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THE PERCEIVED SELF- EFFICACY OF WEST VIRGINIA PUBLIC ELEMENTARY
SCHOOL TEACHERS TO TEACH CHARACTER EDUCATION

A dissertation submitted to
the Graduate College
of Marshall University

In partial fulfillment of
the requirements for the degree of
Doctor of Education

in
Curriculum and Instruction

by
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Marshall University

December 2012

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DEDICATION

This work is dedicated to the Toney family, in particular to my grandfather and grandmother. Thank you Howard and Reba Toney for instilling in us the value of hard work and a sense of what it means to be a valuable human being. Many students do not have the positive early influence I was lucky enough to be granted. Instead, it becomes the job of the school to provide the guidance my family gave me. In that respect, this work is also dedicated to the teachers who everyday work to provide students with the guidance and the academic and emotional sustenance necessary to become fulfilled and contributing members of society.

ACKNOWLEDGMENTS

The author wishes to express sincere appreciation to the faculty of Marshall University's Graduate School of Education and Professional Development without whom this dissertation would not have been started. In particular, thank you to my committee for support and guidance. Thank you to Dr. Sue Hollandsworth for the support, encouragement, and edits; to Dr. Edna Meisel for making the statistics far less terrifying; and to Dr. Louis Watts for focused and thorough critiques. My sincerest and most heartfelt appreciation goes to my committee chair, Dr. Ronald Childress, for super-human patience and perseverance through countless drafts and questions. This dissertation would not have been possible without Dr. Childress' dedication and compassion. In addition, this dissertation would never have been completed without the encouragement of my family and friends. A special thank you goes to my mother and stepfather, Ann and Ted, who allowed me to take over their dining area on numerous occasions to write this dissertation. Without the space, both literal and metaphorical, this would never have been accomplished.

TABLE OF CONTENTS

DEDICATION	iii
ACKNOWLEDGMENTS	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	viii
ABSTRACT.....	x
CHAPTER ONE: INTRODUCTION.....	1
Problem Statement	8
Research Questions	9
Operational Definitions	10
Significance of the Study	12
CHAPTER TWO: LITERATURE REVIEW	13
Introduction	13
Character Education	13
Character Education History	15
Contemporary character programs	17
Character assessment and outcomes.....	24
Efficacy	31
Teacher efficacy	37
Self-efficacy Instrumentation	40
Summary	42
CHAPTER THREE: METHODS.....	45
Research Design.....	45
Population and Sample.....	45
Instrumentation.....	46
Data Collection.....	48
Data Analysis	49
CHAPTER FOUR: PRESENTATION OF FINDINGS.....	50
Data Collection.....	50
Respondent Characteristics	51
Major Findings	54

Research Question One	54
Research Question Two.....	61
Research Questions Three and Four	63
Ancillary Findings.....	90
Positive Principled Behaviors.....	90
Positive Academic Performance.....	91
Positive Self-Image.....	91
Positive Out-of-School Behaviors	91
Instrument and Sub-Factor Reliability Data	93
Summary of Findings	95
CHAPTER FIVE: CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS	97
Purpose of the Study	97
Methods.....	98
Demographics.....	99
Summary of Findings	99
Conclusions	101
Research Question One	101
Research Question Two.....	101
Research Questions Three	102
Research Questions Four	102
Conclusions for Ancillary Research Findings.....	103
Discussion and Implications.....	103
Recommendations for Further Research.....	109
REFERENCES	111
Appendix A: TSES Author Permission.....	117
Appendix B: Teacher Self-Efficacy to Instruct Character Education Survey.....	118
Appendix C: IRB Stamped Principal Anonymous Consent Letter	121
Appendix D: IRB Stamped Teachers' Online Survey Consent Letter.....	122
Appendix E: Principal's Email to Forward to Teachers	123
Appendix F: Follow-Up Principal's Emails to Forward to Teachers	125

Curriculum Vita 129

LIST OF TABLES

<i>Table 1: Demographic Characteristics and Attributes of Respondents and Their Schools</i>	53
<i>Table 2: Teacher Self-Efficacy Levels for the Sub-Factor Student Engagement</i>	58
<i>Table 3: Teacher Self-Efficacy Levels for the Sub-Factor Instructional Strategies</i>	59
<i>Table 4: Teacher Self-Efficacy Levels for the Sub-Factor Classroom Management</i>	60
<i>Table 5: Total Teacher Self-Efficacy Levels for the Self-Efficacy Sub-factors</i>	62
<i>Table 6: Self-Efficacy Functions for Student Engagement in Character Education and Teacher Primary Duty in the School</i>	67
<i>Table 7: Self-Efficacy Functions for Instructional Strategies in Character Education and Teacher Primary Duty in the School</i>	68
<i>Table 8: Self-Efficacy Function for Classroom Management in Character Education and Teacher Primary Duty in the School</i>	69
<i>Table 9: Self-Efficacy Function for Student Engagement in Character Education and Years of Teaching Experience</i>	72
<i>Table 10: Self-Efficacy Function for Instructional Strategies in Character Education and Years of Teaching Experience</i>	73
<i>Table 11: Self-Efficacy Function for Classroom Management in Character Education and Years of Teaching Experience</i>	74
<i>Table 12: Self-Efficacy Function for Student Engagement in Character Education and School Enrollment for 2011-2012</i>	77
<i>Table 13: Self-Efficacy Function for Instructional Strategies in Character Education and School Enrollment for 2011-2012</i>	78
<i>Table 14: Self-Efficacy Function for Classroom Management in Character Education and School Enrollment for 2011-2012</i>	79

<i>Table 15: Self-Efficacy Function for Student Engagement in Character Education and Developmental Level of Students</i>	82
<i>Table 16: Self-Efficacy Function for Instructional Strategies in Character Education and Developmental Level of Students</i>	83
<i>Table 17: Self-Efficacy Function for Classroom Management in Character Education and Developmental Level of Students</i>	84
<i>Table 18: Self-Efficacy Function for Student Engagement in Character Education and Percentage of Students Eligible for Free and Reduced Lunch</i>	87
<i>Table 19: Self-Efficacy Function for Instructional Strategies in Character Education and Percentage of Students Eligible for Free and Reduced Lunch</i>	88
<i>Table 20: Self-Efficacy Function for Classroom Management in Character Education and Percentage of Students Eligible for Free and Reduced Lunch</i>	89
<i>Table 21: Elements of Student Character Least and Best Able to Positively Influence ...</i>	92
<i>Table 22: Teach Self-Efficacy to Instruct Character Education Scale Reliability Data .</i>	94

ABSTRACT

The purpose of this study was to determine the level of West Virginia public elementary school teachers' self-efficacy for teaching character education. Questions addressed teachers' overall level of perceived self-efficacy for teaching character education; the levels of perceived self-efficacy in student engagement, instructional strategies, and classroom management; and the differences between levels of perceived self-efficacy and selected school and teacher demographic/attribute variables.

Teacher self-efficacy to instruct character education was measured using the *Teacher Self-Efficacy to Instruct Character Education* (TSICE) survey, an adaptation of the *Teacher Sense of Efficacy Scale* (TSES) designed by Megan Tschannen-Moran and Anita Woolfolk Hoy (2001). The TSICE was distributed electronically to principals in 420 West Virginia elementary schools. Principals were asked to forward the survey to their teachers for response; 433 teachers completed the survey. Overall levels of perceived self-efficacy indicated that teachers had a significantly high level of total self-efficacy for teaching character education and held high levels of self-efficacy in the three sub-factors.

Statistically significant differences were reported by counselors in character education functions including responding to difficult questions, aiding student comprehension using a variety of assessments, providing alternative examples to students, and providing appropriate challenges like service learning. Statistically significant results were also found for teachers of PreK – grade three for gauging student comprehension and establishing routines that stressed good character in the classroom. Ancillary findings indicate that the respondents felt they were least able to influence positive out-of-school behaviors and best able to influence positive principled behaviors.

CHAPTER ONE: INTRODUCTION

Cultivating positive student behaviors by developing personal character is a historic function of public schooling and the teaching profession. Values clarification, moral decision making, and character development are only a few of the terms used to describe character instruction in schools, and none are new responsibilities for public school teachers. Character in the context of the public school has been defined in many ways. Bulach (2002) stated that a “character trait is an intrinsic attitude or belief that determines a person’s behavior in relation to other people and in relation to self”(p.79). Character was defined as “the emotional, intellectual, and moral qualities of a person or groups as well as the demonstration of these qualities in prosocial behavior” (p. 3) by The United States Department of Education (2007), and Stedje (2010) defined character as ethical decision making and the conduct through which these ethical decisions show personal moral understanding.

Character education has also been defined through state and national legislation. *The Improving America’s Schools Act of 1994* defined the character traits to be taught in schools as caring, civic virtue and citizenship, justice, fairness, respect, responsibility, and trustworthiness (U.S. Department of Education Office of Safe and Drug-Free Schools, 2008). In West Virginia, House Bill 2208 mandated the instruction of character and the development of a culture of character throughout the curricula of West Virginia public schools. Character traits West Virginia public schools were required to address included honesty, caring, citizenship, justice, fairness, respect, and responsibility (West Virginia Legislature, 2001).

Khmelkov and Davidson (2009) distinguish two distinct types of character. Performance character traits are the aspects of character that are needed for students to reach their academic potential and include diligence, perseverance, work ethic, positive attitude, resourcefulness, and self-discipline. Moral character attributes are those qualities students need to maintain positive relationships with other people and include caring, respect, integrity, and cooperation. The authors also defined moral character as concern for the welfare of others.

Responsibility, self-control, justice, caring, perseverance, integrity, honesty, respect, fairness, and citizenship are among the aspects of character taught through character education programs. In the United States Department of Education Office of Safe and Drug-Free Schools report, *Partnerships in Character Education State Pilot Projects, 1995–2001 Lessons Learned* (2008), character education was defined as how schools support the development of emotional, intellectual, and moral qualities that are demonstrated through student behaviors that allow them to get along with others.

The United States Department of Education: Institute of Education Sciences (n.d.) defined character education programs as programs based in schools that instruct students in values and strive to control behavioral outcomes that are displays of these values shown through reduction in substance abuse, fighting, and general disciplinary referrals. These character programs come in many different formats, but are broadly defined as either comprehensive (school wide) or modular (classroom based). Most character education programs integrate the character curriculum into several academic subjects.

Character is embodied in both personal and social understanding and the resulting behaviors. Local schools often develop individual character education initiatives with variations in both curricular delivery and the character attributes they choose, or are mandated, to emphasize. Although character education is represented in the practice and the business of the curriculum, the initiatives schools implement are often met with skepticism. Parker, Nelson, and Burns (2010) examined the relationship between the variables that influenced classroom and student behaviors in schools that explicitly instructed character through established character education programs versus schools that did not have such programs. The authors' findings indicated that teachers in the explicitly instructed schools were more accurate in the implementation of the character program. The authors noted that thorough implementation of character education by well trained teachers with self-efficacy for influencing student character presents an important concept for further research.

Romanowski (2003) found that high school students felt that character education at their level was futile because by the time students were in high school they had already determined their moral course and were unlikely to alter that path. Romanowski found that despite the students' derision and apathy, when he assessed 30 character and behaviors areas, the high school juniors improved in 26 of the 30 areas. Romanowski added that additional research is necessary regarding the implementation and effects of character education, particularly at the high school level.

Five school districts in the eastern United States were examined to determine the relationship between character education programming, student behavior, and student achievement (Skaggs & Bodenhorn, 2006). The researchers found noticeable

improvement in overall behaviors after interventions but were not able to draw significant correlations to academic achievement. They noted that the highest positive character changes were in schools with staff that held positive beliefs regarding the implementation of character education and its potential for positive.

Huston-Holm (2010) detailed the character education practices in place at the Sentinel Career Center in Tiffin, Ohio. The Tiffin program used the 11 Principles of Effective Character Education (Lickona, Schaps, & Lewis, n.d.), the same used in West Virginia public schools, as a guide for the school's character education program. After receiving school-wide staff development, the Sentinel staff worked to integrate character into every aspect of the school. Discipline referrals decreased from 98 to 36, grades of C and above increased by 4%, incidents of drugs, alcohol, vandalism, and tobacco use dropped from 98 to six, and the average daily attendance increased from less than 93% to almost 95%.

As students spend less time at home and more time at school, and are saturated in a culture of shock and instant gratification, stakeholders see the schools as a necessary way to combat bullying, cheating, rising youth crime rates, and overcrowded prisons (Jones, Ryann, & Bohlin, 1999; Narvaez & Lapsley, 2008; Stedje, 2010; Stiff-Williams, 2010). In response, state and Federal mandates emphasize character education in schools and provide grant funds to promote these ends (Kirby, Levine, & Elrod, 2006; Narvaez & Lapsley, 2008; West Virginia Department of Education, 2001; West Virginia Department of Education, 2008; West Virginia Department of Education, 2010).

Khmelkov and Davidson (2009) also discuss how character can be important for academic success, although admitting this relationship is difficult to quantitatively prove. Although aspects of performance character are necessary for academic success because they equip students with the motivation, perseverance, and self-discipline necessary to maintain discipline expectations, complete assignments, and achieve graduation, student moral character facilitates the positive social interactions necessary for a positive professional working environment for students and staff. If public school students intend to collaborate in the global community, they must develop skills to regulate behaviors and make value laden decisions through practice gained in the school system. Character education in schools can provide practice by giving students explicit character instruction and opportunities to practice. For this character instruction to be effective, it must be carried out by well trained and confident teachers.

Fully integrated character education that is embodied in the way teachers approach all aspects of the school day, and in turn influences the behaviors of students, is recognized as a necessary component of teacher training by the National Council for the Accreditation of Teacher Education (NCATE). NCATE (2008) noted that content knowledge alone is not sufficient for a teacher to be considered a master in the field. Public school students must not learn only academic content knowledge but also the “skills necessary to succeed as a responsible citizen” (p. 3). NCATE (2008) likewise referenced the dispositions expected of professional educators and defined these as “professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors” (p. 90). Teachers must be able to work with parents and the community “to promote the intellectual, social, emotional, physical growth, and well-

being of children” (p. 55). At the same time, students must be prepared to make decisions as citizens while considering multiple variables including the well-being of others. The concept of positive, supportive, meaningful, and responsive learning is repeated throughout the standards

Teachers are called upon to be role models and to explicitly and carefully influence the moral development of their students, but they receive little specific instruction related to the integration of character instruction within the curriculum (Mehlig & Mison, 2002; Revell & Arthur, 2007; Narvaez & Lapsley, 2008; Milson, 2001). As a result, character instruction can become little more than another value-loaded definition to learn, a new bulletin board in the hallway, or an inspirational guest speaker. For character education to be effective it must be embedded in the school culture and curriculum by teachers with confidence in themselves and their ability to influence the student’s character. In essence, teachers must have a sense of self-efficacy for teaching character education.

In the late twentieth century, social psychologist Albert Bandura and other psychologists, educators, and researchers began to emphasize the importance of self-efficacy. Self-efficacy was defined by Bandura as the belief that individuals can moderate their motivations and emotions and to persevere through difficulties to reach success by belief in themselves and their ability to reach their desired results (Bandura, 2005; Pajares, 2003). Bandura (2005) says that self-efficacy is a judgment of personal ability to complete a given task.

Self-efficacy influences whether individuals set high goals and persist to their completion. Self-efficacy is not related to performance in isolated instances but, instead, describes an individual's ability to regularly perform an activity when faced with dispiriting situations or outcomes contrary to those desired (Bandura, 2005). People develop self-efficacy through their own experiences with success, from watching others reach successful outcomes, from positive teaching and learning interactions with others that help them understand how to reach success, and from their own emotional reactions to both success and failure (Pajares, 2003). Powerful and effective teachers challenge students academically and in character lessons, but they understand how to mediate these challenges with supportive, encouraging, and meaningful activities. According to Pajares, the goal is that students' "beliefs of personal competence ultimately become habits of thinking that are developed like any habit of conduct" (p. 153).

One-third of new teachers leave the profession in their first three years (Rimm-Kaufman & Sawyer, 2004). Confronting difficult students and the challenges of classroom management are some of the most difficult aspects of teaching and there may be a relationship between teacher ability to persevere through these instances and teacher self-efficacy. Kaufman and Sawyer suggest that teachers who approach classroom management with a greater sense of self-efficacy will be more positive, more effective, and more likely to remain in the profession.

NCATE (2008) stated that "the most important determinant of high quality education is a well prepared teacher" (p. 6). Focusing on mathematics teachers, Hodge (2010) noted that teaching efficacy was necessary for effective instruction because teachers must believe they can teach successfully before they can reach successful

teaching outcomes. Narvaez and Lapsley (2008) believe that experts in a field are better problem solvers and better teachers; therefore, becoming experts in character education is necessary for deliberate fostering of good character in students.

Raudenbush, Rowan, and Cheong (1992) suggested that a “central feature of classroom instruction is uncertainty” (p. 150) and effective teachers must “perform efficaciously under a wide variety of unpredictable circumstances.” They noted that, although high self-efficacy does not guarantee good teaching, “low feelings of self-efficacy almost certainly work against effective teaching” (p. 151). They found that teachers believed they were more capable and effective at providing instruction in classes they felt more prepared to teach. This sense of self-efficacy existed even when the classes instructed were equally engaged and responsive. The outcomes of the lessons were not as important to the teachers as their feelings of self-efficacy. It is important to realize that teachers feel differently about different classes and subjects. The authors noted that even master teachers need preparation to feel efficacious in unfamiliar areas of instruction.

Problem Statement

Research suggests that teachers who feel a sense of self-efficacy for teaching a particular curricular area are more effective at positively influencing students. Teachers with a sense of self-efficacy are more likely to continue to try to reach difficult students and more likely to work through difficult situations to reach success. West Virginia mandated the teaching of character education across the curriculum in 2001, and federal and state level support for character education exists. Although there is support for

character education across the public school curriculum, both nationally and in West Virginia, data are sparse regarding teacher self-efficacy for teaching character education.

Without the self-efficacy to instruct character education, can teachers be expected to positively influence student character? Will teachers continue to try to reach students who lack understanding of good character and the positive decision making associated with this trait? We do not currently have a systematic assessment of the levels of self-efficacy for teaching character education held by West Virginia public elementary school teachers. The problem addressed in this study, then, was to determine the current level of West Virginia public elementary school teachers' self-efficacy for teaching character education.

Research Questions

The specific research questions addressed in this study included:

1. What is the overall level of perceived self-efficacy for teaching character education held by West Virginia's public elementary school teachers?
2. What is the level of perceived self-efficacy for teaching character education held by West Virginia's public elementary school teachers in the three sub-factors of Student Engagement, Instructional Strategies, and Classroom Management?
3. What are the differences, if any, in West Virginia public elementary school teachers' overall level of perceived self-efficacy for teaching character education due to selected school and teacher demographic/attribute variables?
4. What are the differences, if any, in West Virginia public elementary school teachers' levels of perceived self-efficacy for teaching character education in the

three sub-factors of Student Engagement, Instructional Strategies, and Classroom Management and selected school due to teacher demographic/attribute variables?

Operational Definitions

The following variables were operationally defined for use in this study.

Level of perceived self-efficacy for individual character education teaching

functions - an individual teacher's perception of his/her personal level of efficacy for each of the 24 teaching functions related to character education as self-reported on the *Teacher Self-Efficacy to Instruct Character Education* (TSICE) survey, using a nine point description (1 = nothing, 3 = very little, 5 = some, 7 = quite a bit, 9 = a great deal) provided for each teaching function.

Levels of perceived self-efficacy for teaching character education teaching sub-factors of Student Engagement, Instructional Strategies, and Classroom

Management - the individual teacher's perception of his/her personal level of efficacy for each of the 24 teaching functions related to character education as self-reported on the TSICE, using a nine point description (1 = nothing, 3 = very little, 5 = some, 7 = quite a bit, 9 = a great deal) provided for each teaching function; the individual sub-factor scores (Student Engagement, Instructional Strategies, and Classroom Management) were calculated by summing the responses to the eight individual teaching functions in each cluster.

Total level of perceived self-efficacy for teaching character education - an individual teacher's perception of his/her personal level of efficacy for each of the 24 teaching functions related to character education as self-reported on the TSICE, using a nine point

description (1 = nothing, 3 = very little, 5 = some, 7 = quite a bit, 9 = a great deal) provided for each teaching function; individual total self-efficacy scores were calculated by summing the responses to each of the 24 individual character education functions.

Total years of teaching experience - an individual teacher's total number of years teaching at the elementary level in public school as self-reported on item one in the Demographic Information section of the TSICE.

Teacher's primary duty in school - an individual teacher's primary duty in school (regular education, content specialist/related arts, or counselor) at the elementary level in public school as self-reported on item two in the Demographic Information section of the TSICE.

Developmental level of students - the developmental level of the students (PreK – third grade or fourth grade - sixth grade) primarily instructed by the individual teacher's as self-reported on item three in the Demographic Information section of the TSICE.

Student enrollment - the enrollment of an individual teacher's school (206 and less students, 207 to 299 students, 300 to 399 students, and 400 to 1000 students) in the 2011 - 2012 school year as self-reported on item four in the Demographic Information section of the TSICE.

Percentage of students eligible for free and reduced lunch - the percentage of students eligible for free and reduced lunch in the individual teacher's school (were less than 35% of students, between 36% and 50% of students, between 51% and 75% of students, and more than 76% of students) in the 2011 - 2012 school year as self-reported on item five in the Demographic Information section of the TSICE.

Significance of the Study

Although mandates are in place requiring teachers to teach character education in public schools, and although student character development is a public expectation of the teaching profession, efficacy research suggests it is unrealistic to expect teachers who lack specific instruction and professional guidance in this specific domain to effectively influence student character development. The increasing expectations placed on teachers require specialized professional development and training. Findings from this study will help clarify the current level of teacher self-efficacy for teaching character education in West Virginia public elementary school teachers.

The study findings can help to inform policy makers, administrators, teacher educators, and practicing teachers so they may successfully initiate and maintain efforts to increase teacher self-efficacy for instructing character education and, in turn, more effectively influence positive character development in students. Additionally, this information can help teachers assess areas in which they have lower self-efficacy. If teachers and administrators can identify areas of low self-efficacy, then these self-efficacy functions may be targeted through training and mentoring. It is conceivable that teachers with improved self-efficacy will offer improved guidance resulting in more desirable student performance.

In addition, this research will assess the validity and reliability of the *Teacher Self-Efficacy to Instruct Character Education* (TSICE) survey as adapted and used to specifically measure teacher self-efficacy for teaching character education. These data may be used to guide further adaptation of the instrument for use in informing school, district, and state efforts to improve instruction in character education.

CHAPTER TWO: LITERATURE REVIEW

Introduction

This chapter examines the existing literature and research surrounding both character education and teacher self-efficacy. The chapter first defines character education and examines academic and moral components of character development. The literature review provides an overview of character education in United States public schools and several contemporary character education programs. The chapter presents a review of existing literature on character education program assessments and measurable outcomes. The literature review then transitions to an analysis of the concept of efficacy and, more specifically, teacher self-efficacy. The chapter concludes with a description of several efficacy measurement instruments.

Character Education

Character education goes by many names. Therefore the first goal of the literature review is to clarify what the literature says regarding character education in public schools. Bulach (2002) stated that “a character trait is an intrinsic attitude or belief that determines a person’s behavior in relation to other people and in relation to self” (p. 79). The United States Department of Education (2007) defined character as “the emotional, intellectual, and moral qualities of a person or groups as well as the demonstration of these qualities in prosocial behavior” (p. 3).

Stedje (2010) defined character as ethical decision making and resulting behaviors that show an individual’s moral understanding. *The Improving America’s Schools Act of 1994* defined the character traits to be taught in schools as caring, civic virtue and citizenship, justice, fairness, respect, responsibility, and trustworthiness (U.S. Department

of Education Office of Safe and Drug-Free Schools, 2008). In West Virginia, House Bill 2208 (2001) mandated the instruction of character and the cultivation of a culture of character in all functions of West Virginia public schools, and listed honesty, caring, citizenship, justice, fairness, respect, and responsibility among the required character traits.

Khmelkov and Davidson (2009) distinguished between performance and moral character. The authors define performance character as the aspects of character that are needed for students to realize their academic potential. These traits include diligence, perseverance, constructive work ethic, positive attitude, ingenuity, and self-discipline. According to Davidson and Khmelkov (2006), student performance character was further assessed by examining students' learning styles and levels of self-responsibility. Learning styles determined if the students preferred cooperative learning or competitive learning. The students' self-responsibility examined if the students exhibited self-control in learning. Responsibility for self included an assessment of the students' responsibility, perseverance, and effort, as well as a measure of the students' impulsivity. Moral character attributes were those qualities students needed to maintain positive relationships with others and included caring, respect, integrity, and cooperation (Khmelkov & Davidson, 2009). These attributes determine whether students will be capable of working in groups, and working without cheating or hurting others. Davidson and Khmelkov (2006) further defined moral character as concern for the welfare of others. Davidson, Khmelkov, and Baker (2011) state that focusing on all aspects of character and character education is the most immediate method of creating the culture needed for teaching and learning.

In the United States Department of Education Office of Safe and Drug-Free Schools report, *Partnerships in Character Education State Pilot Projects, 1995–2001 Lessons Learned* (2008), character education was defined as how schools support the development of emotional, intellectual, and moral qualities in students as demonstrated through the students’ social behaviors. The United States Department of Education: Institute of Education Sciences, *What Works Clearinghouse Evidence Review Protocol For Character Education Interventions* (n.d.), defined character education programs as school-based education programs that instruct students in values and are focused on changing the behaviors of students.

Character Education History

America’s educational system is built upon a foundation of character education. In colonial America, students were instructed in morality from the *Horn Book* and the *New England Primer* (Beachum & McCray, 2005). The normal schools of the early United States sought to cultivate teachers of upstanding moral character in order to develop students that would exhibit these same qualities (Jones, Ryann, & Bohlin, 1999). In the early 1900s, schools used the *Children’s Morality Code* written by Hutchins to teach the ten laws of living right (Leming, 1997). This strict focus on codes of conduct and rules of living morally continued through the 1920s and was included in clubs and interscholastic athletics as well (Beachum & McCray, 2005).

In 1929, Hartshorne and May released *Studies in the Nature of Character* and called into question the positive influence of character education (Beachum & McCray, 2005; Leming, 1997). Hartshorne and May’s study of character found that code based, didactic character education programs did not significantly influence student behaviors or

achievement. Character education was not stressed again until World War II, when character education once again became a part of academic life (Berkowitz, 2012). The overseas conflict was framed in the public schools as a battle of moral righteousness over evil, whereas the rising number of immigrants was seen as a threat to the American way of life (Beachum & McCray, 2005; Berkowitz, 2012). Character education was stressed through civic duty and service learning; patriotism flourished in schools.

After World War II, the instruction of students in civics continued, framed instead as anticommunist civic duty. This civics focused character education changed with society and the values clarification approach became popular in the 1960s and 1970s (Beachum & McCray, 2005). Values clarification was pioneered by Raths, Harmon, and Simon, and stressed that teachers should not directly influence student morals but, instead, should allow students to develop their own value codes through a teacher-guided, discussion based process (Beachum & McCray, 2005; Leming, 1997). At the same time, Kohlberg's moral dilemma-discussion characterized the teacher as a facilitator, guiding students through moral conflict resolution through discussion and reasoning based on Kohlberg's cognitive-development theory (Leming, 1997). These approaches are used in some schools today (Leming, 1997; Mehlig & Mison, 2002; Milson, 2001; Berkowitz, 2012).

During the Reagan administration, Secretary of Education Bennett insisted that public school teachers needed to pay acute attention to the moral development of students (Leming, 1997; Mehlig & Mison, 2002). Public school officials reacted by initiating school services that focused on the students' values development with activities including additional clubs and homerooms (Leming, 1997). By continuing and adding to these

character development activities, schools hoped to cultivate positive social interactions within the student body and to influence a decline in teen pregnancy, teen violence, drug abuse, and similar destructive behaviors associated with rising disciplinary infractions (Mehlig & Mison, 2002).

Contemporary character programs

Today, local schools often develop individual character initiatives which have a great deal of variation in their focus and the methods of curriculum delivery. The different curricula available are too numerous to discuss here and are often adapted to fit the needs of the local schools. Leming (1997) detailed ten popular character education curricula: Aegis, the Character Education Curriculum, The Child Development Project, the Community of Caring, Project Essential, An Ethics Curriculum for Children, The Giraffe Program, Lessons in Character, Lions-Quest: Skills for Growing, and The Responsive Classroom. Leming stated that the pedagogy of character programs can be situated into four broad steps: the students are exposed to the objective, the students discuss and explore the objective, the students apply their understanding, and students are encouraged to take action.

Another contemporary program, the Character Education Partnership (CEP), was founded in 1993 to advocate nationally for quality character education in K-12 schools. The CEP established the Eleven Principles of Effective Character Education and provided a framework for character education in schools. The CEP's Character Education Quality Standards were based on the Eleven Principles of Effective Character Education and the Eleven Principles Survey by Lickona and Davidson. The Character Education Quality Standards provide a scale for assessing the CEP's annual National

Schools of Character (NSOC) awards as well as provide a tool for schools and districts to use to assess the strengths of their character programs (Character Education Partnership, 2008). Character education in West Virginia public schools is modeled on these Eleven Principles, and a report discussed later details the results of a survey of rural West Virginia schools' implementing these principles (West Virginia Department of Education, 2010).

The Smart & Good Schools' character education framework seeks to develop what Khmelkov and Davidson (2009) termed an ethical learning community (ELC) by generating a positive school climate. This safe and caring community has a consistent and universal goal with high academic and character expectations. In a Smart & Good Schools' framework, the ELC generated a learning environment in which students reached excellence in character under the guidance of adult experts (Khmelkov & Davidson, 2009). Teachers receive special training and all of the professional staff focused on character development. The ELCs employed Bandura's social-cognitive learning theory in that the students were expected to learn positive character by analyzing and emulating experts (Khmelkov & Davidson, 2009).

After field research and observation of character education implementation, Davidson, Khmelkov, and Baker (2011) developed the Power2Achieve program using the Smart & Good High Schools model. The authors found that the Smart & Good approach was often too complicated for schools to fully develop and deploy so they sought to establish a more approachable character education system. The researchers found that establishing student engagement and grappling with the material in ways that were active and interesting as well as authentic was the most pressing need felt by

teachers. Additionally, communication with parents was a difficult point of the prior design as parents needed to know what was expected of them in implementing the school's character programs. The character programs had to transcend two main hurdles: costing, including financial and time cost, and the time necessary to implement a character initiative when dealing with potential behavior barriers. Overall, general knowledge of character education principles was found to be insufficient for character programs; teachers and students needed concrete tools, strategies and expectations (Davidson, Khmelkov, & Baker, 2011).

The juvenile detention and corrections facilities in Arizona instituted an initiative in 2001 in which they fully implemented the Character Counts! (CC!) curriculum in all facilities (Martinez, 2008). CC! was developed by the Josephson Institute of California in 1993 after a panel of international experts agreed on the character traits that would represent the six pillars of character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. In the Arizona study, these pillars were explicitly instructed within the curriculum, as well as through special events like poetry contests, talent shows, and guest speakers. Martinez reported that CC! curriculum was successful in improving student behavior (2008).

The Unified Studies (US) curriculum consists of very small cohorts of students, with only 65 – 75 students each year (Williams, Yanchar, & Jensen, 2003). The cohorts are engaged in a program of intensive creative curriculum integration. English, science, fine arts, social studies, and recreational activities are investigated experientially both in and out of the classroom. Students learn about the environment, writing, how to teach elementary school children, science, philosophies, listening, resume writing,

interviewing, and many other skills. Classes meet outside when possible and students learn through hands-on experimentation in a classroom in which, “personal values are clarified and internalized.....Real character education is not preached at you but rather lived with you” (p.7-9). Students involved in the US program report experiencing long-term positive influences in their lives as a result of the program. The students report better decision making and more resilience later in life.

Mirk (2007) investigated athletics based character programs that were initiated in four American high schools. In the Northeast Suburb School, the character initiative brought all education stakeholders together to engage in explicit conversation regarding the philosophy of values. The coaching staffs were all trained to address character and to facilitate the importance and understanding of values development in athletes (Mirk, 2007). At Northwest Urban School, all coaches were trained to coach character in the form of good sportsmanship, ethics, and integrity in all aspects of the athletes’ lives. All students received recognition for positive decision making and exhibiting good character. The coaches stressed empathy with the other teams and with teammates to build good sportsmanship. At Southwestern Rural School, all athletes and other student leaders were required to take a leadership course that stressed character through explicit values instruction and service learning. Values were frequently discussed in staff meetings to insure that the whole school was onboard (Mirk, 2007). Each school reported high academic and social achievement in their student athletes because of the strong focus on the development of players’ character.

The Hyde Schools, originating from Bath, Maine, are private and public schools that focus on character education through the family. These schools return to the

positive-American sentiment of early 20th century character education and stress American values and family. Hyde founder, Gauld (2012) believes character education risks being ineffective without family involvement, and quotes a 1998 study by Lawrence Rudner in which Rudner found that home schooled students show significantly higher scores on academic assessments as well as in social development, college achievement, and success in life.

Berkowitz (2012) believes that regardless of the character education curriculum, certain elements of school organization and learning culture were required for effective character education. Berkowitz states that character education must be deliberate in the development of pro-social relationships, and that this deliberate action must be supported by strong and committed leadership. This leadership must establish a vision that drives the character education and work to achieve implementation that is guided by solid character curriculum and direct character instruction. This instruction must be implemented in all parts of the school day including in the core academic classes. Students need models of good character in the school, in their lessons, and in the community. Berkowitz suggests that two keys to effective character education are service learning, volunteerism and family and community involvement. The students must have nurturing relationships in and out of school with high, supported character expectations in an environment that empowers students and staff to practice good character (Berkowitz, 2012).

The Integrative Ethical Education (IEE) approach used a supportive climate with ethical skill development to instruct pre-service teachers (Narvaez & Lapsley, 2008). The teachers were taken through instruction as apprentices to develop their ethical training

into behaviors that were self-regulating and therefore able to adapt their character instruction without conscious thought or personal consideration. IEE relied on teacher engagement in character education through examples and frequent opportunities to practice character education. Additionally, IEE students were instructed in character facts and develop skills by practicing the integration of character into the core curriculum (Narvaez & Lapsley, 2008).

Frazier and Gallman (2007) examined the role of counselors in the school setting and suggested that counselors are best situated in the school system to teach and reinforce social responsibility and positive ethical and cultural values. The researchers asserted that, although teachers assist students in building cognitive skills, counselors help students deal with affective skills. A strong and effective character education program needs to include both cognitive and affective components. The researchers suggest that character programs should be lead by the entire school and agree on values and behaviors with the home and community. The researchers concluded that “interviewed teachers stated when parents are also involved in the planning and implementation of character education, the impact on students is positive” (Frazier & Gallman, 2007).

In West Virginia, after House Bill 2208 was passed in 2001, over 1,000 educators were trained in character education best practices through a series of workshops and courses (West Virginia Department of Education, 2001). The CEP’s Character Education Pilot Project was initiated in May of 2001 and eventually provided over one million dollars in grant funding for a quasi-experimental study of character education programs in rural West Virginia public schools (West Virginia Department of Education, 2001).

The Correlation Of 21st Century Content Standards and Objectives With Character

Education Virtues (2008) tied 21st Century standards of academic development to the CEP's Eleven Principles of Effective Character (West Virginia Department of Education, 2008). Using methods espoused in the Eleven Principles to focus on respect, responsibility, caring, citizenship, fairness, and trustworthiness, the study examined the West Virginia Content Standards and Objectives that were in use in 2008 and detailed through each grade and subject which character virtues can and should be emphasized in the ensuing lessons. The report included kindergarten and continued through the twelfth grade detailing the integration of character in math, science, social studies, choral music, and many others content areas (West Virginia Department of Education, 2008).

In *Texas Lawmakers Debate How to Curb School Bullying*, Smith (2011) examined the consequences of and possible solutions for bullying in Texas-area high schools. Although legislatures debated enacting anti-bullying legislation, Smith stated the American Civil Liberties Union and other organizations opposed laws as they feel these instances are best handled at the local level by training (Smith, 2011). Although this training focused on teaching the bullies to modify and correct their behaviors, the identification of bullies required teachers with a sense of efficacy for character instruction. This need for confident teachers became clearer when Pittsburgh districts instituted anti-bullying programs from the Heartwood Institute that specifically addressed character by teaching courage, justice, loyalty, hope, respect, love, and honesty (Niederberger, 2011). The program included aids to help teachers better address and discuss character, specifically bullying-prevention, with students.

Recently, West Virginia's Department of Education established Policy 4373, *Expected Behavior in Safe and Supportive Schools* (2012). This policy details

expectations of student dispositions including student self-awareness, self-management, social-awareness, interpersonal skills, decision-making skills, and responsible behaviors. It goes on to explain the students' rights in terms of education, expression, and extra-curricular activities; as well as, specific behaviors expectations and consequences. School representatives have the opportunity to attend professional development that specifically focuses on creating a safe and supportive school climate by initiating behavior changes as a school-wide effort.

Character assessment and outcomes

The following section will review a selection of character education assessment tools and studies. The United States Department of Education Institute of Education Sciences (n.d.) examined character education and defined several parameters critical to effective character education initiatives. For an initiative to be effective it must maintain a commonly shared definition of character within the whole school and maintain the ability to duplicate the interventions. The intervention outcomes must include student demonstrations of character understanding, reductions in problem behaviors, and increases in academic performance. Statistically the assessment must at least meet the standard What Works Clearinghouse (WWC) values of internal consistency (.60), temporal stability/test-retest (.40), and inter-rater reliability (.50) (United States Department of Education: Institute of Education Sciences, n.d.).

The Character Education Partnership's (2008) *Quality Standards* were based on the Character Education Project's (CEP) Eleven Principles of Effective Character Education and the Eleven Principles Survey. The original assessment was developed by the Center for the Advancement of Ethics and Character (CAEC) at Boston University

and the 1999 National Schools of Character (NSOC) Blue-Ribbon Panel. The assessment was revised in 2003 and in 2006 with Kathy Beland (Character Education Partnership, 2008). The authors stated the assessment should be conducted by two or more individuals with careful scoring of each item based on the frequency and intensity of the character education practice in question. The assessment tool makes it possible for a school or district to quantify student progress in developing both an understanding of and a commitment to good character while gauging the extent to which students act upon the core values (Character Education Partnership, 2008).

Davidson and Khmelkov (2006) validated the Collective Responsibility for Excellence and Ethics (CREE) scale. The scale was an amalgamation of scales used in prior research and quantifies both student and teacher responses. Students were asked to respond to questions of performance character consisting of the sub-categories of student learning style preference and self-control in learning, and students' responsibility for self including the students' perseverance and effort, as well as the student's control of impulsivity. Students also responded to questions of moral character including their concern for the welfare of others, the students' acceptance of and attachment to school, the students' sense of responsibility to the school and to learning, and the students' perceptions that teachers focus on thorough and proficient performance.

In the CREE scale, teachers were asked to respond to a self-efficacy scale that quantifies the educators' perceptions that they are capable of promoting student achievement and moral social development (Davidson & Khmelkov, 2006). Teachers also responded to teaching style scales that examined if they taught for understanding, were connected to the students, and used discipline based on reason rather than punitive

means. The promoting performance character and moral character scales were similar to those used for students and quantified the teachers' focus on authentic assessment of moral character, teaching for mastery, direct instruction of character, and responsible discipline.

Integrating Effective Character Education Programs Into Rural Schools

Measuring A Replicable Model (2010) examined the result of a four year character education grant for the United States Department of Education Office of Safe and Drug Free Schools. The quasi-experimental study followed eight schools in rural West Virginia with four intervention schools and four controls. The report indicated that intervention schools explicitly integrated character education into all levels of the school to promote caring, justice, fairness, respect, and responsibility.

The authors established character education criteria as the promotion of core ethical values, involvement of parents and the community in the promotion of character education throughout the school, modeling by adults in the school, classroom, and school focus on caring, and the opportunity for students to practice moral action (West Virginia Department of Education, 2010). The study triangulated the data over three years with two surveys each year. The study used the Concern for Other, the Assessment of Student Moral Performance and Character, the Self-Perceived Character Elements, the Misconduct at School, the Interpersonal Community Engagement, the Sense of School Community, the Victimization at School, the Liking for School, the Loneliness at School, the Student Motivation, the Academic Self-Esteem, the Trust in Teachers and Parents, and Student Perceived Teacher Efficacy scales. The only finding of significance in this study was that experimental schools had a higher level of character education

implementation than control schools (West Virginia Department of Education, 2010). No scales produced other significant results.

Parker, Nelson, and Burns (2010) examined the relationship between the variables that influence classroom behavior and student behavior in schools with and without an explicitly instructed character education program. The authors collected data from 77 classrooms in 12 elementary schools (grades one through five) in the Upper Midwest and used systematic direct observation to extract the data. The observers looked for specifically defined instances of disruptions, verbal aggression, and physical aggression. The experimental groups were part of the Smart Character Choice (SCC) training cohort and received professional development that focused on program implementation through the American History curriculum, school wide procedures and routines, and social etiquette instruction (2010).

The authors' findings indicated that teachers in the experimental schools were very accurate in the implementation of the SCC program. Overall, there were more problem behaviors in control schools than in SCC classrooms (Parker, Nelson, & Burns, 2010). The authors noted that, although not statistically significant, schools with character programs may have a stronger influence when a higher percentage of students are eligible for free and reduced lunch.

Romanowski (2003) interviewed 144 high school students in a 575 student school in Northwest Ohio after the school received a grant through the Ohio Department of Education's Partners in Character Education grant program. A character education committee of administrators, teachers, parents, community members, business leaders,

and students established a vision, mission, goals, objectives, nine monthly themes, and 36 words of the week in the school. The students had a 30 minute Team Time class twice a week in order to investigate character topics as a grade-level group. The committee chose to assess progress by using Lickona's 30 questions, School as a Caring Community Profile (SCCP), and administered the assessment at the beginning and end of the school year.

Romanowski's (2003) study described the students' perspectives regarding the need for character education, the character education program's effectiveness, student and teacher resistance to the program, pedagogical issues, and suggestions for program improvement. Romanowski found that although the students understood the purpose of the CEP and accepted that they need to work together in the world, the students felt that character education at the high school level was pointless as students have already developed their moral orientations and are resistant to change. The other problem was that most CEP instruction was distilled into catchphrases or required worksheets and role-playing that bored the students and insulted their intelligence (Romanowski, 2003). The students scorned aspects like the posters and words of the day and noted that teachers resisted implementing character education as a separate curriculum. "Students often cited teacher resistive behaviors as a main reason for the ineffectiveness of CEP...student and faculty apathy was cited as a significant indicator of the CEP's ineffectiveness" (p. 13).

Romanowski (2005) also examined the perspective of 16 high school teachers regarding character education in a west central Ohio school. The teachers noticed more student questioning of both adult and student behavior after interventions. Some teachers felt the CEP was a public relations stunt and a way to gain extra grant money. Most

teachers also disagreed with the add-on nature of the CEP curriculum and felt that for character instruction to be effective it must be a part of all elements of school life. Other teachers discussed the lack of parent involvement and support and worried that parents were not held accountable for student behaviors.

Skaggs and Bodenhorn (2006) discussed a four year project in which five school districts in the eastern United States were examined to determine the relationship between character education programming, student behavior, and student achievement. The project schools used Educating for Character, Character Education Institute's model with Community of Caring, Educating for Character, and Character Counts! The study began with the baseline school year 1996 – 1997 and continued over three years of program implementation. The data included responses to surveys on perceived character related behaviors (SCCP), school and state level statistical behavioral data, and school-level achievement information.

Over the course of the treatment and study, students' perceptions of their own behaviors improved significantly (Skaggs & Bondenhorn, 2006). In every group the suspension rate rose in the first year of the character program but dropped in the following years. In the end, there was no significant relationship between character education and suspension or dropout rates, nor was there a difference in achievement for character and non-character education schools.

Skaggs and Bondenhorn (2006) found noticeable improvement in overall behaviors after interventions but no significant correlation to academic achievement. Skaggs and Bondenhorn noted the highest positive value for the SCCP was at the high

school level and that “the greater benefit toward character-related behavior ... was evident in schools whose student and staff behavior were initially positive”(p. 107). The authors also noted that “a better indicator of student behavior would have been a more direct indication of the number of behavioral incidents, such as office referrals” (p. 110).

Martinez (2008) discussed Arizona’s 2001 initiation of the Josephson Institute’s CC! curriculum in Arizona’s juvenile detention and corrections facilities. The author stated that CC! curriculum was successful in improving student behavior in other schools, but because detention staff only stay around an average of 18.2 days with students in the detention facilities, there was speculation about the intervention’s sustainability in the juvenile facilities. In 2008 CC! was in place at the Maricopa County Juvenile Detention facilities for six years when an independent study found that the intervention had a positive influence on student attitudes and cooperation. Interventions include recognition, poetry competitions, talent shows, door decorating contests, and other creative means (Martinez, 2008).

Huston-Holm (2010) detailed the effective character education practices in place at the Sentinel Career Center in Tiffin, Ohio after Sentinel won the 2010 National Schools of Character Award from the CEP. The executive director for the Ohio Partners in Character Education, Lucy Frontera, said the success rests on using the 11 Principles of Effective Character Education as a guide for the school. After widespread staff development, the Sentinel staff integrated character into every aspect of the school. As a result Huston-Holm reported that discipline referrals decreased from 98 to 36, grades of C and above increased by 4 percent, incidents of drugs, alcohol, vandalism, and tobacco use dropped from 98 to 6, and the average daily attendance increased from less than 93

percent to almost 95. The staff noted that the character changes do not take place overnight but that through intensive and full-school focus, major changes do occur.

The above character education initiatives show significant influence in some cases and educational stakeholders agree character education is a necessary component of the 21st Century American classroom (Jones, Ryann, & Bohlin, 1999; Narvaez & Lapsley, 2008; Sewell & Hall, 2003; Sweeny, 2008; Stedje, 2010; West Virginia Department of Education, 2008). Stakeholders see schools as a possible cure for bullying, cheating, rising youth crime rates, and overcrowded prisons (Jones, Ryann, & Bohlin, 1999; Narvaez & Lapsley, 2008; Stedje, 2010; Stiff-Williams, 2010). In response, state and Federal level educational mandates emphasize character education in schools and provide grant money to promote these ends (Howard, Berkowitz, & Schaeffer, 2004; Kirby, Levine, & Elrod, 2006; Narvaez & Lapsley, 2008; West Virginia Department of Education, 2001; West Virginia Department of Education, 2008; West Virginia Department of Education, 2010).

Efficacy

Teachers are expected to be role models and to positively influence the character development of their students, yet teachers receive little specific instruction related to the integration of character instruction within their curricular areas (Mehlig & Mison, 2002; Revell & Arthur, 2007; Narvaez & Lapsley, 2008; Milson, 2001). As a result, character instruction often becomes little more than value-loaded words of the day, a character-inspired bulletin board in the hallway, or an inspirational guest speaker. For character education to be effective it must be woven into the fabric of the curriculum by teachers

with confidence in themselves and their ability to influence the students' character, in other words with a sense of personal efficacy for character education.

In the late twentieth century, social psychologist Albert Bandura and other psychologists, educators, and researchers began to emphasize the importance of self-efficacy, or the belief that individuals can moderate their motivations and emotions and persevere through difficulties to reach success (Bandura, 2005; Pajares, 2003). Bandura (2005) said that self-efficacy is a judgment of personal ability to complete a given task. Efficacy influences whether individuals set high goals and persist to their completions. Efficacy is not about singular instances but instead about an individual's ability to regularly perform in dispiriting situations (Bandura, 2005).

Bandura (1977) stated that efficacy results from personal accomplishments, witnessed positive experiences, vocal coaching, and mental states. Bandura defined efficacy as "the conviction that one can successfully execute the behavior required to produce the outcomes" (p. 193). He postulated that individuals with high efficacy will work harder and longer in difficult situations and will be more likely to overcome obstacles and reach success. Bandura remarked that people learn new skills, and become comfortable with their abilities to implement these skills through experiencing success and duplicating behaviors to achieve similar ends in other circumstances. He also stated that people learn through watching modeled behaviors and subsequently using their knowledge of the performances to modify later behaviors, as well as by receiving voiced feedback and positive reinforcements. Finally, being in a positive frame of mind, healthy, and safe is necessary to learn and to reach a state of self-efficacy. Individuals who dwell on previous failures or who experience other anxieties are not as likely to

approach goals with a sense of self-efficacy (Bandura, 1989). Bandura points out that people who initially begin an activity with a high sense of self-efficacy can quickly quit their efforts if they lack the skills necessary to effectively complete the tasks or if they feel that their efforts are unappreciated or ineffective. It is likely that teachers who lack a sense of efficacy for instructing character education because they feel ineffective, unappreciated, or undertrained will quit their efforts.

Bandura (1977) examined the effect of efficacy treatments on the behaviors of adult snake phobics. These phobics were separated into three cohorts with one group receiving patient experience treatments, another modeling, and the final no treatment over an equal amount of time. Those experiencing mastery of their fear through treatments that encourage the participant to allow a boa constrictor to eventually climb on the patient “produced higher, more generalized, and stronger efficacy expectations than did vicarious experience, which in turn exceeded those in the control group” (p. 205). By experiencing personal mastery, patients were more likely to approach their fears with a sense of efficacy that these fears were surmountable. Bandura said that “under conditions in which people differ substantially in component capabilities and motivation, skill and incentive factors will also contribute to variance in performance” (p. 206).

In his March 2012 TED talk, *How to build your creative confidence*, David Kelley (2012) discussed Bandura’s work in building self-efficacy in people with phobias. Kelly also detailed the need for self-efficacy to try new techniques and ideas as well as to sustain difficult activities. He suggests that teachers and students who dismiss creative skills or criticize without providing areas for improvement often have detrimental effects on students’ self-efficacy. This squashing of self-efficacy results in students who believe

they cannot and should not continue to develop the criticized skill. This conclusion has powerful implications for character education. Might a teacher lacking self-efficacy to teach character education fail to take advantage of a teachable character moment? Could a teacher lacking this same self-efficacy inadvertently deter students from developing positive character traits?

Caprara, Regalia, and Bandura, (2002) discussed a study in which 170 adolescent boys and 180 adolescent girls near Rome were questioned to discover if a relationship existed between self-regulatory efficacy to resist peer pressure, open communication with the parents, and violent conduct. The authors observed that efficacy was influenced by environmental factors; they hypothesize that open parental communication allowed the parents to provide guidance and positive influence.

The authors found that efficacy to regulate personal behaviors significantly reduced violent conduct regardless of whether it was coupled with parental communication. Parental communication had an immediate significant effect by decreasing violent conduct but this change did not last over time (Caprara, Regalia, & Bandura, 2002, p. 67). The individuals had to feel a sense of self-efficacy for regulating their own behaviors, not for being regulated, in order for the behaviors to exist over the long term.

The authors suggested that an important next step in research would be to investigate to what extent the efficacy of parents to help their children cope with the “social and moral dilemmas they face outside of home” (p. 68) influenced the children’s development. This avenue of inquiry has important implications for this research, as

teachers may spend more time with children than parents, and therefore, also influence the children's coping styles and skills. If the authors' hypothesis that the parents' efficacy may influence children's moral social development is accurate, then it may be fair to say this can also be true of teachers.

Fernandez-Ballesteros, Diez-Nicolas, Caprara, Barbaranelli, and Bandura (2002) examined the influence of socioeconomic status on personal efficacy and the link to collective efficacy. The authors expected to see differences in efficacy related to income level as well as gender. The study focused on 1,241 Spanish individuals between 18 and 91 with 52% female and 48% male. According to the authors, 24% were of low socioeconomic status, 55% were middle class, and 19% were of high socioeconomic status. The study examined the participants' self-efficacy to manage life circumstances (personal efficacy), efficacy to personally bring about social changes (individual social efficacy), and belief that as a collective unit they can make social changes (collective efficacy).

The authors asserted that participants had a considerably higher efficacy to manage personal efficacy than either individual social efficacy or perceived collective efficacy (Fernandez-Ballesteros, et al., 2002). Those of the high socioeconomic group had higher efficacy than the other two groups. They noted that socioeconomic status influenced the aspirations of individuals and that females are politically marginalized and therefore likely to feel less efficacy in changing social conditions. Younger participants had higher individual social efficacy but lower personal efficacy. In general, the participants felt they were better able to change social problems as a group than as individuals. Females had higher personal efficacy than males but lower individual social

efficacy and collective efficacy. The social problems individuals felt they have the highest efficacy to reduce were crime and drug-related activities. The older individuals had a lower sense of individual social efficacy but not collective efficacy. The authors noted that “a collective system with members plagued with self-doubts about their capabilities to perform their roles will achieve little” (p. 122). In schools, teachers who lack efficacy to influence the students’ character will likely achieve little.

In *Disrupting Class*, Christensen, Johnson, and Horn (2010) detailed the impact of socioeconomic status on academic achievement. Christensen wrote that, when other supporting factors are in place, socioeconomic status does not seem to influence the students’ ability to achieve. The other factors, a safe and supportive educational environment, the involvement of the family, and the support of the community, seem to provide students with a sense of self-efficacy for academic achievement. Christensen wrote that, when the educational institutions are led by supportive management, the teachers customize the curriculum to the needs of the population, and the family is involved, students of all backgrounds are able to achieve unhindered.

Zimmerman, Bandura, and Martinez-Pons (1992) investigated whether students’ self-regulatory efficacy influenced their self-efficacy for academic achievement and in turn influenced their personal goal-setting and grades. The authors stated that self-regulated learners are committed to achieving high goals and are motivated and involved in the learning process. The participants included 50 boys and 52 girls in the ninth and tenth grades at two large Eastern high schools. These participants all took part in the study in social studies classes because these courses were not tracked on skill level and therefore provided a more heterogeneous view of the student body. The authors also

assessed the students' grade aspirations as well as their parents' grade aspirations. The students' self-efficacy for self-regulated learning was found to have a significant positive correlation to the students' final grades and personal goals. The students' and parents' goals were a significant predictor of their final grade outcomes (p. 671). This may mean that the teachers' goals for character instruction will predict the final student outcomes. If these goals include performance character attributes that provide students with a desire to achieve highly and persevere through difficulty, then the results may mean higher academic achievement and perseverance to graduation.

Teacher efficacy

According to Henson (2001), high teacher efficacy was predictive of achievement on the Iowa Test of Basic Skills (K-8), the Canadian Achievement Test, and the Ontario Assessment Instrument. Henson also stated that teachers with greater efficacy create more positive working conditions as they are less likely to criticize students.

Raudenbush, Rowan, and Cheong (1992) stated that a "central feature of classroom instruction is uncertainty" and that effective teachers must "perform efficaciously under a wide variety of unpredictable circumstances" (p. 150). They noted that, although high self efficacy does not guarantee good teaching, "low feelings of self-efficacy almost certainly work against effective teaching" (p. 151).

Omobola (2010) states that efficacious outlooks regarding personal teaching ability produced high effort and a tendency to persevere in the face of threatening situations in Botswana schools. Teachers with a high sense of efficacy believed that even the most difficult students were reachable given extra effort and attention by the teacher. Omobola also noted that teachers are the individuals responsible for the implementation

of educational policy and therefore the translators of these societal ideals. It is the teachers with high efficacy that will be diligent and rigorous in their teaching; whereas, those with low efficacy are likely to expend as little effort teaching as possible, and will be satisfied with lower expectations.

Omobola's (2010) research surveyed 132 secondary school teachers in the southern educational region of Botswana using an adaptation of Bandura's efficacy scale to determine where these teachers felt most and least efficacious. The items that teachers felt the least efficacious in teaching or doing were reaching difficult students, motivating students who lacked interest in school work, and getting students to follow the classroom rules. The teachers did feel they were able to have some influence on school decisions and the acquisition of classroom materials as well as helping students to learn and complete the given academic tasks. From this finding the reader may infer that teachers feel efficacy in those aspects of student performance that are traditionally academic in nature, but lack the knowledge and skill to feel efficacious when addressing issues of student behavior and character.

Bandura (1989) stated that "domain-linked measures of personal efficacy typically predict changes in functioning better than do general measures" (p. 732). This observation means that efficacy scales are most effective when they are developed to specifically address a construct. Tests that are too broad or unclear lack reliability; therefore, tests of teacher efficacy should specifically address the subject matter (Taschannen-Moran & Hoy, 2001).

Smart and Igo (2010) questioned 19 first year teachers in the southeast United States to determine the teachers' efficacy for behavior management. They found that first

year teachers felt efficacious in employing management strategies for mild misbehaviors including attention getting behaviors and off task talking. These teachers could identify where they learned the strategies employed, and often used tactics learned in pre-service classes or mentoring. In terms of aggressive and belligerent behaviors, the teachers did not feel capable of influencing these students, and reported no base of knowledge from which to draw management plans. It appears teachers need explicit instruction or years of experience to feel efficacious in influencing these aspects of student character.

Wan and Dan Pembangunan (2003) frame efficacy as an important factor in the success of a classroom teacher. The researchers discussed measuring teachers' sense of general teaching efficacy (GTE) and personal teaching efficacy (PTE) in efficacy research. General questions framed external factors as out of the teacher's control, whereas the personal questions framed teachers' ability to influence learning internally, or under the control of the teachers. The authors discussed several efficacy scales and the role of both PTE and GTE in efficacy scale development. GTE scales focused on factors outside of the teachers' control as limiting teaching influence whereas PTE scales centered on the teachers' ability to influence and improve student learning regardless of outside factors. In some studies, GTE is correlated to the belief that a performance will achieve an expected degree of skill. PTE was correlated to the idea that the individual could successfully complete the task to the desired degree of skill. The authors note that teachers feel efficacy if they think their work is effective.

Raudenbush, Rowan, and Cheong (1992) feel study of secondary school teacher efficacy is lacking and important to future study as high school teachers typically teach several classes. The researchers considered variations in both external and internal

efficacy. External variables included class size, low-track students, student age, and teacher preparation. The internal variables examined personal backgrounds, discipline specializations, and how much input the teachers felt they had in policy and decisions.

Raudenbush, Rowan, and Cheong (1992) surveyed teachers of mathematics, science, social studies and English in 16 urban and suburban high schools in California and Michigan. The surveys were administered for each class to determine if efficacy changed in regard to the external variables. The researchers found that, “even if teachers perceive two classes to be equally engaged, they perceive themselves to be substantially more able to deliver effective education in classes they feel better prepared to teach” (p. 160). It is important to realize that teachers feel differently about different classes and subjects and therefore need preparation to feel efficacious in unfamiliar territory. If teachers do not feel prepared to address student character education, they will lack efficacy and may therefore have diminished results.

Self-efficacy Instrumentation

Henson, Kogan, and Vacha-Hasse (2001) investigated the reliability of four frequently used efficacy and locus of control measurements: the Teacher Efficacy Scale (TES) and Science Teaching Efficacy Belief Instrument (STEBI) in efficacy and the Teacher Locus of Control (TLC) and Responsibility for Student Achievement (RSA) for locus of control. Henson, Kogan, and Vacha-Hasse are concerned that these devices are frequently used in research articles but are not often accompanied by reliability estimates.

The variables Henson, Kogan, and Vacha-Hasse (2001) chose to study included: teacher experience (pre or in-service), teaching level (elementary or mixed), teaching

area (regular/general or special education), and gender. The findings suggested that several subscales were fairly consistent in reliability. The authors state that, “reliability is a function of scores, not tests, and that estimates may vary considerably on different administrations for the test” (p. 412). Teaching area was not found to relate to reliability, whereas teacher experience was found to have a negative correlation. Likewise, teachers of mixed grade levels showed lower reliability. The researchers did find that “as the number of items on a test increases, reliability estimates are also likely to increase” (p. 414). In general, Henson, Kogan, and Vacha-Hasse stated that personal teaching efficacy subscales remain more reliable than general measures.

In *Teacher Efficacy in Character Education*, Milson (2001) validated the Character Education Efficacy Belief Instrument (CEEBI) by surveying 767 elementary school teachers. The CEEBI has 24 statements scored on a five-point Likert-style scale that measured both Personal Teaching Efficacy (PTE) and General Teaching Efficacy (GTE). In the CEEBI, Milson framed all PTE questions in the first person and all GTE questions in the third person. Milson found PTE high in teachers, but noted that 70% of teachers surveyed believe there were some students who could not be influenced by character education. Milson examined the teachers’ ages, degrees, grades instructed, years teaching and type of degree granting institutions. Milson stated that the results showed that teachers were unsure about their abilities to influence students via character instruction. Milson believes more professional development and pre-service teaching training is necessary to increase teacher comfort. (2001)

Mehlig and Mison (2002) examined the efficacy beliefs of 254 elementary school teachers in the Midwest to determine which undergraduate degree type gave teachers the

greatest sense of efficacy when addressing character education in the classroom. The authors noted a lack of guidance for pre-service teachers regarding the instruction of character education. The authors used the CEEBI and also rewrote 12 items from the TES to investigate teachers' perceptions of their ability to influence student character regardless of external factors. The only statistically significant result was the type of undergraduate institution and level of GTE. The teachers who attended private, religious institutions had significantly higher levels of GTE regarding the teaching of character education. The authors noted that only elementary educators were questioned and further research regarding the relationship of efficacy and character education is necessary.

Summary

In summary, this review examined the existing literature and research surrounding both character education and teacher self-efficacy by defining character education, over-viewing character education programs in United States public schools, analyzing efficacy, and describing some efficacy survey instruments. To begin, character was defined broadly as ethical decision making followed by behaviors that exhibit moral understanding and internalization of that understanding. Character instruction often focuses on aspects of ethical decision making and behavior that exemplify honesty, caring, citizenship, justice, fairness, respect, and responsibility. Schools that incorporate character education support the development and demonstration of these qualities in students through instruction, modeling, and practice. Today, schools have the option of many pre-developed character education programs, whereas many chose to develop in-house character initiatives. The character education programs exhibit a great deal of variation in their focuses and the methods of curriculum delivery.

Many of the character education outcomes were positive, and measured through self-reporting of participating students and staff. The Character Counts! Curriculum was reported to be successful in improving student behavior (Martinez, 2008). Students who attended the Unified Studies (US) curriculum reported better decision making and more resilience later in life. Likewise, participants in athletics based character programs reported high academic and social achievement because of the strong focus on the development of players' character (Mirk, 2007).

The research suggests that, for the programs to be effective, they required deliberate development and the support of strong and committed leadership. The instruction must be implemented in all parts of the school day including the core academic classes. Students need models of good character in the school, in their lessons, and in the community. Additionally, Frazier and Gallman (2007) say that counselors are best situated in the school system to teach and reinforce character education.

In the research, self-efficacy is a judgment of personal ability to complete a given task (Bandura, 2005). Bandura (1977) suggests that individuals with high self-efficacy work harder and longer in difficult situations and are more likely to overcome obstacles and reach success. Research found that self-efficacy to regulate personal behaviors significantly reduced violent conduct in adolescents (Caprara, Regalia, & Bandura, 2002). Likewise, teachers with greater self-efficacy created more positive working conditions (Henson, 2001). The literature suggests that although high self-efficacy does not guarantee good teaching, low self-efficacy is counterproductive to good teaching (Raudenbush, Rowan, & Cheong, 1992). Finally, the literature suggests that self-efficacy

scales, particularly those focusing on specific domains of self-efficacy, are fairly consistent in reliability (Henson, Kogan, & Vacha-Hasse, 2001; Milson, 2001).

CHAPTER THREE: METHODS

The purpose of this chapter is to describe the methods used in this study. This chapter is organized around the following subheadings: research design, population and sample, instrumentation, data collection, and data analysis.

Research Design

A cross-sectional survey design was used for this study. The cross sectional design allowed information about the targeted population, West Virginia public school elementary teachers, to be collected and analyzed to determine the respondents' perceived levels of self-efficacy to teach character education at the time of the survey (Olsen & St. George, 2004). The cross-sectional design also allowed comparison of the self-efficacy data to the demographic and attribute variables identified for this study (Fink, 2003). Through the cross-sectional analysis of the independent and dependent variables, the researcher was able to determine whether differences were perceived in self-efficacy levels to teach character education based on selected demographic and attribute variables and the self-efficacy survey scores (Babbie, 1973).

Population and Sample

The survey population consisted of all teachers classified as elementary educators, Pre-Kindergarten (PreK) through sixth grade, by the West Virginia Department of Education in the 2009 – 2010 school year (West Virginia Department of Education, 2011). According to the West Virginia Department of Education's (2011) 2009 – 2010 statistical analysis, there were 6,387 elementary school teachers in 420 elementary schools. The total population was included in the survey.

Instrumentation

The efficacy component of this research was addressed using the *Teacher Self-Efficacy to Instruct Character Education* (TSICE). This instrument was adapted from the long form of the *Teacher Sense of Efficacy Scale* (TSES) designed by Woolfolk Hoy and Tschannen-Moran (2001). The TSES was designed to focus on general teaching self-efficacy and has been adapted to focus on specific teaching areas by other researchers (Riggs & Knoch, 1990). For this study, the instrument was adapted with author permission (Hoy, 2011) (Appendix A) to focus specifically on teacher self-efficacy to instruct character education. A copy of the TSICE used for this study is included as Appendix B.

Tschannen-Moran and Hoy (2001) discussed their participation in the creation of the TSES which was adapted for use in this study. The *Ohio State Teacher Efficacy Scale* (OSTES) was edited to a long form of 24 items and a short form of 12 items after three separate studies that took the OSTES from 52 items in the first study and 32 items in the second. The final scales examine three efficacy sub-factors: Instructional Strategies, Classroom Management, and Student Engagement with the reliability in each factor testing at over 0.80. The authors checked validity against the Rand Items and the shortened TES with positive relationships and strong correlations with personal teacher efficacy. The authors suggested that a greater understanding of teacher efficacy would help to improve school culture and to promote student achievement particularly in schools serving students of low socioeconomic status and of great diversity. Hoy suggested that the OSTES, now re-classified the Teacher Sense of Efficacy Scale (TSES), lends itself to domain specific adaptation.

The long form TSES reliability alphas were determined by Hoy and Taschannen-Moran (2001) for both the entire instrument and for the three sub-factors of Student Engagement, Instructional Strategies, and Classroom Management. The whole instrument alpha was .94; whereas, the Student Engagement alpha was .87, the Instructional Strategies alpha .91, and the Classroom Management alpha .90. The mean for the entire instrument was 7.1 (SD .94) and for the sub-factors the means were 7.3 (SD 1.1) for Student Engagement, 7.3 (SD 1.1) for Instructional Strategies, and 6.7 (SD 1.1) for Classroom Management.

The demographic and attribute section of the TSICE was researcher developed and consisted of five questions. The demographic questions sought information on the years of teaching experience of each teacher, the primary teaching duty (regular education, content specialist/related arts, or counselor) and the developmental level instructed (PreK – 3rd grade or 4th – 6th grade). The school attribute questions were the number of students eligible for free and reduced lunch and the number of students enrolled in the school during the 2011 – 2012 school year. The researcher also developed two open ended questions to determine what aspect of student character teachers felt most and least able to influence.

The TSICE was validated through expert panel review and pilot testing. The instrument was administered to a convenience sample of four elementary school educators and principals. The volunteers were sent the principal letter, the letter containing the request to forward the survey to the teachers, the teacher introductory letter, and the survey link. They then completed the online survey as survey participants.

Feedback suggested that the request for principals to forward the teacher letter and survey link was too long and that participating teachers could become confused by the request. The IRB documentation was reformatted as an attachment and the request to forward was shortened to a single paragraph. The request was also typed in a smaller font than the teacher introductory paragraphs and the link that followed. The pilot group also suggested that the survey link be placed at the top of the teacher email instead of near the end as it had been in the original email

Data Collection

Elementary school teachers' principals were first contacted through their professional emails. The 420 principals were sent an introductory letter on November 6, 2011 with the stamped, IRB approved principal letter attached (Appendix C). The email requested the principals' assistance in administering the survey to the teachers in their schools.

The formal research request was sent to the school principals (Appendix E) on November 8, 2011 with an attached cover letter explaining the research project to the teachers (Appendix D). The body of the email also contained this formal participation request. The formal research request contained a link to the survey on a secure and anonymous SurveyMonkey site. Each teacher email address was allowed to complete the survey only one time. Reminder emails were sent to principals on November 28 and December 6 in an attempt to increase response numbers (Appendix F). Data collection was closed on December 12, 2011.

Data Analysis

The dependent variable in this study was the level of teacher self-efficacy for teaching character education. This variable was measured using the teachers' responses to a series of teaching functions related to perceived self-efficacy for teaching character education. The independent variables in this study were the selected demographic/attribute variables.

For research questions one and two, a one-sample t-test was used to compare mean scores for the sample distribution for each of the 24 functions, three sub-factors, and the total self-efficacy score to the mean scores for a hypothetical normal distribution for each of the samples. For research questions three and four, independent sample t-tests were used for independent variables with two groups and Analysis of Variance (ANOVA) for those independent variables with more than two groups.

CHAPTER FOUR: PRESENTATION OF FINDINGS

The primary purpose of this study was to investigate the perceived self-efficacy of West Virginia public elementary school teachers to teach character education. In addition, this study sought to determine if there were differences in teacher levels of self-efficacy to teach character education based on selected demographic and attribute variables including years of teaching experience at the elementary level, number of students enrolled in the school, the teachers' primary duties in the school, the primary grade instructed by the teachers, and the percentage of students eligible for free and reduced lunch. Chapter four is organized into the following sections: a) data collection b) respondent characteristics; c) major findings for each of the four research questions addressed; d) ancillary findings; and e) a chapter summary.

Data Collection

The data for this research study were collected through an online survey device. The target population was all elementary school teachers in West Virginia. To contact the teachers, an email was sent to principals that introduced the study and explained that the principals would need to forward a forthcoming email to the teachers within their schools. This email was sent to the 420 West Virginia public elementary school principals on November 6, 2011(Appendix C). A second email with the request to the principals to forward the survey to the teachers was sent on November 8, 2011 (Appendix E). This email requested that the teachers access a secure SurveyMonkey site to complete the survey. Reminder emails were sent to principals on November 28 and

December 6 (Appendix F). Data collection was closed on December 12, 2011. A total of 433 teachers responded to the survey.

Respondent Characteristics

Part two of the survey requested that respondents answer three demographic and two school attribute questions. The demographic questions were the total number of years they had taught at the elementary level, the teaching position that best described their primary duties in the school, and the developmental level of the teachers' students. The attribute data requested included the number of students enrolled in the teachers' schools for the 2011 – 2012 school year and the percentage of the student population eligible for free and reduced lunch. These data are presented in Table 1.

Thirty-seven percent of the responding elementary teachers possessed 1 – 9 years of elementary school teaching experience. Twenty-six percent possessed 10 – 19 years of experience, whereas 20% possessed 20 – 29 years, and 17% had 30 or more years of elementary public school teaching experience.

When asked to describe their primary role within the school, almost two-thirds (65.2%) of the respondents indicated that they were regular education teachers. Another 29.3% described themselves as content specialists/related arts teachers and 5.6% reported they were counselors. When the respondents were asked to identify the developmental levels of their students, 68.9% reported that their students were in grades PreK through three and 31.1% indicated their students were in grades four through six. Respondents also reported an average of 339.8 (SD = 178.4) students enrolled in their schools in the 2011 - 2012 school year.

For the percentage of students eligible for free and reduced lunch, 36% of the responding teachers reported that more than 76% of the students in their schools were eligible. Another 35% of teachers reported that 51% - 75% of the students in their schools were eligible. Only one in 10 (10%) of the responding teachers reported less than 35% of the students in their schools were eligible for free and reduced lunch.

Table 1: Demographic Characteristics and Attributes of Respondents and Their Schools

Demographic Characteristics/Attributes	<i>n</i>	%
<hr/>		
Total years teaching public elementary school (n = 392)		
1 – 9	145	37
10 – 19	102	26.1
20 – 29	79	20.1
30 +	66	16.9
Teaching position (n = 396)		
Regular education	258	65.2
Content specialist/related arts	116	29.3
Counselor	22	5.6
Developmental level of students (n = 302)		
PreK - 3 rd grade	208	68.9
4 th grade – 6 th grade	94	31.1
Percentage of students eligible for free and reduced lunch (n = 379)		
Less than 35%	38	10.0
Between 36% and 50%	68	17.9
Between 51% and 75%	135	35.6
More than 76%	138	36.4

N = 433

Major Findings

This section presents the major findings from the study. The findings discussed within this section are organized around the four research questions investigated.

Research Question One: What is the overall level of perceived self-efficacy for teaching character education held by West Virginia's public elementary school teachers?

Respondents were asked to indicate their level of self-efficacy for teaching character education for each of 24 teaching functions. These 24 functions were divided into the three sub-factors: Instructional Strategies, Classroom Management, and Student Engagement. Each of the three sub-factors consisted of eight functions. The 24 individual teaching functions were not grouped by their respective sub-factors within the survey instrument but will be discussed in these groupings in the following section. The sub-factor results will be discussed in greater depth under research question two.

Means and standard deviations are presented for each of the 24 functions. A one-sample t-test was used to compare the sample mean for each item to the mean ($M = 5.0$) from a hypothetical normal distribution for each function. A total mean score for all 24 functions was calculated for each respondent by summing the responses to each of the 24 items. A one-sample t-test was then used to compare the total sample mean to the mean ($M = 120$) for a hypothetical normal distribution for the total mean score.

Mean scores for the eight functions in the Student Engagement sub-factor ranged from a low of 5.60 to a high of 7.18. The lowest mean ($M = 5.60$, $SD = 1.68$) was attributed to the function regarding the teachers' comfort with assisting families in helping children practice good character. The highest mean ($M = 7.18$, $SD = 1.37$) was

for the function regarding how much teachers could do to get students to believe they could do well in school.

Five mean scores fell between 6.24 and 6.89. These mean scores included functions relating to the teachers' ability to improve student understanding of character (M = 6.24, SD = 1.26), motivate students who show low interest in character (M = 6.47, SD = 1.58), positively influence the character of the most difficult students (M = 6.63, SD = 1.74), help students think critically about character (M=6.71, SD=1.49), and foster student creativity (M = 6.89, SD = 1.42).

The remaining two mean scores were between 7.13 and 7.18. These were the functions relating to how well teachers helped students value learning (M = 7.18, SD = 1.37) and how well teachers could get students to believe they could do well (M = 7.18, SD = 1.37).

When the sample mean scores for each of the eight functions in the Student Engagement sub-factor were compared to the mean (M = 5) from the hypothetical normal distribution, the differences between the two mean scores were statistically significant at $p < .001$. These data are presented in Table 2.

Mean scores for the eight items in the Instructional Strategies sub-factor ranged from a low of 5.91 to a high of 7.37. The lowest mean (M = 5.91, SD = 1.95) was attributed to the function regarding how well the teachers' felt they could provide character challenges like service learning to their students.

Four mean scores fell between 6.32 and 6.76. These mean scores included the functions relating to the teachers ability to provide alternative character education strategies (M = 6.32, SD = 1.58), use a variety of character assessment strategies (M =

6.34, $SD = 1.72$), gauge student comprehension of character lessons ($M = 6.73$, $SD = 1.32$), and craft good questions to examine character ($M = 6.76$, $SD = 1.35$).

Mean scores for the three remaining functions ranged between 7.07 and 7.37. These functions addressed how well teachers could adjust character lessons to the proper student level ($M = 7.07$, $SD = 1.30$), provide alternative explanations or examples in character lessons ($M = 7.16$, $SD = 1.31$), and for the function regarding how well respondents felt they could respond to difficult questions about character ($M = 7.37$, $SD = 1.24$).

When the sample mean scores for each of the eight items in the Instructional Strategies sub-factor were compared to the mean ($M = 5$) from the hypothetical normal distribution, the differences between the mean scores were statistically significant at $p < .001$. These data are presented in Table 3.

Mean scores for the eight items in the Classroom Management sub-factor ranged from a low of 6.67 to a high of 8.13. The lowest mean ($M = 6.67$, $SD = 1.56$) was attributed to the function relating to how well teachers could keep a few problem students from ruining a lesson. Two other means ranged between 6.67 and 6.83. These functions related to how well teachers could calm disruptive students ($M = 6.75$, $SD = 1.48$) and respond to defiant students ($M = 6.83$, $SD = 1.43$).

The remaining responses ranged between 7.08 and 8.13. These functions asked teachers how well they could control disruptive behavior ($M = 7.08$, $SD = 1.44$), get students to follow the rules ($M = 7.46$, $SD = 1.31$), establish individualized classroom management ($M = 7.50$, $SD = 1.26$), establish routines ($M = 7.84$, $SD = 1.15$), and make their expectations about behavior clear ($M = 8.13$, $SD = 1.08$).

When the mean scores for each of the eight functions in the Classroom Management sub-factor were compared to the sample mean ($M = 5.0$) from the hypothetical normal distribution, the differences between the mean scores were statistically significant at $p < .001$. These data are presented in Table 4.

The total sample mean score for self-efficacy was 162.32 ($SD = 27.85$, $R = 24-216$). This total sample mean score was calculated by averaging the total score for each respondent. When the sample total mean was compared to the mean score ($M = 120$) from a hypothetical normal distribution, the difference was statistically significant ($t = 31.62$, $p < .001$).

Table 2: Teacher Self-Efficacy Levels for the Sub-Factor Student Engagement

Student Engagement Functions	M	SD	t
1. How much can you do to positively influence the character of the most difficult students?	6.63	1.74	19.52***
2. How much can you do to help your students think critically about their character?	6.71	1.49	23.85***
4. How much can you do to motivate students who show low interest in developing a more positive character?	6.47	1.58	19.21***
6. How much can you do to get students to believe they can do well in school?	7.18	1.37	32.87***
9. How much can you do to help your students value learning?	7.13	1.43	30.82***
12. How much can you do to foster student creativity?	6.89	1.42	28.90***
14. How much can you do to improve the understanding of a student who is failing to grasp the importance of good character?	6.24	1.46	20.29***
22. How much can you assist families in helping their children practice good character in school?	5.60	1.68	7.38***

N = 433, ***p < .001

Comparison M = 5.0

Table 3: Teacher Self-Efficacy Levels for the Sub-Factor Instructional Strategies

Instructional Strategies Functions	M	SD	t
7. How well can you respond to difficult questions about character from your students?	7.37	1.24	39.33***
10. How much can you gauge student comprehension of character lessons you have taught?	6.73	1.32	26.95***
11. To what extent can you craft good questions that examine character for your students?	6.76	1.35	26.91***
17. How much can you do to adjust your character lessons to the proper level for individual students?	7.07	1.43	29.84***
18. How much can you use a variety of character assessment strategies?	6.34	1.72	16.07***
20. To what extent can you provide an alternative explanation or example when students are confused about lessons involving character?	7.16	1.31	33.78***
23. How well can you implement alternative character education strategies in your classroom?	6.32	1.58	17.14***
24. How well can you provide appropriate character challenges like service learning and volunteerism for very capable students?	5.91	1.95	9.58***

N = 433, ***p < .001
Comparison M = 5.0

Table 4: Teacher Self-Efficacy Levels for the Sub-Factor Classroom Management

Classroom Management Functions	M	SD	t
3. How much can you do to control disruptive behavior in the classroom?	7.08	1.44	29.95***
5. To what extent can you make your expectations clear about student behavior?	8.13	1.08	59.79***
8. How well can you establish routines that stress good character in your classroom?	7.84	1.15	51.16***
13. How much can you do to get students to follow classroom rules?	7.46	1.31	38.84***
15. How much can you do to calm a student who is disruptive or noisy?	6.75	1.48	24.27***
16. How well can you establish a classroom management system with each group of students?	7.50	1.26	40.77***
19. How well can you keep a few problem students from ruining an entire lesson?	6.67	1.56	22.09***
21. How well can you respond to defiant students?	6.83	1.43	26.52***

N = 433, ***p < .001
 Comparison M = 5.0

Research Question Two: What is the level of perceived self-efficacy for teaching character education held by West Virginia’s public elementary school teachers in the three sub-factors of Student Engagement, Instructional Strategies, and Classroom Management?

The 24 functions to which respondents were asked to indicate their level of self-efficacy for teaching character education were categorized into three sub-factors of eight functions each. The three sub-factors were Instructional Strategies, Classroom Management, and Student Engagement. A total score for each sub-factor was calculated for each respondent by summing the responses to each of the eight functions within each sub-factor. A one-sample t-test was then used to compare the sub-factor sample mean to the mean ($M = 40$) for a hypothetical normal distribution.

The sub-factor mean scores ranged ($R = 9.81$) from a low of 52.55 for Student Engagement to a high of 57.39 for Classroom Management. The total mean score for the Student Engagement sub-factor was 52.55 ($SD = 10.11$, $t = 25.82$). The Instructional Strategies sub-factor had a total mean score of 52.76 ($SD = 10.13$, $t = 26.15$), and Classroom Management’s total mean score was 57.39 ($SD = 9.18$, $t = 39.39$). When the mean scores for each of the three sub-factors were compared to the mean score ($M = 40$) from a hypothetical normal distribution, the mean differences for all three sub-factors were statistically significant at $p < .001$. These data are presented in Table 5.

Table 5: Total Teacher Self-Efficacy Levels for the Self-Efficacy Sub-factors

Efficacy Sub-factors / Total	M	SD	t
Total Student Engagement	52.55	10.11	25.82***
Total Instructional Strategies	52.55	10.73	26.15***
Total Classroom Management	57.26	9.57	39.39***

N = 433, ***p < .001, R = 8 – 72
Comparison M = 40

Research Questions Three and Four: What are the differences, if any, between West Virginia public elementary school teachers' overall levels of perceived self-efficacy for teaching character education overall and in the three sub-factors, based on each of the selected school and teacher demographic/attribute variables?

Teacher responses to the 24 individual functions were analyzed to determine if differences existed between the teachers' levels of self-efficacy and selected school and demographic variables. The three sub-factors of Instructional Strategies, Classroom Management, and Student Engagement were also analyzed to determine if the teachers' sense of self-efficacy for character education in these sub-factors was different based on the demographic and school attribute variables.

The school attribute variables were the schools' enrollments and the percentage of students eligible for free and reduced lunch. The demographic variables were the teachers' years of experience, the developmental level of students instructed, and the teachers' primary role within the school. For purposes of analysis, quartiles were calculated for school enrollment and years of experience. School enrollment quartiles were 206 and less students, 207 to 299 students, 300 to 399 students, and 400 to 1000 students. Quartiles were also calculated for years of experience: 6 or less years, 7 – 14 years, 15 – 25 years, and 26 – 42 years.

Means and standard deviations are organized by sub-factor, and presented for each of the 24 functions in each of the school attribute and demographic variable groups. The total score for each of the three sub-factors was calculated for each respondent by summing the responses to each of the sub-factor items. An independent samples t-test was then used to compare the sub-factor samples for the independent variable that had

two groups (developmental level of students). An ANOVA was used to compare the sub-factor samples for all independent variables consisting of three or more groups (primary duty in school, years of teaching experience, school enrollment, and percentage of students eligible for free and reduced lunch).

A total score was calculated by summing the responses to each of the 24 functions and a one-sample t-test was used to compare the total sample mean to the mean for a hypothetical normal distribution for the total mean score. Independent sample t-tests and ANOVA were used to determine if there were significant differences in the total mean score for self-efficacy based on the independent variables.

Teacher Primary Duty in School

Student engagement. Mean scores for the eight items in the Student Engagement sub-factor ranged from a low of 5.54 to a high of 7.32. The low scores were reported by teachers ($M = 5.45$, $SD = 1.69$) and specialists ($M = 5.45$, $SD = 1.67$) for the function regarding how much they could assist families. The high score was reported by counselors ($M = 7.32$, $SD = 1.21$) regarding how much they could help students think critically about character.

Statistically significant differences were found for two functions in the Student Engagement sub-factor. For the function regarding helping students think critically about character, counselors reported the highest mean level of self-efficacy ($M = 7.32$, $SD = 1.21$), followed by teachers ($M = 6.83$, $SD = 1.44$), and then specialists ($M = 6.37$, $SD = 1.52$). For the function related to how much teachers can do to assist families in helping their children practice good character in school, counselors again reported the highest mean ($M = 6.50$, $SD = 1.37$) for this characteristic. Teachers ($SD = 1.69$) and specialists

(SD = 1.67) reported the same mean (M = 5.54). ANOVA results ($F = 1.85, p < .159$) for the total Student Engagement sub-factor score revealed no significant differences based on primary school duty. These data are presented in Table 6.

Instructional strategies. Mean scores for the eight functions in the Instructional Strategies sub-factor ranged from a low of 5.78 to a high of 8.19. The low mean was reported by specialists (M = 5.78, SD = 1.93) for the function regarding how well they could provide challenges like service learning and volunteerism. The highest mean was reported by counselors (M = 8.19, SD = .81) regarding how well they could respond to difficult character questions.

Statistically significant differences were found for five functions within the Instructional Strategies sub-factor. For the function about responding to difficult questions about character, counselors reported the highest mean (M = 8.19, SD = .81), specialists reported a mean of 7.34 (SD = 1.18) and teachers a mean of 7.33 (SD = 1.26). For the function regarding ability to gauge student comprehension of character lessons, counselors reported the highest mean (M = 7.32, SD = 1.25), teachers the second highest score (M = 6.77, SD = 1.28), and specialists the lowest mean self-efficacy level (M = 6.53, SD = 1.38). For using a variety of character assessment methods, counselors again reported the highest mean (M = 7.27, SD = 1.20), teachers the second highest (M = 6.32, SD = 1.70), and specialists reported the lowest mean (M = 6.12, SD = 1.72). The same pattern emerged in the extent respondents could provide alternative explanations, with counselors reporting the highest mean (M = 7.86, SD = 1.04), followed by teachers (M = 7.16, SD = 1.31), and then specialists (M = 7.05, SD = 1.32). In terms of providing service learning and volunteer opportunities, counselors again reported the highest mean

($M = 7.90$, $SD = 1.34$), followed by teachers ($M = 5.82$, $SD = 1.98$), and then specialists ($M = 5.78$, $SD = 1.93$).

In the Instructional Strategies sub-factor, ANOVA results ($F = 5.90$, $p < .003$) revealed a significant difference based on primary school duty. Counselors reported the highest self-efficacy score ($M = 52.68$), and specialists the lowest score ($M = 51.45$). These data are presented in Table 7.

Classroom management. Mean scores for the eight items in the Classroom Management sub-factor ranged from a low of 6.61 to a high of 8.18. The low mean was reported by teachers ($M = 6.61$, $SD = 1.60$) for the function regarding how well they could prevent a few students from disrupting a lesson. The highest mean was reported by teachers ($M = 8.18$, $SD = 1.04$) regarding their abilities to make expectations clear about student behavior. ANOVA results revealed no significant differences among groups for any of the eight individual Classroom Management functions or the total sub-factor score based on role within the school. These data are presented in Table 8.

Total self-efficacy. The mean scores for total self-efficacy in the variable teacher's primary duty in school ranged from the highest mean ($M = 172$, $SD = 20.13$) returned by counselors to the lowest mean ($M = 159.64$, $SD = 27.3$) returned by specialists. Teachers returned a total mean of 162.91 ($SD = 27.06$). The total self-efficacy for teachers' primary duty in school did not return a significant difference ($M = 162.45$, $SD = 26.88$).

Table 6: Self-Efficacy Functions for Student Engagement in Character Education and Teacher Primary Duty in the School

Student Engagement Function	Teacher		Specialist		Counselor		F
	M	SD	M	SD	M	SD	
1. How much can you do to positively influence the character of the most difficult students?	6.72	1.68	6.37	1.76	6.73	1.67	1.78
2. How much can you do to help your students think critically about their character?	6.83	1.44	6.37	1.52	7.32	1.21	5.92**
4. How much can you do to motivate students who show low interest in developing a more positive character?	6.54	1.59	6.36	1.56	6.41	1.37	.52
6. How much can you do to get students to believe they can do well in school?	7.27	1.38	6.99	1.37	7.18	1.26	1.64
9. How much can you do to help your students value learning?	7.17	1.45	7.04	1.40	7.10	1.09	.34
12. How much can you do to foster student creativity?	7.05	1.37	6.81	1.56	7.23	1.19	1.46
14. How much can you do to improve the understanding of a student who is failing to grasp the importance of good character?	6.47	1.53	6.22	1.33	6.77	1.23	1.90
22. How much can you assist families in helping their children practice good character in school?	5.54	1.69	5.54	1.67	6.5	1.37	3.47*
Self-Efficacy for Student Engagement	53.04	9.84	51.34	9.74	54.92	8.10	1.85

n = 258 (Teacher), 116 (Specialist), 22(Counselor); *p < .05. **p < .01, N = 433

Table 7: Self-Efficacy Functions for Instructional Strategies in Character Education and Teacher Primary Duty in the School

Instructional Strategies Functions	Teacher		Specialist		Counselor		F
	M	SD	M	SD	M	SD	
7. How well can you respond to difficult questions about character from your students?	7.33	1.26	7.34	1.18	8.19	.81	4.89**
10. How much can you gauge student comprehension of character lessons you have taught?	6.77	1.28	6.53	1.38	7.32	1.25	3.66*
11. To what extent can you craft good questions that examine character for your students?	6.73	1.37	6.68	1.31	7.32	1.13	2.12
17. How much can you do to adjust your character lessons to the proper level for individual students?	7.05	1.48	6.96	1.42	7.77	.75	2.96
18. How much can you use a variety of character assessment strategies?	6.32	1.70	6.12	1.72	7.27	1.20	4.28*
20. To what extent can you provide an alternative explanation or example when students are confused about lessons involving character?	7.16	1.31	7.05	1.32	7.86	1.04	3.60*
23. How well can you implement alternative character education strategies in your classroom?	6.29	1.54	6.25	1.69	6.95	1.21	1.98
24. How well can you provide appropriate character challenges like service learning and volunteerism for very capable students?	5.82	1.98	5.78	1.93	7.09	1.34	4.55*
Self-Efficacy for Instructional Strategies	52.68	9.82	51.45	10.86	59.41	6.60	5.90**

n = 258 (Teacher), 116 (Specialist), 22(Counselor); *p < .05. **p < .01, N = 433

Table 8: Self-Efficacy Function for Classroom Management in Character Education and Teacher Primary Duty in the School

Classroom Management Function	<u>Teacher</u>		<u>Specialist</u>		<u>Counselor</u>		F
	M	SD	M	SD	M	SD	
3. How much can you do to control disruptive behavior in the classroom?	7.09	1.50	7.00	1.43	6.91	1.07	.25
5. To what extent can you make your expectations clear about student behavior?	8.18	1.04	8.02	1.19	7.95	1.00	1.17
8. How well can you establish routines that stress good character in your classroom?	7.89	1.21	7.74	1.05	7.86	1.09	.654
13. How much can you do to get students to follow classroom rules?	7.50	1.33	7.36	1.33	7.23	.92	.806
15. How much can you do to calm a student who is disruptive or noisy?	6.72	1.50	6.70	1.50	7.00	1.41	.347
16. How well can you establish a classroom management system with each group of students?	7.52	1.27	7.44	1.31	7.27	.94	.457
19. How well can you keep a few problem students from ruining an entire lesson?	6.61	1.60	6.68	1.54	6.95	1.46	.511
21. How well can you respond to defiant students?	6.76	1.44	6.76	1.50	7.14	1.04	.707
Self-Efficacy for Classroom Management	57.39	9.32	56.84	9.51	57.68	7.00	.16

n = 258 (Teacher), 116 (Specialist), 22(Counselor); *p < .05. **p < .01, N = 433

Years of teaching experience

Student engagement. Mean scores for the items in the Student Engagement sub-factor ranged from a low of 5.26 to a high of 7.26. The low mean was reported by teachers with 15 – 25 years of teaching experience ($M = 5.36$, $SD = 1.74$) for the function about how much they could assist families. The highest mean self-efficacy score ($M = 7.26$, $SD = 1.27$) was reported for teachers with 6 or less years of teaching experience for the function relating to how much they could help students value learning. ANOVA analysis revealed no statistically significant differences in self-efficacy based on years of teaching experience for any individual functions or the total sub-factor score in the Student Engagement sub-factor. These data are presented in Table 9.

Instructional strategies. Mean scores for the functions in the Instructional Strategies sub-factor ranged from a low of 5.46 to a high of 7.48. The lowest mean score ($M = 5.46$, $SD = 2.09$) was reported by teachers with 15 - 25 years of teaching experience for the function regarding to what extent they could provide service learning opportunities. The highest mean ($M = 7.48$, $SD = 1.28$) was reported by teachers with 7 – 14 years of teaching experience regarding how well they could respond to difficult character questions. ANOVA analysis revealed no statistically significant differences in self-efficacy based on years of teaching experience for any of the individual functions or the total sub-factor score in the Instructional Strategies sub-factor. These data are presented in Table 10.

Classroom management. Mean scores for the items in the Classroom Management sub-factor ranged from a low of 6.48 to a high of 8.22. The low mean ($M = 6.48$, $SD = 1.61$) was reported by teachers with 15 – 25 years of teaching experience for

the function regarding how well they could prevent a few students from disrupting a lesson. The highest mean ($M = 8.22$, $SD = .96$) was reported by teachers with 15 – 25 years teaching experience regarding their abilities to make expectations clear about student behavior. ANOVA analysis revealed no statistically significant differences in self-efficacy based on years of teaching experience for any of the individual functions or the total sub-factor score in the Classroom Management sub-factor. These data are presented in Table 11.

Total self-efficacy. The mean scores for total self-efficacy in the variable years of teaching experience ranged from the highest mean ($M = 164.48$, $SD = 25.63$) for teachers with 26 – 42 years of teaching experience to the lowest mean ($M = 158.25$, $SD = 30.23$) for teachers with 15 – 25 years of teaching experience. Teachers with six or less years of teaching experience returned a mean of 163.96 ($SD = 25.27$) and those with 7 – 14 years of teaching experience returned a mean of 161.93 ($SD = 25.68$). The total self-efficacy for years of teaching experience did not return a significant difference ($M = 162.23$, $SD = 26.67$).

Table 9: Self-Efficacy Function for Student Engagement in Character Education and Years of Teaching Experience

Student Engagement Function	<u>6 or Less</u> <u>Years</u>		<u>7 – 14</u> <u>Years</u>		<u>15 – 25</u> <u>Years</u>		<u>26 – 42</u> <u>Years</u>		F
	M	SD	M	SD	M	SD	M	SD	
1. How much can you do to positively influence the character of the most difficult students?	6.72	1.70	6.70	1.63	6.41	1.69	6.54	1.82	.68
2. How much can you do to help your students think critically about their character?	6.79	1.48	6.69	1.46	6.64	1.53	6.65	1.43	.23
4. How much can you do to motivate students who show low interest in developing a more positive character?	6.63	1.49	6.33	1.51	6.27	1.64	6.51	1.63	1.06
6. How much can you do to get students to believe they can do well in school?	7.25	1.41	7.15	1.37	7.04	1.33	7.20	1.33	.39
9. How much can you do to help your students value learning?	7.26	1.27	7.21	1.40	6.79	1.60	7.15	1.37	2.13
12. How much can you do to foster student creativity?	7.11	1.41	6.71	1.45	7.04	1.39	7.07	1.33	1.68
14. How much can you do to improve the understanding of a student who is failing to grasp the importance of good character?	6.56	1.36	6.24	1.47	6.29	1.58	6.48	1.46	1.05
22. How much can you assist families in helping their children practice good character in school?	5.70	1.58	5.58	1.70	5.26	1.74	5.68	1.66	1.38
Total Self-Efficacy for Student Engagement	53.64	9.10	52.30	9.41	50.93	10.66	52.91	9.63	1.36

n = 107 (6 or less years), 99 (7 – 14 years), 92 (15 – 25 years), 94 (26 – 42 years), N = 433

Table 10: Self-Efficacy Function for Instructional Strategies in Character Education and Years of Teaching Experience

Instructional Strategies Function	<u>6 or Less</u> <u>Years</u>		<u>7 – 14</u> <u>Years</u>		<u>15 – 25</u> <u>Years</u>		<u>26 – 42</u> <u>Years</u>		F
	M	SD	M	SD	M	SD	M	SD	
7. How well can you respond to difficult questions about character from your students?	7.33	1.25	7.48	1.28	7.23	1.24	7.44	1.21	.77
10. How much can you gauge student comprehension of character lessons you have taught?	6.75	1.42	6.70	1.24	6.58	1.34	6.79	1.25	.44
11. To what extent can you craft good questions that examine character for your students?	6.74	1.46	6.72	1.27	6.72	1.42	6.78	1.25	.05
17. How much can you do to adjust your character lessons to the proper level for individual students?	7.02	1.41	7.02	1.45	7.10	1.51	7.15	1.37	.20
18. How much can you use a variety of character assessment strategies?	6.33	1.78	6.21	1.68	6.24	1.84	6.49	1.52	.51
20. To what extent can you provide an alternative explanation or example when students are confused about lessons involving character?	7.19	1.39	7.12	1.25	7.06	1.35	7.27	1.25	.45
23. How well can you implement alternative character education strategies in your classroom?	6.28	1.66	6.23	1.53	6.08	1.70	6.57	1.37	1.51
24. How well can you provide appropriate character challenges like service learning and volunteerism for very capable students?	6.02	1.86	5.79	2.04	5.46	2.09	6.18	1.83	2.35
Total Self-Efficacy for Instructional Strategies	52.85	10.78	52.47	9.93	51.13	10.42	53.80	8.89	1.06

n = 107 (6 or less years), 99 (7 – 14 years), 92 (15 – 25 years), 94 (26 – 42 years), N = 433

Table 11: Self-Efficacy Function for Classroom Management in Character Education and Years of Teaching Experience

Classroom Management Function	6 or Less Years		7 – 14 Years		15 – 25 Years		26 – 42 Years		F
	M	SD	M	SD	M	SD	M	SD	
3. How much can you do to control disruptive behavior in the classroom?	7.01	1.46	7.03	1.31	7.01	1.52	7.14	1.49	.18
5. To what extent can you make your expectations clear about student behavior?	8.09	1.11	8.18	1.11	8.22	.96	8.04	1.14	.52
8. How well can you establish routines that stress good character in your classroom?	7.83	1.26	7.83	1.13	7.83	1.07	7.90	1.17	.10
13. How much can you do to get students to follow classroom rules?	7.42	1.27	7.39	1.23	7.42	1.36	7.54	1.33	.26
15. How much can you do to calm a student who is disruptive or noisy?	6.75	1.46	6.70	1.44	6.51	1.50	6.92	1.55	1.22
16. How well can you establish a classroom management system with each group of students?	7.45	1.22	7.41	1.27	7.59	1.27	7.50	1.27	.37
19. How well can you keep a few problem students from ruining an entire lesson?	6.68	1.57	6.54	1.52	6.48	1.61	6.85	1.56	1.04
21. How well can you respond to defiant students?	6.78	1.39	6.81	1.36	6.67	1.51	6.87	1.49	.29
Total Self-Efficacy for Classroom Management	57.48	8.33	57.14	8.49	56.57	10.48	57.77	9.51	.97

n = 107 (6 or less years), 99 (7 – 14 years), 92 (15 – 25 years), 94 (26 – 42 years), N=433

School Enrollment for the 2011 through 2012 School Year

Student engagement. Mean scores in the eight items in the Student Engagement sub-factor ranged from a low of 5.41 to a high of 7.43. The low mean ($M = 5.41$, $SD = 1.80$) was reported in schools with enrollments of 300 – 399 students for the function regarding how much teachers could assist families. The highest mean ($M = 7.43$, $SD = 1.27$) was reported in schools with 207 – 299 students for the function regarding how much teachers could help students believe they could do well in school. ANOVA analysis revealed no statistically significant differences in self-efficacy based on school enrollment for the 2011 – 2012 school year for any of the individual functions or the total sub-factor score in the Student Engagement sub-factor. These data are presented in Table 12.

Instructional strategies. Mean scores for the eight items in the Instructional Strategies sub-factor ranged from a low of 5.84 to a high of 7.58. The low mean was reported by teachers in schools with 400 – 1,000 students ($M = 5.84$, $SD = 1.90$) for the function regarding to what extent they could provide service learning opportunities. The highest mean was reported by teachers in schools with 207 – 299 students ($M = 7.58$, $SD = 1.31$) for the function about how well they could respond to difficult character questions. ANOVA analysis revealed no statistically significant differences in self-efficacy based on school enrollment for the 2011 – 2012 school year for any of the individual functions or the total sub-factor score in the Instructional Strategies sub-factor. These data are presented in Table 13.

Classroom management. Mean scores for the eight items in the Classroom Management sub-factor ranged from a low of 6.40 to a high of 8.28. The low mean was

reported by teachers in schools with 300 – 399 students ($M = 6.40$, $SD = 1.57$) for the function regarding how well they could prevent a few students from disrupting a lesson. The high mean was reported by teachers in schools with 207 – 299 students ($M = 8.28$, $SD = 1.00$) regarding their abilities to make expectations clear about student behavior. ANOVA analysis revealed no statistically significant differences in self-efficacy based on school enrollment for the 2011 – 2012 school year for any of the individual functions or the total sub-factor score in the Classroom Management sub-factor. These data are presented in Table 14.

Total self-efficacy. The mean scores for total self-efficacy in the variable school enrollment for the 2011 – 2012 school year ranged from the highest mean ($M = 165.77$, $SD = 27.77$) returned by respondents in schools with 207 – 299 students to the lowest mean ($M = 160.28$, $SD = 25.13$) returned by respondents in schools with 400 – 1000 students. Respondents in schools with 200 and fewer student returned a mean of 163.55 ($SD = 29.35$) and those in schools with 300 – 399 students returned a mean of 160.58 ($SD = 26.15$). The total self-efficacy for school enrollment for the 2011 – 2012 school year did not return a significant difference ($M = 162.21$, $SD = 26.98$).

Table 12: Self-Efficacy Function for Student Engagement in Character Education and School Enrollment for 2011-2012

Student Engagement Function	<u>< 206</u>		<u>207 – 299</u>		<u>300 – 399</u>		<u>400 – 1,000</u>		F
	M	SD	M	SD	M	SD	M	SD	
1. How much can you do to positively influence the character of the most difficult students?	6.63	1.59	6.89	1.67	6.61	1.78	6.46	1.74	.93
2. How much can you do to help your students think critically about their character?	6.56	1.46	7.00	1.39	6.72	1.53	6.59	1.47	1.49
4. How much can you do to motivate students who show low interest in developing a more positive character?	6.46	1.52	6.61	1.69	6.40	1.56	6.39	1.56	.32
6. How much can you do to get students to believe they can do well in school?	7.14	1.42	7.43	1.27	7.16	1.35	7.03	1.41	1.26
9. How much can you do to help your students value learning?	7.26	1.39	7.19	1.46	6.90	1.34	7.06	1.52	1.13
12. How much can you do to foster student creativity?	6.88	1.30	7.10	1.52	6.83	1.44	6.98	1.43	.59
14. How much can you do to improve the understanding of a student who is failing to grasp the importance of good character?	6.61	1.40	6.61	1.71	6.34	1.47	6.13	1.29	2.58
22. How much can you assist families in helping their children practice good character in school?	5.77	1.40	5.62	1.82	5.41	1.80	5.54	1.71	.79
Total Self-Efficacy for Student Engagement	52.68	10.26	53.79	10.28	51.84	9.63	51.83	9.30	.73

n = 95 (<206), 71 (207 - 299), 99 (300 - 399), 114 (400 – 1,000), N = 433

Table 13: Self-Efficacy Function for Instructional Strategies in Character Education and School Enrollment for 2011-2012

Instructional Strategies Function	<u>< 206</u>		<u>207 - 299</u>		<u>300 - 399</u>		<u>400 - 1,000</u>		F
	M	SD	M	SD	M	SD	M	SD	
7. How well can you respond to difficult questions about character from your students?	7.27	1.27	7.58	1.31	7.42	1.13	7.30	1.24	1.01
10. How much can you gauge student comprehension of character lessons you have taught?	6.72	1.32	6.87	1.45	6.69	1.22	6.65	1.31	.41
11. To what extent can you craft good questions that examine character for your students?	6.77	1.31	6.84	1.57	6.70	1.32	6.71	1.30	.18
17. How much can you do to adjust your character lessons to the proper level for individual students?	7.16	1.45	7.17	1.61	7.06	1.38	7.03	1.37	.23
18. How much can you use a variety of character assessment strategies?	6.27	1.76	6.45	2.04	6.53	1.47	6.10	1.64	1.25
20. To what extent can you provide an alternative explanation or example when students are confused about lessons involving character?	7.24	1.31	7.25	1.43	6.99	1.39	7.19	1.25	.73
23. How well can you implement alternative character education strategies in your classroom?	6.37	1.50	6.32	1.71	6.27	1.65	6.23	1.54	.13
24. How well can you provide appropriate character challenges like service learning and volunteerism for very capable students?	6.05	1.77	5.85	2.15	5.90	2.03	5.84	1.90	.25
Total Self-Efficacy for Instructional Strategies	53.34	9.61	53.34	10.53	52.35	10.37	52.11	10.22	.38

n = 95 (<206), 71 (207 - 299), 99 (300 - 399), 114 (400 - 1,000), N = 433

Table 14: Self-Efficacy Function for Classroom Management in Character Education and School Enrollment for 2011-2012

Classroom Management Function	< 206		207 - 299		300 - 399		400 - 1,000		F
	M	SD	M	SD	M	SD	M	SD	
3. How much can you do to control disruptive behavior in the classroom?	7.21	1.48	7.01	1.33	7.09	1.36	6.91	1.60	.77
5. To what extent can you make your expectations clear about student behavior?	8.05	1.18	8.28	1.00	8.13	1.07	8.10	1.06	.66
8. How well can you establish routines that stress good character in your classroom?	7.88	1.31	8.00	1.16	7.74	1.17	7.78	1.18	.84
13. How much can you do to get students to follow classroom rules?	7.55	1.37	7.76	1.20	7.25	1.32	7.33	1.32	2.56
15. How much can you do to calm a student who is disruptive or noisy?	6.91	1.44	6.87	1.61	6.73	1.59	6.46	1.40	1.87
16. How well can you establish a classroom management system with each group of students?	7.61	1.22	7.52	1.36	7.38	1.28	7.43	1.26	.61
19. How well can you keep a few problem students from ruining an entire lesson?	6.84	1.46	6.87	1.57	6.40	1.57	6.53	1.61	2.01
21. How well can you respond to defiant students?	7.04	1.36	6.96	1.63	6.68	1.44	6.59	1.39	2.17
Total Self-Efficacy for Classroom Management	58.08	10.16	58.65	9.28	56.38	8.84	56.33	8.84	1.45

n = 95 (<206), 71 (207 - 299), 99 (300 - 399), 114 (400 - 1,000), N = 433

Developmental level of students

Student engagement. Mean scores in the eight items in the Student Engagement sub-factor ranged from a low of 5.52 to a high 7.24. The low mean ($M = 5.25$, $SD = 1.64$) was reported by teachers of students in grades four - six for the function regarding how much teachers could assist families. The highest mean score ($M = 7.24$, $SD = 1.42$) was reported by teachers of PreK – grade three students ($M = 7.24$, $SD = 1.41$). This was for the function regarding how much teachers could help students believe they could do well in school. A t-test revealed no statistically significant differences in self-efficacy based on the developmental level of students for any of the individual functions or the total sub-factor score in the Student Engagement sub-factor. These data are presented in Table 15.

Instructional strategies. Mean scores for the items in the Instructional Strategies sub-factor ranged from a low of 5.58 to a high of 7.36. The low score was reported by teachers of students in grades four – six ($M = 5.58$, $SD = 2.02$) for the function regarding how well the teachers could provide character challenges like service learning and volunteerism. The highest mean was reported by teachers of students in grades four – six ($M = 7.36$, $SD = 1.27$) for the function about how well the teachers could respond to difficult character questions.

A statistically significant difference ($t = 5.87$, $p < .016$) was found for the function regarding how much respondents could do to gauge student comprehension of character lessons. Teachers in schools with PreK – grade three returned the highest mean ($M = 6.75$, $SD = 1.25$) self-efficacy score for this function. ANOVA results ($t = 1.22$, $p <$

.270) for the total Instructional Strategies sub-factor revealed no significant differences based on the developmental level of students. These data are presented in Table 16.

Classroom management. Mean scores for the items in the Classroom Management sub-factor ranged from a low mean of 6.47 to a high mean of 8.18. The low mean ($M = 6.47$, $SD = 1.62$) was reported by teachers of students in grades four – six for the function regarding how well they could prevent a few students from disrupting a lesson. The high mean score ($M = 8.18$, $SD = 1.06$) was reported by teachers of students in grades four – six regarding their abilities to make expectations clear about student behavior.

A statistically significant difference ($t = 6.84$, $p < .009$) was found for the function regarding how well respondents could establish routines that stressed good character in the classroom. Teachers in schools with PreK – grade three returned the highest mean self-efficacy scores ($M = 7.89$, $SD = 1.13$) for this function. T-test results ($t = .95$, $p < .329$) for the total Classroom Management sub-factor revealed no significant differences based on developmental level of the students. These data are presented in Table 17.

Total self-efficacy. The mean scores for total self-efficacy in the variable primary grade instructed reported the highest mean ($M = 163.15$, $SD = 26.46$) for teachers in schools with PreK – grade three and the lowest mean ($M = 159.35$, $SD = 29.46$) for teachers in schools with grade four – grade six. The total self-efficacy for primary grade instructed did not return a significant difference ($t = 1.14$, $p < .288$).

Table 15: Self-Efficacy Function for Student Engagement in Character Education and Developmental Level of Students

Student Engagement Function	PreK – Grade Three		Grades Four - Six		<i>t</i>
	SD	M	M	SD	
1. How much can you do to positively influence the character of the most difficult students?	6.68	1.68	6.59	1.72	.58
2. How much can you do to help your students think critically about their character?	6.81	1.45	6.64	1.54	2.51
4. How much can you do to motivate students who show low interest in developing a more positive character?	6.55	1.56	6.43	1.61	.95
6. How much can you do to get students to believe they can do well in school?	7.24	1.41	7.05	1.35	1.17
9. How much can you do to help your students value learning?	7.22	1.41	6.91	1.47	1.17
12. How much can you do to foster student creativity?	7.11	1.32	6.75	1.40	.10
14. How much can you do to improve the understanding of a student who is failing to grasp the importance of good character?	6.49	1.41	6.36	1.59	2.71
22. How much can you assist families in helping their children practice good character in school?	5.64	1.64	5.52	1.64	.00
Self-Efficacy for Student Engagement	53.20	9.71	51.68	10.10	1.54

n = 208 (PreK – Grade Three), 94 (Grades Four – Six), N = 433

Table 16: Self-Efficacy Function for Instructional Strategies in Character Education and Developmental Level of Students

Instructional Strategies Functions	PreK – Grade Three		Grades Four - Six		<i>t</i>
	M	SD	M	SD	
7. How well can you respond to difficult questions about character from your students?	7.31	1.23	7.36	1.27	.45
10. How much can you gauge student comprehension of character lessons you have taught?	6.75	1.25	6.67	1.45	5.87*
11. To what extent can you craft good questions that examine character for your students?	6.77	1.36	6.59	1.35	.69
17. How much can you do to adjust your character lessons to the proper level for individual students?	7.10	1.46	6.89	1.50	.04
18. How much can you use a variety of character assessment strategies?	6.34	1.67	6.22	1.67	.02
20. To what extent can you provide an alternative explanation or example when students are confused about lessons involving character?	7.17	1.38	7.07	1.42	1.62
23. How well can you implement alternative character education strategies in your classroom?	6.36	1.48	6.08	1.62	.91
24. How well can you provide appropriate character challenges like service learning and volunteerism for very capable students?	5.87	1.93	5.85	2.02	.70
Self-Efficacy for Instructional Strategies	52.93	9.36	51.55	11.28	1.22

n = 208 (PreK – Grade Three), 94 (Grades Four – Six); $p < .05$, $N = 433$

Table 17: *Self-Efficacy Function for Classroom Management in Character Education and Developmental Level of Students*

Classroom Management Functions	PreK – Grade Three		Grades Four - Six		<i>t</i>
	M	SD	M	SD	
3. How much can you do to control disruptive behavior in the classroom?	7.06	1.51	6.96	1.50	.002
5. To what extent can you make your expectations clear about student behavior?	8.11	1.09	8.18	1.06	.022
8. How well can you establish routines that stress good character in your classroom?	7.89	1.13	7.68	1.34	6.84**
13. How much can you do to get students to follow classroom rules?	7.42	1.28	7.36	1.42	1.88
15. How much can you do to calm a student who is disruptive or noisy?	6.66	1.49	6.69	1.53	.18
16. How well can you establish a classroom management system with each group of students?	7.58	1.20	7.22	1.37	.76
19. How well can you keep a few problem students from ruining an entire lesson?	6.61	1.61	6.47	1.62	.22
21. How well can you respond to defiant students?	6.81	1.45	6.63	1.49	2.17
Self-Efficacy for Classroom Management	52.93	9.36	51.55	11.28	1.22

n = 208 (PreK – Grade Three), 94 (Grades Four – Six); **p < .01, N = 433

Percentage of students eligible for free and reduced lunch

Student engagement. Mean scores in the items in the Student Engagement sub-factor ranged from a low mean of 5.47 to a high mean of 7.30. The low mean ($M = 5.47$, $SD = 1.43$) was reported by teachers in schools with less than 35% of the students eligible for free and reduced lunch. This was for the function regarding how much teachers could assist families. The highest mean ($M = 7.30$, $SD = 1.53$) was reported by teachers in schools with 36% - 50% of students eligible for free and reduced lunch. This was for the function regarding how much teachers could help students value learning. ANOVA results revealed no significant differences among groups for any of the eight individual functions or the total sub-factor score in the Student Engagement sub-factor. These data are presented in Table 18.

Instructional Strategies. Mean scores for the items in the Instructional Strategies sub-factor ranged from a low of 5.76 to a high of 7.44. The low mean was reported by teachers in schools with more than 76% of the students eligible for free and reduced lunch ($M = 5.76$, $SD = 2.03$) for the function regarding to what extent they could provide service learning opportunities. The highest mean was reported by teachers in schools with between 36% - 50% of students eligible for free and reduced lunch ($M = 7.44$, $SD = 1.38$) for the function about how well they could respond to difficult character questions. ANOVA results revealed no significant differences among groups for any of the eight individual functions or the total sub-factor score in the Instructional Strategies sub-factor. These data are presented in Table 19.

Classroom management. Mean scores for the items in the Classroom Management sub-factor ranged from a low of 6.50 to a high of 8.24. The lowest mean (M

= 6.50, SD = 1.56) was reported by teachers in schools with between 51% - 75% of students eligible for free and reduced lunch for the function regarding how well they could prevent a few students from disrupting a lesson. The highest mean (M = 8.24, SD = .90) was reported by teachers in schools with less than 35% of students eligible regarding their abilities to make expectations clear about student behavior. ANOVA results revealed no significant differences among groups for any of the eight individual functions or the total sub-factor score in the Classroom Management sub-factor. These data are presented in Table 20.

Total self-efficacy. The mean scores for total self-efficacy in the variable percentage of students eligible for free and reduced lunch ranged from the highest mean (M = 163.63, SD = 25.56) for schools with more than 76% of the students eligible for free and reduced lunch and the lowest mean (M = 160.62, SD = 30.85) for school with 36% - 50% of the students eligible for free and reduced lunch. Schools with 35% and fewer student eligible for free and reduced lunch returned a mean of 162.87 (SD = 23.42) and those with 51% - 75% student eligible for free and reduced lunch returned a mean of 162.10 (SD = 28.24). The total self-efficacy for the percentage of student eligible for free and reduced lunch did not return a significant difference (M = 162.47, SD = 27.26).

Table 18: Self-Efficacy Function for Student Engagement in Character Education and Percentage of Students Eligible for Free and Reduced Lunch

Student Engagement Functions	< 35%		36% - 50%		51% - 75%		≥ 76%		F
	M	SD	M	SD	M	SD	M	SD	
1. How much can you do to positively influence the character of the most difficult students?	6.47	1.54	6.71	1.88	6.53	1.69	6.69	1.74	.33
2. How much can you do to help your students think critically about their character?	6.97	1.35	6.72	1.42	6.69	1.54	6.65	1.53	.47
4. How much can you do to motivate students who show low interest in developing a more positive character?	7.13	1.23	7.11	1.57	6.69	1.52	7.06	1.39	.73
6. How much can you do to get students to believe they can do well in school?	7.03	1.44	7.23	1.43	7.21	1.25	7.17	1.47	.22
9. How much can you do to help your students value learning?	7.16	1.31	7.30	1.35	7.08	1.45	7.04	1.52	.52
12. How much can you do to foster student creativity?	6.68	1.44	7.18	1.40	6.99	1.42	6.96	1.42	1.03
14. How much can you do to improve the understanding of a student who is failing to grasp the importance of good character?	6.30	1.27	6.27	1.53	6.53	1.41	6.40	1.56	.59
22. How much can you assist families in helping their children practice good character in school?	5.47	1.43	5.58	1.69	5.54	1.68	5.67	1.78	.19
Self-Efficacy for Student Engagement	52.24	9.36	52.24	10.92	52.83	9.77	52.57	9.94	.98

n = 38 (< 35%), 68(36% - 50%), 135 (51% - 75%), 138 (> 76%), N = 433

Table 19: Self-Efficacy Function for Instructional Strategies in Character Education and Percentage of Students Eligible for Free and Reduced Lunch

Instructional Strategies Functions	< 35%		36% - 50%		51% - 75%		> 76%		F
	M	SD	M	SD	M	SD	M	SD	
7. How well can you respond to difficult questions about character from your students?	7.38	1.26	7.44	1.38	7.33	1.26	7.40	1.17	.13
10. How much can you gauge student comprehension of character lessons you have taught?	6.61	1.27	6.69	1.47	6.77	1.32	6.76	1.26	.18
11. To what extent can you craft good questions that examine character for your students?	6.58	1.41	6.73	1.31	6.75	1.45	6.86	1.27	.49
17. How much can you do to adjust your character lessons to the proper level for individual students?	7.00	1.20	7.03	1.44	7.05	1.52	7.16	1.42	.23
18. How much can you use a variety of character assessment strategies?	6.33	1.66	6.13	1.95	6.26	1.71	6.44	1.64	.53
20. To what extent can you provide an alternative explanation or example when students are confused about lessons involving character?	7.05	1.16	7.28	1.41	7.16	1.28	7.11	1.38	.31
23. How well can you implement alternative character education strategies in your classroom?	6.35	1.42	6.23	1.71	6.20	1.61	6.44	1.55	.60
24. How well can you provide appropriate character challenges like service learning and volunteerism for very capable students?	5.97	1.68	6.27	1.95	5.86	1.97	5.76	2.03	1.04
Self-Efficacy for Instructional Strategies	52.05	9.53	52.96	10.10	52.43	10.96	53.11	9.85	.92

n = 38 (< 35%), 68(36% - 50%), 135 (51% - 75%), 138 (> 76%), N = 433

Table 20: Self-Efficacy Function for Classroom Management in Character Education and Percentage of Students Eligible for Free and Reduced Lunch

Classroom Management Functions	< 35%		36% - 50%		51% - 75%		≥ 76%		F
	M	SD	M	SD	M	SD	M	SD	
3. How much can you do to control disruptive behavior in the classroom?	7.13	1.23	7.11	1.57	6.69	1.52	7.06	1.39	.23
5. To what extent can you make your expectations clear about student behavior?	8.24	.90	8.23	1.06	8.04	1.17	8.14	1.09	.60
8. How well can you establish routines that stress good character in your classroom?	7.97	1.09	7.97	1.02	7.73	1.26	7.89	1.13	.91
13. How much can you do to get students to follow classroom rules?	7.59	1.14	7.42	1.26	7.47	1.36	7.37	1.36	.32
15. How much can you do to calm a student who is disruptive or noisy?	6.82	1.23	6.63	1.78	6.73	1.41	6.77	1.54	.18
16. How well can you establish a classroom management system with each group of students?	7.74	1.08	7.40	1.26	7.42	1.37	7.56	1.23	.87
19. How well can you keep a few problem students from ruining an entire lesson?	7.03	1.31	6.58	1.80	6.50	1.56	6.75	1.50	1.35
21. How well can you respond to defiant students?	6.68	1.34	6.79	1.42	6.80	1.53	6.88	1.43	.21
Self-Efficacy for Classroom Management	58.58	7.44	56.21	10.46	56.84	9.88	57.96	8.62	.45

n = 38 (< 35%), 68(36% - 50%), 135 (51% - 75%), 138 (> 76%), N = 433

Ancillary Findings

In addition to the demographic information and the 24 self-efficacy functions, respondents were asked to respond to two open-ended questions. These questions sought to discover what elements of student character the respondents felt best able and least able to positively influence. The question regarding the elements of student character respondents felt best able to positively influence was answered by 281 of the 433 respondents. The question regarding the elements of student character respondents felt least able to positively influence was answered by 268 of the 433 respondents. Emergent Category Analysis (Olson, 1987) was used to categorize the responses into four broad categories: Positive Principled Behaviors (Including exhibits of ethics, morals, values, positive classroom behaviors, positive interpersonal relationships, tolerance, and empathy); Positive Academic Performance (Including modeling, exhibits of responsibility, positive decision making, self-control, motivation, work-ethic, creativity and leadership); Positive Self-Image (Including exhibit of confidence and self esteem); and Positive Out-of-School Behaviors (Including civic involvement and reinforcement of positive home influences). The responses are organized within these categories in the discussion that follows, and the data are presented in Table 21.

Positive Principled Behaviors

The category Positive Principled Behaviors included ethical behaviors, exhibits of morality, displays of positive values, good classroom behaviors, positive interpersonal relationships including cooperation and teamwork, tolerance of diversity, and displays of empathy. Of the 268 respondents, 97, or 36%, indicated that behavior was an element of student character they felt least able to positively influence. Of the 281 respondents, 198,

or 70%, indicated that this was an element of student character they felt best able to positively influence.

Positive Academic Performance

The category Positive Academic Performance included students providing modeling to peers, exhibits of responsibility, instances of positive decision making, self-control, shows of motivation, use of creativity, and exhibits of leadership skills. Of the 268 respondents, 41, or 15% indicated that academic performance was an element of student character they felt least able to positively influence. Of the 281 respondents, 18, or 6%, indicated that this performance was an element of student character they felt best able to positively influence.

Positive Self-Image

The category Positive Self-Image included student exhibits of confidence and self-esteem. Of the 268 respondents, 11, or 4% indicated that self-image was an element of student character they felt least able to positively influence. Of the 281 respondents, 28, or 10%, indicated that self-image was an element of student character they felt best able to positively influence.

Positive Out-of-School Behaviors

The category Positive Out-of-School Behaviors included civic involvement, volunteerism, and character education as a reinforcement of positive home influence. Of the 268 respondents, 119, or 44% indicated that out-of-school behaviors were an element of student character they felt least able to positively influence. Of the 281 respondents,

37, or 13%, indicated that these behaviors were an element of student character they felt best able to positively influence.

Table 21: Elements of Student Character Least and Best Able to Positively Influence

Elements of Student Character	<u>Least able</u>		<u>Best able</u>	
	<i>n</i>	%	<i>n</i>	%
Positive Principled Behaviors (Including exhibits of ethics, morals, values, positive classroom behaviors, positive interpersonal relationships, tolerance, and empathy)	97	37	198	70
Positive Academic Performance (Including modeling, exhibits of responsibility, positive decision making, self-control, motivation, work-ethic, creativity and leadership)	41	15	18	6
Positive Self-Image (Including exhibit of confidence and self esteem)	11	4	28	10
Positive Out-of-School Behaviors (Including civic involvement and reinforcement of positive home influences)	119	42	37	3

n = 268 (least able), 281 (best able), N = 433

Instrument and Sub-Factor Reliability Data

The reliability of both the total character education self-efficacy measure and the sub-factor measures was assessed for the adapted survey instrument using the Cronbach's Alpha coefficient scale. A Cronbach's Alpha coefficient above .7 is recommended for the total self-efficacy scale, although .8 and above is a stronger indicator of reliability (Gliem & Gliem, 2003). The total self-efficacy survey instrument returned a Cronbach's Alpha of .96 on the 24 survey items, the Classroom Management sub-factor returned a Cronbach's Alpha of .91, the Instructional Strategies sub-factor returned a Cronbach's Alpha of .91, and the Student Engagement sub-factor returned a Cronbach's Alpha of .91. These data are presented in Table 22.

Table 22: Teach Self-Efficacy to Instruct Character Education Scale Reliability Data

Total Instrument and Sub-Factors	<i>n</i> scale items	M	SD	Alpha Coefficient
Total Self-Efficacy	24	165.81	24.56	.96
Classroom Management	8	58.37	8.32	.91
Instructional Strategies	8	53.78	9.38	.91
Student Engagement	8	53.19	9.51	.91

N = 433

Summary of Findings

The purpose of this chapter was to present the data gathered for a study examining the levels of self-efficacy to instruct character education held by West Virginia public elementary school teachers. Respondents were asked to rate their levels of self-efficacy for teaching character education using a 24 item, Likert-like survey. The survey items represented three sub-factors of eight questions each; Student Engagement, Instructional Strategies, and Classroom Management. The respondents were also asked to answer two open-ended questions related to the elements of student character they felt best and least able to influence.

Overall, West Virginia's public elementary school teachers indicated that they felt some to quite a bit of self-efficacy for teaching character education. Likewise, the teachers' total self-efficacy for teaching character education in the three sub-factors of Student Engagement, Instructional Strategies, and Classroom Management indicated that they had some to quite a bit of self-efficacy in each sub-factor. No statistically significant differences were found between the sub-factors for the total level of self-efficacy

Counselors reported a significantly higher sense of self-efficacy in the Instructional Strategies sub-factor for the functions about responding to difficult questions about character, gauging student comprehension of character lessons, using a variety of character assessment strategies, providing alternative explanations or examples when students were confused about character lessons, and providing appropriate alternative character challenges like service learning. For teachers' primary duty in school, the Instructional Strategies sub-factor returned a significantly different total score. Counselors also returned significantly higher levels of self-efficacy in two functions of

the Student Engagement sub-factor. These functions were for helping students think critically about character and assisting families in helping students practice good character.

The developmental level of students was found to have a significant influence in the Instructional Strategies sub-factor for the function regarding how much respondents could do to gauge student comprehension of character lessons. In the Classroom Management sub-factor, the developmental level of students was found to have a significant influence on teacher self-efficacy for the function regarding how well respondents could establish routines that stressed good character in the classroom. In both cases, teachers instructing PreK – grade three reported the highest self-efficacy to instruct character education.

The ancillary findings indicated that the 44% of respondents felt they were least able to influence positive out-of-school behaviors. The majority of respondents (70%) felt they were best able to influence positive principled behaviors. The findings of the TSICE indicate an overall high level of instrument reliability.

CHAPTER FIVE: CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter reviews the purpose of the study, methods, and provides a summary of the study findings. This chapter ends with a presentation of study conclusions, discussions, implications, and recommendations for further research.

Purpose of the Study

The primary purpose of this study was to investigate the perceived self-efficacy of West Virginia public elementary school teachers to teach character education. In addition, this study proposed to determine if selected demographic and attribute variables (the teachers' individual years of experience at the elementary level, the developmental level of the students instructed by the teachers, the teachers' primary duty in the school, the size of the school population, and the percentage of students eligible for free and reduced lunch) contributed to differences in the levels of self-efficacy.

The following research questions guided the study:

1. What is the overall level of perceived self-efficacy for teaching character education held by West Virginia's public elementary school teachers?
2. What is the level of perceived self-efficacy for teaching character education held by West Virginia's public elementary school teachers in the three sub-factors of Student Engagement, Instructional Strategies, and Classroom Management?
3. What are the differences, if any, between West Virginia public elementary school teachers' overall level of perceived self-efficacy for teaching character education and selected school and teacher demographic/attribute variables?

4. What are the differences, if any, between West Virginia public elementary school teachers' levels of perceived self-efficacy for teaching character education in the three sub-factors of Student Engagement, Instructional Strategies, and Classroom Management and selected school and teacher demographic/attribute variables?

Methods

The efficacy data were collected using a cross-sectional survey design that was administered to all public elementary school teachers in West Virginia through an online survey. The self-efficacy component of this research was analyzed using the *Teacher Self-Efficacy to Instruct Character Education (TSICE)*, an adaptation of the long form of the Teacher Sense of Efficacy Scale (TSES) designed by Anita Woolfolk Hoy and Tschannen-Moran (2001). The demographic and attribute component of the research instrument was researcher developed to determine the respondents' years of teaching experience, the primary teaching assignment, and the developmental level of students instructed. The school attributes were the percentage of students eligible for free and reduced lunch and the total number of students enrolled in the school.

The study received IRB approval and was administered to West Virginia public school elementary teachers through the teachers' email addresses. The elementary school teachers' principals were first contacted through their professional emails. The principals were sent an introductory letter requesting the principals' assistance in administering the survey to the teachers in their schools. The principals were informed that the formal research request would arrive in a following email. The principals were asked to forward this formal request to the teachers within their respective schools and to ask the teachers' cooperation in completing the survey.

The formal research request was then sent to the school principals with an attached cover letter explaining the research project to the teachers. The formal research request also contained a link to the survey device on the secure and anonymous SurveyMonkey site. A total of 433 teachers responded.

Demographics

Almost forty percent of the respondents (37%) reported one through nine years of elementary school teaching experience, 26% possessed 10 – 19 years of experience, 20% possessed 20 – 29 years, and 16.9% had thirty or more years of elementary public school teaching experience. Over half (65.2%) of the respondents indicated that they were regular education teachers, whereas 29.3% described themselves as content specialists/related arts teachers, and 5.6% reported they were counselors. The teachers reported that 68.9% of their students were in grades PreK - three and 31.1% indicated their students were in grades four - six. Respondents reported an average of 339.8 students enrolled in their schools in the 2011 through 2012 school year. For the percentage of students eligible for free and reduced lunch, over 70% of the responding teachers reported that more than 51% of the students in their schools were eligible for free and reduced lunch. Only 10% of the responding teachers reported that less than 35% of the students in their schools were eligible for free and reduced lunch.

Summary of Findings

The data gathered examined the levels of self-efficacy to instruct character education held by West Virginia public elementary school teachers. Respondents were asked to rate their levels of self-efficacy for teaching character education using a 24 item, Likert-like survey called the *Teacher Self-Efficacy to Instruct Character Education Scale*

(TSICE). The survey items represented three sub-factors of eight questions each; Student Engagement, Instructional Strategies, and Classroom Management. The respondents were asked to answer two open-ended questions related to the elements of student character they felt best and least able to influence.

West Virginia's public elementary school teachers indicated that overall they felt some to quite a bit of self-efficacy for teaching character education. The total self-efficacy for teaching character education in the three sub-factors of Student Engagement, Instructional Strategies, and Classroom Management indicated that teachers had some to quite a bit of self-efficacy in each sub-factor. No statistically significant differences were found between the sub-factors for the total level of self-efficacy

Counselors reported significantly higher self-efficacy to instruct character education in the Instructional Strategies sub-factor for the functions about responding to difficult questions, gauging student comprehension, using a variety of assessment strategies, providing alternative explanations or examples when students were confused, and providing appropriate alternative challenges. For the teachers' primary duty in school, the Instructional Strategies sub-factor returned a significantly different total score. Counselors also returned significantly higher levels of self-efficacy in two functions of the Student Engagement sub-factor; helping students think critically and assisting families.

The developmental level of students was found to have a significant influence in the Instructional Strategies sub-factor for the function regarding how much respondents could do to gauge student comprehension. In the Classroom Management sub-factor, the

developmental level of students was found to have a significant influence on teacher self-efficacy for the function regarding how well respondents could establish routines that stressed good character in the classroom. In both cases, teachers instructing PreK – grade three reported the highest self-efficacy to instruct character education.

The ancillary findings indicated that 44% of respondents felt they were least able to influence positive out-of-school behaviors. The majority of respondents felt they were best able to influence positive principled behaviors. The findings of the TSICE indicate an overall high level of instrument reliability.

Conclusions

The analysis of the data collected for this study provided sufficient evidence to support the following conclusions.

Research Question One: What is the overall level of perceived self-efficacy for teaching character education held by West Virginia’s public elementary school teachers?

Overall, West Virginia’s public elementary school teachers reported that they had some to quite a bit of self-efficacy for teaching character education. This level of self-efficacy was consistent across the 24 individual functions and the total self-efficacy level.

Research Question Two: What is the level of perceived self-efficacy for teaching character education held by West Virginia’s public elementary school teachers in the three sub-factors of Student Engagement, Instructional Strategies, and Classroom Management?

Overall, West Virginia's public elementary school teachers reported that they had some to quite a bit of self-efficacy for teaching character education in each of the three sub-factors. Respondents reported the highest self-efficacy in the sub-factor of Classroom Management. The level of self-efficacy was consistent across the 24 individual functions in each of the three sub-factors and for the total self-efficacy level for each sub-factor.

Research Questions Three: What are the differences, if any, between West Virginia public elementary school teachers' levels of perceived self-efficacy for teaching character education and selected school and teacher demographic/attribute variables?

Overall, the respondents' primary duty in school did not make a difference in West Virginia's public elementary school teachers' level of self-efficacy for teaching character education. However, counselors did report statistically significant higher levels of self-efficacy in two of the eight functions in the Student Engagement sub-factor and five of the eight functions in the Instructional Strategies sub-factor. Similarly, student developmental level did not make an overall difference in self-efficacy levels. However, significantly different higher levels of self-efficacy for PreK – grade three were reported for one of the eight functions in both the Instructional Strategies and Classroom Management sub-factors. There were no significant differences in levels of self-efficacy for teaching character education based on years of teaching experience, school enrollment, for the percentage of students eligible for free and reduced lunch.

Research Questions Four: What are the differences, if any, between West Virginia public elementary school teachers' levels of perceived self-efficacy for teaching character education in the three sub-factors of Student Engagement, Instructional

Strategies, and Classroom Management and selected school and teacher demographic/attribute variables?

There were statistically significant differences in the sub-factor Instructional Strategies based on primary duty in school. Counselors reported the highest level of self-efficacy for teaching character education on five of the eight functions in this sub-factor. There were no overall significant differences based on any other demographic/attribute variable for the sub-factors of Instructional Strategies, Student Engagement, or Classroom Management.

Conclusions for Ancillary Research Findings

The elements most often identified by West Virginia Public elementary teachers as being those elements of student character they felt most able to positively influence were those elements categorically defined as positive student behaviors. The elements most often identified by West Virginia Public elementary teachers as being those elements of student character they felt least able to positively influence were those elements categorically defined as student behaviors outside of the school.

Discussion and Implications

With character education a mandated and civically responsible function of the public school system, the schools' staffs are those charged with the implementation of character education. When West Virginia, House Bill 2208 (West Virginia Legislature) was passed in 2001, over 1,000 educators were trained in character education best practices through a series of workshops and courses (West Virginia Department of Education, 2001). The character education trainings were based on the Character

Education Partnership's (2008) *Eleven Principles of Effective Character*. The Character Education Partnership's Character Education Pilot Project was initiated in May of 2001 and resulted in *Integrating Effective Character Education Programs into Rural Schools Measuring a Replicable Model* (2010) that examined the result of the grant for the United States Department of Education Office of Safe and Drug Free Schools. The authors established character education as the promotion of core ethical values, involvement of parents and the community in the promotion of character education throughout the school, modeling by adults in the school, classroom, and school focus on caring, and the opportunity for students to practice moral action (West Virginia Department of Education, 2010). The only finding of significance was that the experimental schools had a higher level of character education implementation than control schools (West Virginia Department of Education, 2010). The report did not speak to the result of this character education implementation. Nor did the report detail how the teachers felt about their ability to teach about character or to influence student character.

In addition to this report, *The Correlation of 21st Century Content Standards and Objectives with Character Education Virtues* (2008) tied 21st Century standards of academic development to the CEP's *Eleven Principles of Effective Character* (West Virginia Department of Education, 2008). The West Virginia Content Standards and Objectives in use in 2008 were detailed through each grade and subject with the character virtues that could and should be emphasized during the lessons. Although West Virginia public school teachers underwent substantial training in character education implementation and specific guidance in its implementation, no comprehensive study has

been completed to date to determine the teachers' self-efficacy for teaching character education.

It is comforting to note that the West Virginia elementary public school teachers responding to this survey did feel a significantly high level of self-efficacy for teaching character education. On the one hand, the teachers indicated through their survey responses that they felt quite a bit to a great deal of self-efficacy for the promotion of core ethical values, focusing on caring, and modeling correct behaviors. On the other hand, several key character education components stressed by the West Virginia Department of Education (2010) are functions responding teachers felt only some self-efficacy to instruct. These functions include the involvement of parents and the community in the promotion of character education throughout the school and the opportunity for students to practice moral action (through volunteer opportunities). This lower self-efficacy may indicate that teachers need more guidance and support from both administration and the community in implementing these aspects of character education.

Smart and Igo (2010) found that first year teachers felt efficacious in employing management strategies for mild misbehaviors including attention getting behaviors and off task talking, but not for more aggressive and belligerent behaviors. When Henson, Kogan, and Vacha-Hasse (2001) investigated the reliability of four frequently used efficacy and locus of control measurements one of the variables the authors chose to study was teacher experience. The researchers found that teacher experience had a negative correlation on self-efficacy.

This research study found that teachers with six or less years of teaching experience did not have a significantly different sense of self-efficacy than teachers of

any other measured level for any of the sub-factors or any of the individual functions. The Classroom Management sub-factor returned the highest self-efficacy levels for all groups based on years of teaching experience. This finding may indicate that teacher training programs, as well as ongoing professional development opportunities for veteran teachers, are successfully preparing teachers to use classroom management techniques that develop character.

Parker, Nelson and Burns (2010) found that schools with character programs may have a stronger influence when a higher percentage of students are eligible for free and reduced lunch. Whereas, in their research Fernandez-Ballesteros, et al (2002) found individuals of higher socioeconomic groups had higher self-efficacy to make changes in their environments. This study did not find any statistically significant results based on student eligibility for free and reduced lunch, a measure of socioeconomic status.

Although the results were not statistically significant, some trends emerged. The findings for student eligibility for free and reduced lunch in the 24 functions were that respondents in schools with less than 35% of students eligible for free and reduced lunch had the lowest self-efficacy mean nine times, those in schools with 36% - 50% reported the lowest four times, those with 51% - 75% reported lowest seven times, and those with the 76% and over eligible for free and reduced lunch reported the lowest mean only four times.

In this study, the most frequent low self-efficacy scores were in schools with the lowest number of students eligible for free and reduced lunch. It is important to note that over 70% of the responding teachers reported that 51% or more of the students in their schools were eligible for free and reduced lunch. Only 10% of the responding teachers

reported that less than 35% of the students in their schools were eligible for free and reduced lunch.

Although all teachers felt some to a great deal of self-efficacy for teaching character education regardless of the percentage of student eligible for free and reduced lunch, this trend does seem to indicate that teachers in schools where fewer students require financial assistance may feel less capable of teaching character lessons. This finding is intriguing and may suggest that teachers in schools with a higher number of students eligible for free and reduced lunch receive more extensive training to impart character lessons or that other factors affecting the students assist the teachers in feeling higher self-efficacy for teaching character education.

Another indication of this trend is that respondents in the schools with the highest number of student eligible for free and reduced lunches returned the lowest self-efficacy for providing service learning and volunteer opportunities for students. Is this because the students have increased outside responsibilities or because their homes and communities are not conducive to service learning and volunteerism? On the other hand, those in schools with the lowest number of students eligible for free and reduced lunches returned the lowest self-efficacy for helping families to assist children in practicing good character. Is this because the families with higher incomes do not require teachers to provide this guidance or because they are not open to accepting this guidance?

Smith (2011) stated the American Civil Liberties Union and other organizations opposed anti-bullying legislation in Texas because they felt these instances were best handled at the local level by training. This study indicates that respondents felt quite a bit to a great deal of self-efficacy in dealing with classroom management functions.

Regardless of the demographic or attribute variable, it was the sub-factor of Classroom Management that consistently returned the highest levels of self-efficacy. The lowest Classroom Management mean was for teachers in schools with 300 – 399 students for the function of keeping a few problem students from ruining a lesson. Even this mean was 6.40 (S.D. = 1.57), indicating that the teachers still felt quite a bit of self-efficacy in the function. The highest mean was 8.28 (S.D. 1.00) for schools with 207 – 299 students for the Classroom Management function of making expectation clear. Classroom Management was also the highest function mean in the study. The West Virginia elementary public school teachers who responded to this study held a very high level of self-efficacy for the Classroom Management sub-factor of self-efficacy.

These findings indicate that West Virginia elementary teachers responding to the study felt a high level of self-efficacy in general for teaching character education. The lowest functions were for elements of the students' lives that were outside of the school, including promotion and provision of volunteer opportunities and assisting the students' family in supporting student character develop. This finding is important as community and family involvement is integral to student success. The lower teacher self-efficacy in confronting character functions that involve the community and families' needs to be addressed. The teachers do feel quite a bit of self-efficacy in instructing character in their classrooms, but the teachers and students appear to need community and family assistance in feeling higher self-efficacy for taking character education out of the classroom and into the communities and lives of the students.

Recommendations for Further Research

This study investigated West Virginia public elementary school teachers' total level of perceived self-efficacy to instruct character education, levels of self-efficacy in three sub-factors, differences in self-efficacy based on selected school and demographic/attribute variables, and differences based on the sub-factors. The study provided a broad understanding of the self-efficacy of West Virginia elementary school teachers to instruct character education. The following represents recommendations for further research that were generated by this study's findings, and particularly by questions that arose during the course of this research.

1. This study investigated teachers' self-efficacy for Classroom Management and found that teachers had a high level of self-efficacy in this sub-factor. The study only measured the teachers' self-efficacy in this function, but did not examine the teachers' schools. More useful information could be gained by determining if teachers with higher levels of self-efficacy for Classroom Management have fewer discipline referrals in their classes.
2. This study also investigated teachers' self-efficacy for Instructional Strategies and found that teachers had relatively high levels of self-efficacy in this sub-factor. The study did not investigate student achievement based on earned grades or testing in classrooms. A study could examine the teachers with highest and lowest self-efficacy in this sub-factor to determine if student achievement was influenced by teacher self-efficacy.
3. Although this study investigated the self-efficacy of teachers for Student Engagement and found high levels of self-efficacy in this sub-factor, the study did

not determine if classrooms with teachers with higher self-efficacy for Student Engagement produce lower levels of absenteeism and less tardiness to class.

4. This study investigated teacher reported levels of self-efficacy, but did not determine if the teachers with the highest levels of self-efficacy received different training. A study of teacher professional development and preparation programs could determine what programs best prepare teachers to incorporate character education instruction into their repertoire.
5. The research indicates that there are many programs available to guide the instruction of character education. This study did not investigate what programs, if any, teachers used to teach character education. A study could investigate if there is a difference between programs used by teachers with high self-efficacy and those with lower self-efficacy.

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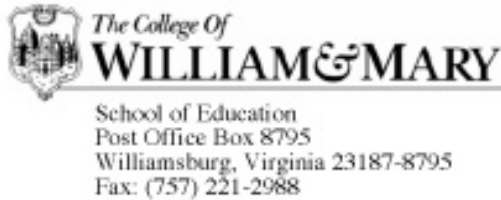
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Appendix A: TSES Author Permission



Megan Tschannen-Moran, Ph.D.
Wakefield Distinguished Associate Professor
mxtsch@wm.edu
(757) 221-2187

April 2011

Hannah R. Toney
Marshall University
100 Angus E. Payton Dr.
South Charleston, WV 25303

Dear Hannah Toney:

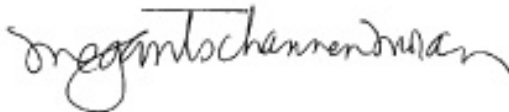
You have permission to use the Teachers Sense of Efficacy Scale that I developed with Dr. Anita Woolfolk Hoy for your dissertation research. Please use the following citation when referencing the scale:

Tschannen-Moran, M & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.

Although the name of the measure has been changed since that article was published, the contents of the scale remain the same.

You may download a copy of the instrument and directions for administration from my website at <http://mxtsch.people.wm.edu>. I would like to receive a brief summary of your results when you are finished.

Sincerely,



Megan Tschannen-Moran

Appendix B: Teacher Self-Efficacy to Instruct Character Education Survey

Directions: Following is a list of statements about your role in teaching character education. Using the scale provided, please respond to each item indicating the extent to which you feel you are able to perform each of the functions.

Nothing		Very Little		Some		Quite A Bit		A Great Deal
1	2	3	4	5	6	7	8	9

Character Education Question		1	2	3	4	5	6	7	8	9
1.	How much can you do to positively influence the character of the most difficult students?									
2.	How much can you do to help your students think critically about their character?									
3.	How much can you do to control disruptive behavior in the classroom?									
4.	How much can you do to motivate students who show low interest in developing a more positive character?									
5.	To what extent can you make your expectations clear about student behavior?									
6.	How much can you do to get students to believe they can do well in school?									
7.	How well can you respond to difficult questions about character from your students?									
8.	How well can you establish routines that stress good character in your classroom?									
9.	How much can you do to help your students value learning?									
10.	How much can you gauge student comprehension of character lessons you have taught?									
11.	To what extent can you craft good questions that examine character for your students?									
12.	How much can you do to foster student creativity?									
13.	How much can you do to get students to follow classroom rules?									

Nothing		Very Little		Some		Quite A Bit		A Great Deal
1	2	3	4	5	6	7	8	9

Character Education Question		1	2	3	4	5	6	7	8	9
14.	How much can you do to improve the understanding of a student who is failing to grasp the importance of good character?									
15	How much can you do to calm a student who is disruptive or noisy?									
16	How well can you establish a classroom management system with each group of students?									
17	How much can you do to adjust your character lessons to the proper level for individual students?									
18	How much can you use a variety of character assessment strategies?									
19	How well can you keep a few problem students from ruining an entire lesson?									
20	To what extent can you provide an alternative explanation or example when students are confused about lessons involving character?									
21	How well can you respond to defiant students?									
22	How much can you assist families in helping their children practice good character in school?									
23	How well can you implement alternative character education strategies in your classroom?									
24	How well can you provide appropriate character challenges like service learning and volunteerism for very capable students?									

25. What elements of student character do you feel best able to positively influence?

26. What elements of student character do you feel least able to positively influence?

Teacher Self-Efficacy to Instruct Character Education Survey

Demographic Information

- 1. How many total years have you taught at the elementary level in public schools?**

_____ Total years teaching

- 2. What teaching position best describes you primary duties with the school. Are you a regular education teacher, a content specialist/related arts teacher, or a counselor?**

regular education

specialist

counselor

- 3. If you are a regular education teacher, what is the developmental level of your students?**

PreK – 3rd Grade

4th Grade – 6th Grade

- 4. How many students are enrolled in your school for the 2011 - 2012 school year?**

_____ number of students enrolled in 2011 - 2012

- 5. What percentage of your school's student population is approved for free and reduced lunch in the 2011 – 2012 school year?**

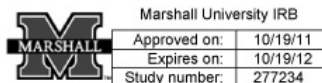
_____ Less than 35%,

_____ Between 36% and 50%

_____ Between 51% and 75%

_____ More than 76%

Appendix C: IRB Stamped Principal Anonymous Consent Letter



Principal's Anonymous Online Survey Consent

The teachers within your school are invited to participate in a research project entitled "*Character Education Survey*" designed to investigate the extent to which teachers feel they are able to teach character education.

The study is being conducted by Dr. Ronald Childress and Hannah R. Toney through Marshall University's Graduate School of Education and Professional Development and has been approved by the Marshall University Institutional Review Board (IRB). This research is being conducted as part of the dissertation requirements for Hannah R. Toney

We are requesting your assistance in conducting this study. Would you please forward the attached Teachers' Anonymous Online Consent Form and link to the survey instrument to the teachers in your school? The attachment contains the teacher consent form and the email link to the survey form.

The online survey is a Likert-like survey comprised of 24 questions, two open-ended questions, and six demographic questions. The survey will take approximately fifteen minutes to complete. All replies will be anonymous. There are no known risks involved with this study. Participation is completely voluntary and there will be no penalty or loss of benefits if you or your teaching staff chooses to not participate in this research study or to withdraw. Forwarding this email and on-line survey indicates your consent for use of the answers your teaching staff supplies.

If you have any questions about the study, you may contact Dr. Ronald Childress at 304/746-1904 or Hannah R. Toney at 304/389-1185.

If you have any questions concerning your rights as a research participant you may contact the Marshall University Office of Research Integrity at (304) 696-4303.

By forwarding the email and survey you are also confirming that you are **18** years of age or older.

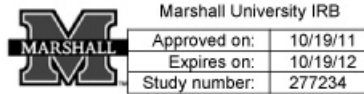
Please print this page for your records.

Thank you for your time and participation. The attached information contains the consent letter and survey link.

Sincerely,

Co-Principal Investigator
Hannah R. Toney

Appendix D: IRB Stamped Teachers' Online Survey Consent Letter



Teacher's Anonymous Online Survey Consent

You are invited to participate in a research project entitled "*Character Education Survey*" designed to analyze the extent to which you feel you are able to teach character education.

The study is being conducted by Dr. Ronald Childress and Hannah R. Toney from Marshall University Graduate College of Education and has been approved by the Marshall University Institutional Review Board (IRB). This research is being conducted as part of the dissertation requirements for Hannah R. Toney

The online survey is a Likert-like survey comprised of 24 questions, two open-ended questions, and six demographic questions. The survey will take approximately fifteen minutes to complete. All replies will be anonymous. There are no known risks involved with this study. Participation is completely voluntary and there will be no penalty or loss of benefits if you chose to not participate in this research study or to withdraw. Completing this survey indicates your consent for use of the answers you supply.

If you have any questions about the study, you may contact Dr. Ronald Childress at 304/746-1904 or Hannah R. Toney at 304/389-1185.

If you have any questions concerning your rights as a research participant, you may contact the Marshall University Office of Research Integrity at (304) 696-4303.

By completing this survey you are also confirming that you are **18** years of age or older.

Please print this page for your records.

If you choose to participate in the study, you will find the survey at www.xxxxxxx.com

Sincerely,

Co-Principal Investigator
Hannah R. Toney

Appendix E: Principal's Email to Forward to Teachers

Principals, please forward the following email and attachment to all the teachers within your school at your earliest convenience. Thank you for your help in completing my dissertation requirements.

Dear Fellow Teacher:

You are invited to participate in a research project entitled “*Character Education Survey*” designed to analyze the extent to which you feel you are able to teach character education.

If you choose to participate in the study, you will find the survey at <https://www.surveymonkey.com/s/ToneySurvey>

The study is being conducted by Dr. Ronald Childress and Hannah R. Toney from Marshall University's Graduate School of Education and Professional Development (See attached letter). This research is being conducted as part of the dissertation requirements for Hannah R. Toney and has been approved by the Marshall University Institutional Review Board (IRB).

The online survey is a Likert-like survey comprised of 24 questions, two open-ended questions, and six demographic questions. The survey will take approximately fifteen minutes to complete. All replies will be anonymous. There are no known risks involved with this study. Participation is completely voluntary and there will be no penalty or loss of benefits if you chose to not participate in this research study or to withdraw. Completing this survey indicates your consent for use of the answers you supply.

If you have any questions about the study, you may contact Dr. Ronald Childress at [304/746-1904](tel:3047461904) or Hannah R. Toney at [304/389-1185](tel:3043891185).

If you have any questions concerning your rights as a research participant, you may contact the Marshall University Office of Research Integrity at [\(304\) 696-4303](tel:3046964303).

By completing this survey you are also confirming that you are 18 years of age or older.

Please print this page for your records.

If you choose to participate in the study, you will find the survey at
<https://www.surveymonkey.com/s/ToneySurvey>

Sincerely,

Co-Principal Investigator

Hannah R. Toney

Appendix F: Follow-Up Principal's Emails to Forward to Teachers

Principals, the deadline for the survey has been extended. If you have not forwarded the message, please forward the following email and attachment to all the teachers within your school at your earliest convenience. Thank you for your assistance.

Dear Fellow Teacher:

If you choose to participate in the study, you will find the survey at <https://www.surveymonkey.com/s/ToneySurvey>

You are invited to participate in a research project entitled “*Character Education Survey*” designed to analyze the extent to which you feel you are able to teach character education.

The study is being conducted by Dr. Ronald Childress and Hannah R. Toney from Marshall University’s Graduate School of Education and Professional Development (See attached letter). This research is being conducted as part of the dissertation requirements for Hannah R. Toney and has been approved by the Marshall University Institutional Review Board (IRB).

The online survey is a Likert-like survey comprised of 24 questions, two open-ended questions, and six demographic questions. The survey will take approximately fifteen minutes to complete. All replies will be anonymous. There are no known risks involved with this study. Participation is completely voluntary and there will be no penalty or loss of benefits if you chose to not participate in this research study or to withdraw. Completing this survey indicates your consent for use of the answers you supply.

If you have any questions about the study, you may contact Dr. Ronald Childress at [304/746-1904](tel:3047461904) or Hannah R. Toney at [304/389-1185](tel:3043891185).

If you have any questions concerning your rights as a research participant, you may contact the Marshall University Office of Research Integrity at [\(304\) 696-4303](tel:3046964303).

By completing this survey you are also confirming that you are 18 years of age or older.

Please print this page for your records.

If you choose to participate in the study, you will find the survey at <https://www.surveymonkey.com/s/ToneySurvey>

Sincerely,

Co-Principal Investigator

Hannah R. Toney

Principals, the deadline for the survey has been extended again so that I may endeavor to reach a statistically significant number of teachers. At this point, I need the participation of only 100 additional survey participants. If you have already forwarded this survey to your teachers, I thank you for your time and assistance and request one last attempt. If you have not forwarded the message, please forward the following email and attachment to all the teachers within your school at your earliest convenience. Thank you for your help in completing my dissertation requirements.

Dear Fellow Teacher:

If you choose to participate in the study, you will find the survey at <https://www.surveymonkey.com/s/ToneySurvey>

You are invited to participate in a research project entitled “*Character Education Survey*” designed to analyze the extent to which you feel you are able to teach character education.

The study is being conducted by Dr. Ronald Childress and Hannah R. Toney from Marshall University’s Graduate School of Education and Professional Development (See attached letter). This research is being conducted as part of the dissertation requirements for Hannah R. Toney and has been approved by the Marshall University Institutional Review Board (IRB).

The online survey is a Likert-like survey comprised of 24 questions, two open-ended questions, and six demographic questions. The survey will take approximately fifteen minutes to complete. All replies will be anonymous. There are no known risks involved with this study. Participation is completely voluntary and there will be no penalty or loss of benefits if you chose to not participate in this research study or to withdraw. Completing this survey indicates your consent for use of the answers you supply.

If you have any questions about the study, you may contact Dr. Ronald Childress at [304/746-1904](tel:3047461904) or Hannah R. Toney at [304/389-1185](tel:3043891185).

If you have any questions concerning your rights as a research participant, you may contact the Marshall University Office of Research Integrity at [\(304\) 696-4303](tel:3046964303).

By completing this survey you are also confirming that you are 18 years of age or older.

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Sincerely,

Co-Principal Investigator

Hannah R. Toney

Curriculum Vita

Hannah R. Toney

304/389-1185

hrtoney@gmail.com

Snapshot

I have over 12 years of commended performance in high pressured, self-directed, multitasking, creative, leadership positions. In these positions, I have exhibited expertise in communications, problem solving, relationship building, project management, confidentiality protocols, budgetary preparation, individualized instruction, decision-making and supportive team leadership. The experiences include over 10 years as an instructor working with a diverse group of students from seven to sixty years old, from kindergarten through graduate level. I have served as a one-on-one consultant, classroom instructor, and conference presenter at the local, national, an international level.

Organization Memberships and Affiliations

West Virginia Chapter, American Society for Training and Development
National Social Science Association
Association of Teacher Educators

Technological Proficiencies

Word, Excel, PowerPoint, Microsoft Movie Maker, Photoshop, and related programs
Instruction of courses via Blackboard

Education

Doctor of Education: Curriculum and Instruction, Marshall University Graduate College
of Education and Professional Development

Masters of Arts in Teaching: 5th grade – adult in Speech and Oral Communications:
Marshall University Graduate College

Bachelor of Fine Arts: Design and Technical Theatre: Marshall University

Professional Experience

- State of West Virginia, Department of Administration, Division of Personnel, Organization and Human Resource Development: Supervisor: Director, Sara Walker: Position: Development Consultant: April 2011 - Current
- Strayer University: Supervisor: Dr. Guy D. Vitaglione: Position: adjunct professor: 2011 - Current
- Kanawha County Schools: Capital High School: Supervisor: Clinton H. Giles: Position: Theatre Director/Classroom Teacher: Grades 9 -12: July 2007 – April 2011
- West Virginia State University: Supervisor: Susan Marrash-Minnerley: Position: adjunct professor: School of Communications: Spring Semester 2010
- Marshall University Graduate College: Blackboard Learning System: Supervisor: Dr. Calvin Meyer: Position: adjunct professor: Middle Childhood Curriculum CI: 501 – 232: Spring Semester 2009
- Kanawha County Schools: Riverside High School: Supervisor: Dr. Paula Potter: Position: Theatre & Speech Teacher, Yearbook Advisor: Grades 9 -12: September 2005 – July 2007

Publications

Hawaii International Conference on Education: Conference Proceeding Publication: January 2009: Title: Innovative Curriculum: A Case For Interdisciplinary Arts Inclusive Classrooms

Hawaii International Conference on Education: Conference Proceeding Publication: January 2010: Title: A Preliminary Investigation of The Impact Of A High School Character Education Program on Student Behavior

Presentations

Chicago Conference: Association of Teacher Educators: Co-Presenter, February, 2010:
Topic: A Brain Based Agenda to Lower Stress and Engage Students Through Arts
Inclusive Content: February 13 -17, 2010 in Chicago, Illinois

Hawaii International Conference on Education: Paper Session Presenter. January 6:
Topic: A Preliminary Investigation of The Impact Of A High School Character Education
Program on Student Behavior: January 5 – 9, 2010 in Honolulu, Hawaii

Marshall University Teacher Conference: Panel Member, August 18: Topic: Teaching
Difficult Texts: Marshall University Student Center: August 18, 2009 in Huntington,
West Virginian

Las Vegas National Technology and Social Science Conference: Symposium Co-
Presenter, April 6: Topic: A Brain Based Agenda to Lower Stress and Engage Students
Through Arts Inclusive Content: April 5 – 7, 2009 in Las Vegas, Nevada

Hawaii International Conference on Education: Paper Session Presenter. January 5:
Topic: Innovative Curriculum: A Case For Interdisciplinary Arts Inclusive Classrooms:
January 4 – 7, 2009 in Honolulu, Hawaii

Curriculum Development

- Using Project Based Learning to Increase Civic Engagement and Awareness:
Module development for CIEC 560: Staff Development on-line through Marshall
University Center for Professional Development: Summer 2009
- Clay Center for the Arts and Sciences/Sunrise Museum: Various designs and
presentations: Program Assistant/Gallery Attendant: April, 2003 – 2005 & March
– September 2001
- Creative Capers Summer Camp: Peaceable Kingdom: Curriculum design in
cooperation with music instructor and camp instruction: July, 2004
- Charleston Stage Company Summer Arts Camps: Drama, Art, and Design
curriculum design and arts camp instruction: June – July 2003 & June – July 2002
- Kanawha County Schools: Chandler Elementary School: Drama and Creative
Literature curriculum design and contracted drama teacher: 2001– 2002

Additional Professional Development

- West Virginia Department of Education Textbook Adoption Committee: 2008-2009
- Elizabeth Francis Theater Teacher Institute through the Appalachian Education Initiative (AEI), Contemporary American Theater Festival (CATF) and Shepherd University: 2008, 2007, & 2006
- G.A.T.E Governor's Academy for Teaching Excellence: Digital Storytelling: 2007
- West Virginia Arts Teachers' Academy: The Arts, The Parents, and the Community – Powerful Partnerships: 2005
- Kennedy Center Teacher Training Workshop: Artists as Educators presented by the Clay Center: 2004
- Kennedy Center Teacher Training Workshop: Music Across the Curriculum presented by the Clay Center: 2002

Community/Cultural Development

- Program Assistant West Virginia State University Capitol Center Theatre: 2002-2005
- Freelance (lighting and set design, stage management, direction and technical direction): 1998-2007
- Art Installations at Avampato/Sunrise Museum: 2001 - 2004