CHARACTER EDUCATION IN SCHOOLS – A FOLLOW-UP STUDY

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Executive Summary

A questionnaire was designed in 2004 to capture the effects of implementing character education on New Zealand institutions. A similar questionnaire was sent out in 2007 as a follow-up study to the initial analysis. There were no significant differences in the demographics of the respondents between the two study periods and the key findings are as follows:

The majority of institutions implementing character education are primary schools. The average number of teaching staff for schools with character education is 13 and the average number of students ranges from 245 (2007) and 278 (2004).

With a good spread of decile rates and an average decile rating in both study periods of 5, the decile classification of a school does not appear to influence or be an impediment to the adoption of character education.

There are now a number of schools who have had the experience of character education for more than 4 years.

The key approaches to character education remain as being:
- Definitions of core values are provided and taught
- There is a focus on one core value per term
- There are school and class displays on core values
- The core values are featured in the school assembly
- The staff is supported by appropriate training and resources
- The core values being taught are communicated to parents

In comparison to the study in 2004, however, there was a decline in 2007 in the following approaches to character education:
- Character education has the support of parents
- Hard data on incidents of unacceptable behaviour is recorded

An interesting trend is the increased emphasis on the use of the disciplinary process to support core values. The lowest emphasis (in both the initial and follow-up analysis) is placed on "A Board of Trustees policy supports character education".

Instigation and continuation of character education is still primarily dependent on the principal of the school (81-86%), followed by staff members (14-31%).

Relationships between staff and students, and between students, were perceived to have seen a positive improvement as an effect of character education, but not necessarily between the principal and staff, and the school and parents.

Positive effects were noted in both studies in overall student behaviour and playground behaviour.

The use of cornerstone values was seen to make a positive improvement on discipline particularly in regard to discipline within the school and on the number of stand-downs.

A majority of schools noticed that having cornerstone values has resulted in a decline in vandalism by 60–75 percent. The biggest changes have been in terms of there being less graffiti, less destruction of property, and students being more aware and having a greater respect for property.

In regard to student attendance, in neither study were notable improvements observed.

There was agreement in both study periods that cornerstone values had a positive effect on the school being perceived as a caring community.

Character education was seen to yield no improvements on: staff turnover, retention of good staff or increased staff stability. It did, however, have a positive effect on staff morale.

In both studies no notable improvement had been observed in enrolments, however, positive comments in ERO reports were directly attributed to the character education programme and a decline in the need for specialist services was commented on.

To the question, "How would you rate the impact of character education on the school?", for the study conducted in 2007, 48% of the schools have seen a 'significant' effect with the implementation of character education. While the general opinion in the 2004 study was that character education had a 'highly significant' effect on the schools.

Schools have identified that the presence of character education in the curriculum has improved relationships between staff and students and, as a result of this, the overall school culture can now be focused on learning rather than on behavioural issues.

In 2007, almost 75% of the schools (compared to ~50% in 2004) consider that the implementation of character education has shown a 'significant to quite significant' effect on the easier management of the school, where the general comment is that there is more co-operation between staff and students, and that the whole school works as one team.

Schools also noticed a 'significant' improvement in teaching effectiveness since the implementation of character education.

In 2007, an additional question was included in order to capture parental responses. The comments made in the survey suggest that parents/caregivers intrinsically believe in values and are very supportive of the programme.

To conclude comparatively, the presence of character education has enhanced the overall qualities within the schools, and there is no evidence of a difference in the effect of character education between the two studies (initial versus follow-up).

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Introduction

Character Education has been a topical subject in North America while in New Zealand it has a relatively recent history. In the last five years an increasing number of schools, now more than 30, have worked with the New Zealand Foundation for Character Education in order to utilise their resources, guidelines and activities to implement Character Education in their institutions. With this considerable commitment and effort a logical question has to be regarding the effectiveness of these programmes. To gain some insight into the questions, a survey was undertaken in 2004, with 31 schools participating and, as part of a longitudinal study, the survey was replicated in 2007 with 34 schools. Essentially, the research questions are as follows:

1   Is there any relationship between the size of a school, its decile classification, and the adoption of Character Education?

2   What dimensions and activities constitute Character Education?

3   Who are the primary motivators for instigation and continuation of Character Education, that is, parents, Boards of Trustees, staff members, principals?

4   What are the perceived outcomes of the Character Education programme in respect to such factors as, for example, relationships, student behaviour, discipline, vandalism, attendance, enrolments, staffing, ERO Reports?

5   Focusing on student behaviour, are there perceived changes in playground behaviour and overall behaviour?

6   Focusing on staffing, are there any perceived changes in staff stability, turnover, morale and the retention of good teachers?

7   What has been the impact of Character Education on schools in relation to the management of the school, effectiveness, teaching and learning, for example?

Utilising a data collection effort that obtained both qualitative and quantitative information via a questionnaire, a survey was sent to currently participating Character Education programme schools (please note the survey was not anonymous; the schools that did not respond were able to be identified) with some intriguing results that   are   discussed   in   subsequent   sections   of   this   report.

Methodology

A questionnaire[1] was designed and administered in 2004 in order to capture the motivations and subsequent effects of implementing character education on New Zealand institutions. In order to assess whether there was any movement in these findings following adoption of the character education programme by new schools, a similar questionnaire was sent out in 2007 as a follow-up study to the initial analysis. The latter was conducted anonymously and was sent to schools representative of the country in terms of geographic location. The study, therefore, focused on obtaining information from institutions that participated in the 2004 survey as well as from those that had made significant use of cornerstone values resources since 2004.

The questions were divided into three parts in terms of data capture. The first questions related to the demographics of the institution such as the type of school, the number of students and staff etc. The next set of questions was designed to identify the details of their approach to character education and who the key motivators of this process were. The remaining questions were strictly based on the delivery methods and effects of character education at each school.

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[1] Questionnaire attached at the back of report

Data Analysis

The emphasis of this analysis is on investigating the perceptions of school principals associated with the introduction of character education in their institutions. The data from the follow-up study is comprised of both qualitative and quantitative responses and, thus, a range of statistical software has been utilised in order to establish the outcome of this study.

The present study resulted in an 85 percent response rate and the flowchart below illustrates this breakdown of response rates by type of institution. It is also of great interest to perform a comparative analysis between the initial 2004 survey and that of the 2007 follow-up study.

Response Rate Breakdown

Initial Analysis **(2004)** 26/31 = 84%				Follow-up Analysis **(2007)** 29/34 = 85%			
Primary 88%	Secondary 4%	Independent 0%	Other 8%	Primary 86%	Secondary 7%	Independent 3%	Other 3%
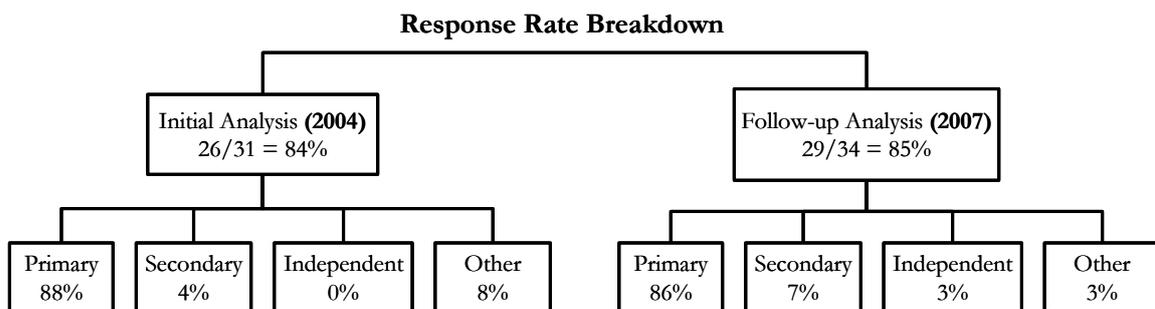
From the flowchart above, it can be seen that the response rates between the two analyses are practically identical, and that the majority of institutions implementing character education are primary schools. Additionally, 15 of the institutions that participated in the initial study also participated in the follow-up study.

Section A: Information about the Schools

This section presents the institutions' demographic information and the following boxplots provide an excellent visual summary of many important aspects of the distribution of the data. More importantly, boxplots are useful in this case since we are comparing the two groups (initial versus follow-up analysis).
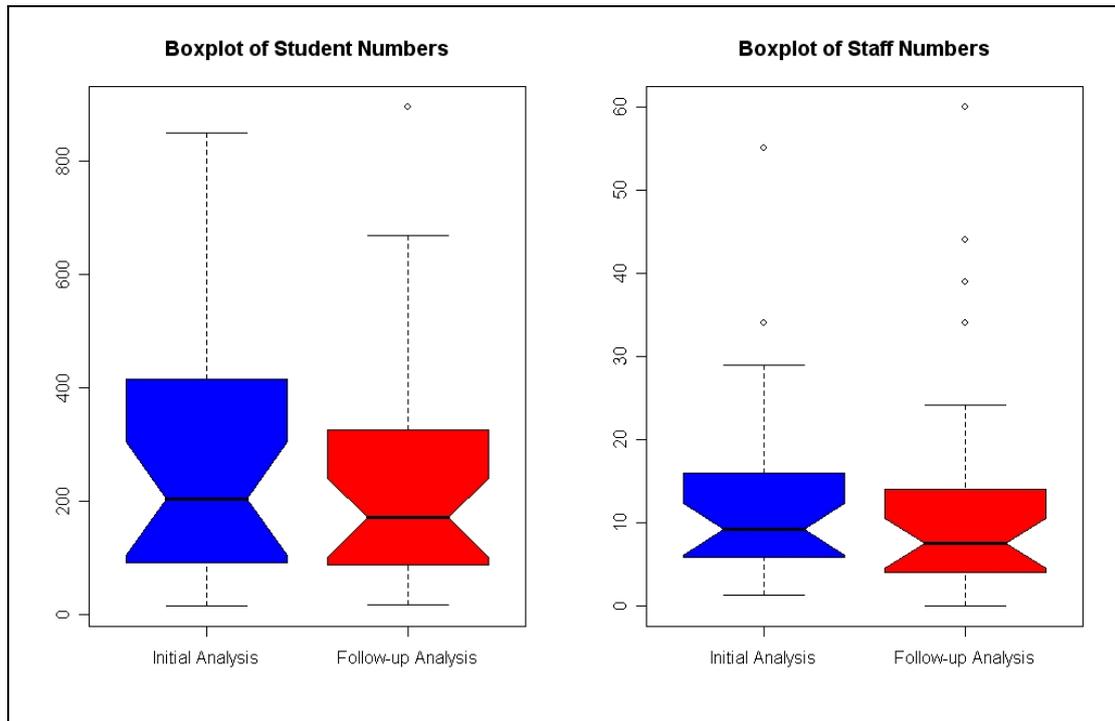
Figure 1: Boxplot of student and staff numbers

Figure 1 indicates that schools from the initial analysis had more students and staff than those from the follow-up study; it is also noteworthy to mention that one institution in the follow-up study had a very large number of students and is indicated as an outlier. These two sets of boxplots are naturally somewhat dependent on each other as the Ministry of Education allocates the number of teachers to reflect the student numbers in the school, that is, the larger the school, the higher the number of staff members. Furthermore, it can be seen that the notches of these boxplots do overlap; hence there is no evidence that the median from the initial analysis differs to that of the follow-up analysis in either student or staff numbers. From Table 1: Summary of Section A – demographics of the institutions, it can be seen that the average number of teaching staff was slightly lower in 2007 (13.08) than in the 2004 study.(13.11) However, the average number of students was slightly lower in 2007 (244.45) than in 2004 (277.85). Table 1 below provides an overall summary of Section A and it is evident that there are no significant differences between the two study periods.

Table 1: Summary of Section A – demographics of the institutions

	Initial Study (2004)	Follow-up Study (2007)
N	31	34
n	26	29
Response Rate	84%	85%
Average Number of Students (Roll)	277.85	244.45
Average Number of Teaching Staff (FTTE)	13.11	13.08
Average Ministry of Education Decile Classification	5.38	5.28

A school's decile[2] classification is a measure of socio-economic deprivation, and indicates the extent to which a school draws its students from low socio-economic communities. For the purpose of explaining the graph below (Figure 2), decile 1 indicates high deprivation (low socio-economic communities), and decile 10 indicates low deprivation (high socio-economic communities); the average decile rating in both study periods is 5, hence we have a good mix incorporating institutions from both ends of the spectrum. Additionally, the analysis conducted concludes that there is no evidence of a difference in the decile ratings between 2004 and 2007.

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[2] Ministry of Education, *How the decile is calculated,*
http://www.minedu.govt.nz/index.cfm?layout=document&documentid=7697&data=1

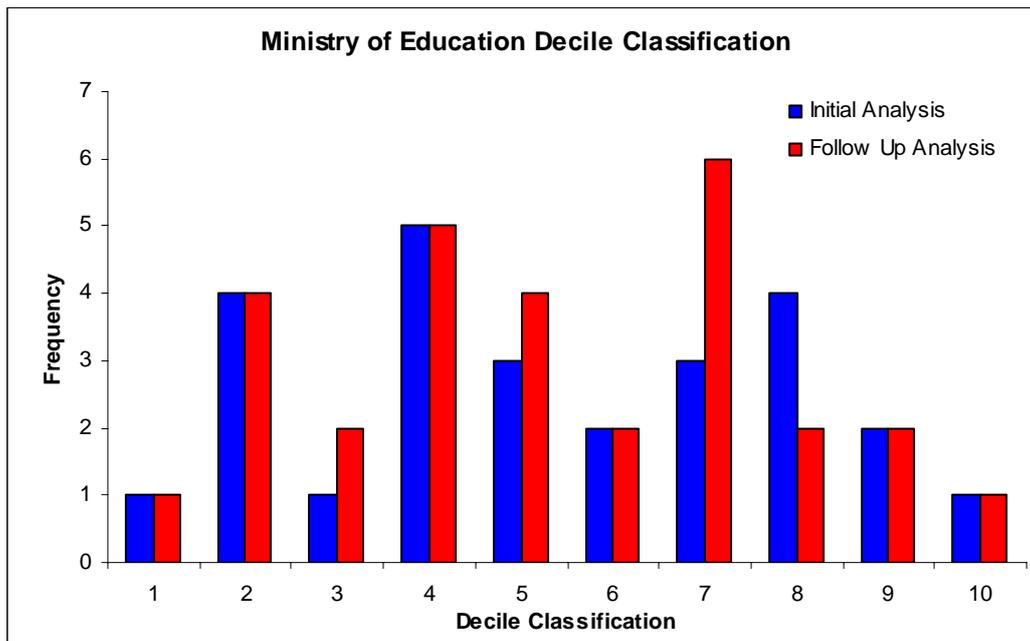**Ministry of Education Decile Classification**

Figure 2: The number of institutions within each decile

Section B: Duration of Implementation of Character Education

The graph below (Figure 3) indicates that in the initial analysis period (2004), the linear trend is sloping downward as the majority of schools had just begun to incorporate character education into their curriculum, hence there was a larger number of schools on the left of the graph indicating the duration of character education to have been within the first couple of years. The upward linear trend for the 2007 study suggests that a number of institutions have kept character education in their curriculum, hence there is a larger number of schools on the right hand side of the graph which depicts the presence of character education for more than 4 years.
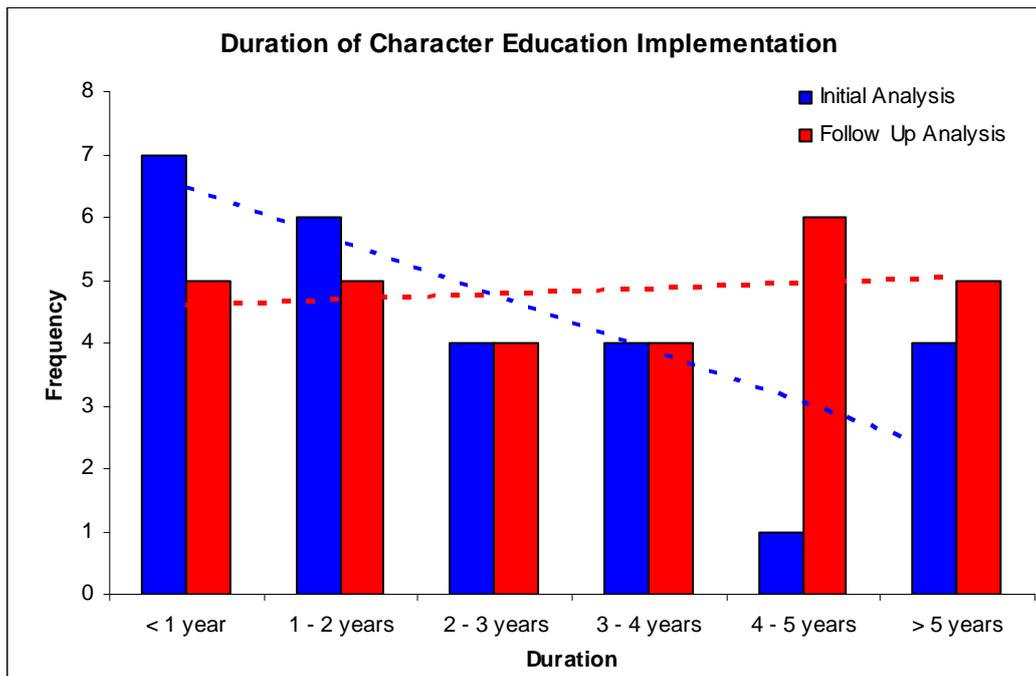
Figure 3: A count for the duration of character education in an institute's curriculum

Section C: Detail of Approach to Character Education

In comparing the initial study to the follow-up study, there is no evidence of any differences in the institutions' approach to character education. We can see from figure 4 that these characteristics lie in the range of 85–100%, which is indicative of an institution's perception of what is important to character education, with the key approaches being:

- Definitions of core values are provided and taught
- There is a focus on one core value per term
- There are school and class displays on core values
- The core values are featured in the school assembly
- The staff is supported by appropriate training and resources
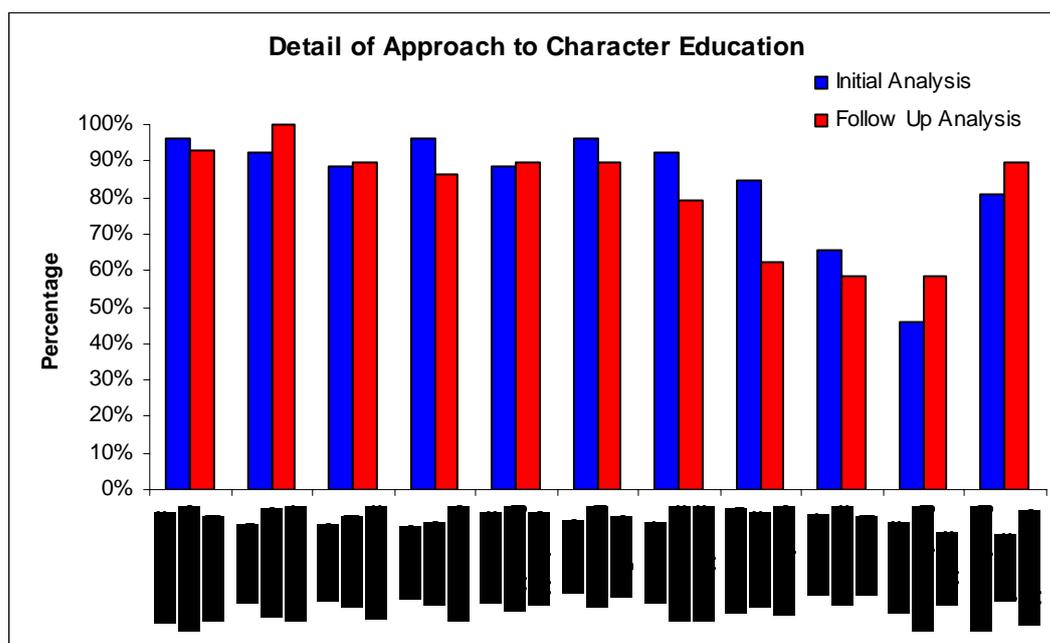- The core values being taught are communicated to parents

Figure 4: An institution's approach to character education

It is interesting to note that in comparison to the study in 2004, the study in 2007 shows a decline in the following approaches to character education:

- Character education has the support of parents
- Hard data on incidents of unacceptable behaviour is recorded

A further interesting trend is the more recent increased emphasis on the use of the disciplinary process to support core values. The lowest emphasis (in both the initial and follow-up analysis) is placed on "A Board of Trustees policy supports character education".

Section D: Motivation for Character Education

The instigation and continuation of character education is still primarily the principal of the school (81-86%), followed by staff members (14-31%). Within both time periods, the 'other' category which corresponds to assistant principal, deputy principal, and senior management, were also classified as being main motivators for the instigation and continuation of character education in institutions.

Section E - N: Effects of Character Education: Relationships – Specialist Services

For the purpose of analysing a score sheet (table 2) has been created which summarises the institutes' overall perceptions of the effects of character education (1 = a positive effect/improvement; 0 = no improvement/about the same).

Table 2: Score sheet

	Initial Study (2004)	**Follow-up Study (2007)**
E. Relationships		
▪ Between principal & staff	1	0
▪ Between staff & students	1	1
▪ Between students	Neutral	1
▪ Between school & parents	Neutral	0
Total Score	*2*	*2*
F. Student behaviour		
▪ Overall student behaviour	1	1
▪ Playground behaviour	1	1
Total Score	*2*	*2*
G. Discipline		
▪ Within the school	1	1
▪ Influence on school	n/a	1
▪ Effect on stand-downs	1	1
Total Score	*2*	*3*
H: Vandalism	**1**	**1**
I: Student attendance	**0**	**0**
J: The school as a caring community	**1**	**1**
K: Staff stability		
▪ Impact	0	0
▪ Reduction in staff turnover	0	0
▪ Improving staff morale	1	1
▪ Retaining good staff	0	0
Total Score	*1*	*1*
L: Enrolments	**0**	**0**
M: ERO reports	**1**	**1**
N: Use of specialist services	**1**	**1**

This score sheet is a method of condensing multiple response categories into a bi-variate response. Take, for example, section E which has 3 possible responses to each question – 'improved', 'about the same', and 'no improvement' – the latter 2 categories are combined and a score is given. A score of 1 suggests a positive effect (improved) if the data captures over 50% of the responses, otherwise a score of 0 conforming to a negative effect (no improvement + about the same) is given. A neutral effect is when the responses are evenly split.

Comparatively, the presence of character education has enhanced the overall qualities within the schools, however, there is no evidence of a difference in the effect of character education between the two studies (initial vs. follow-up).

To support these findings, there were a number of qualitative questions allowing for a general consensus to be established in terms of describing the effect of implementing character education at the school, and each of these points is addressed below.

Relationships between staff and students and between students were perceived to have seen a positive improvement as an effect of character (but not necessarily between the principal and staff and the school and the parents). Evidence of an improvement in relationships was because there is more:

- Mutual respect and understanding
- Honest and open communication
- Trust and positivity
- Clearer expectations
- Awareness of others
- Parents' willingness to support the values being taught

Positive effects were noted in both studies in overall student behaviour and playground behaviour. Playground and student behaviour indicates improvement through:

- Fewer incidents (both verbal and physical)

- Fewer suspensions/expulsions
- School culture is more developed
- Identifying both positive and negative aspects of behaviour, and relating them to the cornerstone values
- Increased interaction and communication between students, parents and the school

In relation to the current study, a number of other observations can be noted regarding the use of cornerstone values and the positive effect on discipline, particularly in regard to discipline within the school and effect on stand-downs. In terms of discipline, the cornerstone values provide a clear definition of goals, expectations and behaviour, hence there is more structure and consistency in dealing with any situations that arise. Additionally, character education has influenced schools' disciplinary policies by making students take responsibility for their actions, and relating the consequences of those actions back to the values principles.

A majority of schools noticed that having cornerstone values has resulted in a decline in vandalism by 60–75 percent. The biggest changes have been in terms of there being less graffiti, less destruction of property, and students being more aware and having a greater respect for property. In regard to student attendance, in both studies no notable improvement was observed. However, there was agreement in both study periods that cornerstone values had a positive effect on the school being perceived as a caring community.

Character education was seen to yield no improvements on: staff turnover, retaining good staff or impacting on staff stability. It did, however, have a positive effect on staff morale. It appears that character education improves staff morale by creating a sense of structure which allows for a positive environment in which the school encourages and supports the cornerstone values, and where the focus for a teacher is on teaching and learning, as opposed to behavioural issues.

In both studies no notable improvement had been observed in enrolments, however, positive comments in ERO reports were directly attributed to the character education programme and a decline in the need for specialist services was commented on. In the current study, the feedback obtained from ERO reports on a school's approach to character education included:

- "… strong parental and community support. Calm and friendly atmosphere where staff and students work together"
- "… staff spend minimal time on behaviour issues and more on teaching"
- "Positive, respectful relationships between teachers and students, and amongst students themselves, are a feature of the school's learning culture …"
- "The school's values programme is a significant contributor to the safe emotional environment for students …"
- "… reflecting the values is a key part of everyday school life"

The general consensus is that the integration of cornerstone values has resulted in a decline in the need for specialist services as the focus is now primarily on students' learning rather than behaviour management.

Section O: Impact of Character Education

The following tables relate to the impact that character education has had on the school. At a glance, it is noticeable that there seem to be differing opinions between the initial and follow-up analyses, but statistical analysis provides no evidence for a difference in the results of the two groups.

For the study conducted in 2007, table 3 shows that (48%) of the schools have seen a 'significant' effect with the implementation of character education, whereas the general opinion in the 2004 study was that character education had a 'highly significant' effect on the schools. Of importance is that schools have identified that the presence of character education in the curriculum has improved relationships between staff and students and, as a result of this, the overall school culture can now be focused on learning rather than on behavioural issues.

Table 3: Impact of character education

How would you rate the impact of character education on the school?	Highly significant (n, %)	Quite significant (n, %)	Significant (n, %)	Of little significance (n, %)	Not significant (n, %)
Initial Analysis	12, 46	5, 19	8, 31	1, 4	0
Follow Up Analysis	6, 21	9, 31	14, 48	0	0

It can be seen that in the most recent study, almost 75 percent (table 4) of the schools (compared to ~50% in 2004) consider that the implementation of character education has shown a 'significant – quite significant' effect in the easier management of the school, where the general comment is that there is more co-operation between staff and students, and that the whole school works as one team.

Table 4: Management of the school

Do you consider that the management of the school has become easier since the implementation of character education?	Highly significant (n, %)	Quite significant (n, %)	Significant (n, %)	Of little significance (n, %)	Not significant (n, %)
Initial Analysis	4, 15	6, 23	8, 31	4, 15	4, 15
Follow Up Analysis	1, 3	9, 31	12, 41	5, 17	0

Table 5 shows that approximately 50 percent of the schools noticed a 'significant' improvement in teaching effectiveness since the implementation of character education, where the consensus is that better behaviour allows for more focussed teaching, and that students appear to show more responsibility to learn and to incorporate the cornerstone values into most aspects of planning and learning.

Table 5: Improvement in teaching effectiveness

Do you consider that there has been an improvement in the effectiveness of teaching and learning since the implementation of character education?	Highly significant (n, %)	Quite significant (n, %)	Significant (n, %)	Of little significance (n, %)	Not significant (n, %)
Initial Analysis	3, 12	6, 23	11, 42	5, 19	1, 4
Follow Up Analysis	0	8, 28	14, 48	4, 14	0

Section P: Parental/Caregiver Response to Character Education

In 2007, an additional question was included in the study in order to capture parental responses (table 6) to the implementation of character education. This resulted in an approximate 30 percent distribution between the categories 'highly significant', 'quite

significant', and 'significant'. The comments suggest that parents/caregivers intrinsically believe in values and are very supportive of the programme.

Table 6: Support from parents

Do you consider that parents/caregivers have been supportive of the implementation of character education?	Highly significant (n, %)	Quite significant (n, %)	Significant (n, %)	Of little significance (n, %)	Not significant (n, %)
Initial Analysis	n/a	n/a	n/a	n/a	n/a
Follow Up Analysis	10, 34	8, 28	9, 31	2, 7	0

Conclusions

The preceding discussion reports on the findings from the recent 2007 Character Education study and also provides a comparative analysis with the 2004 study. Interestingly, the first observation is that there are remarkable similarities between the two studies, with similar response rates in the region of 84 and 85%, and with a similar breakdown of primary/secondary/independent schools and others. Admittedly, there was a small increase in the number of secondary schools, however, given the sample size this was not deemed to be notable. From the data, the majority of institutions implementing character education appear to be primary schools which is encouraging, as the earlier one is able to expose children to values education the better the likelihood of increasing their ongoing experience with applying these values.

In very general terms, the more common size of the schools that have utilised the Cornerstone Character Education Programme, are schools of an average of approximately 250 students. The analysis does reveal a slight bias towards the adoption by small schools and a tentative comment is, therefore, that given the competing demands of running a large school, it is not surprising that one is more likely to see the introduction of character education programmes in smaller schools. A laudable finding from both the 2004 and the 2007 studies was that the average decile rating in both study periods was 5. There appears to be a good mix of institutions across the decile spectrum that have willingly adopted character education, an encouraging finding which suggests that values education is of interest throughout the community, irrespective of socio-economic profiles.

It is pleasing to note that those schools which implemented character education in the early days of its development, have continued to utilise the resources. As a consequence, the data demonstrated that there are some institutions that have been implementing character education for four years or more. The methodologies used to implement character education appear to be evenly utilised and primarily encompass the provision of definitions of core values, the focus on one core value per term, the use of school and class displays, and the support of core values by staff and parents.

In 2007, a slight decline has been noted in the use of "support by parents" and the recording of hard data on incidents of acceptable behaviour, however, this is balanced with an increasing trend in the use of disciplinary processes to support core values.

An area worth further exploration and work is in regard to the emphasis placed on the Board of Trustees' policies supporting character education. If one is of the belief that strategy is formed from the board level, then buy-in at the highest level is imperative for the long-term success of character education programmes. The most likely person to instigate character education in an institution is still predominantly the principal, followed by staff members.

Consistent with the 2004 study, a number of positive effects have been identified following the introduction of the Cornerstone Character Education programme particularly in regard to relationships between staff and students, overall student behaviour, discipline within the school, vandalism, the development of the school as a caring community, the improvement of staff morale, positive ERO reports and minimising the use of specialist services.

Relatively little impact was seen on improvements in the relationship between school and parents, student attendance, impact on staff, reduction in turnover and increased enrolments. In regard to the latter, researchers had formerly hypothesised that having a character education programme would be attractive to parents and thus increase enrolments. This does not, however, appear to be the case.

Of further support for the positive impact following the introduction and continuation of character education, were the qualitative statements made in regard to relationships between principals, staff and students, and parents. The relationships were characterised by more mutual respect, open communication, trust and awareness of others. In regard to the improvement in overall student behaviour, the principals noted fewer suspensions, fewer incidents, both verbal and physical, as well as the ability to identify both positive and negative aspects of behaviour and relate them to the cornerstone values.

In regard to discipline, it has already been noted that there is an increasing trend towards the use of disciplinary processes to support core values. The cornerstone values have been seen as an aid in this regard, with the values providing a clear definition of goals, expectations and behaviours and, as a consequence, there was a more structured identification of problems and consistency in dealing with situations that arose. The further and more encouraging step of having students take responsibility for their actions, and relating the consequence of those actions back to the values, is a hallmark of increasing moral development. While it is recognised that vandalism is often the result of those external to the school, the majority of institutions in the study noted a decline in vandalism by 60-75%, particularly in regard to graffiti, the destruction of property and the more positive dimensions of greater respect for property.

While not impacting on the reduction of staff turnover or staff retention, those schools who participated in both study periods did note an improvement in staff morale which has resulted primarily from creating a sense of structure. As a consequence, the instructor is able to focus on teaching and learning as opposed to dealing with behavioural issues.

Positive comments have been noted in ERO reports and the general consensus in the follow-up study is that the use of cornerstone values has resulted in a decrease in the need for specialist services. It was noted in both studies, but increasingly in the 2007 results, that the participants in the study considered that the implementation of character education had shown a significant, or quite significant, effect on the management of the school with more cohesion and co-operation between staff and students. Also noted was a significant improvement in teaching effectiveness.

The final comment is made in regard to parents and caregivers, with respondents to the questionnaire noting that parents and caregivers have been significantly supportive of the implementation of character education. The results are, indeed, encouraging for character education where it is noted that for those organisations that have taken the

time and effort to introduce character education, values and practices, the benefits for students, teachers, parents and the school are positive, particularly in regard to student behaviour.

Survey of the Effects of the Implementation of Character Education
on New Zealand Schools and Colleges
2007

The New Zealand Foundation for Character Education Inc. is interested in the effects that the implementation of character education has had on New Zealand schools and colleges.

This questionnaire, which is to be completed by the principal, is designed to collect data that will enable an assessment of the outcomes of character education to be made.

As you will appreciate, there is relatively little quantitative and qualitative data on the impact of character education and we are endeavouring to address that deficit.

The survey is a follow-up to a similar study undertaken in October 2004 and your participation will enable us not only to look at current circumstances but to facilitate some comparisons.

Please answer the questions based on your experience in your school or college.

Please indicate your response by either ticking the appropriate box or "circling" a selected ranking numeral.

Where appropriate, make your responses to open questions as specific as possible.

It would be appreciated if your completed questionnaire could be emailed to john.heenan@cornerstonevalues.org by xxxxxxxxxxxxx.

QUESTIONNAIRE

A.   Information about your school / college

Type: Primary ☐   Secondary ☐   Independent ☐

Roll:

Number of teaching staff (FTE):

Ministry of Education decile classification:

B.   Length of character education implementation

1. How long is it since the implementation of character education in your school/ college?

Less than one year ☐   One - two years ☐   Two - three years ☐

Three - four years ☐   Four - five years ☐   More than five years ☐

C. Detail of approach to character education

2. Which of the following are included in your school's or college's approach to character education? You may tick more than one.

Definitions of core values are provided and taught ☐

There is a focus on one core value per term ☐

There are school and class displays on core values ☐

The core values are featured in the school assembly ☐

The staff is supported by appropriate resources and training ☐

The core values being taught are communicated to parents ☐

Character education has the support of parents ☐

Hard data on incidents of unacceptable behaviour are recorded ☐

Character education is evaluated ☐

A Board of Trustees policy supports character education ☐

The disciplinary process supports the core values ☐

Please list other strategies used in your school / college.

D. Motivation for character education

3. Who instigated the implementation of character education in your school or college?

Please only tick one.

Principal ☐   Board of Trustees ☐   Parents ☐

Staff member ☐   Other ☐ (Please indicate)

4. Who provides the main motivation for the continuation of character education in the school or college? Please only tick one.

Principal ☐   Board of Trustees ☐   Parents ☐

Staff member ☐   Other ☐ (Please indicate)

E. **Relationships**

For the purposes of this questionnaire, relationship is defined as mutual respect, trust and openness.

5. Do you consider that the relationship **between the principal and the staff** has improved since the implementation of character education?

Improved ☐   About the same ☐   No improvement ☐

6. What aspect of the relationship has changed?

7. Do you consider that the relationship **between the staff and students** has improved since the implementation of character education?

Improved ☐   About the same ☐   No improvement ☐

8. What aspects of the relationship have changed?

9. Do you consider that the relationship **between students** has improved since the implementation of character education?

Improved ☐   About the same ☐   No improvement ☐

10. What aspects of the relationship have changed?

11. Do you consider that the relationship **between the school/college and parents** has improved since the implementation of character education?

Improved ☐   About the same ☐   No improvement ☐

12. What aspects of the relationship have changed?

F. **Student behaviour**

For the purposes of this questionnaire, behaviour is defined as conduct that conforms with the core values taught in the school / college.

13. Do you consider that student behaviour has improved since the implementation of character education?

Improved ☐   About the same ☐   No improvement ☐

14. What tangible evidence have you that student behaviour has changed?

15. Do you consider that playground behaviour has improved since the implementation of character education?

Improved ☐ No change ☐ No improvement ☐

16. What tangible evidence have you that playground behaviour has changed?

G. Discipline

17. Do you consider that the discipline within the school/college has improved since the implementation of character education?

Improved ☐ About the same ☐ No improvement ☐

18. What aspect of discipline has changed?

19. Has character education influenced the school's/college's discipline policy and procedures?

Yes ☐ No change ☐ No ☐

If you have answered "Yes" to Question 19, in what way has character education influenced the school's/college's discipline policy and procedures?

20. What has been the effect on the number of stand-downs, suspensions and expulsions?

A decrease ☐ No change ☐ An increase ☐

21. What aspect of the suspension process, if any, has changed?

H. Vandalism

22. What impact has character education had on vandalism within the school by students of the school/college?

Less vandalism ☐ No change ☐ More vandalism ☐

23. If there has been less vandalism, by approximately what percentage has the school vandalism decreased?

24. In what type of vandalism has there been most change?

I.   Student attendance

25. What impact has character education had on student attendance?

   Improved ☐   No change ☐   More absenteeism ☐

26. In what areas have you noticed the most improvement?

J.   The school as a caring community

27. Do you consider that the school has become a more caring community since the implementation of character education?

   Yes ☐   No change ☐   No ☐

28. In what areas have you noticed change?

K.   Staff stability

29. Do you consider that the implementation of character education has had an impact on staff stability?

   Yes ☐   No ☐

30. Do you consider that the implementation of character education has reduced staff turnover?

   Yes ☐   No ☐

31. Do you consider that the implementation of character education has had an impact on improving staff morale?

   Yes ☐   No ☐

32. What aspects of staff stability have you noticed change?

33. Have you any evidence that character education attracts and retains good teachers?

   Yes ☐   No ☐

   If "Yes", in what areas have there been changes?

L.   Enrolments

34. As a result of character education, have enrolments at the school been affected?

   Yes ☐   No ☐

   If you have answered "Yes" to Question 34, in what way have enrolments been affected?

M.   ERO Reports

35. Did the most recent ERO Report comment on your school's / college's approach to character education?

   Yes ☐   No ☐

36. If "Yes", what aspects of character education did ERO comment on?

N.   Use of specialist services and agencies

37. What effect has the implementation of character education had on your school's / college's use of special education services or external agencies to support behaviour management?

   Use has decreased ☐   No change in use ☐   Use has increased ☐

38. In regard to special education services, in what areas have you noticed the most change?

39. If these changes have impacted on the school's / college's budget, what approximate financial change has there been?

O.   Impact of character education

40.   On a scale of 1 to 5, where 1 is highly significant and 5 is not significant, how would you rate the overall impact of character education on your school or college? Circle one response.

Highly Significant	Very Significant	Significant	Of Little Significance	Not Significant
1	2	3	4	5

41.   In what areas have you noticed a change?

42.   On a scale of 1 to 5, where 1 is highly significant and 5 is not significant, do you consider that the management of the school or college has become easier since the implementation of character education? Circle one response.

Highly Significant	Very Significant	Significant	Of Little Significance	Not Significant
1	2	3	4	5

43.   What aspects of the management of the school have become easier?

44.   On a scale of 1 to 5, where 1 is highly significant and 5 is not significant, do you consider that there has been an improvement in the effectiveness of teaching and learning since the implementation of character education? Circle one response.

Highly Significant	Very Significant	Significant	Of Little Significance	Not Significant
1	2	3	4	5

45.   What aspects of teaching and learning have changed most?

P.   Parental/caregiver response to character education

46.   On a scale of 1 to 5, where 1 is highly supportive and 5 is not supportive, do you consider that parents/caregivers have been supportive of the implementation of character education? Circle one response.

Highly Supportive	Very Supportive	Supportive	Of Little Support	Not Supportive
1	2	3	4	5

47.   In what ways have parents/caregivers shown their support?

Thank you for taking the time to complete this questionnaire.
When the questionnaire has been analysed you will receive a copy of the report.