Title: Faith maturity as related to parents' religious affiliation, students' locus of control, teachers' interpersonal behavior, students' religious attitudes, and parenting styles

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Abstract:

This study investigated the relationship of faith maturity with religious affiliation, parenting styles of parents, locus of control, religious attitudes of the respondents, and interpersonal behavior of teachers. Respondents were 425 college students from three sectarian private schools: namely, Adventist, Baptist, and Catholic. They answered the 5-part questionnaire—demographic variables; Faith Maturity Scale constructed by Benson, Donahue, and Erickson (1993); Parental Authority Questionnaire which was developed by Buri (1991); Locus of Control; and the self-constructed Bible Teachers’ Interpersonal Behavior Scales.

Analysis of demographic variables revealed that (a) students with internal locus of control tend to enroll in education, business administration, human resource management, and computer science courses. They also come from families with a monthly income greater than Php 21,000. In general 76% of the respondents who participated in the survey had internal locus of control in which 52% were female and 24% were male; (b) female students perceived their parents to be more authoritative than the male students; (c) 3rd-year students perceived their teachers to be very friendly and jolly compared to the 4th-year students; (d) 3rd-year education department students studying in the Protestant university had higher faith maturity than students studying in the Catholic university.
One-way ANOVA were conducted with each 4 major variables in consideration except for the locus of control of students where t test was employed. Study revealed that religious affiliation of parents and locus of control of students significantly influenced their faith maturity with an F(2,405) = 4.013, p = .019 and F(1,405) = 3.57, p = .004 respectively, which were <.05 significant level.

Two of the major recommendations made were first, to conduct a qualitative research to find out why students’ faith maturity is enhanced by parental religious affiliation and students’ locus of control; second, a qualitative research is also encouraged to find out how teachers’ interpersonal behavior influence students’ faith maturity.