

RESEARCH ON THE STAGE OF CONCERN AND USE LEVEL OF ELEMENTARY SCHOOL TEACHERS' INTEGRATING CHARACTER EDUCATION INTO INSTRUCTION

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ABSTRACT

The motivation of the research is to explore the current situation of character education integrated into instruction in elementary school teachers in Southern Taiwan. Also, it analyzes the different behavior in the stages of concern and level of uses on character education integrated into instruction and tries to provide predictability for future developments. The researcher compiled the questionnaire “the investigation of the stages of concern and level of uses on character education integrated into instruction from elementary school teachers in Tainan City” as the main tool for research. The data was analyzed by using descriptive statistics, the method of independent *t* test, One-way ANOVA, Scheffe Posteriori comparison, Pearson Product-moment and multiple regression with SPSS. The findings were as follows: Elementary school teachers’ current stages of concerns for character education integrated into instruction were mainly at the stage of “consequence,” and their levels of uses for character education integrated into instruction were mainly at the level of “routine.” The instructor’s stages of concern for character education integrated into instruction may be influenced by several factors, including the instructor’s position, degree of acknowledgement with the school’s activities, and the degree of personal involvements, etc. The instructor’s level of uses for character education integrated into instruction may be influenced by several factors, including the instructor’s years of service, position held, degree of acknowledgement with the school’s activities, and the degree of personal involvements, etc. The instructor’s stages of concern and levels of uses for character education integrated into instruction are positively correlated.

Keywords: Elementary school teachers , character education intergrated into instruction, Stage of concern , Level of Use.