HONESTY IN MIDDLE CHILDHOOD

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By

NADIA HANNA FARAH

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BIOGRAPHICAL SKETCH

The writer was born in Tripoli, Lebanon, where she began her elementary and part of her secondary education at a French school. After completing her high school education in the American School for Girls, Beirut, Lebanon, she had four years at the Beirut College for Women, during which time she fulfilled the requirements for the degree of "Bachelor of Arts" with a major in Education Psychology.
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CHAPTER I

INTRODUCTION

The present investigation attempts to study one phase of character education, honesty in the classroom. Many schools in Lebanon are likely to be quite concerned about the curriculum, what to teach in reading and writing, maximizing the value of subject matter and perhaps minimizing that of character education. The advantages of having a bright person read and write well at the expense of honesty are very limited. That is why it is thought that the school is as important as the home in helping children form honest attitudes. It is true that the character formation of every individual begins at home but is developed and modified by the school; the school is important in modifying children's behavior particularly with respect to two factors: First, children spend a good part of their time in school. Second, they get in contact with different people and face different situations. The kind of education children get in school has a definite bearing upon their behavior.

It appears that some college students fail to have a good understanding about honesty. The writer recollects an incident that happened with a class in its third year of
college education. The investigator happens to have been a member of that class. While the class was writing an examination, the teacher stepped out of the classroom saying "You and your honesty". Some of the students cheated; the others, had no negative reactions towards this kind of behavior. The writer's interest in investigating "honesty in the classroom" was highly stimulated by the incident just mentioned. In the writer's opinion being honest with oneself and with others is a prerequisite to living happily. The earlier an individual gets oriented in the direction towards honesty, the better it is in terms of life-long goals.

Character is of basic importance in any activity that took place, is taking place, and will take place. That's why the prestige of any nation depends upon the character of its citizens.

Character was defined as: "The sum total of a person's attitudes both inherited and learned". Character is extremely important in life because it is the organization of the whole self. Character education is important
for all age groups; it is always in the process of being made. The meaning of the word "character" connotes ideas of ethics, and morals, such as citizenship, ideals and values, honesty and many others. It was thought that Rome fell not because of its economics, nor its politics nor its attacks, but because of the degeneration in the character of its people. That is why character must always be thought of as a very important factor in the shaping of personality and in the success of a democratic nation. (1)

Tead defines character as "A kind of continuing overall qualitative response in action to all the situations with which the individual is confronted."
Character includes sincerity, integrity, consistency, self direction and self responsibility; all these in respect to oneself and society. Character building is affected and taught by social inheritance, education, training and religion. (2)

A review of the published material indicating the need for training for the development of character with a

(2) Ordway Tead, Character Building & Higher Education, pp. 1-23.
special emphasis on honesty appears in the following chapter. The third chapter discusses the procedure used in the investigation. The fourth chapter gives the results of the study while the fifth chapter summarizes the whole study concludes, and presents implications for education.
CHAPTER II

REVIEW OF THE LITERATURE

The second chapter attempts to deal with the following items: (a) Techniques that adults use in the training of character, (b) crucial age for understanding honesty, (c) importance of honesty in all situations emphasizing classroom situations and (d) Honesty as related to age and other factors.

Techniques that adults use in the training of character:

There are certain techniques used in the training of character; some of these techniques may be more effective than others. Also, some techniques are more controlling through others. Parents and parent surrogates, modify children's behavior by means of several ways: preaching, scolding, prohibition, repression and punishment. These methods may be effective but their effect is momentary and not lasting. Preaching to a child about the good and the bad, the right and the wrong, might leave the child unconvinced because such concepts of good and bad do not have much meaning to him. Continued scolding and prohibition, "may alter expression of an impulse in a specific instance". The child who receives scoldings and prohibitions may become and continue to feel resentful toward adults and other
authority figures. Repression may produce similar effects. Punishment is another technique which may or may not be helpful in the long run. The punishment may help the child to discontinue behaving in a manner considered inappropriate, not so much because he understands the implications of his behavior but because he is afraid of the expected punishment. Another common technique is transmitting by words, or defining and teaching rules of right and wrong. Words, especially definitions with the child may not be very helpful at ages nine to ten, the child may not have developed enough power to reason and to see relationships, therefore words remain words; they may gain lip service and do not get internalized within the child. (1)

There are other techniques which are less "direct" but probably more effective than those of preaching, scolding and prohibition, repression and punishment. These techniques are: First, the influence of adults who represent the best example of what one is trying to teach. In order to be influential, such adults must be honest, responsible and cooperative. Second, education which helps individuals get in contact with people and the environment. The third technique is communication, cooperation, conflicts and friendship. These conditions produce a variety of

(1) R.S. Slavson, Character Education In A Democracy, pp.153-155
situations whereby the individual learns to be self-disciplined. The fourth technique refers to the challenging problems of everyday life that are presented by the school, clubs, and community. (1)

Crucial Age for the Development of Honesty:

Six is an age where the child, is aware of "goodness" and "badness" in what he thinks and in what he does. To a six-year old, things that are allowed are good and things that are forbidden are bad. At six a child usually takes small things or articles from his friends and classmates; he claims that such things were given to him. (2) At seven the child definitely wants to be good. He usually is concerned about being good. At seven the idea of "good" and bad starts to be "slightly abstract", and is no more what parents allow or do not allow; it is the beginning of a generalized notion of goodness and badness. At seven the child is very "conscientious" with respect to stealing. In the classroom, he is tempted to steal and cheat because he is in the midst of so many things and he likes to add to his possessions. Telling lies decreases at this age and the child may understand the wrongness of cheating and stealing. Usually the child, at seven, is more concerned about his

(1) R.S. Slavson, op. cit., pp.155-156.

friends cheating and telling lies than he is about his own. (1) At eight the child continues to be concerned about "goodness" and "badness". He loves to acquire money so as to add to his collections and possessions. At eight the child finds ways of taking money from home. This is considered bad by parents who think that the child might get used to it. At eight the child becomes more truthful and he will in general tell the truth even if it hurts him. (2) At nine the rudiments of conscience develop: The child has less extrinsic need to be good because now he is naturally good. He gets concerned less about those things he has done than about those he has not done. At this age, the child "feels guilty" if he does not return something to its owner. Two words that an important part of the vocabulary of the nine-year old are: "truth" and "honest". At nine-year old child develops a sense of ethical standard to which he would like to live up. (3) Honesty continues to develop with the ten-year olds.

One may conclude, therefore, that six is a starting point for the development of honest attitudes, such attitudes become stronger as the child matures with age.


(2) Ibid., pp.185-186.

(3) Ibid., pp.210-211.
Importance of Honesty in the Classroom:

"Honesty" was defined in the New Century Dictionary

".... The quality or fact of being honest uprightness, probity, or integrity; freedom from deceit or fraud, esp. as shown in conduct or dealings, truthfulness, sincerity or frankness, chastity, ...". (1) Another good definition for honesty is: ".... Fairness and straightforwardness of conduct, speech, etc....", "Honesty is the general term for freedom from fraud or imposture". (2)

Honesty is a virtue that increases happiness in life, but if it leads to unhappiness then it becomes a vice. (3)

Honesty commands respect for rules, and regulations. Rules and regulations are very important in life as they are in a football game; they make life easier and more enjoyable.

Honesty is one of the primary necessities of life. Honesty means truthfulness in work, in speech, and in action. (4)

Honesty was described by Titus as an important and basic need that must exist whenever human beings are together.

Honesty is respected and approved almost by all nations so that it might be called a universal basic need. (5)

An honest person scorns cheating, telling lies, bribery, thievery and dishonesty in all its disguises.

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(4) Thaddeus E. Clephane, *What is Honesty*, pp.7-12.
honest individual keeps up his promises whether oral or written. He usually is prompt and direct in his duties. (1) The Compton's pictured Encyclopaedia states this saying: "An honest man is the noblest work of God." (2) An honest person is usually fair, straightforward in conduct, thought and speech. He is also upright, just, equitable, sincere, free from fraud, and virtuous. (3) It may be difficult to find out what honesty requires from people, because it is more than an understanding of rules and regulations. If the individual, since early childhood, understands the importance of honesty in life, school, work, society and at home, then he can live happily and peacefully with himself and with others. Studies were conducted to study reasons for dishonesty in classroom situations. Cheating was found out to be a major dishonesty in classroom.

The first study (4) was made to find out different points of view with respect to the understanding of honesty. In this study the following question was asked to students of secondary classes: Suppose that your friend tried to cheat or copy from your paper, what would you do? The majority (53 per cent) said that they will cover their papers. A small number (one per cent) said that they will report to the teacher; the

(2) "Honesty", Compton's Pictured Encyclopaedia, vol.6, p.331.
(4) Thaddeus B. Cleark, What is Honesty, pp.24-25.
remaining number (32 per cent) said that they will let others copy. These statistics show varying attitudes on the part of the students with respect to honesty.

The second question related to the study was about cheating and how many would cheat. The majority (36 per cent) agreed that a very small number will copy, while the others (36 per cent) said that about half will copy and the minority (18 per cent) said that most of the students will copy. Apparently, students are not in agreement with respect to the number of cheaters. This shows the difficulty in finding exact statistics about dishonesty in the classroom especially about cheating situations. (1)

The third question in the study aimed at finding out the main causes of cheating. The following question was asked: Why do students cheat? The majority (44 per cent) of the students said because teachers care very much for tests, others (25 per cent) said because tests are more difficult than they should be. Other reasons were given by 31 per cent of the population; these reasons were: recognition of grades and the emphasis put upon grades by both parents.

(1) Thaddeus B. Cleark, op.cit., pp.41-46.
and teachers, personal reasons like, laziness, forgetting, carelessness, outside activities and emotional as well as social and economic problems. (1) A child who is rejected at home might want to attract the attention of his classmates and teachers by stealing or cheating; at home he may be insecure or dissatisfied either emotionally or economically. When a child loses confidence in himself, because of an incident in life, he is likely to behave dishonestly. The environment is an important factor in building up and teaching honest attitudes. Another factor may be parents and siblings who influence the child's attitudes. Lack of confidence in oneself and in others, lack of security, need for love, and lack of character, education, are all tempting causes for dishonest behavior in the classroom. (2)

Honesty as related to age, sex, IQ., physical and emotional conditions.

There seems to be a slight association between age and the tendency to deceive; this is inconsistent, however, since in some population the older children cheat more and in others the younger cheat less. Hartshorne and May found out that physiological changes do not seem to interfere with honesty. This shows that cheating has other causes than mere chronological age. (3)

(1) Thaddeus B. Cleark, op.cit., pp.52-55.
(2) Ibid., p.59, 67.
Sex does not seem to have a bearing on cheating. One cannot say that boys cheat more than girls or girls more than boys. Hartshorne and May (1) have found that in certain types of tests boys cheated more than girls while in other types girls cheated more than boys. One might conclude, therefore that sex is not seemingly associated with the tendency to deceive.

Intelligence might affect honesty. There seems to be a relationship between intelligence and honesty. Such a relationship may be due to the function of confidence in oneself which usually accompanies intelligence; intelligence and confidence in oneself were not correlated, however. (2)

Physical conditions might affect honesty and honest attitudes in children. The child who has difficulty in getting along in school due to any physical defects is apt to cheat more than a normal child. This is done as a compensation for his handicaps. It does not mean however that children who are handicapped always cheat for compensation.(3)

(1) Hartshorne & May, Studies In Deceit, pp.166-168.
(2) Ibid., pp.181-189.
(3) Ibid., pp.190-192.
Emotional conditions and disturbances seem to be related to honesty. Hartshorne and May said that even the slightest emotional disturbance and maladjustment leaves its effect on the child and might cause dishonesty. (1) Emotional conditions such as fear, need for affection and love, sadness, maladjustments and insecurity might affect the child psychologically and leave bad results.

One can conclude that there are differences in honesties and therefore people differ and behave differently in different situations. Individuals are not born honest, or dishonest. Honesty is learned and the learning of honesty and honest attitudes is a part of growth and development. (2)

There seems to be a close relationship between honesty and honor and honesty and truth. Honor and truth seem to be closely related to honesty; they may be considered products of it. All three complement each other. To be honest, one must care for his honor and to care and respect one's honor, one must be true to himself as well as to others.

(1) Hartshorne & May, Studies In Deceit, pp.192-193.

(2) Cleary, op. cit., pp.56-57.
This chapter has discussed mainly, the techniques that adults use to modify children's behavior, the stages of the development of honesty and the relationships of honesty to other factors. The following chapter will discuss the procedure used in the study.
CHAPTER III
PROCEDURE

The present chapter attempts to discuss two main items: a) a description of the subjects; b) concept, measurement, and administration of honesty.

Description of the subjects:

The study population was made up of both adults and children. The adults, were 10 men and 10 women teachers. The teachers taught in different school systems and taught different classes. Their ages ranged from 23 to 58. All women teachers had at least a B.A. degree while most of the men teachers were graduates of secondary classes.

The children that were included in the study were 10 boys and 10 girls. Both boys and girls were studying in different school systems: The boys in the French, while the girls in the American system. The children were all in elementary classes from fourth to sixth. Their ages ranged from nine to 11. They had Lebanese nationality and parentage.

Concept, Measurement, and Administration:

Concept:

Honesty is an important aspect of character education; it is truthfulness with oneself and with others.
Honesty includes a large number of life situations such as, keeping a promise, talking the truth, respecting others, property and personality, and not cheating. Honesty is expected to influence the progress of a country and of its citizens therefore, it is important to educate for honest behavior since early childhood. Most adults fail to recognize the importance of honesty and character education of children especially during early childhood. It seems adults disagree as to when to begin teaching for character. The investigator’s chief concern was to discuss the importance of honesty in classroom situations, and the importance of character education and formation since early childhood.

Measurement:

In order to measure honesty two methods were used:

a) interview b) test.

The interview method seems to have many advantages. It offers the opportunity of having a face to face relationship which helps in establishing rapport between both the interviewee and the interviewer. To gain the confidence and to feel more at ease with the interviewee, a private place will help and an informal sitting position such
as has been used in this investigation. In an interview, one can be flexible, friendly and at the same time objective; with these advantages the interview method was chosen for the present investigation.

Two interview schedules were made and pretested on two individuals: one adult, teacher (appendix A) and one child, student (appendix B). The pretest helped the investigator to make revisions and clarifications in her instruments.

There was no pretesting to the second measure (test) because it was aimed to be a new experience for a whole class who has never used the honor system in tests.

The aims of the questions used in the interview with adults (teacher) were to find out different opinions about honesty and to what extent do teachers believe in the education of character since early childhood. Other aims were to see what methods were and still are being used by teachers in teaching honesty, the effects and results of the methods used, and suggestions for the use of better methods.
The questions used in the interview with children aimed at finding out how children face different situations with respect to honesty, especially when they get in conflict of either behaving honestly and loosing or behaving dishonestly and winning. Most of the situations emphasized were classroom situations such as: cheating by either getting or giving help; keeping up a promise; being on time; telling the truth and respecting others personality and property.

The test aimed at finding out to which extent does the use of the honor system succeed, and how do students react to it.

Administration:

Before administering the interview schedules, the principals of three schools (American School for Girls, Aley Government School, and Frères Sacre Coeur) were contacted, asked permission and appointments, were then made with both teachers and students.

The interviews took place in a private room where both investigator and subject sat in comfortable chairs, The investigator's attitude was friendly.
Some of the teachers asked to fill the questions and then to be interviewed, while others were interviewed directly. The interview took from 25 to 35 minutes.

The same method of interviewing was used with the children. Interviewing took approximately 40 minutes.

The test was made in a fifth elementary class for the first time. The students were all 34 girls. An examination was given by the teacher who had appointed in secret someone to report any cheating. The teacher left the room, and came back at the end of the period just to collect the papers. The aim of this test was to find out how successful is the use of the honor system in elementary classes and how do children, ages 9 - 11, respond to it. The findings of the study will be discussed in the following chapter.
CHAPTER IV

THE RESULTS

The present chapter attempts to present and discuss the results of the study under three main topics: a) teachers' interviews; b) students' interviews, and c) test.

Teachers' interviews:

The ten men teachers who have only secondary education but from five to 20 years experience gave different answers to question number one which asks whether children of ages nine to eleven understand or do not understand honesty. The majority (90 per cent) said that children at ages 9 to 11 understand about honesty but they doubted whether the children live up to it. Thirty per cent said that children do not live up to high honest standard at this age while 60 per cent said that this depends upon the background of the children, their homes, their families, and their schools. Only ten per cent said this depends upon the IQ of the child.

All of the women teachers believe that children understand about honesty. One hundred per cent said the home and family background affect the child and
and whether he behaves honestly or not.

These findings seem to be closely related to Gesell's finding in his studies of the development of honesty in which Gesell states that a nine-year-old starts to "feel guilty" if he does not return things to their owner. Gesell also speaks of two words that become an important part of the vocabulary of this age; these words are: "truth" and "honesty." At nine the child develops an understanding of ethical standards to which he would like to live up. From these results one might conclude that children in general seem to understand honesty. (1)

To the second question which was to suggest methods by which character education and honest attitudes can be taught in a classroom the majority (90 per cent) suggested reading, or telling moral stories and these same (90 per cent) suggested severe punishment in case the offense is repeated a second time. In fact (90 per cent) of these teachers use different kinds of punishment and when asked which methods are more effective 50 per cent said that explaining, reading moral stories and giving

(1) Arnold Gesell and Frances Ilg, *op.cit.*, pp.25-211.
examples is much better than punishing while 40 per cent said that they cannot give a definite answer, this depends upon individuals. Some children are used to punishment and they understand only by reasons of punishment, while others understand by simple explanation. Ten per cent said that punishment is the most effective method and gives best results.

The women teachers had a variety of ideas and methods used; the majority (60 per cent) said that the teacher herself must be the example because children like to imitate; she must show confidence and trust in children. Forty per cent suggested the use of literature and the use of the "Honor System". Most of the women teachers do not believe in punishment and they do not use it. Only (20 per cent) use punishment believing that it is very effective with some children.

These statistics show their relationship to the findings of Slavson who states that punishment, scoldings, repression and prohibitions are not as effective and lasting as education through books, socialization and interaction with people by which the individual meets different situations. (1)

It seems that the women teachers use such good methods and believe in them more than the men teachers. This may be due to the fact that the women teachers have had better education.

To the fourth question which was about the use of the "honor system", that is leaving children do an examination on their own, 80 per cent of the men teachers said they will never use this system because they believe strongly that it will not work out especially with elementary children in arithmetic classes while 20 per cent said they will use the system provided they have trained the children for it since very early childhood. All of the men teachers do not use this system and will not dare leave children alone because they believe that the great majority will cheat.

The women teachers believe in this system especially if the children have been trained for it since early childhood. So 90 per cent of the teachers answered that they will use it, but for different reasons; some said for treatment others, said to teach honesty in oneself and others said to train children for the future. Ten per cent said we will use it if children had
been trained with respect to it.

These results show different opinions with respect to the use of the honor system. It seems that the women teachers believe in it and some of them use it while the other teachers seem to oppose it and they do not dare use it since they believe more in the nature of dishonesty rather than honesty in children.

To the question of grades and whether grades affect honesty or not, most of the men teachers (50 per cent) agreed that grades affect honesty a great deal and that they are one of the chief causes for cheating, either because children want to compete, or because they are afraid of their parents or because they are afraid of failure and punishment so these 50 per cent believe strongly in grades as a major cause for dishonesty. The other half believe that grades affect just a little, but even if the grading system is to be taken away, cheating will always take place because teachers believe it to be in the nature of children.

The women teachers gave the same reasons and were divided into two equal groups with two different opinions. Fifty per cent believe that grades are a major cause for dishonesty in the classroom and if grades were
taken away then no cheating will occur. The other half (50 per cent) believe that grades affect honesty just a little but is not a major cause, and even without grades dishonesty might take place.

These statistics seem to be related to the study made by Cleark in finding out the main causes for cheating. Some of the causes mentioned were: Emphasis on grades, and the difficulty of tests and lessons. These reasons were given by some teachers while the other half agreed that grades are not a main cause, stating other causes similar to those mentioned by Cleark such as laziness, forgetting emotional as well as economical problems. (1)

To the question of punishment and how do these teachers punish students for different offenses such as breaking a promise, telling lie, cheating. (See appendix A) All the men teachers said that they always use punishment much more than they use literature. The kinds of punishments used were; keeping children after school, letting them write pages and pages, letting them learn by heart and beating them sometimes. No definite answer was given to each part of every question; punishment depended upon the seriousness of the offense, but cheating in an

(1) Thaddeus B. Cleark, op. cit., pp. 41-46.
examination was considered very serious by all the men teachers and they said that they punish for this by giving a zero and adding it to the grades.

The women teachers, in general, do not seem to be in favor of the use of punishment, because they seem to believe mostly in being understanding and gentle and they all believe that behind any dishonesty there might be a cause, so they try to find out the causes and try to remedy them by the use of literature words, explanation and stories rather than physical punishment. Eighty per cent of the women teachers use the method of finding out causes before punishing no matter how serious the offense is, while 20 per cent punish by sending out of the class giving zeros, standing in the corner etc. depending upon the seriousness of the situation. Cheating in an examination was considered a very serious offense, so 90 per cent of the women teachers said they will either put zero or take off grades.

Slavson says that physical punishment is not effective and its effect is momentary and not lasting. The methods used by the women teachers seem to agree with what Slavson says that teaching honesty or educating character is best done through books and socialization. (1)

The women teachers seem used to more modern methods in the field of education, this may be due to the fact that they are all young, have studied psychology and are in a progressive school. The men teachers seem to use old methods, this may be due to the fact that although they had many years of experience, their teaching has not been done in progressive schools, and they themselves have not had enough education.

**Results of the student's interviews:**

The first question was concerning promises and it aimed at knowing if children keep up a promise or not emphasizing mostly borrowed things especially money. To this question 90 per cent of the boys said that they will change the fixed date, by either apologizing or explaining the reasons. Only 10 per cent agreed that even if they have to get the money from someone else still they will try to keep up their promise.

All the girls do not seem to care much for keeping up a promise and they said that they will postpone their promise for another time.

These mentioned results show that children seem to understand that breaking a promise is bad and yet most of them do break it. This may be due to the fact that these children have not been trained, nor educated in the
right way so they always try to find excuses. Both boys
and girls seem to be depending on parents and older siblings
but the boys did not admit it though, both boys and girls seem
to understand about etiquette because the great majority
mentioned that in case of not being able to keep up a
promise they will apologize. It seems that these children
do not consider breaking a promise as a dishonesty because they
think of dishonesty on a more serious level, like stealing.

To the third question which asks whether in case
of a conflict of either doing what interests the children most
or being honest in the use of class periods, and time, 60
per cent of the boys seemed to be dishonest in the use of their
class periods, they will either try to talk, read personal
books or look at distracting material rather than listen to
class explanation. The other 60 per cent said that they
rarely try to use the class periods for personal interests.

The girls had different answers. Seventy per cent
use the class periods honestly without any distractions, but
30 per cent said that this depends upon the class and the
teacher if they are interesting or uninteresting.

From these statistics one may conclude that these
are other causes for cheating than those mentioned by Cleark
in his study. One main reason is disinterest in the lesson and this may be due to two factors; either inefficiency of the teacher or disinterest of the child in that particular subject matter. Both boys and girls seem to lose class-time without considering it as a serious dishonesty like stealing money. The boys seem to get more easily distracted than the girls. Age and sex, however, do not seem to have any important relationship to honesty as Harshorne and May have found out. (1)

Questions, two, four, five and nine have the same aims. They aim at finding out about cheating and whether children cheat by either getting or giving help, opening books, or whispering. To this the majority of the boys (70 per cent) said that they will give help in an examination as well as take help by any smart means without being seen by the teachers. Thirty per cent said that although they take and give help but they will never try to open a book and copy and they never did it because they will get a zero, and one per cent said because it is their nature not to open a book.

The girls had a once-what different opinions. Forty per cent said that they will not give nor ask for help in a class work because this means cheating and they seem to know that cheating is bad and that's why they do not try to do it. Forty per cent said that they will give as well as take help by any means stating that they do it in order to help their friends. Twenty per cent will give help but they do not take it neither from friends nor from books because they are afraid of getting lower grades as zeros.

These statistics show that some children especially those who have started in the American school seem to understand honesty and cheating and they seem to do and choose what is right while there seems to be a misunderstanding among others. Some think that getting or giving help is like a charity, it is a help and something not to be ashamed of. Another group knows that what is being done is wrong and they do not do it, not because it is bad or dishonest but because of fear from teachers and punishments. These results helped the investigator know that there was a general misunderstanding for honesty some consider cheating as a help others as cheating and something bad. Those who usually
ask for help, they give and take while those who do not
do it because cheating is bad, they neither take nor give.
Some of those who do not cheat, not because it is bad but
in order not to lose any grades are mostly from French
education system and they had a different kind of training
in the field of character education. Those in the American
system seem to understand honesty much more than those
in the French and the majority live up to it and to its
high standards. This is due to the fact that some of the
American schools emphasize character education more than
subject matter while French system seems to care more for
subject matter.

As far as intelligence is concerned it was found
out that usually the intelligent student does not cheat, nor
accept any getting or giving of help because in general he
usually knows the material and does not like to give his
knowledge for others and seem to be dishonest. This was
mentioned by Hamshorne and May who said that intelligence
seems to affect honesty. This may be due to the function
of confidence in oneself which usually accompanies intelligence. (1)

The sixth question aimed at finding out why children come late to class or do not come late. The majority (60 per cent) of the boys said they come very often late because they wake up late in the morning or they play on the street. Twenty per cent said they never go late because they like to review their lessons, before the classes start. Others (20 per cent) are afraid of coming late because they are afraid of punishment.

The girls had different answers. Sixty per cent said they very rarely come late to school, they do not like to come late because they like to follow rules and regulations so they prepare themselves early. Thirty per cent said they do not come late because they come in the school bus, while only 10 per cent do not come late so as to prepare their lessons.

These results correspond to what Cleark says about honesty that it is more than an understanding of rules and regulations. It is living up these rules and regulations honestly. The individual must understand since very early childhood these rules and regulations; he must use them in school, at home in society so as to live peacefully with himself and others. (1) Some of these children seem to

(1) Thaddeus B. Cleark, op.cit., pp.24-25.
understand that honesty requires the keeping of rules and regulations while others seem to be far away from understanding about being prompt and keeping regulations as a part of being honest.

To the question of letting the truth even if children are not seen, 70 per cent of the boys said that they will not say the truth because they are afraid of being punished. Thirty per cent said that they will say the truth, because if they tell a lie, sooner or later the truth will be known.

Ninety per cent of the girls said they will always tell the truth even if they are going to be punished for it while only 10 per cent said they will say the truth on condition that no punishment will be given.

These statistics are closely related to what Slavson has said about punishment, that it is not effective and not educative in the long run. (1) The results show that in case of punishment children behave differently and tend to be less honest.

Will cheating take place in case the grading system is taken away? To this question the majority of the boys

(70 per cent) said they will not copy since they are not going to be graded while 30 per cent said they might copy if the work is too difficult even if they are not going to be graded.

Seventy per cent of the girls said that they will not copy at all because the work is not being graded "why should we cheat for nothing" while 30 per cent said they will try even if the work is not to be graded.

These results and statistics can be easily related to what Cleark found in his study that the emphasis by teachers and parents on grades is a major factor for dishonesty. (1)

As far as humiliating other children in case of anger most of the boys (70 per cent) said they will try to do it by saying statements that hurt while 30 per cent said that they will not pay attention to the child from whom they are angry.

Eighty per cent of the girls will not humiliate other children even in case of anger while 20 per cent will try to speak silly statements in order to hurt them.

These results show that boys seem to humiliate friends more than do the girls. The boys reconcile easily while the girls do not. If they get angry their anger will

(1) Thaddeus B. Cleark, op.cit., pp.52-55.
last more than that of the boys. Behh at this age 9-11 seem to do it on an innocent level, not relating this to honesty.

The last question was concerned with sticking to a point of view even if children are sure about it. To that, the majority of the boys (80 per cent) said that they will not stick to a point of view and they do not dare argue with the teacher, for many reasons, because he is older, he knows very much and cannot be mistaken and he is the authority. The other (20 per cent) said they will stick to their point of view even if they have to argue with the teacher especially if they are sure about it and if their parents have said it to them.

The majority of the girls (80 per cent) said they will not stick to their point of view especially if the teacher argues it, and they gave the same reasons that the boys gave. The other 20 per cent said they will argue especially if they are sure so they will stick to their point of view.

These results can be closely related to what Slavson says about techniques used in the teaching of character especially when he emphasizes that fear from authority and punishment is bad, and causes less confidence in oneself and less honest behavior. He says that taking a good example from an adult is an excellent technique. These results prove this to be
true since children have a lot of confidence in adults, mostly in teachers and parents and they look up at them as ideal and perfect example to imitate. (1)

Test

The result of the test came out to be a satisfying one. Among the 35 children who have been left alone to do the examination only four tried to get and give help while the others did not try to look around. The class was very quiet and silent as if they were being supervised by an adult.

This shows that if we have confidence in children they tend to be more honest. So in this test the "honor system" seems to work out with elementary children if adults learn to trust them.

The following chapter will summarize, conclude, and give recommendation for education.

(1) S.R. Slavson, op.cit., pp.155-156.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into three main parts:

a) Summary of the investigation, b) Conclusions, and
c) Recommendations for further research.

Summary of the Investigation:

The aim of the present research is to study character education emphasizing honesty in the classroom with children ages 9-11. Since most schools are concerned mostly with subject matter, the writer finds a need to emphasize character education. But the schools is as important as the home in modifying children's behavior. It appears that even some of the college students do not understand nor live up to honesty and honest standards. A cheating incident happened during the last year of college in the investigator's class; this stimulated her interest in this subject. Character was defined by Titus as: "The sum total of persons' attitudes both inherited and learned."

Adults use different techniques in the training of character, such as scolding, repression, punishment and prohibitions. The effect of these techniques is
momentary and not lasting. Other techniques such as education through books, socialization, and interaction with good adults used as examples are very effective and more lasting.

The crucial age for the development of character is six. Understanding of character is modified and developed in ages seven, eight, nine, ten, and eleven. At these ages, honesty and sense of right and wrong appears but it needs to be developed by education.

Honesty is of basic importance in life. It must exist wherever human beings are together. Many dishonesties such as cheating in examination, classroom situations, telling a lie etc. take place in. All these dishonesties in classroom situations, were found out by Cleave to be due to difficulty of tests and lessons, emphasis on grades, fear of punishment, other emotional and physical problems. (1)

Honesty seems to be related to other factors such as: IQ, age, sex, physical and emotional conditions. There seem to be a slight relation between age and the tendency to deceive. Honesty however, seems to have a slight

(1) Thaddeus B. Cleave, op.cit., pp.41–46.
relationship with IQ and the physical and emotional conditions. Sex does not seem however to have any relationship to honesty. (1)

The study population used in the study are both teachers and students. The teachers’ ages range from 25 to 58 teaching in two different school systems and teaching different classes. Ten women teachers have a B.A. degree but the 10 men teachers are graduates of secondary classes.

The children, 10 boys and 10 girls are from different school systems and in different classes, from third, fourth, fifth, and sixth elementary. Their ages range from 9-11. They all have Lebanese nationality and parentage.

The interview method was used with both teachers and students. Interviews with teachers took from 25 to 35 minutes and with children from 35 to 40 minutes. The interview method was used because it gives a face to face relationship, which helps in establishing rapport. In an interview, one can be flexible, friendly and objective. The pretest was made on both, an adult and a child in

order to make some revisions and clarifications.

The test was made to find out how many would cheat and to see to what extent does the use of the "honor system" succeed. To this no pretesting was made.

The results came out to be that some of the teachers do not believe children understand honesty, and they make children understand it by punishing them. While the more educated teachers (women) believe that children understand honesty and they teach them, by the use of very progressive methods such as: use of literature, giving examples and being themselves the good example, finding the causes and trying to help the child instead of using physical punishment which most men teachers use.

Seventy per cent of the teachers believe that grades affect honesty. Most of the men teachers (80 per cent) will never use the honor system because they believe that it will not work especially with elementary children in arithmetic classes. The women teachers (90 per cent) will use this system if the children have been trained since early childhood.

The majority of the boys (80 per cent) cannot keep a promise and they do not use class periods honestly.
They will cheat in examination if they can, thinking that it is a help. The majority of the boys (80 per cent) will stick to a point of view if they are sure it is right.

Forty per cent of the girls said that they will not cheat neither by giving nor by getting help. Twenty per cent will give help while the others said they will not cheat if they are seen, because they will be punished. All the girls do not seem to care much for keeping a promise nor for sticking to a point of view. In fact, 80 per cent will not stick to their point of view even if they are sure it is right because they believe that the teacher knows very much.

Conclusions:

Apparently honesty is not understood by children at this age 9 - 11, because some think that stealing is a dishonesty without thinking that cheating, breaking a promise, telling a lie, destroying others' property are all kinds of dishonesties that people meet nearly in everyday life. The better educated teachers (women) had different ideas about the teaching of honesty and they suggested the use of modern methods excluding physical punishment.
From the students' interview it may be concluded that boys at this age (9-11) try to cheat and are more likely to be dishonest than girls. This factor may be related to the kind of the educational system. Students in the American system of education seem to understand honesty and character more than the students in the French system, and they are more likely to live up to it.

The school was not found out to be the only educative factor. The home and the family background seem to have their importance in the education of character. It was found out that some of the causes of cheating were difficulty of lessons, emphasis on grades plus some emotional problems.

Recommendations

This study gives some suggestions to improve character education and the teaching of honesty.

Teachers should be trained, and they should have better academic standard; elementary classes are as important as secondary, because during these early years, children's character is in the process of being formed and developed. There is a need for more educated and more trained teachers because they will be more understanding.
The educated teachers will try to find out causes or reasons for any dishonesty before punishing, and they try to help children help themselves.

The adults themselves must be a good example in order to be imitated by children. The teachers and parents themselves must believe in honesty and they must live up to it, to teach well. Educators must have confidence in themselves, and must have courage to teach what they believe in, so that their teaching will be effective. This method of taking adults as examples is effective because children like to imitate and they think of adults as perfect examples for imitation.

Adults, parents as well as teachers, must trust children and let them feel that they are trusted by holding them responsible for some home and school tasks. After the work is done, they should be given praise and encourage faithfulness and promptness. Responsibilities together with appreciation are as flattering and stimulating to children as they are to other folks. To strengthen this idea George Eliot said: "Those who trust us educate us." (1)

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The old methods must be changed and new modern methods must be used. Punishment, repression, scoldings and prohibitions must not be used to a large extent because such methods are not effective and they do not help the children. Physical punishment should not be used because it does not educate children but instead it simplifies disobedience and dishonesty; it does not teach the difference between right and wrong.

The use of literature and books is a much more effective technique than punishment. It includes reading stories with a moral theme which teaches what the adult is aiming by words. The use of literature may be an effective technique because children like to listen to stories, and they remember some of them.

The use of the "honor system" in class and in other daily life activities is another effective technique. The honor system serves to direct the interest of the individuals toward the development of his own life. The "honor system" helps the individual see life as a whole and relate classroom situations to life situations. (1)

The honor system is recommended because it was found by parents and teachers that it pays to appeal to the child's

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(1) Kenneth Heaton, Character Building Through Recreation, pp.92-103.
honor, that the child responds more to trust rather than coercion. The child who is trusted not to cheat in an examination is apt to cheat less than the child who is not being trusted and who is supervised severely. The child who is "bound in honor" to speak the truth on all occasions will not attempt to lie. The child intrusted with school or personal property is apt to be honest and trustworthy in matter of money, care and respect for others property. These simple trusts with the use of "honor system" are practical everyday lessons in honor.

Teaching honesty through the use of practical daily life examples such as seeing the failure of dishonest people either in business, in life, in school and in the social relations in an effective technique.

Teaching honesty through plays is an excellent method. Before the play is put on the stage, a moral theme related to character and honesty should be related. This will last more in the minds of children especially if the children themselves act the play. Dramatization makes the children think. (1)

Some of the schools must change their systems of education especially those schools whose aim is to train

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(1) W. W. Charters, The Teaching of Ideals, pp.298-305.
the mind, by giving difficult examinations and tests, and
by judging the child in respect to grade only. So both
parents and teachers must learn to consider grades as a
secondary element in education and not as the only aim
of measuring education.

Character education must become a part of the
curriculum and must be considered more important than
subject matter. Educators must believe in it, live up to
high ethical standards in order to be able to teach them.
More democracy is needed in Lebanon's systems of
education, so that the atmosphere of fear and repression
will no more exist because any education done under fear
is not education in the real sense.
APPENDIX A

This questionnaire is made for the purpose of finding out methods used by teachers for the education of character especially honesty in elementary schools in Lebanon. Information gotten from this questionnaire will be used in this study without specifying sources.

TEACHERS’ INTERVIEW

Name .......... Sex ..........
School .......... Age ..........

1. Do you believe that children of 8-9 years old understand about honesty?

2. a. Can you suggest some methods by which character education and honest attitudes can be taught in a classroom?

b. What methods do you use?

3. How effective are these methods?

4. Would you have fourth graders ages 8-9 years old do an examination on their own?

5. Suppose that a child tells lies what would you do to teach him that telling lies is bad?

6. Do you think grades affect dishonesty in the classroom?

7. Do you punish and how?
   a. A child who comes late to school
   b. One who tells lies.
   c. One who fails to keep up his promise
   d. One who humiliates other children.
   e. One who cheats in a game.
   f. One who cheats in an examination
   g. One who destroys the property of others
8. Do you believe that teaching about honesty is the responsibility of the home or should the school contribute to this aspect of teaching?
APPENDIX B

This questionnaire is made for the purpose of finding out how do children ages 9-11 understand honesty, and the main causes for dishonesty in classroom situations in elementary schools of Lebanon. Information gotten from this questionnaire will be used in the thesis without specifying sources.

STUDENT'S INTERVIEW

Name ...... Age ........
School ...... Sex ........

1. You borrowed money from your friend and promised to give it the following week but would not. What did you do then?

2. You had some problems to do, and you were asked to work alone, would you work alone or would you ask someone's help?

3. You had an interesting story to read while the teacher was explaining the lesson, what did you do? read the story or listened to the teacher.

4. a. All the class is having an examination and you are sitting beside your best friend, you felt like you needed help, would you try to get that help?

b. Suppose your friend needed the help, would you give it to him?

5. You had a difficult examination and your book happened to be next to you, would you open it or not?

6. Do you come late to class? why?

7. a. Chewing gum is forbidden in class. It happened that you were chewing and the teacher asked you if your were chewing, suppose she did not see you, what would you answer?

b. If you were afraid to be punished what would you answer?

8. If the work is not to be graded and you had the chance to copy would you do it?
9. Would you whisper to your friend in an oral class recitation?

10. Suppose you are on bad terms with one of your classmates. Do you try to hurt her if she makes a mistake by telling silly statements?

11. Would you stick to a point if you are sure it is right even though your teacher does not like it?

12. If the teacher leaves you in class alone would you try to get help?
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