

## Spiritual and Christianity-Related Values Formation Processes: Results of a Survey of Hokusei Gakuen Women's Junior College English Department Students

霊的、及びキリスト教に対する価値観形成過程についての調査報告  
～北星学園女子短期大学英文学科学生を対象として～

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### 要 約

本調査は、学生の霊的生活をさらに深く理解するために行ったものである。「霊的」とは、意志、態度、そして信じていることと関わっている。それは、単に考えていること、情、物理的な現実、あるいは心理的な現実ではなく、また、既成宗教と必ずしもつながるものでもなく、何が現実であり、何を善いこととし、大事なことと信じているか、という問題も含んでいる。人生の基本的な質問に対する学生の答えを通して、どういう過程で価値観を形成しているかを調査した。多くの学生は宗教、聖書、イエス・キリストに対する否定的なイメージを社会から受けているが、学生たちは、その自分の価値観を見直すことによってもっと意識的に生きることが可能であろうし、教師は、学生の立場とニーズをさらに深く理解することが出来るであろう。

キーワード : spiritual, values formation process, inner self, intentionality

### Introduction

People in every culture live daily, operating on some system of values which reflects their assumptions about the world and view of reality. However, Japanese students (like others) often comment that they have never thought seriously about such things. Whether this results from a failure of the educational system or family or some other sector of society to challenge them to examine their inner selves, or whatever its cause might be, it suggests a need for opportunities to increase self-awareness and intentionality in forming values systems. This survey represents an attempt to provide such an opportunity.

### Purposes

Through this survey, the teacher sought to gain deeper insight into the processes through which the students form their systems of belief (which play large roles in guiding their lives).

This greater understanding would then hopefully enable the teacher to present the teachings of the Bible more comprehensibly and effectively, allowing the students to perceive it as more relevant and helpful to their lives. In doing this, the students would benefit also from the experience of reflecting as they filled out the survey forms on how they actually had come to believe as they did. Thus the purposes lay inside the overarching mission of the Hokusei Gakuen school system and the purposes of the English Bible classes in which the students were studying.

Although the actual survey title read 価値観形成アンケート ("Values Formation Survey"), the content of the questions shows that the scope of this study does not include only values but also incorporates spiritual and religious issues. In the attempt to translate and describe the term "spiritual" in a way that would both be comprehensible to Japanese students and not encourage them to accept the teacher's preferred definition of the word, considerable difficulty arose. The teacher decided to omit the term completely and let the questions speak for themselves. Yet the central purposes of the survey include both human values and spiritual/religious issues.

## Methods

Students in English Bible (classes required of all students) answered survey questions in the last approximately 25 minutes of class on November 18 and 19, 1996. By this time, they had completed almost all of their two years' learning process and had that opportunity to develop their own values systems. Students wrote the simpler *furigana* beside their more difficult Chinese characters in order to help the teacher's reading comprehension. They were instructed not to do any other activities after finishing the survey until the end of class period. All finished within the normal class time except around five students, who were allowed to stay the extra two to five minutes it took to complete the survey.

The English translation (along with a summary of the results, in brackets) reads as follows.

See Appendix A for the Japanese version, which the students actually read as they completed the survey. (Extra space for more lengthy answers was also provided.)

## VALUES FORMATION SURVEY

### Hokusei Women's Junior College

1. (In a.-e. do not write the name of the person but what relation that person is to you.)

Who do you think has had the strongest influence on you in the area of:

- what you believe is right and wrong? [parent(s)=70.2%; self=10.9%; friends=8.4%]
- what you believe is important? [parent(s)=40.9%; friends=26.0%; self=17.8%]
- what you believe about God? [school-related people=54.5%; no one/no answer=32.7%; family/relatives=8.2%; other Christians=5.5%]
- the type of education you intend to receive? [parent(s)=36.0%; teacher(s)=17.8%; no one

special/no answer=14.6%; self=10.9%; friend(s)=7.8%]

e. the type of person you intend to become? [parent(s)=29.1%; friend(s)=24.4%; self=13.3%; teacher(s)=9.6%]

2. What is the name of a written work which has influenced your life? (Multiple answers are acceptable.) [41 titles of widely varying works, predominantly books; 45.5% gave no answer or said none had influenced]

3. What is the name of another work (a non-written form of communication such as a movie, television program, or computer software) which has influenced your life? (Multiple answers are acceptable.) [38 titles of widely varying works, predominantly movies; 34.6% gave no answer or said none had influenced]

4. Briefly describe an experience which has influenced your life or the formation of your personality. (Any number of experiences is acceptable. If you need extra writing space, please use the back of this page.)

Experience: [travel=43.6%; adversity=18.2%; friendship(s)=12.7%; no such experiences/no answer=10.9%; part-time jobs=10.9%; transfer to new school=9.1%; taking entrance exams=9.1%]

Description: [no summary--used for clarification and background only]

5. When you face a difficult ethical problem, from where do you look to gain wisdom or guidance? [parent(s)=50.9%; friend(s)=41.8%; mass media=29.1%; self=20.0%; teacher=12.7%]

6. When you must make an important decision about your future, from where do you look to gain wisdom or guidance? [parent(s)=63.6%; friend(s)=49.1%; self=30.9%; teacher(s)=16.4%; older/more experienced person(s)=14.5%; mass media=12.3%]

7. Before you came to study at Hokusei Women's Junior College, what image did you have of religion?

a. Describe this image briefly. [scary=36.4%; difficult=32.7%; related to weakness=23.6%; nothing but praying=16.4%; irrelevant/no image=14.6%; strict=9.1%; related to patience=5.5%]

b. What do you think were large influences on this image? [television=20.0%; Aum Shinri Kyo cult=18.2%; personal encounters with religious people=12.7%; no image/no answer=12.7%; worship=7.3%]

c. Do you think this image has changed significantly since you came to study here?

Yes [50.9%] No [45.5%]

If you marked "Yes," please describe this change. [wide variety, both positive and negative, no single answer common]

8. Before you came to study at Hokusei Women's Junior College, what image did you have of the Bible?

a. Describe this image briefly. [difficult=29.1%; boring=16.4%; irrelevant/no image=12.7%; saying God is the greatest=9.1%; serious/imposing book=7.3%; thick=5.5%; special for believers=5.5%; scary=5.5%]

b. What do you think were large influences on this image? [no special influence/no answer=

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27.3%; personal encounters with religious people=16.4%; English Bible study=7.3%; worship=5.5%; the book's thickness=5.5%; television=5.5%]

c. Do you think this image has changed significantly since you came to study here?

Yes [49.1%] No [49.1%]

If you marked "Yes," please describe this change. [wide variety, both positive and negative, no single answer common]

9. Before you came to study at Hokusei Women's Junior College, what image did you have of Jesus Christ?

a. Describe this image briefly. [great=18.2%; on the cross/died for us=14.6%; born in a manger=12.7%; omnipotent=5.5%; scary=5.5%; one among many gods=5.5%]

b. What do you think were large influences on this image? [English Bible=12.7%; Christmas season=12.7%; Bible itself=12.7%; religious pictures=9.1%; no influence/no answer=7.3%; worship=5.5%; encounters with religious people=5.5%; own life so far=5.5%]

c. Do you think this image has changed significantly since you came to study here?

Yes [41.8%] No [49.1%]

If you marked "Yes," please describe this change. [wide variety, but overwhelmingly positive]

In answering the survey questions, some students gave multiple responses on number 1., parts a.-e., although the question appears to call for single answers only. In these cases, all responses are included in the totals, with each of two answers given 0.5 rather than one full point and each of three answers given 0.3.

A total of 167 students were present on the days of the survey. 166 actually answered the survey questions. Three of these assisted in a trial run of the survey at a separate time, so their answers were not included in the total of 163 from which the teacher chose those to read. (The students answering survey questions represent four separate classes, the members of which are assigned basically at random [the one exception: the "H" Class, many members of which are in a special training program to become English teachers]). In order to make as random as possible the selection of a cross-section of papers to read, the teacher had students place their completed surveys in a box as they left the classroom. There was no assigned seating, and students left the room in no particular order. The teacher then went through the survey forms, reading every third one. This survey's data comes from a total of 55 of these. The percentages listed (except where specifically noted otherwise) thus are of those whose survey forms were read (not necessarily of those who actually answered any given question).

Two weeks later, having tallied the survey results, the teacher gave all the four classes' students the following second set of four questions in order to gain further background information. These questions all being objective, answers were quickly tabulated with a grading machine. An English translation (along with a summary of the results, in brackets) follows. Refer to Appendix B for the Japanese questions, which the students actually read at the time of the survey.

## SECOND VALUES FORMATION SURVEY

1. Before entering Hokusei Gakuen Women's Junior College, had you ever been to church?
  - A. I had never once gone. [61.4%]
  - B. I had gone a little. [26.1%]
  - C. I had often gone. [3.3%]
2. Before entering Hokusei Gakuen Women's Junior College, had you ever read the Bible?
  - A. I had never read it at all. [56.9%]
  - B. I had read a few pages. [30.1%]
  - C. I had read a large part of it. [5.2%]
  - D. I had read all of it. [0.0%]
3. Before entering Hokusei Gakuen Women's Junior College, were there any Christian believers among the people who significantly influenced what you believe is good and bad, what you believe is important, what kind of education you intend to receive, or what kind of person you intend to become?
  - A. Yes. [8.5%]
  - B. No. [83.0%]
4. Before entering Hokusei Gakuen Women's Junior College, were there any Christian believers among the people who significantly influenced your image of religion, the Bible, God, or Jesus Christ?
  - A. Yes. [15.0%]
  - B. No. [77.1%]

## Data

To question 1.a. of Part I of the survey, by far the greatest number of students--70.2%--said that a parent or parents had the strongest influence on what they believe is good and bad. This figure rises to 74.7% when it includes a sibling or the family in general. ("Family" in interpreting this survey's results does not include the extended family members such as grandparents, although they may in some cases live with the students and actually function in relationships at least as significant as those of parents or siblings. Answers of "myself" or "me" are not included in the "family" category, although one obviously is a member of one's own family. Thus "I influence myself" does not fall in the same grouping as "My family influences me.") 10.9% said they had been their own strongest influence, followed by friend(s) at 8.4%. No other answer represents as much as 5% of the students whose answers constitute this survey's data. (No figures will appear which comprise less than 5%.)

As for question 1.b., 40.9% of those who answered survey questions said their parent or parents had the strongest influence on what they believe is important. This figure rises to 45.1% when including the family as a whole. 26.0% said a friend or friends (boyfriends included)

had been the most powerful influence, followed by 17.8% who said they themselves had.

School-related people ("the Religious Affairs Director," "English Bible teacher," "other teachers," "teachers at Hokusei," or "Hokusei") comprise the largest group of those who the students said had the greatest influence on what they believed about God (question 1.c.). 54.5% of the students answered in this way. 32.7% said that no one had influenced them especially or gave no answer at all. Family or relatives gave the strongest influence, 8.2% said. The next largest influence, 5.5% said, came from people who are Christian but not included in the above categories ("a person who came to worship," "a pastor," and "a person who believes in Christ").

In 1.d., 36.0% of the students said that a parent or parents had the strongest influence on the type of education they intended to receive. With brothers and family as a unit added to this figure, it rose to 43.3%. 17.8% said one or more teachers had played the largest role. 14.6% listed no one special or gave no answer. 10.9% said they had influenced themselves most, and 7.8% said a friend or friends had.

29.1% said for 1.e. that a parent or parents had the strongest influence on the type of person they intended to become. When other family members are included, the total goes to 34.4%. 24.4% said that one or more friends (including boyfriends) had given the greatest influence. 13.3% said they themselves had done that. 9.6% listed a teacher or teachers.

By far the largest number chosen for 2., the form of written work which had influenced the students' lives, was books. However, the writings which had given the most influence varied widely. None of them except *Flowers for Algernon* (7.3% chose it) amounted to as much as 5%. Those others which students chose more than once were: *Shiokari Toge*, *Tsugumi*, *Madame Curie*, *Anne of Green Gables*, and *The Diary of Anne Franke*. Students noted a total of 41 works. However, a full 45.5% said that no written work had influenced them significantly, or gave no answer.

As answers to question 3. (non-written works which had influenced students' lives), the vast majority of the 38 titles listed were of movies. The selections again varied greatly. The other titles which more than one student chose were: "Dead Poets' Society" (chosen by 10.9%), "Hotaru no Haka" (by 5.5%), "Ghost" (by 5.5%), "Kokuhatsu," "Leon," and "Umino Mukoude Kurashitemireba." 34.6% said that no non-written work had influenced them or gave no answer.

Clearly the most common answers to 4. related to travel. 43.6% said that experiences traveling (overseas English and home stay programs, including riding an airplane for the first time) had influenced their lives and personalities. While most experiences likely had both positive and negative aspects, 18.2% of the students recalled obviously negative events, including being ignored by friends, being rejected by peers in elementary school, being hospitalized, death of a loved one, and being left out. 12.7% named experiences with friends as formative. 10.9% indicated they had no such life-shaping experiences or did not answer. The same percentage wrote that part-time jobs had helped shape who they were. Transferring to a new school appeared in the responses of 9.1%, as did taking entrance examinations.

In answering question 5, 50.9% of the students said that when they face a difficult ethical problem, they look to gain wisdom or guidance from a parent or parents. When siblings are included, the number rises to 52.7%. 41.8% responded that they look to a friend or friends as resources in such a situation. Books, newspapers, television, and movies (books far more than the succeeding three) serve as guides for 29.1%. No doubt overlapping considerably with this category is that of thinking and deciding by oneself. 20.0% said they take that approach. 12.7% seek the help of a teacher.

When they must make a difficult decision about their future (6), 63.6% revealed that they look to gain wisdom or guidance from a parent or parents (67.3% if siblings and family as a whole go into the figure). 49.1% stated that they seek the help of a friend or friends (boyfriends included). 30.9% try to make the decision alone, thinking to themselves, for example. A teacher(s) serves as a desirable source of support for 16.4%. Overlapping with several of the above categories is that of the students (14.5%) who seek help from someone older or people who have had many experiences in life. 12.3% look to books, movies, or magazines for help.

Question 7.a. brought a wide variety of answers. 36.4% would have described religion as scary before they entered Hokusei Gakuen Women's Junior College. To 32.7%, it was difficult. 23.6% associated it with weakness ("for people who can't live without depending on something," for example). 16.4% viewed it as people who do nothing but pray every day. To 14.6%, religion has no special relationship with their lives, or they had no special image. 9.1% saw it as strict or emphasizing training (which could be interpreted as either positive or negative). 5.5% saw religious people as patient.

None of the other descriptions alone represented a significant number of students. However, many overlapped in meaning and fell within the broad categories of "clearly positive" or "clearly negative." Negative images of religion included: "overly serious," "unpleasant," "gloomy," "suspicious," "believers escape from reality about themselves," "uninteresting," "members have distorted opinions," "forces people," and "amazing that people believe in God." The following positive images of religion accompanied the negative: "looks attractive," "people who believe in religion are good," and "believers are enthusiastic."

7.b. showed that the largest influences on students' images of religion before they entered Hokusei Gakuen Women's Junior College came from television images. 20.0% listed these. The second most common response (by 18.2%), closely connected with this, was the Aum Shinri Kyo cult and the events involved with it in recent months. 12.7% indicated that the strongest influence on their image came from people teaching religion whom they had encountered in places such as outside elementary schools. The same number said they had no special image of religion or did not answer at all. 7.3% stated that worship had impacted them the most.

Answering 7.c., 50.9% said that their image of religion had changed significantly since they came to Hokusei Gakuen Women's Junior College. 45.5% said theirs had not. Among those whose image had changed, the greatest proportion (17.9%) said they had come to believe that

religion is not a thing to force on people and cannot be forced on people. 10.7% of this group said that their image had changed from bad to good.

The largest group of students on 8.a. (29.1% of those whose answers were included in the survey) said that they had thought of the Bible as difficult before entering Hokusei Gakuen Women's Junior College. 16.4% saw it as boring. 12.7% felt it was either unrelated to them or had no special image of it. 9.1% had an image of it as a book saying God is the greatest. To 7.3%, it appeared a serious and/or imposing book. 5.5% simply thought of it as a thick book, and to the same number it was a special book for those believing in it. Still another group of the same size imaged it as a scary book.

27.3% either did not respond at all to 8.b. or answered that there was no special influence forming the image of the Bible they had before entering Hokusei Gakuen Women's Junior College. The most powerful influence for 16.4% came through their encountering people who had come to teach religion or distribute religious literature in places such as outside schools or downtown. 7.3% indicated that English Bible study had done the most to form their image of the Bible. 5.5% listed worship as the greatest influence on their concept of the Bible, while a group of the same size said its thickness formed their image, and yet another 5.5% attributed their views to television images most of all.

Exactly the same percentages (49.1% and 49.1%) said "Yes" and "No" to the 8.c. question of whether their images of the Bible had changed while at Hokusei Gakuen Women's Junior College. Of those answering "Yes," 25.9% said they had come to believe that the Bible teaches us many things about life. 14.8% stated that they had come to feel the Bible is not difficult. 11.1% indicated they had come to understand the Bible's meaning.

An image of Jesus Christ as great was the most common response to 9.a.'s question about the image of him which students had before entering Hokusei Gakuen Women's Junior College. 18.2% described him in this way. 14.6% pictured him either in relation to the cross of crucifixion or as one who died for us. 12.7% imagined him as the baby born in a manger in the Christmas story. 5.5% saw him as able to do anything, another 5.5% as scary, and one more 5.5% as one god among many religions' gods.

Answering 9.b., 12.7% said the strongest influence on their pre-Hokusei Gakuen Women's Junior College image of Jesus Christ was English Bible. The Christmas season also influenced 12.7%, the which same ratio which the Bible itself affected. Religious pictures affected the perception 9.1% of these students had of Christ, they said. Nothing has influenced their image of Jesus, 7.3% said, or they did not answer. Worship, encounters with people spreading religion in places such as outside elementary schools, and "my life so far" have influenced 5.5% each.

To the 9.c. question of whether their image of Christ had changed during their time at Hokusei Gakuen Women's Junior College, 41.8% said it had, and 49.1% said it had not. Among those whose image had changed, 17.4% said Jesus had come to feel familiar to them. The same size group of students said they had come to feel that real faith is a great ("sugoi") thing. 13.0%



stopped being afraid of him.

In the second survey, the first question, 61.4% of the 153 students who answered survey questions said they had never once gone to church before entering Hokusei Gakuen Women's Junior College. 26.1% had gone a little, and 3.3% had been often.

Question 2. showed that before entering Hokusei Junior College, 56.9% had never read the Bible at all. 30.1% had read a few pages, and 5.2% had read most of it. However, not one had read it all the way through.

8.5% responded "Yes" when asked in 3. if there were any Christian believers among those people who had influenced them significantly regarding what they believe is good and bad, what they believe is important, what kind of education they intend to receive, or what kind of person they intend to become. 83.0% answered "No."

Answers to the final question (4.) showed that 15.0% of the students had one or more Christians among the people who significantly influenced their image of religion, the Bible, God, or Jesus Christ. 77.1% said they did not.

## Analysis

Due to the relatively small number of students in the survey, percentages vary considerably with even one person's responses. As a result, drawing conclusions from what is and is not in the list of student responses may yield more insight than laying great emphasis on particular percentages.

Remarkable because of its absence is the role family and friends play in developing images of God or gods. While parents in particular lead the way in influencing the morals, values, and goals in l.a., b., d., and e., when it comes to religion (at least those involving gods or God), school workers head the list. The secular nature of the society in which these students grow up becomes apparent at this point.

The time at which students received the survey questions undoubtedly played a role in determining the answers they wrote. Particularly for numbers 2. and 3., books, movies, and other productions fresh in the students' minds perhaps received more attention. The movie "Leon" happened to be playing on television the night before three-fourths of the first surveys were given, for example, probably accounting for its numbers.

The experiences with friends which students described in 4. indicate the strong role friendships continue to play in forming values, character, and spirituality. However, it would be a mistake to assume all these are positive experiences. A more detailed reading of the descriptions in 4. reveals a remarkable number of quite painful events which no doubt have left their scars on students as they have matured.

Answers to 7.a. and 8.a. include the word "difficult." While indicating the trouble students may have in conceptualizing religious or Bible terms, the Japanese use of "*muzukashii*" often

includes the meaning of difficult to agree with or believe. The difficulty may not necessarily lie in the intellect at all but in the volition.

Student responses to 7b., 8b., 9b. suggest that the meaning of these questions may not have been apparent to the some students as they completed the surveys. These questions call for reflection on what contributed to the image the students had of religion, the Bible, and Christ BEFORE they became students at Hokusei Gakuen Women's Junior College. However, students' answers include English Bible, worship, and other Christian activities most participate in (see the second survey, 1.-4.) for the first time AFTER becoming Hokusei Junior College students. Whether the problem lay in the clarity of the questions, simple lack of concentration on some students' part, or whatever the case may have been, this calls into question the usefulness of these questions in precisely measuring student values and spiritual/religious formation.

However, comparison of the changes in perception of religion, the Bible, and Christ (7.c, 8.c., and 9.c.) does reveal one notable point: whereas the newly-acquired images of religion and the Bible were a mix of positive and negative, the newer images of Christ were overwhelmingly positive, with not even one clear exception.

## Conclusion

Relationships with family members most of all, and secondarily with friends, clearly continue to form basic parts of most Hokusei Gakuen Women's Junior College students' values systems. In order to determine what is good and bad, important and not, desirable in education, and a type of person to intend to become, the vast majority of students are relying on not divine but human resources. With the greatest influence on beliefs and lifestyles coming from people with secular world views and backgrounds, it is perhaps no surprise that today's students recognize no compelling need to develop in any spiritual/religious aspect of life.

A vast number of books, movies, and other works are available, from Japan and abroad, to Japanese students. Many of those which touch the hearts of students and inspire them even come from overseas (often from so-called "Christian" countries). Yet religious books which seek to provide a spiritual base for the student's life, rarely appear to actually play vital roles in shaping the type of people they become.

The life experiences which leave the most lasting impressions on the students involve this-worldly relationships: primarily with people, not a higher being. When adversity or pressure to make decisions forces values to come to the surface, students usually seek not an inner sense of direction through a relationship with a higher being but the strength of human community in some form.

Despite this strongly secular orientation, however, students who enter Hokusei Gakuen encounter the Christian faith. When this happens, they do not appear to be neutral in their thoughts or feelings about religion, the Bible, or Jesus Christ. Rather, they often approach this first encounter

with a decidedly negative view, a suspicion which inevitably colors the lenses through which they see this faith. These images by and large come through the influence of people who, like the students themselves, have never seen church activities or read the Bible. Those whom they have trusted most for help in making crucial decisions in their lives have had different priorities than those Christ teaches.

This is not to say that students will necessarily take a biased viewpoint, or a negative one.

On the contrary, many from the first exposure to faith demonstrate profound sincerity and open-mindedness. By the end of two years, many have made marked progress in developing a clear grasp of and personal familiarity with the teachings which seemed so alien in the beginning. Yet the cultural setting in which they live creates many "natural barriers" to understanding and embracing the Christian faith. To fail to recognize these and attempt to deal with them would be to virtually guarantee presenting a message which appears incomprehensible and irrelevant to the students who hear it.

Future research in this area could encompass much which the present study could not. This survey has dealt largely with attitudes toward the Christian faith. However, a greater understanding of the religious life (including the roles Shinto, Buddhist, Confucian, and other ways of life) of students' families and friends could shed light on the difficulties students have in encountering Christian faith. Further investigation of the connections between (a) the particular influences on students' values systems and (b) the types of images of God and religion these influences help form, could prove helpful. A deeper look at what world view and value changes take place in students while they are at Hokusei could also yield insight. Finally, greater understanding of what leads to these changes, could contribute to more genuine learning experiences.

Appendix A

Japanese Version of the First Survey

価値観形成アンケート

北星女子短期大学

1. (ア～オには、その人の名前ではなくて自分とどのような関係の人かを書いて下さい。)  
誰があなたにもっとも強い影響を与えているでしょうか。  
ア. 何が善いか、善くないかと信じることにたいして  
イ. 何が大事であると信じていることにたいして  
ウ. 神について信じていることにたいして  
エ. どのような教育を受けようとすることにたいして  
オ. どのような人間に成ろうとするかにたいして
2. あなたの人生に影響を与えた書物の名前は何ですか。(いくつでも構いません。)
3. あなたの人生に影響を与えたもの(書物以外の映画、テレビ、コンピューターソフト等のメディア・プログラム)の名前は何ですか。(いくつでも構いません。)
4. 自分の人生や人格形成に影響を与えた体験や経験を短く説明して下さい。(いくつの体験、経験でも構いません。答えを書くのに下記の所が足りなければ、この紙の裏に書いて下さい。)  
体験、経験：  
説明：
5. 難しい倫理的な問題に直面している時に、どこからそのための知恵や導きを得ようとするでしょうか。(人であれば、名前を書く必要はありませんが自分とどういう関係であるかを書いて下さい。)
6. 将来にたいしての大切な決心をしなければならない時、どこからそのための知恵や導きを得ようとするでしょうか。(人であれば、名前を書く必要はありませんが自分とどういう関係であるかを書いて下さい。)
7. 北星女子短期大学に入学する前に、宗教にたいしてどのようなイメージを持っていたでしょうか。  
ア. 簡単にそのイメージを説明して下さい。  
イ. そのイメージに大きな影響を与えたものは何だったでしょうか。  
ウ. 入学してからそのイメージにかなりの変化があったでしょうか。  
はい \_\_\_\_\_ いいえ \_\_\_\_\_  
「はい」にマークを付けたら、その変化を説明して下さい。
8. 北星女子短期大学に入学する前に、聖書にたいしてどのようなイメージを持っていたでしょうか。  
ア. 簡単にそのイメージを説明して下さい。

イ. そのイメージに大きな影響を与えたものは何だったでしょうか。

ウ. 入学してからそのイメージにかなりの変化があったでしょうか。

はい \_\_\_\_ いいえ \_\_\_\_

「はい」にマークを付けたら、その変化を説明して下さい。

9. 北星女子短期大学に入学する前に、イエス・キリストにたいしてどのようなイメージを持っていたでしょうか。

ア. 簡単にそのイメージを説明して下さい。

イ. そのイメージに大きな影響を与えたものは何だったでしょうか。

ウ. 入学してからそのイメージにかなりの変化があったでしょうか。

はい \_\_\_\_ いいえ \_\_\_\_

「はい」にマークを付けたら、その変化を説明して下さい。

Appendix B

Japanese Version of Second Survey

価値観形成アンケート

1. 北星女子短期大学に入学する前に教会に行ったことがありましたか。
  - A. 一度も行ったことがありません。
  - B. 少しぐらい行ったことがあります。
  - C. よく行ったことがあります。
2. 北星女子短期大学に入学する前に聖書を読んだことがありましたか。
  - A. 全然読んだことがありません。
  - B. 数ページを読んだことがあります。
  - C. 大部分読んだことがあります。
  - D. 全部を読んだことがあります。
3. 北星女子短期大学に入学する前に、何が善いか、善くないかと信じていること、何が大事であるかと信じていること、どのような教育を受けようとするか、あるいはどのような人間に成ろうとするかにかかなりの影響を与えた人の中にキリスト教の信者がいますか。
  - A. はい
  - B. いいえ
4. 北星女子短期大学に入学する前のあなたの宗教、聖書、神、またはイエス・キリストに対してのイメージにかかなりの影響を与えた人の中にキリスト教の信者がいますか。
  - A. はい
  - B. いいえ