

PROJECT ABSTRACT

Masters of Arts in Leadership

Adventist University of Africa

School of Postgraduate Studies

**Title: A STRATEGY FOR THE INVOLVEMENT OF STAFF MEMBERS
IN THE CHARACTER DEVELOPMENT OF STUDENTS
AT BUGEMA ADVENTIST SECONDARY SCHOOL, UGANDA**

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Staff members at Bugema Adventist Secondary School need to be fully involved in the character development of the students in order to enhance the quality of the social learning experience of the students. In this study the researcher has looked at the importance of character development in the educational experience of students at this stage of their life and how it can be done from the context of the Bible, the writings of Ellen G. White and Developmental Psychologists.

On the local ground, the study looked into the reasons for limited staff members' involvement and how they can get more involved in this aspect of the students' life. The information from questionnaires that I administered showed that the staff members were

aware of the need for their involvement, but they were reluctant to do so because they were not motivated, lacked the time and yet still lacked the skills to do so.

Using information from the books read and the responses from the survey and interviews with the staff members, a strategy was designed for the staff involvement in character development of the students. The strategy targeted all of the staff members irrespective of job or position held in the school. The proposed strategy was directed at demystifying and emphasizing the importance of staff involvement in the character development of the students.

The study findings show that the most effective way of getting involved in the character development of students is through an integrated approach. There are many opportunities in the school setting that can be used by the staff members to influence the character of students.

From this study the most significant influence that staff members can have on their students is the example they show them in all aspects of their formal and informal interaction. Every staff member therefore should be cautious of their behavior so that they do not transmit the wrong message to the students. They also need to be helped to appreciate the strength of every moment they spend with the students out of class as a good opportunity for character development.

This project is dedicated to every adult who is involved in
the educational experience of adolescents.

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SCHOOL, UGANDA

A project

presented in partial fulfillment
of the requirements for the degree
Master of Arts in Leadership

by

Justine Lwanga

August 2009

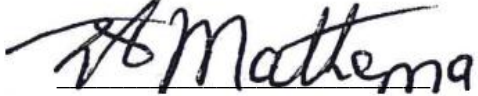
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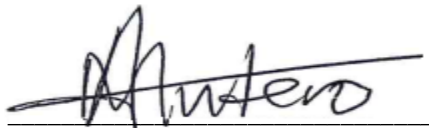
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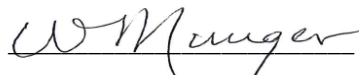
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CHAPTER 1

INTRODUCTION

Background of the Study

The Seventh-day Adventist church operates a number of academic institutions ranging from elementary schools to universities across the world. At all levels of their education system they focus on the mental, physical, spiritual and social development of the students. Bugema Adventist Secondary School¹ is the model secondary school for the Adventist Church in Uganda. The mission of the school is to provide quality education in academic, spiritual, physical, and social aspects of the students. As an Adventist institution of learning, the school has the responsibility of preparing the students for this life and the life to come.

The students have to be educated for the intellect as well as their character, in which case character determines their social conduct and their appreciation of their social responsibility. For the social development of the students staff members are expected to work with students in activities like Christian community outreach programs, personal development, mentoring programs, sports, and life skills training to impart social skills and social responsibility.

¹ BASS – Bugema Adventist Secondary School.

To date the existing character developing programs in the school are still wanting in terms of individual student and staff members involvement and active participation. It is noted that they lack adequate follow up since just a few staff members are involved. With or without intention the activities that have maximum participation of both the students and the staff are mainly academic teachers regularly attend to their schedules of classes but they rarely engage in out of class activities with their students. In a similar way many of the support staff members of the school mainly attend to their stipulated duties only. This leaves an important part of the students' learning experience to chance.

In the past two years, the records from the discipline office of the school show that a number of students are disrespectful towards the staff members, irresponsible in managing both personal and school property, dishonest in class work, and indifferent to their purpose in school. A number of these were punished and some suspended from the school yet some of this poor behavior is recurrent. This suggests a need for a proactive approach by the school to help students take the right decisions to avoid the repercussions of poor decisions which may affect them for a life time.

While high scores in academic performance have in the last decade become the standard or measure of the quality of a school in Uganda, BASS should take caution and avoid concentrating on academics at the expense of the harmonious development of the young people. The staff members should take proportionate responsibility for all aspects of the Adventist harmonious education principle because success in school and life is much more than just academic achievement.

Statement of the Problem

Whereas the mission of BASS is to provide quality education in the academic, spiritual, physical, and social aspects of the students, the staff members are not fully involved in the character development of the students. The participation of the staff members in the social and/or life skills activities of the students is low, yet it is through such activities that they can positively influence the performance and moral character of the students.

Purpose of the Study

The purpose of this study is to design, a strategy for the involvement of staff members in the character development of students.

Significance of the Study

The staff members will be exposed and equipped with appropriate character development approaches for the social development of students. Character development will be given the due emphasis it deserves in the harmonious education of the students. Through character education the students will get an enriched learning experience which prepares them for life in school and out of school. The school administration will have a blue print for character development of students which can be used as a guide for the social development of students and hence effectively fulfill the mission of the school. It is a partial fulfillment of the Master of Arts in Leadership degree which is sought by the writer.

Delimitation of the Study

The study will be limited to the staff involvement in the total school experience of the students as one of the many ways to influence the character development of students.

Definition of Terms

Staff Members: All teachers and support staff of BASS

Young People: All students enrolled at BASS

School Administration: The administrative council of the school

Values: Concepts which guide one's behavior.

Virtues: Habitual values which have become inherent in an individual and therefore determine the character.

Morality: Knowing right and wrong and willfully choosing to do what is right.

Character: Behavior pattern of an individual.

Character Development: The process of acquiring social and personal skills which lead to desirable social behavior in an individual.

Character Development Programs: Non academic programs meant to equip students for meaningful personal and social experiences in and out of school e.g. Co-curricular Activities.

Methodology

I began by identifying and studying literature on the character development of young people. Some of this literature included the Bible, the writings of Ellen G. White, Christian education journals, academic resources and the Internet.

Having read and conceptualized the Biblical and theoretical framework for character development, I considered it necessary to get views about character development from both the staff and students. Therefore, I designed two questionnaires to help me in this study. Each of these two questionnaires had three main sections namely demographic data, perceptions of the respondents on issues of character development and a section where they would respond to open ended questions.

The random sampling method was applied to eliminate the chances of biased selection. 80 staff members 180 students respectively were sampled to represent either category in the data collection for the study. I administered the students' questionnaire while I solicited the assistance of one staff member to administer the staff questionnaire. After receiving the questionnaires from the students I tabulated and analyzed the data. The staff questionnaires were not received back at the same time therefore the analysis of their responses was delayed.

Some of the information that I needed for this research I was able to get from the school records while some of it from my personal observation of the way things are done in the school over a period of time.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents a brief description of character, the Biblical teachers, Ellen G. White counsel, and educational and developmental psychologists' perceptions of character development. The Bible and the writings of Ellen G. White are foundational to the Adventist educational system because they contain self-evident, timeless and universal principles and counsels.

Description of Character

Character constitutes an interlocked set of personal values and virtues which normally guide conduct. What is observed in peoples' behavior is a product of these internal factors which are partly determined by one's social experiences, schools inclusive. One's character is revealed in their responsibility, honesty, self-reliance, reliability, generosity, self-discipline and a sense of identity and purpose to mention but a few.²

One's character can be appropriately modified to what is socially desirable. According to the Smart and good schools model, human character has been described as

² John Templeton Foundation, "Character Education : The Formation of Virtues and Dispositions in 16-19 year olds with Particular Reference to the Religious and Spiritual," 28 November 2006, 3, accessed 30 April 2014, www.citized.info/pdf/commarticle/character_Education_.pdf

having two essential, inter connected and moral character. It is based on the belief that character is not only about doing the right thing it is also about doing it well.³

Performance Character

Performance Character includes qualities like diligence, perseverance, positive attitude, ingenuity and self discipline to mention but a few. It may be also referred to as the ‘mastery orientation’ aspect of character. It is needed to help one realize one’s potential for excellence in any performance area such as academics, extracurricular activities, the workplace, and throughout life.⁴ Performance character determines who well or not one does their work.

Moral Character

Moral Character includes qualities like integrity, justice, caring, respect and cooperation. It deals more with the interpersonal relationships and ethical conduct. It is also referred to as ‘relational orientation.’ It enables people to treat others and themselves with respect, care and to act with integrity. It keeps one in harmony with other people.⁵ It is the basis for support needed to establish excellent results in all undertakings.

Biblical Foundations of Character Development

In this section I examine selected passages from scripture which bear upon the subject of character development. Reference has been made to the guiding principles for

³ Matthew Davidson, Thomas Likona and Vladmir Khemlkov, “*Smart and Good Schools: A New Paradigm for High School Character Education*,” 7, accessed 20 July 2009 <http://www.topekacityofcharacter.com/resources/smartgoodschools.pdf>

⁴ *ibid.*

⁵ *Ibid.*, 8.

good behavior, what the young people can do to live constructive and productive lives as well as mention of what the adults are obliged to do to enable the young people to thrive in society and to make substantive impact in society for eternity. All the Scriptures used are derived from the New King James Version of the Bible.

The Creation of Human Beings Informs Character Development

The foundational statement of creation indicates that God places supreme value on human beings in that He created human beings in the image of God (Gen. 1: 26, 27). In unpacking the passage of human creation in the image of God, some truths about human beings emerge. There is no intention to explore numerous concepts which emanate from the creation of human beings in the image of God, but it helps educators and other developers of human beings to understand God’s original intention and purpose for creating human beings in His own image. It is this point of the creation of human beings in the image of God which needs to be kept in view by educators as is clearly stated by Ellen White in her statement of purpose of true education: “Every human being, created in the image of God, is endowed with a power akin to that of the Creator—individuality, power to think and to do...It is the work of true education to develop this power, to train the youth to be thinkers, and not mere reflectors of other men’s thought.”⁶ True education must, therefore, aim at restoration of the image of God to humanity and this includes character formation. Educators speak of the “benchmark” of any educational endeavor. For Christian education the benchmark is “Godliness-Godlikeness-is the goal to be reached.”⁷

⁶ Ellen G. White, *Education* (Mountain View, California: Pacific Press, 1952), 17.

⁷ *Ibid.*, 18.

The desired end is to restore the image of God in humankind. There are more biblical counsels in connection with character development as shown in the sub-sections below.

Biblical Counsels to Teachers about Nurturing Young People

At each stage of development the adults are to instruct, guide and motivate the child to do what God has best equipped the child to do. “Train up the child in the way he should go and when he is old he will not depart from it” (Prov 22:6). Adults need to help young people to live successfully at this stage of their life when they are having a lot of vigor and energies. Train them up, not in the way they would go but in the way they should go.

Wholesome values and Christian character traits come from God. In Eph 6.4; Paul counsels parents to bring up children “in the training and admonition of the Lord.” Teachers as the second parents need to show the students the duties, the dangers, give them directions of how to perform the duties how to escape the danger, and how to secure the blessings, which all lie before them. These need to be fixed on their minds by daily inculcation, till their impression is become indelible.

The young people need to learn from the observation of the adults in their lives. “Shepherd the flock of God which is among you... being examples to the flock and when the Chief Shepherd appears, you will receive you will receive the crown of glory” (1 Pet: 5:2-4). God implores those in charge of young people to take full interest in them otherwise they face danger. In Ezekiel 34:2 the Lord asks, “Should not the shepherds feed the flocks? Woe to the shepherds who feed themselves and not the sheep!” It is the wholesome responsibility of teachers to care of young people under their care.

Daniel and his three friends; exhibited integrity when they upheld their identity and belief even as captives in a foreign land. Their values were not circumstantial as seen in

their request not to defile themselves with the delicacies from the King's table (Dan 1:8-12).

Joseph in the Old Testament is another example of a young man who stood firm on principle even when he was tempted and put under pressure by Potiphar's wife (Gen 39:7-12). Such admirable character is not accidental but a product of commitment to the Lord and personal integrity. It is highly possible that the parents of Daniel and Joseph had lived by the Lord's admonition in Deuteronomy 6:4-8. Diligence is a virtue to be instilled in the minds of the young people so that they can live productive lives. "Diligence is man's precious possession" (Prov 12: 27).

Micah, a prophet of God to the Israelites reminded them that the Lord had shown them what is good, God calls for justice, mercy, and humbleness among His people (Micah 6:6-8). Young people need to be brought to appreciate this counsel from the Lord. God resists the proud but gives grace to the humble. The Lord hates; a lying tongue, hands that shed innocent blood, a heart that devises wicked plans, feet that hurry to evil, a false witness who speaks lies and one who sows discord among brethren (Prov 6:16-19).

At the adolescent stage of their life, it is wise for young people seek guidance from the word of God about wise living. David, the man who found favor in the eyes of God has this to say about his life; "Through your precepts I get understanding; therefore I hate every false way...thy word is a lamp unto my feet and a light unto my path" (Ps. 119:104-105).

The book of Proverbs gives counsel on personal and social life to all people but most especially to the young people. "The fear of the lord is the beginning of knowledge" (Prov 1:7). God gives us power to do what is right and therefore live a good life. Young

people need to be helped and guided to the best source of wisdom and understanding that will help them live a successful life with no limitations.

The awareness of what is good is an essential step towards doing the good. In his counsel to the church at Philippi, the apostle Paul admonished them in his letter saying, “whatever things are true, whatever things are noble, whatever things are just, whatever things are pure, whatever things are of good report, if there is any virtue and if there is anything praiseworthy- meditate on these things” (Phil.4:8).

As a young man Jesus grew in stature and mind which means that He underwent a process of developing the right thoughts which guided his actions so that he found favor with God and men(Luke 2:52). Young people ought to emulate the example of Christ. It is necessary for them to grow in size as well as in character, to do this they need supportive adults to teach them the precepts of God’s ideal for their life using the example of Jesus.

The lesson of obedience is highly essential for the young people at this stage of life; Jesus spoke to the people saying, “Render to Caesar the things that are Caesar’s and to God the things that are God’s” (Matt 12:17). Obedience to God will definitely put one in position to obey even the earthly authorities.

Furthermore, the Bible illustrates that the love of God and our neighbor is central is to the development of virtues necessary for good character development. Love does not envy, love does not behave rudely, does not rejoice in iniquity but rejoices in truth (1 Cor. 13:4-5). The apostle Peter 1 Pet 3:8 speaks out on the issue of love by calling on Christians to have compassion for one another being courteous, and not returning evil for evil. In his letter to Titus 2:6-8, Paul calls upon young people to have a pattern of good works, showing integrity, reverence, incorruptibility, and sound speech.

Ellen G. White Counsels on Character Development

The Adventist philosophy of education is based on the counsel of Ellen G. White on true education. She says that, “true education has to do with the harmonious development of the physical, mental and spiritual powers.”⁸ It is a full and adequate preparation for this life and the future life. In the book *Education*; she says that, “The greatest want of the world today is the want of men who will not be bought or sold, men who do not fear to call sin by its right name, men whose conscience is true to duty as the needle to the pole, and men who will stand for the right even though the heavens fall.”⁹

In content school like BASS are expected to put in place deliberate plans to much as students who will withstand the widespread corruption in the world. They should provide for the moral and spiritual welfare of the young people and promote the future prosperity of the nation by furnishing it with men qualified to act in the fear of God as leaders and counselors. They should be after the order of the schools of the prophets.¹⁰ This is a call to teachers to take note of the responsibility they bear towards the quality of life of the young people today and their impact in society.

⁸Ibid., 13.

⁹Ibid., 57.

¹⁰ Ibid., 46-47.

Counsels to Teachers about Character Development

Teachers have to do more for their students than to impart knowledge, they have the responsibility of molding their mind and character.¹¹ “The great work of parents and teachers is character building-- seeking to restore the image of Christ to those placed under their care. A knowledge of the sciences sinks into insignificance besides this great aim; but all true education may be made to help in the development of righteous character.”¹² White observed that, “the youth today encounter allurements to sin- the passion for money getting ,for amusement, and indulgence, for display, luxury and extravagance, fraud, robbery and ruin...they are exposed to teachings like man is accountable only to himself.... To stand amidst such upheavals they are now to lay the foundations of character.”¹³

The significance of the teachers in laying this foundation needs to be given thoughtful consideration. Teachers should create in students an admiration for quality of character that assures them that there is a right choice in their moral dilemmas, personal responsibility and that all behaviors have consequences.¹⁴ For morals to be appreciated and adopted by the young people, White admonishes that, “there should be men and women who are qualified to train our young people for a special life of work ...the students are to be educated for practical Christianity.”¹⁵

¹¹ Ibid., 48.

¹² Ellen G.White, *Counsels to Parents, Teachers and Students* (Mountain View, CA: Pacific Press, 1913), 61.

¹³ White, *Education*, 227-228.

¹⁴ Ibid., 168.

¹⁵ Ibid., 231.

Thoroughness is necessary for success in the work of character building. Teachers are to watch over their students as a shepherd watches over the flock. “God expects us to build characters in accordance with the pattern set before us....God gives us strength , reasoning, power, time in order that we may build characters on which He can place His stamp of approval.”¹⁶ Teachers are encouraged not be content with imparting to students only technical knowledge, they need to inspire the students with principles of truth, obedience, honor, integrity and purity; principles that will make them a positive force for the stability and uplifting of society. To achieve this, the teachers need to use well all the time and opportunities they have with the young people for they must give an account for the precious time used or unused for them. ¹⁷

Counsels on the Learning Environment and Character Development

According to White, “it is not by arbitrary law or rule that the graces of character are developed. It is by dwelling in the atmosphere of the pure, the noble, and the true. Whenever there is purity of heart and nobleness of character it will be revealed in purity and nobleness of action and of speech.”¹⁸ Teachers need to provide examples of strength in character that can be emulated by the students. Educational institutions should be:

...places of firmness, order, and justice. However, compassion, mercy and forbearance should mingle with firmness. While these virtues are difficult concepts to illustrate on the chalkboard or in the school policy book; they are the very traits of character that our students must carry

¹⁶ Ellen G.White, *Child Guidance* (Washington, DC: Review and Herald, 1954), 165.

¹⁷ White, *Counsels to Parents, Teachers, and Students*, 65.

¹⁸ White, *Education*, 237.

to the greater society. These values must be modeled by school staff and taught through the curriculum.¹⁹

Character Development in the Adventist Education System

This mission of the Adventist church is accomplished through preaching, teaching and healing ministries. “At the heart of the Adventist educational system is the conviction that every individual should have the opportunity to study and grow.”²⁰ The system promotes a balanced development of the whole person spiritually, intellectually, physically, and socially. Furthermore it promotes loving services as opposed to selfish ambition, it ensures maximum development of each individual’s potential and embraces all that is true, good and beautiful.²¹ In this system of education the teacher should be a committed Christian and exemplary role model of the Christian graces and professional competencies so that they can help the students to reach their highest potential and to fulfill the purpose of God in their lives.

Adventist Educators and Character Development

The early Adventists were in general agreement that character development was as crucial as the study of common branches of Arts and Sciences. The interest of the Adventist Church in propagating educational institutions is founded on the philosophy that students have individualities and they should be educated to use their God given

¹⁹ Ellen G.White, *Testimonies to the Church*, 9vols (Mountain View, CA: Pacific Press, 1948), 5:559.

²⁰ “Mission and Service,” accessed 2 August 2009
http://www.adventist.org.my/mission_service.html.

²¹ Ibid.

capabilities to become individuals of principle, qualified for any position of life. According to the Value Genesis Research teachers should establish meaningful relationship with their students. They should care deeply about their students as people. The young people at this stage need adults who are sincere, genuine and truthful models because they face a danger of adopting various values without carefully thinking through what those concepts really mean.

Approaches to Character Development of Students

If society is to continue its existence beyond one generation, the members must transmit what they consider to be necessary knowledge and values. The continuity of a social system requires transmission of values between generations. Through observation of our social world and through reinforcements or punishments, attitudes and behaviors are learned and carried through adulthood.

Dudley counsels adults in the life of the young people to be conscious of their conduct because the young people are at this stage are beginning to notice the contradictions and inconsistencies in the lives of important people in their lives. It is a time of critical reflection on their childhood beliefs; therefore they need positive role models.²²

In another context, while one's character is based on the virtues they uphold, "these virtues are not innate; they must be acquired through learning and practice in homes, schools, churches and other agencies. In other words they must be transmitted to be

²² Roger L.Dudley and Margaret G. Dudley, "Transmission of Religious Values from Parents to Adolescents," *Review of Religious Research*, Vol. 28, No. 1, (Sept 1986):3, accessed 9May 2014, <http://www.jstor.org/stable/3511333>.

internalized.”²³ However, it takes a long time for a value to become a virtue; to develop from mere intellectual awareness into personal habits of thinking, feeling and acting.

The whole school environment, and the culture of the school, has to support that growth. The social experience in schools is good training ground for the development character. According to Ed Boyatt,

All learning life is essential for character building. The entire school experience must be character building. Character is best taught through an integrated curriculum... character should not be taught in isolation but infused throughout every school activity. Teaching plans should include lessons on values such as responsibility, respect, cooperation, honesty, and determination.²⁴

Educational and Developmental Psychologists Framework for Character Development

The educational and developmental psychologists have written about character development; importance and approaches to the character development of students. The sections below draw insights for character development from educational and developmental psychologists.

Theories and Process of Character Development

In spite of the God given individual differences people are able to live together. However, for them to live together there is need for them to appreciate and support one another. In any given community people learn to appreciate each other depending on a

²³ Mark Carr, “Whose Virtues,” *Journal of Adventist Education*, Oct/Nov (1998), 9.

²⁴ Ed Boyatt, “Leading a Character Driven School,” *Journal of Adventist Education*, Oct/Nov (1998), 7.

number of factors. The explanation for the behavior patterns of individuals is explained here below,

The discipline of educational psychology helps to clarify how moral and social values upon which one's character is based are formed; and how to address the social and psychological factors which contribute to the tendency of individuals to act in ways that are concordant with their own well being and the welfare of others.²⁵

With reference to the observation that morality is an essential part of character, Lawrence Kohlberg a developmental psychologist says that individuals move through clearly definable stages of moral development. These include the pre conventional level, the conventional level, and the post conventional level. These stages are critical as they consider the way a person organizes his understanding of virtues, rules and norms, and integrates them into a moral choice which determines their behavior patterns.²⁶

According to this model, the young people in secondary school are at the conventional stage of development. "At this stage the child conforms to the standards of others for fear of their disapproval. Right and wrong are formed by reference to the conventions of the group. Right actions are those approved by the others."²⁷ This emphasizes the need for guidance by the adults in their life. The young people need to be

²⁵ Larry Nucci, "Moral Development and Character Formation" in *Psychology and Educational Practice* accessed 4 June 2008
<http://tiger.uic.edu/~lnucci/MoralEd/articles/nuccimoraldev.html>.

²⁶ Larry Nucci, "Moral Development and Moral Education: An Overview", accessed 6 May 2008.
<http://tiger.uic.edu/n/nucci/MoralEd/overview.html>.

²⁷ David J. Atkinson and David H. Field, "Moral Behavior," *New Dictionary of Christian Ethics and Pastoral Theology* (Illinois: Intervarsity Press, 1995), 605

helped to come to the post conventional level where one makes decisions basing on the individual conscience.²⁸

Character is derived through experiences from one's social environment through which process an individual forms principles and standards that guide his actions. The principles and beliefs that determine the character of an individual are modified by personal experiences, training and education.²⁹ Character can be appropriately modified for the better within the culture or society that one lives.³⁰

Human behavior is among other things a product of the interaction of the person with the environment in which one lives. Therefore, values need to be instilled in the culture of the school so that the students may internalize them and live by them.

Translating values into common norms of behavior in the school environment, significantly impacts the behavior patterns of the students in a desirable way.³¹ Depending on the quality of the interaction in the school, the students' behavior will be determined accordingly.

African Perspective of Character Development

Mbigi in, the 'Spirit of African Leadership,' presents the Conscious based educational model. This model has four pillars which he considers a worthy option to meet

²⁸ Ibid.

²⁹ Jones Vernon, "Character," *Colliers Encyclopedia*, 24 vols., ed. William D. Halsey and Emmanuel Friedman (New York: Macmillan, 1986), 5:700.

³⁰ Templeton, 3.

³¹ Jeanne Gibbs, "Internalizing Character Education Values by Living and Learning within a Caring School Community." February 1999, 1.

the challenges of the African continent. These include: Learning to know; Learning to do; Learning to live together; and Learning to be.

According to him, it is the teachers' responsibility to; help students to acquire a broad general knowledge base, give hands on experience through fieldwork projects, learn to live together which includes teaching students about compassion, love, and the care of others and learning to be. In a nut shell education should seek not only the full potential but also the character development of the students.³²

Importance of the Character Development of Young People

In the previous section, effort has been made to show that one's character develops and that it is a product of both internal and external experiences which an individual goes through. In this section, consideration shall be given to the importance and necessity of character development among young people.

The majority of the secondary school students are adolescents. They are at a transitional human development stage, between childhood and adulthood. In most cases they are searching for self identity. They need to find out what is right and they need to be helped to make their own ethical decisions about what is right. Young people have difficulties to develop their own value system if they are left without authorities to give them the necessary orientation.³³

³² Lovemore, Mbigi, *The Spirit of African Leadership* (Randburg, SA: Knowrres Publishing, 2005), 140-146.

³³ Bernhard Oestreich, "Foundation and Transmission of Ethical Instructions in the New Testament," in *Doing it Right*, General Conference of Seventh-day Adventists Youth Department, (Hagerstown, MD: Review and Herald, 2005), 173.

The escalating moral problems in society ranging from greed, dishonesty, corruption, and sexual promiscuity to mention but a few, are some of the main reasons why schools should get involved in character education. Schools must do what they can to contribute to the character development of the young people.³⁴ Students need guidance and discipline so that they can give a sense of direction and order to their lives.³⁵

The development of character is a worthy pursuit in its own right because character is important in all phases of one's life. It is one way of enabling a student to have a fulfilling life.³⁶ Therefore, whatever is possible ought to be done to help the young people to adopt and to make the best decisions in life.

Character development is necessary to help to reduce the negative behaviors by which students may, if not helped end up hurting others and themselves. It is also considered that through character education the root of anti social behavior or self destructive behavior can be addressed in time. Furthermore through character education the teachers can help students identify their strengths that can enable them become the best of what they are capable of being.³⁷

³⁴ Thomas Lickona, *Educating for Character: How Our Schools can Teach Respect, and Responsibility* (New York: Bantam Books, 1991), 4

³⁵ Templeton, 14.

³⁶ Davidson, 5.

³⁷ *Ibid.*, 7.

Character Development as an Educational Objective

According to John Stuart Mill, “development of character is a solution to social problems and therefore a worthy educational ideal.”³⁸ As young people progress through schools it is important that their education provides instructional opportunities explicit and implicit to help them to develop their beliefs about what is right and good.

The educational goal is to make students aware of desirable values, lead them towards independent thinking and action, self responsibility, self control, the ability to deal with freedom responsibly as well as creating good social relationships. The contribution of the school to character development is based on the belief that adults have a duty to help children to develop good habits.

“Character is not formed automatically, but is developed through good teaching, good example and sound practice.”³⁹ The students should not only have an intellectual knowledge of the virtues, this knowledge should appeal to their feelings so as to bring about sympathy, care and love for others. These feelings will then prompt them to overcome pride and self-interest and to practice what is good.⁴⁰

Character education is not only about helping young people to get along, it is also about teaching them to work hard, develop their talents and aspire to excellence in all their

³⁸ W. Huitt, “Moral and Character Development,” in *Educational Psychology Interactive*, accessed 9 May, 2008.
<http://www.chiron.valdosta.edu/whuitt/col/morchr/morchr.html>.

³⁹ Templeton, 12.

⁴⁰ *Ibid.*, 10.

endeavors. It involves helping students do their best in classroom and in every area of their lives.

Co-Curricular Activities and Character Development

Today there is a growing marginalization of co- curricular activities in schools due to the pressure for academic excellence. This marginalisation not only falls short of the mission of schools but it also undermines the potential of the students to exploit the limits of their abilities. Furthermore, through such activities lifelong lessons of teamwork, self discipline, social and emotional developments are learnt. Co-curricular activities are not a diversion rather an extension of a good educational program.⁴¹ Values and character can be significantly inculcated through various co- curricular activities in school.⁴²

Not everything that molds moral character is a result of what happens in the classroom. Much of what develops character takes place outside the classroom. The young people need to have around them leaders who model character and values out of the classroom. Christian schools were designed to make a direct impact on the world through the experience of the students in the school which they carry into the greater society.

The active involvement of the school's leadership in all activities that promote character education enhances character development of the young people. Everything about the school tremendously influences the character of the students. All the staff including

⁴¹ "The Case for High School Activities," accessed 16 July 2009
<http://www.chsaa.org/The%20Case%20for%20HS%20Activities%20No%20Pictures.pdf>.

⁴² Randall Frame, "Developing Character and Values through Co-Curricular Activities," accessed 16 July 2009
<http://www.christiancollegeguide.net/advertorials/ct/developingcharactervalues.html>.

cafeteria workers, drivers, medical and, maintenance personnel should be involved in modeling the school's espoused values; schools should make a commitment to do everything possible to provide quality experience during the stay of each child.

Character Education as a Method for Character Development

Character Education may be defined as “the process of developing in the individual the will and the ability to act in a socially approved manner through his power to reason.”⁴³ It is the deliberate effort to help people understand, care about, and act upon core ethical values.⁴⁴ To achieve this, teachers need to be creative and use every opportunity that comes their way to help students commit to these values.

Character education involves programs designed to shape directly and systematically the behavior of young people by influencing explicitly the values believed to bring about desired behavior. It is not simply concerned with behavior control, but with personal transformation.⁴⁵ It is not necessary for schools to go out looking for materials to do character education. There are already a lot of good materials within the academic subject matter they teach.⁴⁶

⁴³ Vernon, 5: 700.

⁴⁴ Templeton, 10.

⁴⁵ Templeton, 8.

⁴⁶ Kevin Ryan, “Character Education in the High School,” accessed 20 July 2009 http://www.georgiahumanities.org/downloads/governors_awards/lickona.pdf

Awareness of Values a Necessity for Character Education.

Young people need to have moral awareness, they need to be informed and they need instruction in basic values and virtues. They ought to know the moral values e.g. respect responsibility, honesty, fairness, and tolerance to mention but a few.

Behavioral codes have to be established and enforced because they are one way of reinforcing right behavior patterns, and there should be models of desirable traits and values in the school.⁴⁷ The way to develop excellence and ethics in the character of individual students is to create a school culture that promotes those values⁴⁸

Internalizing Values a Necessity for Character Education.

Character education should not stop at knowing the values because knowing what is right is no guarantee of right conduct. The emotional side of character is as important as the intellectual side; and it is open to development by schools. Many people know what is right but feel little obligation to act accordingly. Becoming personally committed to the right things is a developmental process and helping students in that process is one of the most important challenges of teachers.⁴⁹ Teachers ought to be part of this process by attaching proportionate importance to values upheld by the school.

⁴⁷ Lickona, 55.

⁴⁸ Davidson, 14.

⁴⁹ Lickona, 57.

Practice is Essential for Character Development.

Through awareness and internalization of values, students are likely to do what they know and feel to be right. They need to be given as many opportunities as possible to develop good habits, and plenty of practice at being good people.⁵⁰

Positive character traits should be encouraged and reinforced through practice by providing practical opportunities in school and in community where students can exercise these good traits.⁵¹

School Environment and the Character Development of Students

Through observation students acquire attitudes, emotions, social skills and styles which significantly influence their behavior. Therefore, the way a school is run is the most important kind of character education that it can provide.⁵² “When students see the difference between the formal lessons and the teachers’ actions, the difference-‘hidden curriculum’ undermines the classroom instruction.”⁵³

Acceptable behavior is only effectively taught by illustration and application.⁵⁴ The non-academic aspects of schooling in the ‘hidden curriculum’ are very significant for the

⁵⁰ Ibid., 62.

⁵¹ Templeton, 118.

⁵² Lickona, 24.

⁵³ Rita Stein, *Connecting Character to Conduct*, Association for Supervision and Curriculum Development, 21, accessed 20 July 2009
<http://home.comcast.net/.../Connecting%20Character%20to%20Helping%20Students.pdf>

⁵⁴ Jesse A. Cone, “Discipline for Discipleship,” *Journal of Adventist Education*, Oct/ Nov (1998), 42.

character development of students. The quality of relationships, organization, style and overall way of doing things in a school could teach morality without uttering a single word.

The school's environment is significant in determining of the kind of people students become. "Students can become the kind of people who will do what is right even when they are surrounded by a rotten moral culture if within the school's moral environment, they perceive being honest, decent and caring to be norms."⁵⁵ The character of a school culture, the norms that define how everyone is expected to work and behave has a huge impact. All students especially teenagers want to "fit in" and when they enter a culture that demands and supports excellence, they do their best in order to fit in.⁵⁶

Teachers can enhance or develop the quality of character of the young people by controlling certain factors in the child's environment. The social experience of the school and the amount of time spent in schools provide the child with many contacts with the teachers beyond the immediate family and neighborhood. These provide opportunities for social interaction in which students can make progress in building positive relationships with both peers and adults.⁵⁷ The school is a social network in which character can favorably develop.

⁵⁵ Lickona, 324.

⁵⁶ Davidson, 14.

⁵⁷ Clive Beck, "Moral Education in the Junior High School," in *Character Development in Schools and Beyond*, ed Kevin Ryan and Thomas Lickona, 170 accessed 20 May 2009
<http://books.google.com/books?id=forntcover&dq=CHARACTER+DEVELOPMENT>

Teachers as Role Models for Character Development

Within every young person there is a desire to lead a flourishing life. It is the responsibility of the adults in a young person's life to make this desire a reality. The academic curriculum, school routines, traditions, discipline, co-curricular activities, community service are opportunities for character development.⁵⁸

Character can be taught across the curriculum, but it is best caught. Teaching morals and values is important, but modeling good character is most important.⁵⁹ It is highly recommended as the best approach and most important pedagogical strategy in the character development of students.⁶⁰

The transmission of values to the young people is an important function of education. Teachers and staff alike should consider themselves not only as subject teachers or simply employed to work in the accounts office, they ought to pay attention to how students treat the teachers, treat each other, care for the classroom, personal and school property and they should give due emphasis on the right conduct.

The personal behavior of the staff should match the principles of their instruction. They must live the principles they teach.⁶¹ The behavior and what is done by the staff will have a more lasting impression and impact on students than what they say.

⁵⁸ Davidson, 31.

⁵⁹ Martin E. Garry, and Angus Macneil, "Teach and Model Morals, Values and Character," accessed 4 June 2008, <http://www.cnx.org/content/m/14670/latest>.

⁶⁰ Lickona, 71.

⁶¹ Carr, 18.

While staff members may say one thing and do the other, they should take note that the young people will most likely take what they see as a point of reference for their own actions. Negative character traits will in the process be easily picked up.

Teachers need to use their professional training authority and status to influence the choices of the young people. They are in good position to initiate adolescents into the responsibilities of adulthood. They are the ones who are expected to organize the educational programs for the students.⁶² This means that they can determine the kind of programs students attend to without much effort.

Nucci and Weber demonstrate from their research that “teachers can impact the ways in which students read social issues. Education can be influential in framing the meaning individuals will give to complex situations...moral education cannot be isolated to one part of the school day or to one context but must be integrated within the total school experience.”⁶³

There are many opportunities for character development of young people that can be used by the staff members to influence the character of their students. Teachers are called upon to recognize the needs and interests of the young people. This will enable them to help the young people to develop a total value system which meets their distinctive needs for independence, identity, self respect as well as giving room for general moral and societal values such as reliability, honesty, sharing, and tolerance.⁶⁴ Through

⁶² Beck, 166.

⁶³ Nucci, “Moral Development and Moral Education” accessed 8May 2008 <http://tigger.uic.edu/~lnucci/MoralEd/overview.html>.

⁶⁴ Beck, 165.

informal situations, the teachers can significantly influence the character development of the students.

It is important to note that character education is not the responsibility of teachers only. In order for a Christian school to be effective in building good character among students, the students must see the entire staff demonstrating the principles of good behavior. All adults irrespective of job description or relationship are character educators because in one way or the other, each one shapes the character of the kids they come in contact with.⁶⁵ Everything in the school program influences the character of the students. It may determine how much initiative and responsibility that the students have for a life time.

Staff Members and Students' Relationship and Character Development

The quality of relationships between staff members and students is of central importance for character development in schools. These relationships are characterized by trust and respect. The things we do, the language we use, the way we dress, the way we relate to one another all convey values and beliefs. The most effective way to convey values and beliefs is by action.

The relationship of the head teacher with other adults within a school is also widely acknowledged as being vital in establishing the culture of a school.⁶⁶ Students learn from people they have regular contact with and for whom they have a lot of respect. The active

⁶⁵ David H Elkind and Freddy Sweet, "How to do Character Education" in *Today's School*, Sept/Oct2004 accessed 4 June 2008 <http://www.goodcharacter.com/Article4html> .

⁶⁶ Boyatt, 13.

involvement of the school's leadership in all activities that promote character education enhances character development of the young people.

Transmission of Values for Character Development

Those who lead and administer schools play a major role in transmitting values to young people. This is not just in the context of what is taught in the formal classroom context but also the way the school is organized. Schools are one of the core areas in which values are formed, practiced and transmitted. Through the school structures, ideals and working policies schools often unconsciously embody and live out values in the daily life of the students and thereby influence profoundly the way students think, feel, and behave.

The virtues and values that lead to good character need to be taught by teachers both within and without the classroom. With the support of the school administration, the virtues and character that is expected of students should be listed and posted in strategic places for the attention of the students. While this approach is significant in transmitting values, it is worth noting that values are picked from what is taught but more so from what is observed.

Furthermore, efforts should be made at the school assembly to explain expected behaviors and the values underlying those behaviors.⁶⁷ Teachers are needed to help students to develop virtuous character, help them to know what the virtues are, help them appreciate their importance and want to possess them in their day to day conduct.⁶⁸

⁶⁷ Lickona, 337-338.

⁶⁸ "Role of Teachers" accessed 20 July 2009, http://www.georgiahumanities.org/downloads/governors_awards/lickona.pdf.

The one day programme for character education for example; word of the day, service learning, and theme of the month initiatives are essential in directing the right thinking in the minds of the students however, they need to be supplemented by the staff members' efforts to integrate these values in the curriculum. In this way the desired behaviour will be sustained by the students.⁶⁹

In as much as teachers and staff have a role to play in promoting good character among their students, Thomas Lickona says that the students ought to “be engaged in critical thinking about morals and ethical issues, they ought to be inspired to become committed to moral and ethical actions. Teachers should give students opportunities to practice moral and ethical behavior.”⁷⁰

When teachers hold high expectations of their students, for example originality, completion of assignments on time, they are helping them to become responsible and disciplined persons.⁷¹ In order to be effective emphasis needs to be placed on having a systematic, well designed and consistent approach to the character development of the students. Through consistency in addressing character education year after year, the desirable attributes will become second nature to the students.

⁶⁹ Stein, Connecting Character to Conduct, Association for Supervision and Curriculum Development, 21, accessed 20 July, 2009
<http://home.comcast.net/.../Connecting%20Character%20to%20Helping%20Students.pdf>.

⁷⁰ Lickona, 344.

⁷¹ “About Character Education,” accessed 9May2009
<http://www.bu.edu/sed/caec/files/FAQ.html>.

While many schools focus on excellence in the academic performance of students, the reality in the work place demands for more than academic papers. There is enough evidence to show that the employment world calls for more than just the academic achievements. Therefore, there is need for school to ensure the development of strong and positive relationships which include among others responsibility, self control, integrity, compassion and humility.

While the relationship between students and staff members is key to character development, it is worth noting that a teacher may not do all aspects but as one helps a student to clarify their thinking another teacher will help the student to develop habits leading to life of noble purpose.⁷²

⁷²West Virginia Department of Education “Integrative Effective Character Education Programmes into Rural Schools: Measuring a Replicable Model” (West Virginia, USA, 2006), 81. accessed 6 April 2014

<http://www.wv.us/healthyschools/.../CharacterEducationTrainingManual.pdf>.

CHAPTER 3

DESCRIPTION OF THE LOCAL SETTING

This chapter presents the description of the school setting, programs and activities in the school at the time of the research. I have also given consideration of the research methods to be used to gather the necessary data from both staff members and the students about character development. This information was considered necessary in designing the strategy for staff involvement in character development of students in the school.

Location of the School

Bugema Adventist Secondary School is found 32kms north of Kampala city. It is situated in a country side village called Bugema which is found in Luwero political district of Uganda. The school is established on a two hundred acres piece of land which is used for the school facilities like the dormitories and classes, for crop farming, horticulture, and dairy farming.

Within one kilometer distance from the school there are two sister institutions namely Bugema University and Bugema Primary School. The school is easily accessible because it has adequate number of commuter public means of transport. It is within reach of most telecommunication networks in the country.

Description of the School Population

The school is a mixed boarding school with students who come from all the East African countries, while some few students come from South Sudan, and Congo. The majority of Ugandan students come from places far away from the school only five students come from the neighboring villages.

Fifty four percent of the students are between 13-17 years old, forty three percent between 18-22 years, while only three percent are above 22 years old. The students belong to either the 'O' level or 'A' level program. The 'O' level program lasts for four years while the 'A' level program lasts for two years. Upon admission, each student is given the same opportunities to learn and to become a valuable member of society.

At the time of the study the total student population was 1116. The regular number of salaried employees of the school at the time was 94 while 26 were contract/casual workers. Table 1 shows the composition of the study population at the time of the research.

Table 1. BASS Population Categories

Category	Population
Teachers	56
Support Staff	38
Casual Workers	26
Boys	575
Girls	551

School Program

The academic year of the school has three terms (eight months) in school with one to two months holidays intervals in between the terms. The school program includes class

activities, worship activities, sports activities, work education and cafeteria activities. Each of these activities is supervised by at least one staff member.

Some activities take place at the same time for the two sections of the school while others are done at separate meetings. The regular classes begin at 7.00 am and end at 4.00 pm. At the end of the class time there is provision for at least one hour for each student to engage in co curricular activities between 4.00 pm and 5.15 pm. However students mainly participate in co curricular activities which are compulsory e.g. Work Education, while the sports and club activities which are not compulsory are not well attended.

Co-curricular Activities

The co curricular activities of the school mainly centre on club activities. The most active club in the school is the Pan Africa club. This club's activities are mainly nationalistic and they engage students in the debate and discussion of social and regional issues. Membership to the club is inclusive but the active students are mainly from the top classes of the school. The current number of students in the club is one hundred and twelve with 1 staff member who is actively involved.

Pathfinder Club is the next most active club in the school. The club is one of the youth departments of the church. The activities of the club include field activities, survival and life skills. Membership to the club is open to all but this club is more popular with the students of the lower classes of the school. The current number of students in this club is sixty with 1 staff sponsor.

Amourites Club is a spiritually oriented club. Their activities are directed towards regular Christian fellowship of the members as well as community outreach. Membership

to the club is open and it is well represented at both levels of the school. The club membership stands at seventy six students and 4 staff members.

The Youth against AIDS club is directly concerned with the AIDS awareness and promoting abstinence among the young people. The activities of the club mainly involve drama activities and presentations at the school assemblies. The club membership by the end of April 2009 was 40 students and 1 staff sponsor.

The Drama club and the Writers club are not exclusive in membership but they each have less than 40 students and only two and one staff member respectively.

Duties of the Staff Members

Upon employment, each employee is given the terms of reference for his/her work. To the teachers the subjects to be taught and the other support staff the respective job title and to whom they report to. One could be assigned any other duty as the need arises. Every full time teacher is assigned responsibility to oversee the school programs (Master on Duty) at least once a term. Each weekly schedule is done by at least three teachers' two male staff and one female staff member. In this responsibility the teachers are expected to supervise and get involved in the out of classroom activities of the students e.g. Cafeteria, Chapel. They are also expected to handle any disciplinary issues that arise. Unfortunately, observation and records show that many do not do their part effectively. This creates inconsistency in the minds of the students whereby the strength of their character is equally affected by the teachers' inconsistency.

Disciplinary Committee Records

Within the school set up there is a disciplinary committee which is charged with the responsibility of overseeing the discipline process of the school. In the interview, the committee secretary indicated that the behavior of the students is not out of hand but he noted that some of the staff members are unwilling to take corrective measures on the students they find in the wrong; they simply forward even the petty cases to the committee. Furthermore, he indicated that there was lack of uniformity in upholding the school regulations. The limited participation of the staff members in implementing disciplinary measures on students found in the wrong creates inconsistency and it is a set back to the strengthening of the worthwhile values.

The Dormitories Experience

The school has boarding facilities for all the students enrolled in the school. The dormitory facilities are headed by the boys' and girls' dean respectively. In my interview with the deans, I established that they both desire to have more of the staff members coming to visit the students in their dormitories for purposes of giving counsel and mentoring students. They indicated that the few staff members who endeavor to respond to their invitations to meet with the students normally make a positive impact on the students.

The Spiritual Atmosphere of the School

The spiritual experience of the students at BASS takes a considerable portion of the school timetable. The chaplaincy department is led by the chaplain and one assistant. According to the program of the school, all chapel activities are compulsory to all students. The experience of the leaders of this department is that spiritual programs of the school

within the course of the week are poorly attended by the staff members. On Sabbath day the attendance of staff members is high but those who volunteer to lead out in the afternoon programs which are also related to the character development of the students are few.

Research Methodology

Having established through the theoretical research that one's character is significantly shaped by both informal and formal learning experiences, and more so that character education is the foundation for social and moral development; I have considered undertaking programme development as my approach in dealing with the problem cited. The purpose of the research is to develop a programme to enable the young people in the school to acquire positive character traits through the support and influence of their teachers. The programme to be designed is to be based on the following objectives:

- Equipping the staff members with skills to support students in acquiring positive character traits.
- Provision of character education training workshop for the staff members.
- Promotion of core ethical values within the school.
- Providing opportunities for students to practice and participate in goodwill activities in and outside the school.
- Developing and adoption of character development work plan for Bugema Adventist Secondary School.

Data Collection Procedures

With reference to the tools for gathering the necessary data, I developed research instruments that included questionnaires and interview questions. The questionnaires

contained questions that record the participant’s sex, age, involvement in school related and/or community activities. In addition to the demographic questions there were statements of self assessment on the subject of character development as described below. I used a four to five items Likert scale: 5-Strongly agree, 4-Agree, 3-Undecided, 2-Disagree, 1-Strongly Disagree, to get the perception of the study population on character development. The key areas of focus included staff members’ involvement in character development, staff members’ perception of character development in school and the value system of the school.

Perceptions of the Staff Members about Character Development

It was of interest to me to find out how the staff members perceived the character development programmes of the school. Their responses are recorded in Table 2.

Table 2. Staff Perception of their Involvement in the Character Development of Students

	SD(1)	D(2)	UN(3)	A(4)	SA(5)
I regularly engage in co-curricular activities		28 35%	12 15%	15 18.8%	15 18.8%
The school allocates time for co-curricular activities	2 2.5%	2 2.5%	1 1.3%	30 37.5%	39 49%
School Administration supports staff initiatives in co-curricular activities	3 3.8%	2 2.5%	14 17.5%	36 45%	21 26.3%
Staff and students engage in community service		31 39%	38 48%	3 3.8%	6 7.5%

The staff members’ responses show that opportunities within the school curriculum for character development are under utilized by the staff members. This necessitates the sensitization and motivation of the staff members to engage students in character building activities.

Having looked at the general picture of character development in the school, Table 3 shows how each staff member rated their personal involvement in character development activities and what is needed for character development to take place.

Table 3. Staff Perceptions of the Character Development of Students

	SD(1)	D(2)	UN(3)	A(4)	SA(5)
Staff members are involved in the Character Development of Students	–	2 2.5%	6 7.5%	28 35%	44 55%
I need training in the shaping of the character of students	1 1.3%	–	8 10%	39 49%	32 40%
Staff-Student relationship determines the behavior of students	1 1.3%	2 2.5%	2 2.5%	47 59%	28 35%
Recognition and rewards for student behavior is necessary for character development	2 2.5%	–	–	34 39%	44 55%
School regulations contribute to the character development of the students.	2 2.5%	3 3.8%	26 25%	29 36.3%	20 25%

These responses show that the majority of the staff members acknowledge that their involvement in the character development of students is very pertinent. Therefore, effort has to be made to reduce the non involvement of the staff members by dealing with stated reasons for their not getting involved especially the need for training in handling the character development of students.

To find out how the staff members perceive the value system of the school as a key factor in character development, four questions were asked. The respondents affirmed the need to emphasize and practice the core values of the school as shown in Table 4.

Table 4. Staff Perception of the Value System of the School

	SD(1)	D(2)	UN(3)	A(4)	SA(5)
School makes deliberate efforts to communicate its values to the students	–	27 33.8%	28 35%	12 15%	13 16.3%
Orientation of new staff includes the values of the school	1 1.3%	12 15%	11 13.8%	36 45%	20 25%
School recognizes exemplary behavior of staff	17 21%	19 24%	23 29%	10 13%	11 14%
Teaching values is necessary for character development of students	1 1.3%	2 2.5%	1 1.3%	32 40%	44 55%

Table 4 shows that while the orientation of staff members included the school values; recognition of exemplary students is not adequately done. This suggests that there is a missing link in the reinforcement of good behavior as a means of character development. It was of interest to me to find out what hampers staff members from getting involved in the character development of students. The question structure was open ended which enabled each respondent to give an independent answer. The responses of all respondents were tallied and ranked in descending order as shown in Table 5.

Table 5. Obstacles to Staff Involvement in Character Development

Reasons for not getting involved Character development of students	Frequency	Percentage
Lack of motivation	25	31.2%
No response given	17	21.3%
Lack of time to meet students	16	20%
Lack of consistency in the implementation of School regulations	12	15%
Lack of necessary skills to impart values	10	13%

Whereas lack of motivation was ranked the highest reason for staff members' not getting involved in character development. Equally significant are those who did not give a response to this statement which implies a level of indifference on their part. Other

challenges include lack of time and necessary skills to engage in character development activities.

Further reference was made to find out the values that individual staff members considered important for the character development of the students. Each respondent was supposed to name at least five values as shown in Table 6.

Table 6: Values Recommended for the Character Development of Students

Value	Frequency	Percentage
Hard work	23	29%
Honesty	15	19%
Compassion	15	19%
Self esteem	11	13%
Respect	07	9%
Responsibility	07	9%
Discipline	06	7.5%

Table 6 shows that the staff members identified values that promote both moral and performance character. It is also worth noting that the moral character values were most selected for due consideration of emphasis.

Having established through the staff members' responses that many of them acknowledged the gap in their involvement in character development activities, Table 7 shows the respective responses of the staff members about how they can be helped to get involved.

Table 7. Ways to Help Staff Members get involved in the Character Development of the Students.

Ways to help staff members	Frequency	Percentage
Motivate and appreciate their initiative in promoting values	34	42.5%
Promote a spirit of teamwork in all school activities	14	17.5%
Creating a forum for character development issues	13	16.3%
No response given	13	16.3%
Defining the values of the school and informing staff about them	07	8.8%

Table 7 responses to an open ended question gave unlimited staff members' opinions which may be considered in the strategy. The higher percentage of the staff respondents showed that they needed to be motivated in order to get involved in the character development of the students. The responses generally show a willingness of the staff members to get involved in Character development of the students.

Students' Perceptions of Character Development

This section considers the responses of the students in the questionnaires about staff involvement in character development. The students' responses are summarized in Table 8.

Table 8. Students Perceptions of Staff Involvement in Character Development

	SD(1)	D(2)	UN(3)	A(4)	SA(5)
Involved in co-curricular activities	15 8.3%	28 15.5%	45 25%	65 36.1%	23 12.7%
Friendly and approachable by students	9 5%	12 6.6%	38 18.3%	74 41.1%	52 28.8%
Do as they say	20 11.1%	38 21.1%	54 30%	48 26.6%	19 10.5%
Influence students' overall behavior	9 5%	07 3.8%	26 14.4%	55 30.5%	78 43.3%

It is evident from these responses that students appreciate the approachability and the involvement of their teachers in shaping their character. The example set by the teachers was considered significant for their good conduct. The appreciation of the students' of their teacher's involvement is worth noting and hereafter a good stand on which to build the commitment of the staff members.

In trying to establish the students' perception of the people who influence their values and character, five questions were asked to give this assessment. The responses are summarized in Table 9.

Table 9. People who Influence Students' Values

	SD(1)	D(2)	UN(3)	A(4)	SA(5)
Parents	7 3.8%	- -	2 1.1%	19 10.5%	141 78.3%
Siblings	9 5%	15 8.3%	39 21.6%	6 3.3%	29 16.1%
Friends	7 3.8%	17 9.4%	32 17.7%	74 41.1%	33 18.3%
Teachers	7 3.8%	15 8.3%	44 24.4%	56 31.1%	45 25%

Whereas parents were ranked highest in the category of people who influence students' values; it is worth noting that teachers had significant number of respondents who

were undecided about their influence. Given the age and length of time that students stay at school, there is need to help staff members to improve on their rapport with students in the interest of character development.

In trying to find out the students' perceptions of the values of the school, five questions were asked about the value system of the school. The responses are herein shown in Table 10.

Table 10. Students' Perception of the Values of the School

	SD(1)	D(2)	UN(3)	A(4)	SA(5)
Know the values of the school	3 1.6%	7 3.8%	20 11.1%	62 31.3%	74 37.3%
Values determine the behavior of students	11 6.1%	10 5.5%	26 14.4%	55 30.5%	66 36.6%
School deliberately communicates its values	4 2.2%	14 7.7%	35 19.4%	60 33.3%	39 21.6%
School provides opportunities to commit to these values	12 6.6%	13 7.2%	41 22.7%	61 33.8%	40 22.2%
School recognizes and rewards students who model these values	11 6.1%	52 28.8%	61 33.8%	15 8.3%	15 8.3%

The responses recorded in Table 10 show that having values is vital for character development. While the student responses show that they know the values of the school, there is a gap in recognition of good conduct as a means of reinforcing good character.

On students' perception of what hampers them from having good values, the question structure was open ended which gave each respondent opportunity to respond in their own words. The responses of the students were tallied and arranged in descending order of mention as shown in Table 11.

Table 11. Obstacles to Students' having Good Values

Reasons for not having good values	Frequency	Percentage
Family background	87	48.3%
Peer pressure	78	43.3%
Social distance from elders	43	23.8%
Rude and harsh teachers	36	20%
Lack of self confidence	24	13.3%
Lack of parental guidance	21	11.6%

The responses above show that family background and peers were significantly rated on the higher side of influencing the character of young people. It is worth noting that teachers who are significantly involved in the behavior change process (teaching-learning experience) need to be exposed to what the students feel about their influence on their character development.

Upon the observation that young people know the values that determine character the students were asked to list at least five values which they as individuals considered important to be promoted by the school. Table 12 shows the list of values the students considered important.

Table 12. Values Recommended by Students

Value	Frequency	Percentage
Honesty	69	38.3%
Hardworking	57	31.6%
Respect	51	28.3%
Responsibility	28	15.5%
Determination	24	13.3%
Self esteem	24	13.3%
Discipline	18	10%
Obedience	18	10%
Caring	14	7.7%
Punctuality	12	6.6%
Independent thinking	9	5%

It is well appreciated that the students like the staff members were able to indentify both moral character values and performance character values for due consideration. A reconciled list of these values will significantly guide the program planners for character development. The students' were asked to give their suggestions of how values can be passed on to them. This question was open ended and the responses therein are summarized in Table 13.

Table 13. Ways of Inculcating Values among Students

Ways of inculcating Values	Frequency	Percentage
Counseling	78	43.3%
Co-curricular activities	52	28.8%
Public address	37	20.5%
Role models	32	17.7%
Involve students opinion	25	13.8%
Motivational speakers	24	13.3%
Rewarding students who model good Behavior	24	13.3%
Motivational literature	20	11.1%

The responses in Table 13 show that for values to be inculcated there is need for bridging the gap between staff members and the students. Staff members should be encouraged to interact less formally to enable the students to seek guidance and learn more from them.

Interpretation of the Staff and Student Responses to the Questionnaires

The purpose of these questionnaires was to find out the views of both the staff members and the students about the involvement of staff members in the character development of the students. Having got the responses the researcher selected those scores that were significantly high or low in terms of agreement or disagreement with the question. These were to be put into consideration when designing the strategy. Table 14 shows the responses in terms of percentage of the suggested ideas of handling character development.

Table 14. Responses Selected for Consideration in the Strategy

Percentage	Statement of Response
95%	Believe that teaching values is necessary for character development
94%	Staff Relationship with students determines their behavior
94%	Rewards for Students Behavior is Necessary for Character Development
90%	Staff Should be involved in the Character Development of Students
89%	Staff Need Training in the Shaping of the Character of Students
73.8%	Staff Members influence Students Behavior
69.9%	Staff Members are approachable by Students
52.5%	Staffs are not Motivated to getting Involved in Character Development.
48.3%	Students lack values due to family background
43.3%	Students Lack Values due to Peer Pressure
37.6%	Staff engaging in Co-Curricular Activities
37.1%	Staff Members do as they say
31.3%	School makes Deliberate efforts to Communicate its Values
27%	School Recognizes Exemplary Staff Behavior
11%	School Engages Students in Community Service

The respective responses in Table 14 are good guidelines to the strategy to be designed, with due emphasis to be given to each itemized idea.

The strengths, opportunities, failures, and obstacles observed and derived from the questionnaires are also mentioned as part of the ideas to determine the strategy.

Strengths

- The staff members at BASS show awareness of the need for their involvement in the character development of the students.
- The staff members indicated a readiness to be trained and equipped with skills for the character development of the students.
- Some staff members are already involved in various character development activities, therefore they can be used as the core group to spearhead the involvement of other staff members.

Opportunities

- The students spend three terms 67% of the year at school. This gives the staff members many opportunities to make meaningful contacts with the students in the interest of developing their character.
- The school program makes provision on the school time table for students to engage in activities like games, clubs, spiritual outreach, community service, social functions and trips to mention but a few.

Failures

- The school administration has for a long time relied on general appeals to staff members to get involved in the character development of the students. These appeals are so far not forthcoming apart from the few mentioned above.

Obstacles

- The staff members indicated that they are not involved in the character development of the students because they lack the motivation to do so. It seems as if the idea of getting involved in character development of students is just another work load altogether.
- They also indicated that they lacked the knowledge and skills to engage students in character education.

CHAPTER 4

PROGRAM DEVELOPMENT, IMPLEMENTATION AND EVALUATION

This chapter covers the strategy I designed for the involvement of staff members in the character development of the students. The strategy is based on information derived from the literature review, the questionnaires, interviews and observations.

Rationale for the Strategy

The basic goal of all educational systems should be to prepare students to be effective members of a society, while teachers are key stake holders in the character development process. This was confirmed by the response of the staff members in the questionnaire. In spite of this awareness, they indicated that they lacked the motivation, time and skills to do so. It is against this background that I have considered designing a strategy to have a positive change on the involvement of staff members in the character development of the students.

Vision Statement

Total staff members' support and involvement in the character development of the students.

Mission Statement

To promote, train, facilitate and support staff members in the character development of the students.

Preliminary Plans for the Strategy

1. The researcher should identify from seven staff members who have interest to join in spearheading the school wide character development initiative. The team shall be called the “STEERING COMMITTEE FOR CHARACTER DEVELOPMENT.”
2. The first assignment of the committee members is to make commitment to the long time character development of the students. The passion that each one has for the cause will go a long way in determining their persistence when the going gets rough.
3. The committee will then administer an inventory of what needs to be done by the staff members and the behavior patterns of the students. This will serve as a factual reference for the committee in designing the activities intended to bring on board as many of the staff members as possible.
4. The committee will present the proposal to the school administration, so that they can give their input on the proposal before its implementation.
5. Once the committee has registered the approval of the school administration to support this initiative, they should start upon the exercise of implementing the objectives and activities proposed.

Action Plan 1: Organize a Seminar for all Staff Members

Purpose:

- To address the staff members on the importance and impact of their involvement in the character development of the students.
- To introduce the Steering Committee for the Character Development initiative.
- To launch the activities of the committee.
- To discuss the role of staff members in the character development of students in the Biblical and Spirit of Prophecy context.
- To solicit for the support of all staff members to join this initiative.

Goal: At the end of the seminar at least 50% of the staff members will register their willingness to be active participants in the character development initiative.

Resources to be used: The Bible, Spirit of Prophecy Books, and Testimonies and Motivational Comments, Discussions, Questions and Answers, Goals and Objectives of this Initiative.

Issues to be addressed in the Seminar.

- The spiritual context of the involvement of staff members in the character development of the students. The Biblical framework and the counsel of Ellen G. White quoted in chapter two of this study shall be used as the main references to appeal to the staff to get involved in this responsibility.
- How to get the staff members involved in the character development of the young people. In this case the steering committee shall illustrate to the staff members the many ways in which they can get involved in the character development of the students. These include co curricular activities, mentoring, giving proactive talks on social issues

affecting the young people, integrating faith in the learning in the learning experience, promoting values in school and most significantly modeling the values that we would wish to have our students adopt in life

- The committee should endeavor to cast a vision for the staff members so that they may realize the impact they can have on the students. NB. The key to the heart of the young people is to come down to their level in this way they will not only open up but also give one the opportunity to influence their behavior.
- Every adult can have an influence on the young people even without any training it is all subject to the willingness of the adult to love and spend quality time with the students. The appeal to the staff members is to build significant relationship with the students.

Expected Outcomes:

- The staff members will know the Biblical and Ellen G. White's counsel on the expected role of all Christian educators in the character development of the young people.
- Each staff member will identify themselves with at least one or two ways of engaging themselves in the character development of the students.

Action Plan 2: Train Staff Members for Character Development

Purpose:

- To provide the staff members with professional insights on youth issues by a professional counselor.

- To provide useful resource material that has been developed and used elsewhere for the character development of the young people. The resource materials will include books, curricular from some of the identified sources on the internet, and journals.

Goal: The school shall have a character development resource center to facilitate the teachers' involvement in the character development of the students.

Procedure for the Training:

- The staff will be addressed by a professional counselor on the challenges of young people today and how staff members can be helpful in guiding their behavior.
- The committee shall guide staff members on the use of the resources collected on Character Education and Faith and Learning.
- The teachers will then customize the content to fit the local setting thereafter each teacher will be equipped from using these resources according to need. The resources may be used as samples from which the teachers will develop their own materials.

Expected Outcomes

- The staff members will be able to use the available resources materials to inform prepare their character related programs.
- The staff members will have reference points of how to teach values.
- The school will have resource material for values appreciated and recommended by both the staff and the students in the survey plus any other that may be deemed necessary by the steering committee of the character development initiative.
- The staff members will have professional advice on how to deal with students with behavioral challenges.

Action Plan 3: Design Character Development Program for the School.

Purpose:

- To provide a framework for staff members to get involved in the character development of the students.
- To identify all possible character development activities.
- To draw a program to cater for the interests and needs of the students.

Goal: To have a schedule of activities for the students that are timetabled and facilitated by staff members

Preparation of Action Schedule:

- The steering committee shall request all the staff members to write down their own action plan showing how they can get involved in the character development of the students.
- Using the information from these proposals plus other predetermined areas of concern, the committee shall schedule these activities in the most appropriate way. Some of the activities suggested to the staff members by the committee will include among others: community service initiatives, safe environment initiative, student- run assemblies, personality development talks, and mentoring students who may be having disciplinary problems.
- The activities planned for should be well thought as, a learning experience for the students. Therefore, they should not be incidental or a means to pass time but systematically followed, evaluated and improved upon as the need arises.

Expected Outcomes:

- The volunteering staff members will be given all the necessary support by the school administration for the respective activities they choose to participate in.
- The school shall have an ongoing and enriched learning experience to cater for the developmental issues of the young people.
- The staff will make good use of the time provided on the school time table for these activities.

Action Plan 4: Draft Proposal to the School Administration of Ways of Motivating Staff Members.

Purpose: To help staff members derive the appropriate value to their involvement in the character development exercise.

Goal: To promote the commitment and involvement of the staff members in the character development of students.

Procedure:

- The motivation of staff members is a broad issue which the school administration should seriously take into consideration. The value attached to the school personnel will go a long way in changing their attitude. Their sense of belonging and ownership is central to their willingness to get involved i.e. to have team work.
- The school administration should pay attention to any of the grievances raised by the staff members. Some staff indicated that they were unwilling to get involved in the disciplinary aspect of the character development of the students because there was inconsistency in the implementation of the school regulations

- While in most cases the staff members are may seem to demand for payment for each extra activity done, the school administration should not let this deter the good cause. The time and initiative put in by the respective staff members need to be appreciated in one way or the other, for example through official and exclusive recognition of the effort put in by the volunteering staff members.
- The school should make budgetary provisions for the character development initiatives since these are also part of the educational experiences of the young people.
- The school administration has significant contribution to the success of the character development initiative they need to create conditions that nurture positive attitude of the staff members towards getting involved in the character development of students..

Evaluation of the Strategy

Evaluation is part of the strategy, therefore having implemented the above stated action plans, the steering committee should do periodical evaluation of the activities and where necessary do the necessary adjustments. The evaluation should include comparison of the situation before and after the initiative was launched. The evaluation tool shall be designed by the committee.

The committee should be flexible and open to new ideas in as much as possible. In every possible situation the committee should endeavor to document in terms of photos or videos the activities of the staff members and their students. This not only keeps record of activity but also motivates the participants especially if the material is presented in the school magazine or bulletin board. For all the activities and progress registered in this initiative, the steering committee should endeavor to make the rest of the school aware of what is happening.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter gives an overview of the study. It contains my reflection on the process of carrying out the research, the conclusions derived from the findings and finally the recommendations.

Summary

I undertook the study as a way of finding out the possible ways of involving the staff members at BASS in the character development of the students. The preliminaries of the study included a careful study of the Bible, the writings of Ellen G. White and other sources related to the character development of young people with special reference to adolescents. From all these resources the researcher was able to find a reconciled stand on the importance of adults in the character development of the students.

I used the questionnaire as the main research instrument. Two questionnaires were designed by the researcher, one for the staff and the other for the students. Other information necessary for this study was obtained through interviews, observation and the school records.

I established through the staff responses to the questionnaires that they were not only aware of their role in the character development of the students but they were reluctant to get involved due to the lack of motivation, skills, and time to do so. Therefore, I combined the ideas from the books studied and the staff members' responses in the

questionnaire to design a program for their involvement in the character development of the students.

Furthermore, I was able to establish that whereas the school administration expects the staff members to get involved in the character development of the students, it has a significant role to play to make this a reality. In the strategy designed by the researcher, multiple approaches were put into consideration because none is exclusively sufficient for involving the staff members in character.

At the beginning the strategy for involving the staff shall be spear headed by a special committee of staff members. After one year the committee shall review the progress and performance of the staff members, and where need be changes in the program shall be done.

Conclusion

Just as intentional instruction is required for teaching subjects like language, history and mathematics, the staff members should give intentional character guidance to students so that they can develop positive qualities of character that can make them responsible citizens of society. The appeal is to all those involved in work with institutions of learning to attach value to every possible moment to assist the young people make the right decisions.

If every adult today would take time to look back on their teenage years they will always have a special place for that adult who became a friend and took special interest in them. Therefore, in view of the fact that the young people spend much time in school, individual staff members should take initiative and get involved in the character

development of the students. The school should not hesitate to give support for such initiatives.

Recommendations

1. I should undertake to implement the strategy at the school since the need for the staff involvement is evident.
2. This strategy should be given chance to grow by the school administration giving the necessary support. Character development of students should be given equal emphasis by the staff member as a noble educational objective.
3. Basing on the evaluation of the strategy and the lessons derived from it the strategy should be shared with other institutions at the same level of learning who may be facing similar challenges of limited staff involvement.
4. Upon its success the action plans of the strategy should be embedded in the day to day activities of the school.
5. Further study should be made on the impact of staff involvement in character development on the behavior of the students at Bugema Adventist Secondary School.

Appendix A

STAFF QUESTIONNAIRE

STRATEGY FOR THE INVOLVEMENT OF STAFF MEMBERS AT BUGEMA ADVENTIST SECONDARY SCHOOL IN THE CHARACTER DEVELOPMENT OF STUDENTS.

Dear Respondent,

This questionnaire is designed to find out the views of staff members at Bugema Adventist Secondary School about the character development of students at the school. It is one of the sources of information that will be used to design programs that target the character development of students. You are kindly requested to be part of this exercise by completing this questionnaire. Thank You.

Section I: Personal data

Instructions: Tick the appropriate response

Sex:- M F

Age: - (20 – 30), (31- 40), (41 – 50), (51 – 60)

Marital Status: - Single , Married

Number of children: - 1 2 3 4 5 Above 5

Academic Qualification: - Diploma Degree Masters Degree

Department: - Teaching Accounts Chaplaincy

Cafeteria Dormitories Security

Years of Service: - (1- 5), (6 – 10), (11 – 15), above

Instructions: Tick the number that suits your response according to this guideline.

1. Strongly Disagree 2.Disagree 3.Uncertain 4.Agree 5.Strongly Agree

	Staff Involvement in Character Development Programs	SD	D	UN	A	SA
1	I regularly engage in co-curricular activities	1	2	3	4	5
2	School allocates time for co-curricular activities as opportunities for character development.	1	2	3	4	5
3	School administration supports staff initiative in co-curricular activities	1	2	3	4	5
4	The school provides opportunities for community service	1	2	3	4	5

	Staff Perceptions of the Character Development of Students	SD	D	UN	A	SA
1	Every staff member should be involved in the character development to students.	1	2	3	4	5
2	I need training in the shaping of the character of students.	1	2	3	4	5
3	Staff –student relationship determines the behavior of students.	1	2	3	4	5
4	Recognition and rewards for student behavior is a necessary for character development.	1	2	3	4	5
5	School rules and regulations contribute to the character development of students.	1	2	3	4	5

	The Value System of the School	SD	D	UN	A	SA
1	The school makes deliberate effort to communicate its values.	1	2	3	4	5
2	The school makes deliberate effort to communicate its values.	1	2	3	4	5
3	The orientation program for new staff members educates them about the values of the school.	1	2	3	4	5
4	The school has a system of recognition of exemplary staff and students that model the values.	1	2	3	4	5
5	Teaching values is necessary for character development of students					

List any (5) values that should be emphasized in the students learning experience?

What hampers you from getting involved in the character development of students?

What can be done to help you get involved in the character development of students?

Appendix B

STUDENTS' QUESTIONNAIRE

STRATEGY FOR THE INVOLVEMENT OF STAFF MEMBERS AT BUGEMA ADVENTIST SECONDARY SCHOOL IN THE CHARACTER DEVELOPMENT OF STUDENTS

Dear Respondent,

This questionnaire is designed to find out the views of students at Bugema Adventist Secondary School about their character development. It is one of the sources of information that will be used to design programs that target the character development of students. You are kindly requested to be part of this exercise by completing this questionnaire. Thank You.

Section I: Personal data

Instructions: Tick the appropriate response

Sex: M/F

Age: - (13 – 17), (18- 22), (Above 22)

Class: - (S1 – S2), (S3 – S4), (S5 – S6)

Nationality: - Kenyan (), Tanzanian (), Ugandan (), Other ()

Instructions: Tick the number most appropriate to your response

1. Strongly Disagree 2. Disagree 3. Uncertain 4. Agree 5. Strongly Agree

	Perception of Staff involvement in Character Development.	SD	D	UN	A	SA
1	Staff members are involved in co-curricular programs.	1	2	3	4	5
2	Staff members are friendly and approachable by students.	1	2	3	4	5
3	Staff members do as they say	1	2	3	4	5
4	Staff members have influenced the person I am today	1	2	3	4	5

	Students' perception of people who influence their character	SD	D	UN	A	SA
1	Parents	1	2	3	4	5
2	Siblings	1	2	3	4	5
3	Friends	1	2	3	4	5
4	Teachers	1	2	3	4	5

	The Value System of the School	SD	D	UN	A	SA
1	I know the values of my school	1	2	3	4	5
2	The values of the school determine my behavior	1	2	3	4	5
3	The school makes deliberate effort to communicate its values	1	2	3	4	5
4	School program provides opportunity for students to commit to these values	1	2	3	4	5
5	The school has a system of recognition of students who model these values.	1	2	3	4	5

What hampers students from having good values?

Suggest at least five values which the school administration should endeavor to inculcate among students.

Suggest possible ways in which values can be inculcated in students.

Appendix C

INTERVIEW GUIDING QUESTIONS

STRATEGY FOR THE INVOLVEMENT OF STAFF MEMBERS IN THE CHARACTER DEVELOPMENT OF STUDENTS AT BUGEMA ADVENTIST SECONDARY SCHOOL

The staffs who were interviewed for this research were selected by virtue of the responsibilities they hold in the school. These included: the discipline master, the boys' dean, the girls' dean, and the chaplain.

QUESTIONS

1. Kindly share with me your general experience in this department.
2. What are the challenges you are facing in handling students in this department?
3. What are some of the most enjoyable moments in your job?
4. Do you feel that the school administration supports you in your work? If not please explain further.
5. Do you easily get support from the staff members at large when the need arises?
6. Give your opinion on how staff members can get involved in the character development of the students

Appendix D

**BUGEMA ADVENTIST SECONDARY
SCHOOL DAILY PROGRAM
‘O’ LEVEL STUDENTS PROGRAM**

DAY	ACTIVITY	TIME
MONDAY-THURSDAY	REGULAR CLASSES	6.00-3.20pm
FRIDAY	“	6.00am-1.00pm
MONDAY-FRIDAY	BREAKFAST	7.20am-7.55am
MONDAY-FRIDAY	LUNCH	1.00pm-1.50pm
MONDAY-FRIDAY	OPTIONAL ACTIVITIES	3.30pm-5.15pm

‘A’ LEVEL STUDENTS DAILY ACTIVITIES

DAY	ACTIVITY	Time
MONDAY-THURSDAY	REGULAR CLASSES	5.00am-4.00pm
FRIDAY		5.00am-1.00pm
MONDAY-FRIDAY	BREAKFAST	6.30am-6.50am
MONDAY-FRIDAY	LUNCH	12.30pm-1.50pm

COMBINED ‘O’ AND ‘A’ LEVEL SCHOOL ACTIVITIES

DAY	ACTIVITY	TIME
MONDAY	SCHOOL ASSEMBLY	4.00-5.30pm
SUNDAY-SATURDAY	SUPPER TIME	5.30-6.20pm
SUNDAY +THURSDAY	EVENING WORSHIP	6.30-7.00pm
SUNDAY- THURSDAY	PREP TIME	7.15pm-9.45pm

BASS WEEKEND ACTIVITIES

DAY	ACTIVITIES	TIME
SABBATH	WORSHIP	8.30am-12noon
“	YOUTH PROGRAM	3.00pm-4.30pm
“	STUDY TIME/ENTERTAINMENT	7.00pm-10.00pm
SUNDAY	STUDY TIME	9.00am-12.00noon

WEEKLY SCHOOL PROGRAMS	
1	WORK EDUCATION ACCORDING TO CLASS
2	DORMITORY MEETINGS ON TUESDAYS
3	CLASS MEETINGS

ANNUAL SCHOOL PROGRAMS	
1	INTER CLASS DRAMA COMPETITION.
2	INTER HOUSE SPORTS COMPETITION.

**REGISTERED CO- CURRICULAR ACTIVITIES IN THE SCHOOL BY APRIL
2009**

CLUB	ACTIVITIES	No. STUDENTS	No. STAFF
Pan Africa Club	Debates	112	2
Pathfinder Club	Social skills	60	2
Amorites Club	Spiritual Outreach	76	5
Youth Against AIDS	Lifestyle Issues	40	2
Drama	Drama	52	2
Writers	Free style writing	32	1

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