followed the conventions of Grounded Theory. Thematic analysis was used to establish the meaning contained within the transcripts of the interviews. The study revealed areas where students perceived more support to be needed at Rural University for international students to ensure that they enjoy a positive experience.

The experiences of Asian and North American students were found to have both similarities and differences. Both cultural groups felt that there was a need for more information concerning their accommodation and proposed course of study prior to their arrival, and both groups generally felt that the Australian culture was more laid back than their home cultures. Students from both groups felt that a more extensive cultural orientation was necessary. Both groups also supported the proposed implementation of a mentoring program and felt that this would have alleviated some difficulties they had experienced. However, there were concerns specific to each group. North American students experienced confusion concerning the grading system in use and desired more guidance with subject selection in the form of an academic advisor. Asian students

experienced difficulties concerning the information pack due to English level and volume, while the North Americans found it extremely useful. Participants also expressed a need for a form of used textbook bookstore and a more extensive range of Rural University souvenirs. Based on the findings of this research, recommendations were made to Rural University and also for future research.

*More Information:* Copy available from Avondale College Library

**Small, A. A. (1987). *An investigation of stress and factors producing stress among married students living in the Andrews University married student housing complex Andrews University, Berrien Springs, MI.***

*Problem:* The purpose of this study was to investigate the level of stress and identify factors producing stress among married students living in the Andrews University married student housing complex.

*Method:* Two samples were used in this study to collect data. One sample consisted of 200 married students living in the Andrews University married student housing complex. The second sample consisted of 100 students living outside of the Andrews University married student housing complex. The State Anxiety Scale (STAI) and the Stress Producing Factor Assessment Questionnaire (SPFAQ) were used. The Student's t-test and the Pearson r correlation were the statistical methods used.

*Results:* Six of the 17 hypotheses showed significance while 11 did not. Stressors identified were finances, academic demands, time constraints, cultural and racial prejudice, noise and space in the apartments, and the presence of children with parents while in school.

*Conclusion:* Results showed that married students living in the Andrews University married student housing complex experienced normal levels of stress when compared with the STAI norms. However, some sub-groups experienced stress levels above the STAI norms.

*More Information:* Full text not available online. Andrews University Library G.S. Th. S635



**Soputri, N. (2008). *Students factors, theoretical comprehension, professional support, and peer support as predictors of fourth-year nursing students' clinical competence*. AIIAS, Silang Cavite, Philippines.**

The main purpose of this study was to investigate how student factors, theoretical comprehension, professional support from clinical instructors (CIs) and staff nurses (SNs), and peer support, correlated with and predicted the 4th-year nursing students' clinical competence (NSCC). The study used the descriptive correlational survey design. Three hundred sixty-four participants were selected by stratified random sampling method. They responded to the Career Development Interest Inventory, Nursing Clinical Teacher Effectiveness Inventory, Staff Nurses Supportive Scales, Nursing Students' Peer Supportive Scales, and demographic profiles. The 4th-year nursing students' theoretical comprehension (NSTC) was measured by their theoretical grade, while NSCC was measured by the clinical grade of related learning experiences.

The result of the study showed that students perceived support from CIs at the level of 5.4, SNs at the level 5.2, and peers at the level of 6.2 out of a 7-item scale. The mean of NSTC was 84.8%, and the level of NSCC was at the level of 88.1%.

There were significant differences in the variables of study when grouped by demographic characteristics and vocational personality. However, the differences were only small and may not be meaningful for implications. Positive medium correlation occurred between NSCC and NSTC, CIs' support and SNs' support, CIs' support and peer support, and SNs' support and peer support.

The best predictor of NSCC was NSTC ( $\beta = 0.50$ ,  $r^2 = 0.25$ ). The other predictors were enterprising vocational personality ( $\beta = -0.10$ ,  $r^2 = 0.01$ ), and peer support ( $\beta = 0.10$ ,  $r^2 = 0.01$ ). Since in the clinical area nursing students apply theory into practice, it is suggested for nursing educators to ensure that students have enough theoretical comprehension before they enter the clinical area. In addition, it is also essential for nursing educators to cultivate mutual support among nursing students, since students do learn from their peers. Further research may probe other factors such as the quality of nursing theory, student preparedness for clinical area, and facilities of nursing schools and health care agencies where students practice.

*More Information:* Copy available from AIIAS Leslie Hardinge Library

**Vega Schoemaker, M. L., & Capa Luque, W. (2009). *Influencia del Autoconcepto, las Estrategias de Aprendizaje y la Percepción acerca del Docente en el Rendimiento Académico de los Alumnos de Psicología*. Universidad Peruana Unión. Retrieved from <http://investigacion.upeu.edu.pe/images/Journal/RV01/Vega-Capa.pdf>.**

El objetivo de este estudio fue determinar la relación entre autoconcepto, estrategias de aprendizaje y percepción acerca del desempeño docente sobre el rendimiento académico en alumnos de psicología de la UPeU. Se utilizó un diseño no experimental, tipo correlacional multivariable. Muestra: 201 alumnos, ambos sexos, de 5 años de estudios académicos, pregrado de Psicología. Instrumentos: Escala Autoconcepto AF-5 de García & Musito; Escala de Estrategias de Aprendizaje (ACRA); Escala Percepción del Desempeño Docente; Registros Académicos para Promedios Ponderados (2007-I). Resultados: Se encontró que el predictor más importante del alto rendimiento académico es la percepción que tienen los estudiantes sobre el desempeño académico y profesional de sus profesores; y que cuanto más favorables o altos sean el desarrollo del autoconcepto académico, el manejo de estrategias de aprendizaje y la percepción acerca del docente, el rendimiento académico del alumno de psicología será más elevado.

The aim of this study was to establish the relationship between selfconcept, learning strategies and perceptions about teachers' performance on academic performance of psychology students at UPeU. Design: non experimental, multivariate correlation type. Sample: 201 students, male and female, from the five-year pre-degree Psychology program. Instruments: Self-Concept Scale AF-5 Musito & Garcia; Learning Strategies Scale (ACRA); Perceived Teacher Performance and Academic Scale: Records for Weighted Average of Psychology students (2007-I). Results: It was found that the most important predictor of high academic achievement is the perception students have regarding their teacher's academic and vocational performance. Thus, the more favorable and higher the development of academic self-concept, management of learning strategies and perception of teachers, the higher Psychology students will perform academically.

*More Information:* Dirección General de Investigación de la Universidad Peruana Unión (UPeU), <http://investigacion.upeu.edu.pe>

*Full text on CD:* Vega-Capa.pdf

**Wilkins, E. M. F. (1979). *A comparative study of critical thinking skills, dogmatism and American college testing program scores of Seventh-day Adventist college freshmen graduated from church related and public secondary schools*. Dissertation, Andrews University.**

*Problem.* Development of critical thinking skills is commonly accepted as a desirable outcome of secondary education, the Seventh-day Adventist Church has also accepted this as one of the goals for its educational system. It was the purpose of the present study to compare critical thinking skills developed : in Adventist young people in Adventist boarding academies, Adventist day academies, and public high schools. Since earlier studies have shown critical thinking to be negatively correlated with dogmatism and positively correlated with intelligence, both dogmatism and intelligence were included as variables in the study.

*Method.* Three hundred and twelve subjects were chosen by a stratified random method from among all Seventh-day Adventist college freshmen in attendance at any of three Seventh-day Adventist institutions of higher learning during the fall of 1977. In order to qualify for the study, subjects had to have attended one type of secondary school for at least three years and have graduated from secondary school in 1977. Each subject was asked to fill in the Rokeach Dogmatism Scale and to take the Watson-Glaser Critical Thinking Appraisal. American College Testing Program scores were gleaned from school records to serve as a~ indication of intelligence. Sixty-six percent (207) of the stratified random sample selected for the study actually completed both instruments. Two statistical methods were used in analyzing the data. The MannWhitney U test was used to test hypotheses dealing with differences between subject groups. The Kendall rank correlation coefficient (tau) was used to test hypotheses dealing with relationships between variables.

*Results.* None of the between-group comparisons of critical thinking, dogmatism, or American College Testing Program scores were statistically significant. Analysis of relationships between critical thinking scores and dogmatism scores yielded statistically significant negative correlations for two of the three groups tested: Adventist graduates of public high schools ( $\tau = -.19$ , significant at the .01 level) and Adventist graduates of Adventist day academies ( $\tau = -.17$ , significant at the .05 level). The correlation ( $\tau$ ) for Adventist graduates of Adventist boarding academies was  $-.01$ , with an associated probability of .44. Correlations between critical thinking scores and American College Testing Program scores for all three groups yielded positive results, significant at the .001 level. Correlations rang~ from .52 for Adventist graduates of Adventist day academies through .54 for Adventist graduates of Adventist boarding academies to .61 for Adventist graduates at public high schools.

*Conclusions.* The findings of this study do not suggest that Seventh-day Adventist

graduates of any of the three types of secondary school studied are either more or less skilled in critical thinking than their counterparts from the other types of schools. Similarly, the study does not provide support for any conclusions that graduates of one type of secondary school are either more or less dogmatic or score higher or lower on the American College Testing Program tests than do graduates of either of the other two types of secondary schools studied.

*More information:* Full text available online

**Woolley, A. L. (2002 ). *Differences between undergraduate and graduate students in self-concept and depression.* Dissertation, Andrews University.**

*Problem .* Students have an opportunity for personal growth as they learn about themselves and the world around them. However, their levels of self-concept and depression can influence how they view themselves, their relationships, and their world. This research compared undergraduate and graduate students with respect to their levels of self-concept and depression.

*Method .* A quantitative research design was used for an ex post facto study of 239 students from Andrews University and Western Michigan University. They completed the Demographic Questionnaire, the Tennessee Self-Concept Scale: Second Edition (TSCS:2), and the Beck Depression Inventory-II (BDI-II).

*Results .* Using 13 as the BDI-II cut score, the prevalence of depression found for undergraduate and graduate students combined was as follows: a total of 197 (82.4%) were nondepressed, a total of 21 (8.8%) demonstrated mild depressive symptoms, a total of 13 (5.4%) demonstrated moderate depressive symptoms, and a total of 8 (3.3%) demonstrated severe depressive symptoms. The results indicated that undergraduate students demonstrated higher mean depression scores than the graduate students. However, there were no significant differences found between the proportion of undergraduate and graduate students in each BDI-II group. There were no significant differences found in the level of self-concept between undergraduate and graduate students. There were significant differences found between the self-concept of students at different depression groups. For Identity Self-Concept only, the relationship between self-concept and depression was different for undergraduate and graduate students.

*Conclusions .* Although the majority of the participants were nondepressed, undergraduate students demonstrated higher mean depression scores than graduate students. Undergraduate and graduate students did not differ in their level of self-concept. There were significant differences found between the self-concept of students at different depression groups. In general, when undergraduate and graduate students

were nondepressed or the less depressed they were, then the better they felt about themselves. Conversely, the more depressed they were, then the worse they felt about themselves. The relationship between self-concept and depression was different for undergraduate and graduate students for Identity Self-Concept only. The results of this study suggested that therapeutic goals for students with symptoms of depression, undergraduate or graduate, would be similar.

*More information:* Full text available online