

Queen Anne's County Six Pillars Personal Inventory: 2009

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Executive Summary

The Six Pillars Personal Inventory is a measurement tool used by Character Counts! to identify the need for, and response to, education about the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. Character Counts! is a nonprofit, nonpartisan, nonsectarian coalition of schools, communities and nonprofit organizations founded by the Josephson Institute of Ethics (www.charactercounts.org). The Six Pillars Personal Inventory was completed by 1,346 Queen Anne's County youth and adults in January-February 2003, by 2,631 in the spring of 2005, by 1,331 in January 2007, and by 846 in January-February 2009. While students 10-15 years of age completed 29% of the inventories in 2003, they completed 80% of the inventories in 2009. The following are highlights of the findings for 689 students 10-15 years of age:

- Students scored highest on the pillar of Respect in 2009, representing a significant increase over the three previous inventory years.
- Scores on Caring, Responsibility and Citizenship continued the increase observed since the initial inventory in 2003.
- Fairness and Trustworthiness remain unchanged over the four inventories, although most students report that they "always" practice these qualities.
- 91% said they "always" allow others to make decisions about their own lives, while only 21% said they "always" honored another's property.
- 3% of the variation in Responsibility, and 8% of the variation in Respect, can be explained by the year of the inventory and by student characteristics.
- Girls consistently report higher scores than boys on all six pillars, and the significant gender difference did not change over the four inventories.
- No consistent differences are found across the six pillars, or the four inventory years, by racial, ethnic and income groups.

The following limited findings are based on by 33 students 16-21 years of age and 114 adults:

- The responses by these few older students may indicate a reversal in the downward trend of Respect since 2003s, or they may represent a select group of older students.
- The adults scored highest on Responsibility in 2009 and continued the trend of increasing Responsibility since 2003. They scored lower on the other five pillars than did adults in earlier inventory years.
- Females consistently reported more frequent practice of the six pillar qualities than did males among older students and adults, as well as among younger students.

Almost all youth and adults living in Queen Anne's County report that they 'usually' practice the qualities of the six pillars of character, and about one-third say they 'always' practice them.

Students most frequently practice the pillar of Respect and least frequently practice the pillars of Citizenship and Trustworthiness. Adults most frequently practice Responsibility and least frequently practice Caring. The large increase in Respect by students 10-15 years old appears to have reversed a trend over the first three inventories of decreasing Respect, and this may have carried over to older students. While all ages 'usually' to 'always' practice the qualities of character in the Six Pillar Inventory, the frequency of their practice generally increases with age.

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Introduction

The Queen Anne's County Community Partnership for Children distributes the Six Pillars Personal Inventory in the spring every two years to middle and high school students in the Queen Anne's County school system, sends it home to parents, and distributes it to adults in other settings. The Six Pillar Personal Inventory is not written for children less than ten years of age, so it is not distributed to elementary school children even though the Character Counts! program included them. (See **Appendix** for the inventory.) The distribution of the inventory and the number of returns has differed over the year. The distributions in FY2003 and FY2007 were similar with slightly more than 1,300 inventories returned. (See **Figure 1**.) The FY2005 distribution included many more students, with twice as many inventories returned. The FY2009 distribution in January and February 2009 was primarily to students, with 846 inventories returned. The characteristics of inventory responders differed over the years due to the different methods of distribution, and observed changes in responses may reflect both differences in who responded as well as changes that may be attributed to the Character Counts program.

Students completed five out of six inventories returned in 2009 compared to less than half of the inventories

Characteristic	2003	2005	2007	2009
<i>(# of respondents)</i>	<i>(1,346)</i>	<i>(2,631)</i>	<i>(1,331)</i>	<i>(846)</i>
Relation				
Student	47.6	69.3	54.8	83.7
Parent	19.5	11.8	21.7	1.7
Grandparent	2.2	1.2	1.6	1.4
Other resident	26.8	13.5	19.6	8.5
Non-resident worker	2.0	2.0	1.7	4.0
Unknown	1.8	2.2	0.7	0.7
Age				
10-15 years	28.6	59.2	27.9	81.4
16-21 years	26.1	15.8	27.7	4.6
22-29 years	2.8	3.0	5.0	0.9
30-39 years	21.0	9.9	19.3	2.4
40-49 years	15.1	7.0	14.4	3.1
50 years and over	5.6	3.0	5.0	7.2
Unknown	0.8	2.1	0.8	0.4
Gender				
Female	65.8	60.7	68.4	52.7
Male	33.3	38.4	30.5	47.3
Unknown	0.9	1.0	1.1	0.1
Race/Ethnicity				
African American	8.2	10.0	8.1	6.9
Asian	0.8	1.2	1.8	2.1
Caucasian	82.5	79.2	83.6	82.6
Hispanic/Latino	0.7	0.9	1.1	2.1
Multi-ethnic	3.1	2.4	2.6	4.3
Other	0.3	2.2	1.7	1.1
Unknown	4.4	4.2	1.1	0.9
Income				
No/Low income	40.6	39.8	41.5	63.2
Middle income	44.2	28.5	43.3	31.7
Upper Income	6.4	5.3	10.2	4.0
No response	8.8	26.4	5.0	1.1

Figure 1. Percent of Respondents by Characteristics

returned in 2003. Further, 80% of the inventory respondents in 2009 were 10-15 years of age compared to only 29% in 2003. Since age is expected to relate to character development, this large age difference could mask changes over time. In the 2005¹ and 2007² reports, the data for 2005 were weighted to reflect the same number and age distribution of respondents as in 2003. In this report, separate analyses are made for students 10-15 years of age, students 16-21 years of age, and adults. The gender, race and income level of respondents did not differ as greatly from year to year.

Findings

Students 10-15

The 689 students in 2009 who were 10-15 years of age scored highest on the pillar of Respect, with an average score of 3.76 on a scale of 1 (never) to 4 (always). (See **Figure 2.**) This represents a significant increase over the three previous inventories. Student scores also increased significantly over the years on the pillars of Caring, Responsibility and Citizenship. No significant change has occurred over the years in the pillars of Fairness and Trustworthiness, although the majority of students reported that they “always” practiced the qualities in these areas.

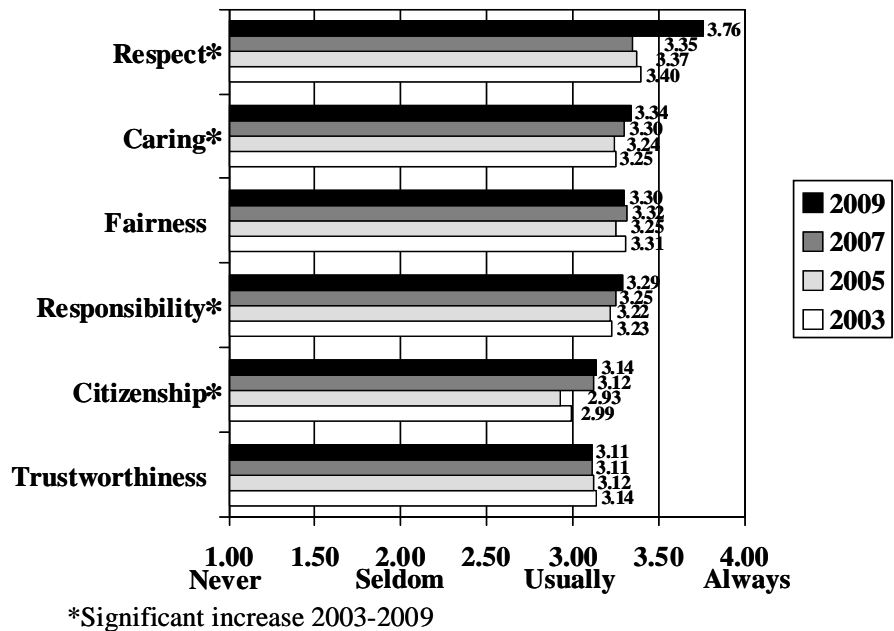


Figure 2. Average Six Pillar Scores by Year: Students 10-15 Years Old

Few students said that they “seldom” or “never” practiced the 36 qualities in the Six Pillars Inventory quality, so change is generally reflected in the percent who said they “always” practice the quality. In 2009, 91% of responding students 10-15 years of age said they “always” allow others to make decisions about their own lives (Quality 9, a component of Respect), a significant

¹Bonham, G. S. (2005). Queen Anne’s County Six Pillars Personal Inventory: 2005. Baltimore, MD: Bonham Research.

²Bonham, G. S. (2007). Queen Anne’s County Six Pillars Personal Inventory: 2007. Baltimore, MD: Bonham Research.

	2003 (399)	2005 (1,558)	2007 (372)	2009 (689)
<i>(Number of students 10-15)</i>				
Trustworthiness				
1. Telling the truth even when it may cost me	17	16	20	67
2. Being sincere – not being tricky or sneaky	24	22	23	34
3. <i>Volunteering information others need or want to know</i>	29	29	28	23
4. <i>Honoring another's property (not stealing)</i>	71	72	62	21
Respect				
5. Treating others the way I would like to be treated	39	35	40	83
6. Respecting the privacy of others (including kids)	57	55	56	88
7. Allowing others to make decisions about their own lives	58	63	60	91
8. Being polite; not yelling, insulting or embarrassing others	31	31	30	70
9. Acceptance and tolerance of racial, ethnic, religious differences	68	66	59	85
Responsibility				
10. Doing my professional duty, what I should do	40	38	41	45
11. <i>Being accountable for what I do and don't do</i>	48	44	46	47
12. <i>Doing my best in all I do</i>	45	43	48	40
13. <i>Practicing self-control of my temper, desire and passions</i>	51	46	43	47
14. Practicing self-discipline by doing what I should even when difficult	56	51	49	51
Fairness				
15. <i>Listening with an open mind</i>	42	40	45	43
16. <i>Treating people fairly to the best of my ability</i>	50	44	48	51
17. <i>Being even-handed when my behavior affects others</i>	34	35	43	39
18. <i>Being careful in making judgements and decisions affecting others</i>	41	38	42	43
19. <i>Being fair and open-minded in making decisions that affect others</i>	45	45	50	50
Caring				
20. <i>Showing family and friends that I care</i>	58	64	62	65
21. <i>Showing colleagues and parents that I care</i>	55	56	54	56
22. Showing young people in the community that I care	37	44	45	51
23. <i>Being kind and considerate</i>	50	44	48	45
24. Understanding co-workers and parents	37	40	44	46
25. Understanding administrators and supervisors	34	39	42	47
26. Understanding lower-paid workers or volunteers	45	44	47	55
27. <i>Being generous with my time</i>	37	40	40	40
28. <i>Being generous with my money</i>	32	34	37	36
Citizenship				
29. Closely following organization rules and policies	39	43	41	48
30. <i>Playing by the rules (no cheating or taking short cuts)</i>	40	44	39	48
31. <i>Respecting authority</i>	53	54	51	57
32. <i>Obedying the law</i>	60	64	51	65
33. Paying my taxes (whatever is lawfully owed)	46	33	46	47
34. Performing civic duties (voting, jury duty)	28	25	41	40
35. Doing volunteer community work	24	26	31	32
36. Conserving our resources and protecting the environment	32	37	41	47
<i>Italics</i> Statistically significant decrease; Bold Statistically significant increase; p< .05				

Figure 3. Percent of Students 10-15 Who Always Practice Each Quality, by Year

increase over the previous inventories. (See **Figure 3.**) In contrast, only 21% of the students said they always honored another’s property (Quality 4), a component of Trustworthiness that showed a significant decrease over the four inventories. Overall, the average response increased significantly for 18 of the 36 qualities over the four years (**bold** in the figure), and decreased significantly for 2 qualities (*italics* in the figure). The remaining 16 qualities showed no significant trend over time.

Not all students report the same frequency of the qualities comprising the Six Pillars. Between 3% and 8% of the variation among students can be explained by the year of the inventory and their characteristics. The most variation that can be explained is in the area of Respect ($R^2=.080$). Male Caucasians with moderate or high family incomes had an average Respect scores of 3.183 from the 2003 baseline inventory (the omitted category in **Figure 4**). Their scores increased significantly an average of 0.103 in each subsequent inventory. Girls had Respect scores that were 0.166 higher than boys’ scores, and this did not change over the years (‘Female x Year’ was not statistically significant). African-American students had Respect scores that were 0.146 lower than Caucasian students, but increased about the same as Caucasian students over the years. Asian and Hispanic students did not differ from Caucasian students in 2003, nor did they differ in their increases over the years. The students who reported multiple racial/ethnic identities did not differ from Caucasian student in 2003, but their Respect scores declined over the years rather than increased. Family income did not affect Respect scores in 2003 or in subsequent years.

	<i>Respect</i>	<i>Caring</i>	<i>Fairness</i>	<i>Responsi-</i> <i>bility</i>	<i>Citizen-</i> <i>ship</i>	<i>Trust-</i> <i>worthiness</i>
Constant	3.183	3.116	3.093	3.095	2.828	2.973
Year	.103*	.076*	.081*	.062*	.146*	.037
Female	.166*	.222*	.215*	.097*	.177*	.178*
Female x year	.021	-.002	.014	.016	.023	.025
African-American	-.146*	-.061	-.126	-.046	-.122	-.194*
African-American x year	-.013	-.064	-.059	-.055	-.065	-.004
Asian	.087	-.237	-.056	-.069	-.300	-.075
Asian x year	-.040	.076	.068	.026	.108	.035
Hispanic	-.236	-.384	-.337	-.150	-.680*	-.618*
Hispanic x year	.028	.136	.068	.010	.228	.223*
Multiple ethnic	.119	.025	-.033	.098	-.249*	-.096
Multiple x year	-.192*	-.081	-.055	-.092	.056	-.030
Low income	.054	-.001	.115*	.075	.066	.119*
Income x year	-.010	-.042	-.102*	-.064*	-.128*	-.080*
R ²	.080	.050	.061	.033	.066	.056
* p < .05						

Figure 4. Prediction of Six Pillar Scores by Year and Characteristics of Students 10-15 Years Old

Responsibility scores differed least by year and characteristics of students ($R^2=0.033$), but

increased over the years, as did scores for Caring, Fairness and Citizenship. Only scores on Trustworthiness failed to increase over the years, independent of any changes in the characteristics of students 10-15 years of age. Girls reported that they always practiced the character qualities more frequently than boys in all six pillars, and the significant gender difference did not change over the four inventories. African-American students had lower scores than Caucasian students in 2003 on the pillars of Trustworthiness, but did not differ significantly on Caring, Fairness, Responsibility and Citizenship. The scores of African-American students changed about the same as they did for Caucasian students. Asian students did not differ from Caucasian students in any significant way on any of the six pillars. In contrast, Hispanic students reported lower scores than non-Hispanic Caucasians on Citizenship and Trustworthiness in 2003, but this difference decreased for Trustworthiness over the years. Multiple ethnic students reported lower Citizenship than did Caucasian students, and their scores on Respect declined over the years rather than increasing as they did for Caucasian students. Students with no or low family incomes initially had higher scores on Fairness and Trustworthiness than students from middle or high income families, but they had less increase over the years in both these pillars as well as the pillars of Responsibility and Citizenship.

Students 16-21

The 2003, 2005 and 2007 inventories included data for 282-354 students 16-21 years of age, while the 2009 inventory included data for only 34 (16 for the pillar of Respect). The students in this age group participating in 2009 may therefore reflect only a subgroup of students that were included in earlier years, limiting the confidence that can be placed in any observed trends. For instance, **Figure 5**

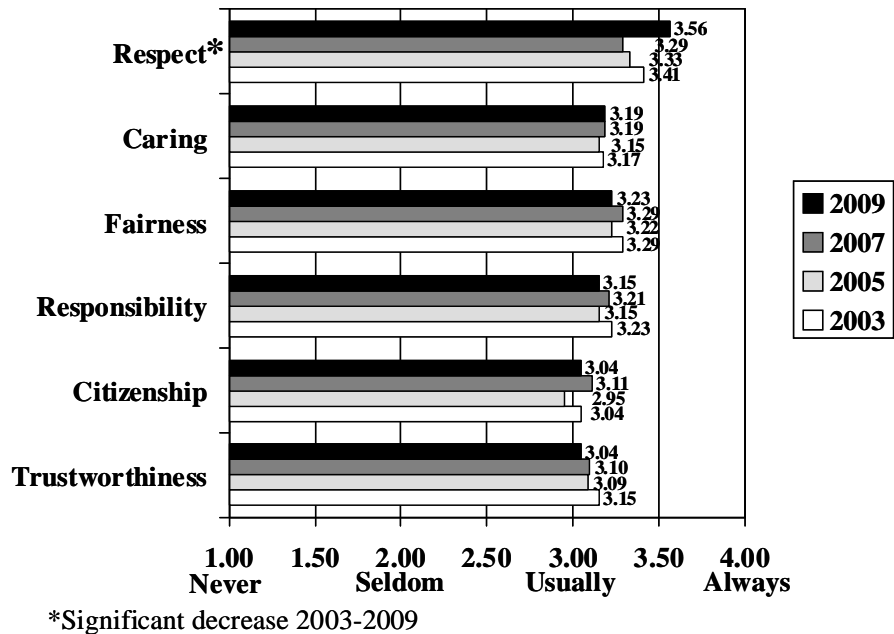


Figure 5. Average Six Pillar Scores by Year: Students 16-21 Years Old

shows 2009 students 16-21 reported higher Respect than in earlier years, but the overall statistically significant trend has been a decline in respect over the years. The 16 students responding on this pillar in 2009 were too few to affect any statistical calculation. Their responses may represent a reversal in the trend over the three previous inventories (similar to that

	2003 (282)	2005 (354)	2007 (356)	2009 (34)
<i>(Number of students 15-21)</i>				
Trustworthiness				
1. Telling the truth even when it may cost me	17	17	20	59
2. Being sincere – not being tricky or sneaky	28	24	23	27
3. Volunteering information others need or want to know	25	26	23	24
4. <i>Honoring another's property (not stealing)</i>	71	68	66	15
Respect				
5. Treating others the way I would like to be treated	46	40	42	70
6. <i>Respecting the privacy of others (including kids)</i>	57	52	46	86
7. Allowing others to make decisions about their own lives	60	61	51	88
8. Being polite; not yelling, insulting or embarrassing others	35	31	29	53
9. Acceptance and tolerance of racial, ethnic, religious differences	64	57	58	79
Responsibility				
10. Doing my professional duty, what I should do	38	36	43	45
11. Being accountable for what I do and don't do	48	48	46	50
12. Doing my best in all I do	38	41	44	47
13. Practicing self-control of my temper, desire and passions	30	26	30	27
14. Practicing self-discipline by doing what I should even when difficult	32	26	29	27
Fairness				
15. Listening with an open mind	42	43	46	44
16. Treating people fairly to the best of my ability	47	44	50	47
17. Being even-handed when my behavior affects others	34	32	36	35
18. Being careful in making judgements and decisions affecting others	40	35	41	35
19. Being fair and open-minded in making decisions that affect others	39	41	44	44
Caring				
20. Showing family and friends that I care	50	53	50	56
21. Showing colleagues and parents that I care	46	47	45	44
22. Showing young people in the community that I care	30	34	35	47
23. Being kind and considerate	47	41	44	50
24. Understanding co-workers and parents	36	37	35	41
25. Understanding administrators and supervisors	30	30	34	44
26. Understanding lower-paid workers or volunteers	37	44	39	53
27. Being generous with my time	31	33	36	35
28. Being generous with my money	28	29	34	35
Citizenship				
29. Closely following organization rules and policies	36	35	38	41
30. Playing by the rules (no cheating or taking short cuts)	35	33	37	38
31. Respecting authority	43	39	43	44
32. Obeying the law	44	43	48	42
33. Paying my taxes (whatever is lawfully owed)	53	49	53	61
34. Performing civic duties (voting, jury duty)	35	31	38	42
35. Doing volunteer community work	24	25	32	47
36. Conserving our resources and protecting the environment	28	31	36	39
<i>Italics</i> Statistically significant decrease; Bold Statistically significant increase; p < .05				

Figure 6. Percent of Students 15-21 Who Always Practice Each Quality, by Year

observed for students 10-15 years old), or they may represent a subgroup of students who have always been higher than their peers in the pillar of Respect. The other five pillars exhibit no statistically significant trend, even though Trustworthiness appears to be declining over the years.

The average responses of students 16-21 years old on 36 character qualities exhibit statistically significant trends on five. (See **Figure 6.**) Three of the trends are in the direction of increasing character: telling the truth (Quality 1), performing civic duties (Quality 34) and doing volunteer work (Quality 35). Two of the trends were in the direction of decreasing character: respecting property (Quality 4) and the privacy of others (Quality 6). While it appears that a much greater percent in 2009 than in earlier years said they always respected the privacy of others (86% vs. 46-57%), a greater percent also said they never respected others privacy (9% vs. 1-2%).

Only 2-4% of the variation in students reporting of character qualities could be associated with the year of the inventory or the characteristics of students, and gender was the only characteristic that had a statistically significant effect. (See **Figure 7.**) Girls had higher scores than boys on all six pillars of character.

	<i>Respect</i>	<i>Caring</i>	<i>Fairness</i>	<i>Responsi- bility</i>	<i>Citizen- ship</i>	<i>Trust- worthiness</i>
Constant	3.242	3.067	3.101	3.105	2.911	3.032
Year	-.029	.001	.014	.018	.074	-.012
Female	.188*	.284*	.264*	.168*	.297*	.191*
Female x year	.007	-.028	-.011	-.007	-.045	-.017
African-American	.090	-.048	.053	.004	-.183	-.101
African-American x year	-.038	.048	.005	.018	.071	.046
Asian	.181	.360	.327	.174	.246	-.238
Asian x year	-.085	-.244	-.181	-.110	-.225	.121
Hispanic	.509	.495	.367	.385	.645	.302
Hispanic x year	-.319	-.269	-.246	-.241	-.311	-.266
Multiple ethnic	.044	-.154	.008	-.018	-.112	-.193
Multiple x year	-.097	.068	.018	-.055	-.064	.022
Low income	.049	-.062	.032	.010	-.055	.042
Income x year	-.005	.030	-.004	-.015	-.014	-.011
R ²	.040	.045	.043	.020	.042	.034
* p < .05						

Figure 7. Prediction of Six Pillar Scores by Year and Characteristics of Students 16-21 Years Old

Adults

In 2009, 114 adults responded to the Six Pillars Inventory. In the three earlier inventories, about 600 adults responded each year. Adults in 2009 scored highest on the pillar of Responsibility (3.67), continuing the trend of increasing Responsibility over time. (See **Figure 8.**) Adults in 2009 scored lower in the other five pillars than the adults in earlier inventories.

For Respect, Fairness and Citizenship,

however, the decline in 2009 did not negate the increases over the previous three inventories due to the fewer number of adults responding in 2009.

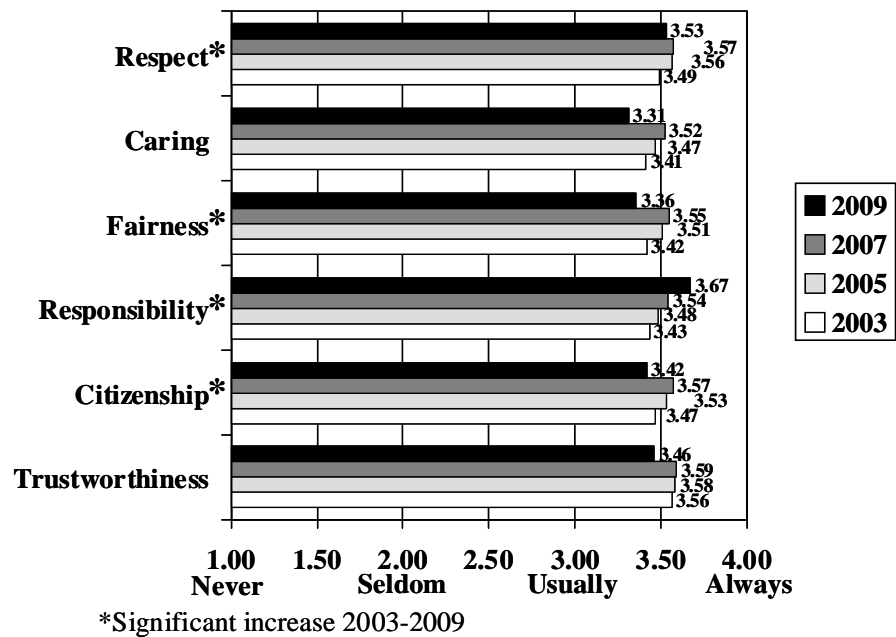


Figure 8. Average Six Pillar Scores by Year: Adults

Adults showed statistically significant increases over the years in the average frequency in which they engaged in 10 of the 36 character qualities. (See **bold in Figure 9.**) However, for only four of these qualities did responding adults in 2009 always practice them more frequently than in previous years. For the other six, the smaller number of respondents in 2009 meant their less frequent practice did not negate the increases over the previous years. However, the lower frequency with which 2009 adults always honored other people's property (Quality 4) was so great that it achieved statistical significance. It may be the 2009 respondents represent a subgroup of adults who are less likely than the broader adult population to practice the qualities of character, or it may be that they represent an end to the in improving character of adults in Queen Anne's County.

(Number of adults)	2003 (640)	2005 (629)	2007 (582)	2009 (114)
Trustworthiness				
1. Telling the truth even when it may cost me	48	45	46	88
2. Being sincere – not being tricky or sneaky	61	65	66	47
3. Volunteering information others need or want to know	46	53	48	57
4. <i>Honoring another's property (not stealing)</i>	91	92	93	49
Respect				
5. Treating others the way I would like to be treated	63	67	68	87
6. Respecting the privacy of others (including kids)	56	56	56	87
7. Allowing others to make decisions about their own lives	47	51	52	89
8. Being polite; not yelling, insulting or embarrassing others	36	48	46	84
9. Acceptance and tolerance of racial, ethnic, religious differences	64	75	73	91
Responsibility				
10. Doing my professional duty, what I should do	64	68	72	60
11. Being accountable for what I do and don't do	73	77	80	78
12. Doing my best in all I do	54	58	60	54
13. Practicing self-control of my temper, desire and passions	24	31	29	26
14. Practicing self-discipline by doing what I should even when difficult	28	34	35	30
Fairness				
15. Listening with an open mind	41	48	45	34
16. Treating people fairly to the best of my ability	64	73	75	65
17. Being even-handed when my behavior affects others	40	53	53	46
18. Being careful in making judgements and decisions affecting others	40	50	52	51
19. Being fair and open-minded in making decisions that affect others	46	57	58	52
Caring				
20. Showing family and friends that I care	68	71	74	63
21. Showing colleagues and parents that I care	60	63	65	54
22. Showing young people in the community that I care	50	57	57	51
23. Being kind and considerate	58	64	67	60
24. Understanding co-workers and parents	44	50	52	40
25. Understanding administrators and supervisors	39	45	50	35
26. Understanding lower-paid workers or volunteers	53	59	61	49
27. Being generous with my time	40	45	46	46
28. Being generous with my money	31	35	34	25
Citizenship				
29. Closely following organization rules and policies	53	62	64	47
30. Playing by the rules (no cheating or taking short cuts)	63	71	71	64
31. Respecting authority	69	74	77	60
32. Obeying the law	71	75	76	63
33. Paying my taxes (whatever is lawfully owed)	85	88	92	86
34. Performing civic duties (voting, jury duty)	66	74	73	81
35. Doing volunteer community work	31	34	34	47
36. Conserving our resources and protecting the environment	42	43	41	30

Italics Statistically significant decrease; **Bold** Statistically significant increase; p < .05

Figure 9. Percent of Adults Who Always Practice Each Quality, by Year

Between 8% and 14% of the variation among responding adults in their six pillar scores can be explained by their characteristics, particularly gender and race/ethnicity. Women had significantly higher scores than men on all six pillars, and this did not change over the years of the inventory. (See **Figure 10.**) Hispanic adults scored lower than non-Hispanic adults in 2003 on all six pillars, but their scores significantly increased over the four inventories eliminating or reversing this difference by 2009. Adults reporting multiple racial identities had scores no different from Caucasian adults in 2003, but their scores declined significantly over the four inventories in five of the six pillars. African-American adults scored higher on Fairness and Trustworthiness than did Caucasian adults in all four inventories. Adults with no or low family income practiced the Caring, Responsibility and Citizenship qualities less frequently than did adults with middle or high family incomes, and their practice of the Trustworthiness qualities declined over the four inventories.

	<i>Respect</i>	<i>Caring</i>	<i>Fairness</i>	<i>Responsi- bility</i>	<i>Citizen- ship</i>	<i>Trust- worthiness</i>
Constant	3.404	3.203	3.276	3.338	3.316	3.276
Year	.042	.035	.035	.035	.014	.035
Female	.133*	.297*	.204*	.151*	.285*	.204*
Female x year	.007	-.009	.017	-.001	.006	.017
African-American	.065	.121	.146*	.068	-.065	.146*
African-American x year	.000	-.078	-.052	.007	-.028	-.052
Asian	.061	-.151	.002	-.062	.026	.002
Asian x year	-.363*	-.078	-.112	-.112	-.185*	-.112
Hispanic	-.515*	-.912*	-.564*	-.642*	-.695*	-.564*
Hispanic x year	.318*	.466*	.278*	.263*	.320*	.278*
Multiple ethnic	.006	-.159	.108	.082	-.205	.108
Multiple x year	-.495*	-.287*	-.376*	-.379*	-.286	-.376*
Low income	-.071	-.093*	-.053	-.090*	-.245*	-.068
Income x year	-.020	-.019	-.068	-.034	.010	-.080*
R ²	.110	.102	.080	.078	.142	.080
* p < .05						

Figure 10. Prediction of Six Pillar Scores by Year and Characteristics of Adults

Discussion

About one-third of the youth and adults living in Queen Anne’s County report that they ‘always’ practice the qualities of the six pillars of character, and most of the rest say they ‘usually’ practice them. Students are most likely to always practice the pillar of Respect and least likely to practice the pillars of Citizenship and Trustworthiness. Adults generally score highest on Responsibility and lowest on Caring. The inventory in 2009 was primarily given to students 10-15 years of age, with the number of responders sufficient to have confidence in trends over time. They reported greater Respect, Caring, Responsibility and Citizenship than did students 10-15 years of age in

previous years. The increase in Respect was the greatest, and appears to have reversed a trend over the first three inventories of decreasing Respect. The increases in Caring, Responsibility, and Citizenship were not as large, but continued a trend of increasing character over the years. The few students 16-21 included in the 2009 inventory reflected the same change in Respect found among the younger students, but it can't be determined if this represents a reversal of the downward trend in Respect over the three previous inventories of all students 16-21. Students 16-21 had no significant trends over the four inventories for increased practicing of the six pillars. Neither did adults show any significant increases in the six pillars, although fewer adults responded in 2009 than in earlier inventories.

While overall the qualities of character in the Six Pillar Inventory are practiced 'usually' or 'always', the older the respondents, the more frequently they practice the qualities of character. Only in Caring do students 16-21 practice the qualities less frequently than do students 10-15 years of age. Females in all four inventory years reported practicing the six pillars qualities significantly more frequently than did males in all three age groups. No other characteristic of responders consistently influenced their practice of the six pillars. African-American students 10-14 reported lower Trustworthiness and Respect than Caucasian students, but African-American adults reported higher Trustworthiness and Fairness than Caucasian adults. Hispanic students 10-14 reported lower Trustworthiness and Citizenship than non-Hispanic students in the 2003 inventory but the difference in Trustworthiness had been eliminated by 2009. Hispanic adults reported lower frequencies of all six pillars in 2003 than non-Hispanic adults reported in 2003, but these differences had been eliminated or reversed by 2009. Respondents who identified themselves as multiracial reported less frequent practice of some of the qualities of character in some of the inventories. Students 10-15 years old from low income families reported greater Fairness and Trustworthiness in 2003 than did students from families with more income, but their practices changed little over the years while the practices of middle and high income students increased in frequency. Adults with no or low incomes practiced the qualities less frequently than adults with middle or high incomes in all the inventory years.

In summary, the Character Counts program in Queen Anne's County is associated with more frequent practice of the qualities of at least five of the six pillars among students 10-15 years of age. The increases were similar for boys and girls, for African-American, Asian, Hispanic and Caucasian non-Hispanic students. Students 10-15 years old with multiple races and from low income families did not have the increases of their peers in some of the six pillars. Females of all ages consistently reported more frequent practice than males of the qualities in the six pillars, and this relative difference did not change over the four inventory years in any of the age groups. However, the youth and adults selected for the Six Pillars Inventory were different each year and were not sampled randomly, so it is not know how closely they represent all youth and adults in the count. In addition, there is no way to know how the frequencies of practice may have stayed the same or changed in the absence of the Character Counts program.

Appendix

Coding of Responses

This analysis used the coding on the inventory form for numeric representation of the frequency of the qualities (1 = never, 2=seldom, 3=frequently and 4 = always). Scale scores for each of the six pillars were computed for each respondent as the average response to the individual qualities within the pillar. If more than one-third of the items had no answer recorded, the scale score for that pillar for that respondent was declared missing.

Responses were analyzed separately for three age groups because of the great age differences between the responders in 2009 and those in earlier inventories. The three age groups were based on the age recorded on the inventory. All respondents 10-15 years were classified as 'students 10-15.' Respondents 16-21 years were classified as 'students 16-21' if they identified themselves as students on inventory item B. All respondents 22 years and over were classified as 'adults.' Most of the analysis excludes the 0.5% of respondents who did not record their age, and the 11.3% of 16-21 year olds who identified themselves as workers, residents, parents or grandparents. The year of the inventory was coded with 2003 as the baseline (0), 2005 as the first followup (1), 2007 as the second follow-up (2) and 2009 as the third follow-up inventory (3). Other classification variables were assigned dichotomous values for statistical purposes. Gender was coded 0 for males and 1 for females. A race/ethnicity response was coded 1 on the Asian variable if that category had been checked, and a 0 otherwise; 1 on the African-American variable if that category had been check, and a 0 otherwise; etc. Caucasian received a 0 for all the race and ethnic dichotomous variables, and so is the default classification. Family income was coded with no or low income receiving a 1, and middle or high income receiving a 0. There were too few who identified themselves as high income to provide a separate classification.

This report did not use the classifications on the inventory of involvement with Character Counts (item A), marital status (item D), employment (item H) and zip code (item I) since they either had no meaning or were missing for students 10-15 years of age, the primary respondents to the 2009 inventory.

Multiple Regression

A multiple regression coefficient (B) indicates how much higher (or lower, if negative) the average score was for respondents with that characteristic compared to those without the characteristic. The constant term represents the average six pillar score in 2003 for Caucasian boys with middle or upper incomes. The term 'Year' represents the average increase or decrease in the average score for Caucasian males from one inventory to the next, with 2003 the baseline inventory (Year=0) and 2009 the third inventory (Year=3). Therefore, three times the 'Year' coefficient would be added to the 'Constant' coefficient to calculate the 2009 average score for Caucasian males. The female coefficient and the African-American coefficients would be added for African American females. The coefficient for 'Female x year' represents the greater increase (or decrease) in the inventory-to-inventory change of females compared with males.

The analysis included only the interactions between respondent characteristics and inventory year with respect to six pillar scores. It assumed no interaction between gender and race/ethnicity, between gender and family income, and between race/ethnicity and family with respect to six pillar scores. All of the characteristics enter the regression equation at the same time, and are identified if their independent contribution to explaining differences in the six pillar scores were statistically greater or less than zero at a 95% level of confidence (probability of error less than 0.05). When the number of responses with a selected characteristic are small and varied, a large coefficient for the group may not be statistically significant. When the number of responses with a selected characteristic are large and similar, a small coefficient for the group may be statistically significant. SPSS (Statistical Package for the Social Sciences) was used to calculate multiple regression coefficients with case-wise deletion for missing data.

Six Pillars Personal Inventory

Part I: Check the box in front of the response that best describes you: (Please check all that apply)

- A. *I am a Queen Anne's County Character Counts!:* Participant, Volunteer.
- B. *I am a Queen Anne's County:* Resident, Worker, Student, Parent, Grandparent.
- C. *Gender:* Female, Male.
- D. *Marital Status:* Single, Married, Widowed.
- E. *Age Range:* 10-15, 16-21, 22-29, 30-39, 40-49, 50-59, 60-69, 70 +.
- F. *Ethnicity:* African-American, Asian, Caucasian, Hispanic/Latino, Multi-ethnic, Other ethnic background - please write in here: _____.
- G. *Income Level:* No/Low-Income, Middle Income, Upper Income.
- H. *Employment:* Part-time, Full-time, Homemaker, Retired, Not Employed.
- I. *Please write in your home address Zip Code here:* _____.

Part 2: Please rate yourself in the following areas. Read each statement carefully. Using the rating scale below, check the box that best describes how often you practice each quality.

Rating Scale

4. I always practice this quality. No improvement needed.

3. I usually practice this quality.

2. I seldom practice this quality.

1. I never practice this quality.

	<u>Always</u>	<u>Usually</u>	<u>Seldom</u>	<u>Never</u>
<u>TRUSTWORTHINESS</u>	4	3	2	1
1. Telling the truth even when it may cost me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Being sincere – not being tricky or sneaky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Volunteering information others need or want to know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Honoring another's property (not stealing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 <u>RESPECT</u>	 4	 3	 2	 1
5. Treating others the way I would like to be treated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Respecting the privacy of others (including kids)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Allowing others to make decisions about their own lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Being polite; not yelling, insulting or embarrassing others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Practicing acceptance and tolerance of racial, ethnic, religious differences and disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please continue onto the next page...

Always Usually Seldom Never

RESPONSIBILITY

- | | 4 | 3 | 2 | 1 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 10. Doing my professional duty, what I should do | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Being accountable for what I do and don't do | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Doing my best in all I do | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Practicing self-control of my temper, desire and passions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Practicing self-discipline by doing what I should even when it is difficult or unpleasant | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

FAIRNESS

- | | 4 | 3 | 2 | 1 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 15. Listening with an open mind | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Treating people fairly to the best of my ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Being even-handed when my behavior affects others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Being careful and thorough in making judgments and decisions about or affecting others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Being fair and open-minded when making decisions that affect others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CARING

- | | 4 | 3 | 2 | 1 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 20. Showing family and friends that I care | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Showing colleagues and parents that I care | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Showing young people in the community that I care | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Being kind and considerate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Understanding co-workers and parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Understanding administrators and supervisors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Understanding lower-paid workers or volunteers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Being generous with my time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Being generous with my money | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CITIZENSHIP

- | | 4 | 3 | 2 | 1 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 29. Closely following organization rules & policies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Playing by the rules (no cheating or taking short cuts) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Respecting authority | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Obeying the law | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. Paying my taxes (whatever is lawfully owed) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. Performing civic duties (voting, jury duty) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. Doing volunteer community work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. Conserving our resources and protecting the environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

THANK YOU!