HONESTY AS A MULTIVARIATE VALUE: DIMENSIONS, PREDICTABILITY,

EDUCATION

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Objectives to define Honesty as a multivariate value; to show the relationships between its facets; to explain the variance of the facets by background and learning environment variables; to report results of an intervention program.   Theory Comparison of two approaches dealing with definitions and ways of acquiring and developing the value Honesty: Social Learning theory and Cognitive Developmental theory.   Sample a. 910 students from 11th grade classes in 14 high schools in Tel-Aviv.   b. Teachers and students in various educational frameworks.   Findings by Multiple Regression Analysis a. A differential relationship between the importance of the Principle Honesty and choice of behavior in various Dilemmas. b. Activities of Honesty were predicted by Level of Judgement in Values (LJV), Principles and Dilemmas.   c. Home background (Step 1) ·predicted the facets of Dilemmas and LJV.   Gender (Step 2) explained Honesty as Principle and LJV and Religious   observance (Step 3) explained Dilemmas.   Learning Environment (Step 4) contributed to all facets of Honesty.   The democratic atmosphere contributed   to explicit   behaviors and the cognitive analysis contributed to implicit behavior, both consistently.   d. Special   educational programs increased awareness to the value Honesty and changed behavior under certain conditions. Conclusion Several methods of education are suggested in which an awareness of the Principle is aroused, processes of choice of behavior in Dilemmas.are experienced and reasoning in LJV is developed.