

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.

INTRODUCTION

The purpose of this research is to explore the current condition of the stage of concern and use level of elementary school teachers' integrating characyer education into teaching in Tainan city, and understand the influence of different variables and teachers on the stage of concern and use level.

RESEARCH BACKGROUND AND MOTIVATION

I. Research Background

(I). Character Education Valued by Countries around the World

The content of character education includes moral education, civil education, and character growth, and emphasizes on that "we not only teach the children how to read and write, but also

how to discern the right and wrong with courage". Under such cognition, the education advanced countries all put an emphasis on implementation of students' character education.

II. Ministry of Education's Promote Character Education in Recent Years

(I). Promotion Project of Character Education—In 2009, Plan of "Promotion Project of Character Education" had expired. To promote character education continuously, Ministry of Education proposed the subsequent 5-year plan. In the 5-year plan in the second stage, optimization and sustainability of character education was stressed.

(II). Taiwan's Quality Movement—In June, 2009, Ministry of Education enaugerated the train of "Taiwan's Quality Movement", which included character education plan, art root taking plan, lifetime reading plan (Enjoy Reading Plan 101, Reading Root Taking Plan), and environmental substainability plan.

(III). Deep Cultivation and Promotion Activities of Charater Education

1. Select and subside 100 schools that performed well in promoting character education to conduct the 3-year plan of "Character Education Promotion and Deep Cultivation". 2. Process practical example that promoted character education and hold appreciation activities, and link with the bearby schools (with the same level or cross-level) or the civil organizations to establish partnership.

II. Research Motivation

The motivation in this research includes the following 5 points:

(I). Declination of Social Values—so that we can do nothing but ponder at the importance of character edication, and it is necessary to conduct studies on exploration of character education.

(II). Crisis of Lacking Maral Education—We cannot help but exploring the effectiveness of character eduction's integration into teaching, and it is necessary to conduct studies on exploration of character education integrated into curriculum.

(III). Influence of Credentialism—It is inevitable for the teachers to take students' intellectual education score as priority, so it is necessary to conduct relative studies.

(IV). The Teachers' Use Level and Identification Degree of Integration into Teaching—It is worthy of our understanding of whether the teachers have the ability and time to use innovative methods to truly put character education into our daily life, so it is necessary to conduct relative studies.

(V). It is uneasy to change the teachers' teaching faith and habits—It is necessary to probe into the teachers' integrating character education into the current teaching condition. In addition, since there are still no studies using "CBAM" to do relative research, this study becomes valuable.

Research Purposes and Questions to be Answered

Research Purposes

(I). To explore the current condition of the stage of concern and use level of elementary school teachers' integrating characyer education into teaching.

(II). To explore difference in the stage of concern and use level of the teachers with differemt background variables integrating character education into teaching

(III). To explore the relationship between the stage of concern and use level of the teachers' integrating character education into teaching

(IV). To explore the predictive power of the factors that influence the elementary school teachers' integrating characyer education into teaching in Tainan city

(V). To generalize the research findings and proposed conclusions and suggestions for educational units and personnel to consult with.

Questions to be answered

(I). What is the current condition of the stage of concern and use level of elementary school teachers' integrating character education into teaching?

(II). What is the difference in the stage of concern and use level of the teachers with different background variables integrating character education into teaching?

(III). Is there significant correlation between the stage of concern and use level of the teachers' integrating character education into teaching?

(IV). How is the predictive power of the factors that influence the elementary school teachers' integrating character education into teaching in Tainan city?

Definition of Nouns

I. Elementary school teachers in Tainan City

The elementary school teachers in Tainan City in this study refer to the formal teachers in public elementary schools in Tainan City, including the administration personnel, the homeroom teachers, and the subject teachers.

II. Character education

Character education defined in this study refers to that when the educator implements character education, he/she can cover the students' moral cognition, moral affection, and moral behaviors, cultivates the students to know good, accumulate good, doing good, and enjoying in good, constructs their correct concept of values, so that the students can show prosocial positive behaviors autonomously, which is called character education.

III. Integrate character education into teaching

Integrate character education into teaching in this study means the educator melts the character education philosophy he/she is going to practice into the formal programs, informal programs, and potential programs.

IV. Concerns-based adoption model

The U.S. scholars, Hall and Hord, established "concerns-based adoption model" in late 1970s with the purpose to judge the possible reactions of those who take part in educational reform when they enforce the reform, including Stages of Concern, levels of use (LoU), and innovation configurations (IC).

V. Stages of Concern

Hall and Hord (1987) indicated that when the user involves with practice of reform, he/she will undergo seven different stages of concern, which are briefly described as below

(1) Low level of concern; (2) information concern; (3) personal concern; (4) management concern; (5) outcome concern; (6) cooperation concern; (7) re-concern.

VI. Levels of Use

The level of use in this study is presented on the basis of Hall and Louck's (1977) concept of level proposed for program implementation. The eight levels are narrated as below (Hall & Loucks, 1977, 226 ; 266-267):

(1) unuse; (2) orientation; (3) preparation; (4) mechanization; (5) routinization (5) elaboration; (7) integration; (8) updation.

Research Range and Limitation

I. Research Range

According to the scale of school in Tainan City, we conducted stratified sampling by adopting the sampling range of the public elementary schools in Tainan City.

II. Research Linitation

As far as the research tool is concerned, the tool to collect data in this study was primarily "Questionnaire survey of elementary school teachers' stage of concern and level of use for integrating character education into teaching". As for the research method, questionnaire method was utilized.

LITERATURE REVIEW

The Meaning of Character Education and the Related Theories

Meaning of Character Education

(I). Meaning of Character

Generally, personality, moral, character, and virtue are considered by the common people as synomonus, but in fact, they differ in implication as clarified in the following four settings(Lin, 2012; Schuiteman & Veugelers, 2008; Shor, 2012; Wang, 2006; Wang, 2013):

1. Personality

Personality inclines to describe the individual's persona. The individual has unique thinking and behavior patterns, so it cannot judge good or bad, nor its value.

2. Moral

The better customs and norms that satisfy feelings, principles, and laws, so it is with jugment of value.

3. Character

Although it is mixed with personality and moral, its implication inclined to personality. To start with the individual, for the purpose to make personal performance meet everyone's expectation, the performance of behaviors are given judgment of value in interpersonal interaction (Marshall, Caldwell & Foster, 2011).

4. Virtue

Huang Cheng-jeh(2008) regarded that vurtue can be thought as mixture of the individual's "character" and "moral behaviors"-- "character" is the qalaity or characteristics of the individual that make him/her varied from others, and it also refers to personal quality like courage or persistency. On the other hand, moral behaviors signify the behaviors and demours that meet moral and ethic norms.

THE MEANING OF CHARACTER EDUCATION

1. To start from the teachers-- how they teach to make the students know good, enjoy good, do good, and internalize good into their daily habit

Ball, & Forzani (2009), Chang, (2007), and Hutchings, Huber, & Ciccone (2011) indicated that the educator teaches the learner the core value of moral and standard of behaviors, stresses the good in truth, good, and beauty, and expects the student to know good, accumulate good, do good, and enjoy good, be able to discern the right from the wrong, practice good and turn it into the natural habit, and be happy with such condition.

2. To start from the students-- respect the heterogeneity of their personality

Berkowitz, & Bier (2005) and Chang, H. T. (2013) asserted that character edication aims to assist the children show their personal characteristics, develop their potential positively, form the correct values, and foster self-awareness from learning, respect others, and care for the society.

3. Value integration with the society, emphasize on moral education, civil education, and growth of character

As Ministry of Education (2009) indicated, the content of character education includes multiple dimensions in public and private sectors like moral cognition, affection, will, and

behaviors. It also implies a kind of process and outcomes of guiding the learner to head towards knowing good, enjoying good, and doing good, while stresses on integrating resources including school, family, community, group, and the like to strengthen the function of social moral education. (Chang, H. J. 2010)

THE CONTENT OF CHARACTER EDUCATION

The main goal of character education lies in instructing the students to understand their "core value" (Chang, 2007; Chen, H. H., 2013; Chen, C. Y., 2013; Chen, N. C., 2007), while "behavior standard" refers to the the core value of moral that is concretely implemented in the regulations of words and behaviors of each group in divergent situations in modern life.

Relative theories on character education

(I). Psychoanalytic theory

As per Freud, self is obtained through learning after birth, and situated between ego and superego to function as the media that seek for satisfaction with the individual's need in realistic environment. Superego is created in the process of socialization with the impulse to control or suppress ego to make it meet the social norms. Consequently, character education should assist the students to raise the mediating ability of "self" in the process of learning, and foster their "superego" to establish the inner voice to enable the individual to demonstrate actions that comply with social norms (Cohen, 2006; Cohen et al, 2009; Wang Jin-kuo, 2011).

(II). Cognitive development theory

(1) Piaget's cognitive development theory

With "Moral Development Theory", Piaget classified children's moral judgment and cognitive development into Stage of Anomx, Heteronomous Stage, and Post-conventional Stage

Kohlberg's Theory of Moral Development

Kohlberg's moral development stages

1. Pre-conventional level
Stage1 the punishment and obedienceorientation stage Stage 2 the instrumental relativist orientation stage
2. Conventional level
Stage 3 the interpersonal concordance or "good boy-nice girl" orientation stage Stage 4 the law and order orientation stage
3. Post-conventional, autonomous, principled level
Stage5 the social-contractlegalisticorientation stage Stage 6 the universal ethical principle orientation stage

Data source: self-organized

Social learning theory

The scholars in this school claim that the goal of education is to create an environment without conflict. In addition to cultivating the rigorous character development, it also emphasizes that in the process of shaping the children's character, the parents', teachers', and peer's verbal education is equivalently important as enducation of the environment, teaching materials, and media.

I. The meaning of character education melted into teaching

In Davidson et al (2008) and Davidson et al (2010) viewpoint, when promoting projects like character education, people should try every possible method to melt it into the all-dimensional programs in the school. The so-called all-dimensional programs can be viewed from two angles: one is the dimension of formal programs, informal programs, and potential programs, and the other is moral education melting into intellectual, physical, cooperative, and aesthetic education. (Elias, 2009)

II. The dilemma of character education melted into teaching

Research (Entwistle, 2013; Fu, M. L., 2007; Huang, C. J., 2008) synthesized the issues that one may encounter in implementing character education:

(I). The issue of curriculum guideline

Character related programs are not included in Grade 1-9 Curriculum, so the importance and integrity are often ignored.

(II). The issue of curriculum integration

Issues involving how the teachers are fully aware of the moral aspect in learning this territory, and whether the teachers have the ability to well tackle with various problems related to moral.

(III). The issue of curriculum compilation

For core values, Hung, C. Y. (2007) suggested readers to think more about the following items: 1. Since there is significant difference in definition of moral and immoral in each age, it becomes difficult to find the so-called "core" moral behaviors; 2. Different cultural or historical contexts, which is more important to which moral behaviors, there are diverse opinions; 3. The definition of moral behaviors differs as the age changes, so a lot of sholars nowadays still hold different opinions.

(IV). The issue of practice in realistic life

Character education is not the assessment subject, it is more different to draw the parents' attention, and easy to get stuck to the suferficial form.

(V). Teaching approach

It is often hindered by oral or slogan propaganda.

The principles and methods to implement character education

I. The principles to implement character education

(I). Ministry of Education (2009) set up "Character education promotion team" at the level of school, or processed planning of character education for the existing units, and drew up charistic character education plans or projects in the school to enforce character education all-dimensionally.

(II). In 2003, Character Education Partnership (CEP) proposed 10 principles for character education (Huang, C. J., 2008; Hsu, H. Y., 2011; Hsu, Y. L., 2012) as reference for the educational personnel as described below:

1. For character education, the core ethic value is proposed as the foundation of good character.

2. Character is defined from three aspect--thinking, emotions, and behaviors.
3. Character education should contain comprehensible, macroscopic, and pre-actional strategies to foster development of character.
4. Cultivate a school community filled with care.
5. Provide the students with the opportunity to carry out moral and content of character
6. Arrange meaningful and challenging academic programs, respect the learner and help him/her to develop good character successfully and enhance the possibility for succeed.
7. Trigger the learner's internal self-motivation
8. All teachers and staff in the school build up a learning and moral community together, bear the responsibility of character education together, and follow the same core values to guide the students together.
9. Foster sharing moral leadership, support character education on the long-term basis.
10. The school should invite the parents as their partners to take part in developing the students' character together.
11. Assess the effectiveness of character education in the school and the function of character education, and evaluate students' good character.

THE METHODS TO IMPLEMENT CHARACTER EDUCATION

(I). Lin, S. F. (2007) generalized 5 teaching models according to the strategies and principles of implementing character education, among which four are more relative to class teaching:

1. Moral Recognitive Development Model

Exertion of moral cognitive development theory has approximately two dimensions: one is to exert moral cognitive judgment assessment tool to further understand the students' or the educated's condition of moral development, and the other is to employ the theory in teaching--discussion of "dilemma of the moral" to raise the students' moral development level. For the latter, in the process of developing moral, support must be given without too much value judgment and pressure, and most importantly, the students must be permitted to think multi-dimensionally and guided to head towards the next moral recognitive stage.

2. Values clarification and caring model

The U.S. scholar L.E.Raths advocated "Values clarification method" and the teaching process includes three strategies and seven steps (Lin, 2012). Another claim "caring oriented" character education was initiated by the character educator C.Gilligan on the basis of feministic viewpoint regarding caring ethics, and the development also involves different development stages.

3. Participation and Action Model

The perspectives "experience education" and "learning in doing" are emphasized. Wang, C. H. (2013) held that learning experience begins at experience, re-retrospection, discussion and analysis, re-experience, criticism, and at last, construction of the internalized meaning and values.

4. Inculcation of Virtues Model

This model stresses on establishment of "core values" or "character traits".

(II). Ryan in Boston University in U.S. studied and reviewed a set of operational models for character teaching in U.S. after World War II, and Ministry of Education also positively enforces it by advocating "6E Teaching Method", with the content briefly recounted as below (Wang C. H., 2013; Wang, C. J., 2011; Wang, J. K., 2011):

1. Example, 2. Explanation, 3. Exhortation, 4. Environment, 5. Experience, 6. Expectation.

(III). Wang, C. H. (2013) mentioned that the five methods to implement character education has different effects (Huang Nai-yu, 2007):

1. Admonition: direct didactics to make the students learn the Way; 2. Teaching: to make the students learn the Way through planned method; 3. Training: to make the students know how to do; 4. Influence: to make the students willing to do things by showing them character's benefit for themselves and others; 5. Moving: the students are moved because they are respected and loved, and see their own value.

(IV). The content and teaching methods also has to be adjusted with the environment and the students' traits, and the teaching methods for character education are listed below (quoted from Yu Tsun-mei, 2011):

1. Role play method

The work flow is as the following: warm up→select the participants→preparations made before the performance→arrange the observers→performance in reality→discussion and evaluation→re-performance and discussion→share the experience and analogue. During character teaching, the teacher can sympathize with the thinking and perception of each role through students' role play, and further develop his/her ability of sympathy.

2. Dilemma Problem Discussion Method

The teaching procedures are: (1) trigger the motivation; (2) material presentation (the dilemma issue); (3) proposal of the claim; (4) group discussion; (5) class discussion; (6) the end of discussion. This method breaks the traditional one-way teaching method in the past by having the students proceed public discussion to trigger the students' interest in the situation of moral conflict, and foster their moral cognitive structure development.

3. Problem-based teaching

Problem-based learning (PBL) refers to the teacher adopts the problem or situation encountered in reality as the learning axis to trigger the students' learning motivation, encourage them to conduct group discussion in order to achieve the purpose of autonomous learning. (Marshall et al, 2011)

4. Random teaching method

Random teaching has the following four elements (Warrn & Kaiser, 1986): (1) arrange an environment that may foster the children to communicate actively; (2) select the teaching content that is suitable for the children's ability, skills, and interest; (3) reinforce the feed-back by "inquiring"; (4) strengthen the children's communication motivation.

The Concerns-Based Adoption Model

I. The meaning of concerns

"Concerns" signify that the individual's psychological and behavioral aspects are changed through stimulation of the external things. Nevertheless, "concerns" also differ as the individual's background, experiences, knowledge, personality, and characteristic change. Consequently, different people's degree of concerns for the same thing will vary (Sanchez, 2005). Furthermore, in addition to the individual's change in psychology and behaviors by the external things' stimulation, concerns are influenced by the individual's traits, experiences, and interest.

II. Theories of concerns

Fuller (1970) held that everyone has four different kinds of concerns, and what follows is the brief description:

- (I). Public concern: refers to concerns shared by the individual and others.
- (II). Private concern: refers to concerns that we do not want to share with others, concerns that are only known by ourselves, and that others cannot understand.
- (III). Incongruent concern: refers to concerns that are known by others, but we are not aware.
- (IV). Unconscious concern: refers to certain thing concerned by the individual in the subconsciousness level, concerns that both the individual and other people are both unaware until certain key thing has taken place. :

In addition to the abovementioned four kinds of concerns produced from different perceptions, Fuller found that in the profession cultivation programs opened for the prospective teachers, all prospective teachers undergo the same sequence of concerns (Shor, 2012). In order to understand the correlation between the teachers' teaching experiences and concerns, Fuller developed Teacher Concerns Statement (TCS). By means of factor analysis, it is found that there are three dimensions:

1. Teacher's concerns about self-survival
2. Teachers' concerns about teaching
3. Teachers' concerns about impact on pupils

Development of the teachers' concerns involves with stages, but it does not proceed by fixed nor single way. Therefore, Fuller's theory of teachers' teaching concerns emphasize on the necessity of understanding the condition of the teacher's concern to find out the appropriate strategies for the teacher's growth (Schwartz, 2008; Schuitema et al, 2008).

From theory of concerns to concerns-based adoption model

CBAM's organization and framework include three systems and two actions:

1. Use system context

Different contexts generate different restrictions to the conduct of reform facilitator, and provides unique opportunity to him/her simultaneously.

2. Resource system

The resource system provided to the change facilitator to use includes library, teaching resource center, administrative personnel, program experts, and various kinds of human labor and material resources.

3. Reform facilitators

The educational reform facilitators may be the principal, teachers, students' parents, educational administration personnel, or people in the society.

4. Intervention

The activity or event that the reform facilitators endeavor to influence on the teacher (one who is reformed) to put reform into practice.

5. Probing

The reform facilitators can make use of unformal or systematic methods to investigate the relative personal and group's need and the conduction condition. Hall et al evaluated the extent of curriculum or educational reform implementation from three dimensions (Hall & Hord, 2001): (1) Stage of concern (SoC), (2) levels of use (LoU), (3) innovation configurations (IC).

The measuring tools used in concerns-based model

(I) Stages of Concern

Hall, George, and Rutherford (1977) sub-categorized the three stages of concern in educational reform measures into seven sub-stages (see details in Table 2.2):

Table 2.2 CBAM Stages of Concern

Concern Type	Stage	Name	Description
Self Concern The early stage of innovation spread, most individual's concern belongs to this dimension	0	Awareness	From that the individual is unaware to aware of the innovation
	1	Informational concern	After the individual perceives certain innovation, he/she wishes to get more information about the innovation
	2	Personal concern	After the individual understands the innovation, he/she considers to its influence on the individual
Task Concern After the individual obtains certain degree of cognitive understanding about innovation, the stage when the considerations on the possible problems occur during implementing innovation	3	Management	The considerations made by the individual in the early innovation stage, including arrangement of working time
Impact Concern When the individual overcomes the basic technical issues in implementing the innovation, the further considerations made for that innovation	4	Consequence	The individual considers the influence of practicing innovation on the students or work
	5	Collaboration	After the individual practices innovation, the considerations on sharing or cooperating with other users
	6	Refocusing	The individual considers to improve the practice process or other better ways to improve his/her work to achieve better effect.

Data source: Chu Chen-yu (2007) **Research on the current condition of stages of concern and level of use of information technology integrated into teaching in elementary school** (unpublished master thesis), Tam Kang University, New Taipei City
According to viewpoint of the concept of concern proposed by Hall et al, the stages of concern in program implementation are defined in Table 2.3.

Table 2.3 Stages of Concern in Program Implementation

Stage 0 Low level of concern (awareness)	The participant shows very little concern or rare involvement with the program reform project in the school
Stage 1 Informational	The participant shows concern for information of program reform, and has interest in understanding the real characteristics and meaning of program reform, but the participant has not
Stage 2 Personal	The individual has not confirmed the requirement of the program reform for him/her, and is not sure the role he/she plays in the process of the program reform. However, he/she has started to get upset the personal cost he/she has to bear, and considers on the decisions he/she has to make and the possible conflict existing in the existing structure.
Stage 3 Management	The process, tasks, and the required new behaviors in implementing program reform as the primary focus of concern in order to understand the best method to use information and resource. Efficiency, organization, management, time schedule, and logistic need become the main concern issues.
Stage 4 Consequence	The impact and influence of the program reform project becomes the concern focus. The program project's appropriateness for the students, assessment on the students' ability, performance, and effect, and how to improve the students' become focus concern.
Stage 5 Collaboration	During implementing the program reform project, the teacher's involvement with collaboration with others becomes focus concern, and considers the students to improve the implementation strategies.
Stage 6 Refocusing	To explore the general characteristics of the program reform project, and concern the likelihood of change. To consider more beneficial alternative to replace the project. The individual has definite thought, suggestions, and claim for the other alternative the program reform project.

Data source: Liu Yo-chang (2002) **Teacher's stages of concern and level of use for program implementation--Take two elementary schools for example**, (unpublished PhD thesis) (p. 39), National Chung Cheng University, Chaiyi County

The leader of those who facilitate reform must understand the teacher's condition in different stages of concern so that he/she can have corresponding strategies in the process of educational policy reform.

(II). Levels of use (LoU)

In Table 2.4, Liu (2002) defined the concept of level for program implementation.

Table 2.4**Level of Use in Program Implementation**

Level of Use	Range of Use
0 Nonuse	The teacher who rarely uses has scarce or no understanding of program reform, nor participates and prepare for taking part in program reform (decision point: take action to obtain the latest data of program reform)
1 Orientation	The teacher who uses is obtaining or has obtained the data of program reform, and is exploring or has explored the value orientation and need of the teacher who uses in program reform. (decision point: decide to adopt new program project and set up time schedule of implementation).
2 Preparation	The teacher who uses is preparing for using new program for the first time (decision point: follow the need of the teacher to use the program, and change it if necessary)
3 Mechanical use	The teacher who uses is devoting himself/herself to the reformed program project, but he/she merely values short-term or daily use without time to make retrospection. The reform in use meets more teachers' demand instead of the students' (Decision point: set up the routine use form). In this stage, it is very easy to cause disassembling of innovation use or superficial use due to unsatisfactory use.
4 Routine	The teacher uses the reformed program steadily and continuously, and make changes rarely. He/she seldom considers to adjust the innovation program project and effect of innovation (Decision point: follow the formal or informal evaluation to improve the program to enhance the effectiveness of innovation). Innovation use is proceeding stably, more changes are proceeding, and preparations for innovation use improvement and the outcome are proceeding.
5 Refinement	By short-term or long-term implementing results and the students' profits, the teacher who uses modify the program reform project in order to enhance the timely effect of the program reform (decision point: coordinate and cooperate with coworkers to make changes)
6 Integration	The teacher who uses combines efforts made by him/her and other coworkers to cast collective influence on the students in the range of common influence (decision point: start to explore the alternative project for innovation in the primary modification direction)
7 Renewal	For the innovation program's teaching materials, in accordance with the students' need or the outcomes of the program evaluation, the teacher can make the program practice aim at whether program and teaching material implementation meet the goal of the program or the students learning need, and accordingly proceed review and discussion to proceed large-scale adjustment and change.

Data source: Liu Yo-chang (2002) **Teacher's stages of concern and level of use for program implementation--Take two elementary schools for example**, (unpublished PhD thesis) (p. 39), National Chung Cheng University, Chaiyi County

(III). Innovation Configurations (IC)

The previous two sections are suitable for exertion as all reforms' general measuring tools, and the component analysis of reform patterns are made on the basis of specific reform project, unable to be applied to all reform projects. Consequently, the researcher only considered the two dimensions-- "stages of concern" and "level of use" to evaluate the elementary school teachers' perception, feeling, motivation, sense of frustration, sense of satisfaction, and the teachers' behavior and skills at implementing the program in different stages.

Relative Studies**I. Studies on the current condition of character education**

In recent years, the research found that the teacher is positive in attitude and recognition, but he/she needs to strengthen the dimension of professional growth and have inter-communication with varied aspects. In addition, it is observed that random teaching is the method used by teachers the most frequently.

II. Studies on correlation between the background variables and character education**(I) Gender**

There is no consistent conclusion for whether there is difference in teachers with different gender to concern and implement character education.

(II) Age

There is no consistent conclusion for whether there is difference in teachers with different age to concern and implement character education.

(III) Educational Background

There is no consistent conclusion for whether there is difference in teachers with different educational background to concern and implement character education.

(IV) Year of Service

There is no consistent conclusion for whether there is difference in teachers with different year of service to concern and implement character education.

(V) Job

There is no consistent conclusion for whether there is difference in teachers with different job position to concern and implement character education.

(VI) Scale of the school

There is no consistent conclusion for whether the elementary school teachers in school with divergent scale are different in concerning and implementing character education.

(VII) Teaching grade

There is no consistent conclusion for whether the elementary school teachers in divergent teaching grade are different in concerning and implementing character education.

(VIII) Identification degree of the school's promoting relative activities

The more the teachers understand the school's character education policy, the more effective the implementation will be.

In addition to the 8 factors mentioned above, the researcher thinks that the teacher's weekly class number and his/her own extent of implementing character education integrated into teaching is influential to some degree, which is worthy of our further exploration.

3 Research Methods

The main purpose of this study is to explore the current condition of elementary school teachers' stages of concern and level of use in character education integrated into teaching, and probe into

the influence of teachers' with different variables on stages of concern and level of use in character education integrated into teaching.

Research Framework

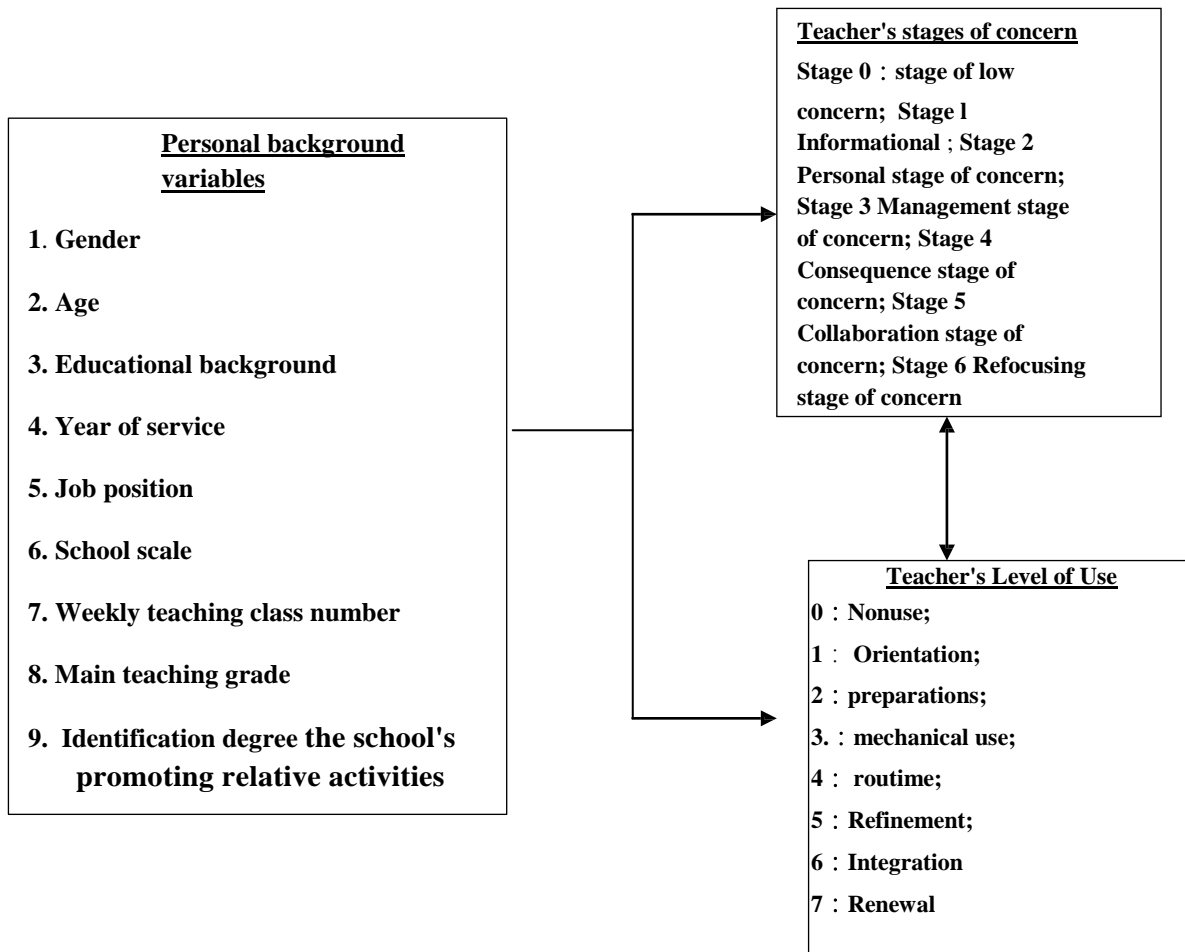


Fig. 3.1 Research framework of elementary teachers character education integrated into teaching in Tainan City

Research Hypothesis

Research Hypothesis 1 : There is significant difference in elementary school teacher with different personal background variable in stages of concern for character education integrated into teaching.

Research Hypothesis 2 : There is significant difference in elementary school teacher with different personal background variable in level of concern for character education integrated into teaching.

Research Hypothesis 3 : There is significant correlation between stages of concern and level of concern for character education integrated into teaching.

Research Hypothesis 4 : The factors that influence on elementary school teachers' integrating character education into teaching can predict the outcomes of integrating character education effectively.

Research Subject and Sample

This study conducted research with aim at public elementary schools in Tainan City, and it employed stratified random sampling according to the school's scale, with a total of 590 teachers as the sample.

Research Tools

I. The method of editing the questionnaire

After drafting the questionnaire, the researcher discussed with the instructor and edited the draft of the questionnaire. Item analysis was proceeded after pre-test, and edited into formal questionnaire after discussing with the instructor.

II. Draw up the draft of the questionnaire

(I) Personal information

The researcher collected the personal background information of the testees, including gender, age, educational background, year of service, job position, weekly teaching class number, teaching grade, identification degree of our school's promoting character education, implementation extent of character education integrated into teaching, totally 10 items.

(II) Stages of concern

In the process of educational reform, the teacher will undergo 7 different stages of concern, including stage of low concern, stage of informationa concern; personal stage of concern; management stage of concern; consequence stage of concern; collaboration stage of concern; refocusing stage of concern. Totally 28 items.

III. Level of use

From low to high, the sequence is nonuse, orientation, preparation, and etc., totally 8 aspects. Totally 36 items.

IV. Construct the expert content validity

The experts, scholars, and practitioners provided their opinions for modification. By adding times more than % and the proportion of "suitable after modification", the values more than 90% were reserved, and those less than 90% were deleted. Then the pretest questionnaires were completed according to the expert's opinions.

V. Pretest

Pretest was proceeded in December, 2013. With purposive sampling, we selected 8 schools in Tainan City as the pretest subjects, which were chosen from population that excluded the formal sample. The pretest process simulated the condition of the formal test, issuing a total of 160 pretest questionnaires, with 160 ones returned. In order to certify the correctness of the research results, the questionnaires with incomplete answer were deleted, so there were 157 effective questionnaires totally.

VI. Analysis of the pretest questionnaires

The item analysis for this questionnaire adopted "decision" test method to decide the item's discrimination.

VII. Completion of the formal questionnaire

The pretest and formal questionnaires are listed in the Appendix 1 and Appendix 2.

VIII. Factor analysis of the formal questionnaire

(I) The results of factor analysis for stages of concern of character education integrated into stages of concern

There were original 7 factors in the Factors for Stage of Concern of Teacher's Integrating Character Education into Teaching Scale, but the results showed 6 factors because 'management concern' was integrated into 'personal concern' and 'outcome concern', respectively

(II) The results of factor analysis for level of concern of character education integrated into stages of concern

There were original 8 factors in the Factors for Level of Concern of Teacher's Integrating Character Education into Teaching Scale, but the results showed 7 factors because nonuse, orientation, and preparation were integrated into one factor, and integration was divided into two factors, program integration and cooperative integration.

XI. Reliability analysis of the formal questionnaire

The Cronbach α value of each dimension ranges between .691-.935, and the two constructs' Cronbach α value are .945 and .966, respectively. The scale's coefficient is .974, showing that it has good internal reliability of consistency.

Research Procedures and Workflow**I. Research Procedures**

(I). Preparation Stage: 1. Confirm the research subject and purpose, and draw up the research plan; 2. Collect, explore, and analyze relative literature; 3. Confirm research methods and research tools.

(II). Trial Research Stage: 1. Make questions; 2. Pretest 3. Modification.

(III). Formal Test Stage: 1. Formal test; 2. Questionnaire returned

(IV). Data Analysis Stage: 1. Data process and statistics analysis; 2. Write the thesis.

(V). Completion Stage: complete the thesis.

II. Research Workflow

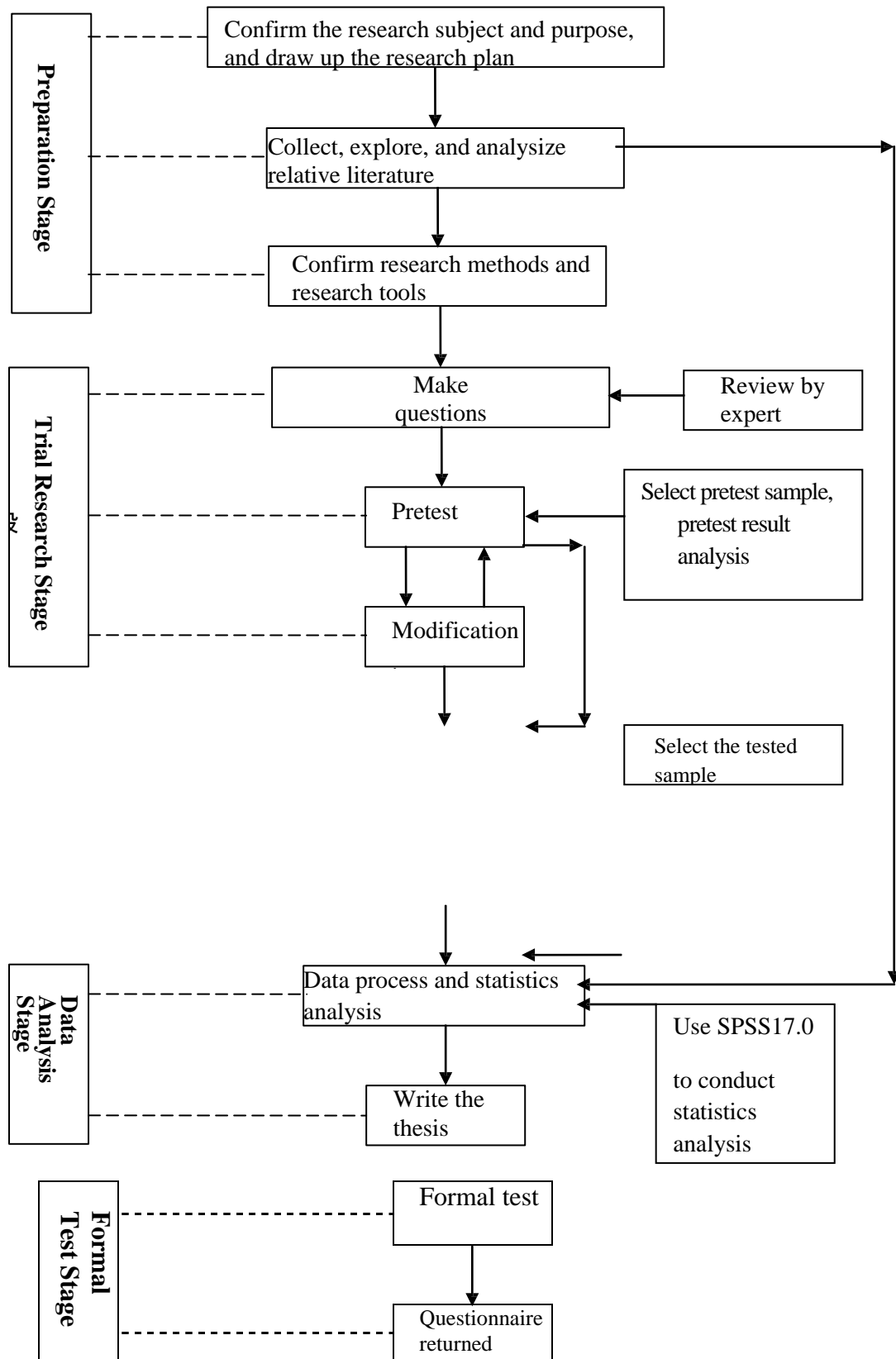


Figure 3.2 Research Workflow

Research Method and Statistics Analysis

I. Research Method

We adopted questionnaire survey method.

II. Statistics Analysis

(I) Descriptive statistics

Frequency distribution, percentage, average, and standard deviation were used.

(II) Deductive Statistics

1.t-test

To test whether there is significant difference in dimensions of different gender and in the different questions ($p < .05$).

2.One wayANOVA

To analyze that in addition to gender, whether the personal background variable in different dimensions and questions achieves significant difference ($p < .05$).

3. Correlation

Pearson correlation analysis was used to understand the correlation between each construct, dimension, and the whole.

. Stepwise multiple regression

To analyze the personal background variable's predictive power for "Teacher's Integrating Character Education into Teaching".

4.Result Analysis and Discussion

Analysis of research sample's basic data

We conducted basic information data analysis for the tested 533 elementary school teachers in Tainan City.

(1) Gender: 1. Male: 161 teachers, occupying 30.2%; Female: 372 teachers, occupying 69.8%.

(2) Age: less than 1.25 years old: 7 teachers, occupying 1.3%; 2. 26-30 years old: 31 teachers, occupying 5.8%; 3. 31-35 years old: 120 teachers, occupying 22.5%; 4. 36-40 years old: 106 teachers, occupying 19.9%; 5. 41-45 years old: 130 teachers, occupying 24.4%; 6. 46-50 years old, 102 teachers, occupying 19.1%; above 51 years old: 37 teachers, occupying 6.9%.

(3) Educational background: 1. Normal College: 191 teachers, occupying 35.8%; 2. general university: 120 teachers, occupying 22.5%; 3. Graduate (including 40 credit program, master program) 219 teachers, occupying 41.1%; 4. PhD: 3 teachers, occupying 0.6%.

(4) Year of service: Less than 1.5 years: 43 teachers, occupying 8.1%; 2. 6-10 years: 87 teachers, occupying 16.3%; 3. 11-15 years: 146 teachers, occupying 27.4%; 4. 16-20 years: 71 teachers, occupying 13.3%; 5. 21-25 years: 116 teachers, occupying 21.8%; 6. above 26 years: 70 teachers, occupying 13.1%.

(5) Job position: 1. Teacher and director: 47 teachers; occupying 8.8%; 2. Teacher and group leader: 103 teachers, occupying 19.3%; 3. Homeroom teacher: 329 teachers, occupying 61.0%; 4. Subject teacher: 58 teachers, occupying 10.9%.

(6) School scale: 1. 12 classes: 160 schools, occupying 30.0%; 2. 13-36 classes: 115 schools, occupying 21.6%; 3. 37-48 classes: 87 schools, occupying 16.3%; 4. above 49 classes: 171 schools, occupying 32.1%.

(7) Weekly classes: less than 14 classes: 43.6 teachers; occupying 81.8%; 2. 5-8 classes: 52 teachers, occupying 9.8%; 3. 9-12 classes: 25 teachers, occupying 4.7%; 4. more than 13 classes: 20 teachers, occupying 3.8%.

(8) Main teaching grade: 1. Low grade: 140 teachers, occupying 26.3%; 2. Middle grade: 185 teachers, occupying 34.7%; 3. High grade: 208 teachers, occupying 39.0%.

(9) Identification degree for our school's promoting character education activities: 1. extremely disagree: 11 teachers, occupying 2.1%; 2. Very disagree: 7 teachers, occupying 1.3%; 3. Disagree: 4 teachers, occupying 0.8%; 4. Fair: 119 teachers, occupying 22.3%; 5. Agree: 187 teachers, occupying 35.1%; 6. Agree very much: 120 teachers, occupying 22.5%; 7. Extremely agree: 87 teachers, occupying 15.9%.

(10) Extent of implementing character education: 1. Extremely insufficient: 3 teachers, occupying 0.6%; 2. Very insufficient: 8 teachers, occupying 1.5%; 3. Insufficient: 21 teachers, occupying 3.9%; 4. Fair: 202 teachers, occupying 37.9%; 5. Sufficient: 176 teachers, occupying 33.0%; 6. Very sufficient: 95 teachers, occupying 17.8%; 7. Extremely sufficient: 28 teachers, occupying 5.3%.

The current condition and distribution of stages of concern and level of concern for elementary school teachers' integrating character education into teaching in Tainan City

Currently, the teachers have already had their own fixed integration teaching model, which is founded by the students' real need. However, for integrating character education into the formal programs, they generally melt it in daily random teaching, and hold reserved attitude towards cooperation with others and big changes.

Difference and analysis of stages of concern and level of concern for elementary school teachers with different personal background variable in integrating character education into teaching in Tainan City

I. Results and difference analysis of elementary school teachers with different gender in integrating character education into teaching in Tainan City-- No significant difference in the scale and the two constructs, there is no significant difference in teachers with different gender. the average of both the male and female are generally similar, just swapping the second and the third stage. it is also the same in level of use, only differs in the order of the last two levels.

II. Results and difference analysis of elementaryschool teachers with different age in integrating character education into teaching in Tainan City

In the Scale and the two constructs, there is no significant difference in teachers with different age. Among the dimensions, there is significant difference in low level of concern in stage of concern, integration--cooperation stage and renewal stage in level of use, and teachers with different age only.

III. Results and difference analysis of elementaryschool teachers with different educational background in integrating character education into teaching in Tainan City

In the Scale and the two constructs, there is no significant difference in teachers with different educational backgrounds.

IV. Results and difference analysis of elementaryschool teachers with different year of service in integrating character education into teaching in Tainan City

In the Scale and the two constructs, there is significant difference in teachers with different year of service. Among the dimensions, in regard of different year of service, there is significant difference in the stage of personal, cooperation, nonuse, preparation, refinement, integration-program, intergration-cooperation, and renewal.

V. Results and difference analysis of elementaryschool teachers with different job position in integrating character education into teaching in Tainan City

In the Scale and the two constructs, there is significant difference in teachers with different job positions. Among the dimensions, only different job positions in stage of low concern does not achieve significant difference, but the remaining ones all achieve significant difference.

VI. Results and difference analysis of elementaryschool teachers with different school scale in integrating character education into teaching in Tainan City

In the Scale and the two constructs, there is no significant difference in teachers in different school scales.

VII Results and difference analysis of elementaryschool teachers with different weekly teaching class number in integrating character education into teaching in Tainan City

In the Scale and the two constructs, there is no significant difference in teachers with different weekly teaching class numbers.

VIII Results and difference analysis of elementaryschool teachers with different teaching grade in integrating character education into teaching in Tainan City

In the Scale and the two constructs, there is no significant difference in teachers with different teaching grades. As for the dimensions, it only achieves significant difference in mechanical stage, and teachers teaching middle grade have higher score than those teaching low grade.

IX Results and difference analysis of elementaryschool teachers with different identification degree for school's enforcing character educational activities in integrating character education into teaching in Tainan City

In the Scale and the two constructs, there is significant difference in teachers with different identification degree for school's promoting character education.

X. Results and difference analysis of elementaryschool teachers with different extent of implementing character education in integrating character education into teaching in Tainan City

In the Scale and the two constructs, there is significant difference in teachers with different extent of implementing character education.

Analysis of correlation between the constructs and dimensions of elementary teachers' integrating character education into teaching in Tainan City

Regardless of the constructs and the dimensions, elementary teachers' integrating character education into teaching achieves significantly positive corelation (except level of low concern and mechanical stage).

*Discussion on and Relationship between the background variable and teaching integrated with character education by elementary school teachers in Tainan City***I. The overall current condition of teaching integrated with character education by elementary school teachers in Tainan City****Table 4.38 Summary of results of teaching integrated with character education by elementary school teachers in Tainan City**

Item	Average	Seque
Scale	5.18	
Stage of concern	5.35	—
Low concern	5.44	6
Informational concern	5.44	2
Personal concern	5.13	5
Outcome concern	5.48	1
Coordination concern	5.25	4
Refocus	5.25	3
Level of use	5.04	—
Nonuse and preparation	5.15	4
Mechanical	4.58	5
Routine	5.60	1
Refinement	5.25	2
Integration-program	5.22	3
Integration-cooperation	4.75	6
Renewal	4.75	7

II. Correlation between teaching integrated with character education by teachers with different background variables in Tainan City**(I) Gender**

The results show that teachers with different gender do not form significant difference in character education faith and teaching behavior. However, in low concern, mechanical stage, integration-cooperation stage, and renewal stage, the male have higher score than the female, and achieve significant difference as well, which may result from different personality traits.

(II) Age

The results show that teachers with different age all value this issue consistently, so age is not one of the factors that drive the teachers to implement teaching integrated character education.

(IV) Educational Background

The results show that teachers with different educational backgrounds can enhance their integration of teaching with character education, so the educational background does not affect whether the teacher will enforce teaching integrated with character education.

(V) Year of Service

The results show that in many aspects, teachers with 11-15 teaching experiences do not get high score, achieve significant difference, and lose enthusiasm in education gradually, which lead to difference in certain aspects.

(VI) Job Position

The results show that teachers serving as director are more enthusiastic, receive more messages from the external, and conduct more obvious integration in teaching.

(VII) School Scale

The results show that teachers working in school with different scales in Tainan City all understand the importance of this issue, and conduct integration teaching to a considerable degree.

(VIII) Weekly Teaching Class Number

The results show that teachers with more teaching classes (mostly subject teachers) do not ignore the importance of character education integration teaching due to the higher number of classes.

(IX) Teaching Grade

The results show that teachers teaching the different grades do not have significant difference in attitudes towards education reform.

(X) Identification for the School's Enforcing Character Education Related Activities

The results show that the more the teachers identify with their school's promoting character education related activities, the better their concern and condition of using character education integrated into teaching will be better.

(XI) Extent of implementing character education

The results show that when the teachers feel a sense of fulfillment in implementing character education integrated teaching, they will obtain higher score in concern and use of the integration teaching.

Analysis and discussion of the basic data's predictive power of elementary school teachers' practicing for character education integrated into teaching in Tainan City

I. Step-wise multi-regression analysis that influences on the character education integration teaching factors and the overall character education

(I) Sequence of variables

"Identification extent of our school's promoting character related activities" and "job position".

(II) Predictive power of the variable

The coefficient of determination of the first variable is .154, that of the second variable increases to .194, and that of the third to .208, showing that the variability amount of the three variables is 20.8%.

II. Step-wise multi-regression analysis that influences on the character education integration teaching factors and stages of concern

(I) Sequence of variables

"Identification extent of our school's promoting character related activities", "degree that the teacher implements integration teaching", and "job position".

(II) Predictive power of the variable

The coefficient of determination of the first variable is .155, that of the second variable increases to .177, and that of the third to .182, showing that the variability amount of the three variables is 18.2%.

III. Step-wise multi-regression analysis that influences on the character education integration teaching factors and the overall level of use

(I) Sequence of variables

"degree that the teacher implements integration teaching", "Identification extent of our school's promoting character related activities", and "job position".

(II) Predictive power of the variables

The coefficient of determination of the first variable is .142, that of the second variable increases to .177, and that of the third to .199, showing that the variability amount of the three variables is 19.9%.

(IV) COMPREHENSIVE DISCUSSION

1. Prediction that influences character education integration teaching factors' prediction for the overall character education integration teaching

It shows that the Tainan City's elementary school teachers condition in "degree that the teacher implements integration teaching", "Identification extent of our school's promoting character related activities", and "job position" can predict the overall condition of character education's integration teaching.

(II) Prediction that influences character education's integration teaching factors' prediction for the stages of concern.

It shows that the Tainan City's elementary school teachers condition in "Identification extent of our school's promoting character related activities", "degree that the teacher implements integration teaching", and "job position" can predict the condition of stages of concern.

(III) Prediction that influences character education's integration teaching factors' prediction for level of concern.

It shows that the Tainan City's elementary school teachers condition in "Identification extent of our school's promoting character related activities", "degree that the teacher implements integration teaching", and "job position" can predict the condition of level of concern.

CONCLUSIONS AND SUGGESTIONS

I. Educational administration organs should value elementary school teachers' practicing integration teaching with character education

According to the data extracted from the study, it is found from the analysis results that the average value of integration teaching is 5.18, but that of level of use in character education is 5.04, which is lower than that of stages of concern 5.35. It means that teachers have stronger concerns for character education, but it is indeed slightly insufficient in interating it into teaching.

Most TainanCity's elementary school teachers' stage of concern stay at outcome concern

It shows that the teachers care for the substantial effect and influence of character education integration teaching on the students. However, when they cooperate, coordinate, and make further innovation for the program with others, the teachers tend to stay at routine stage.

Most TainanCity's elementary school teachers' level of use stay at routine level

It shows that the teachers have already set up a set of their own fixed model, and it is hard for them to change or they seldom cooperate with other teachers. Therefore, the teachers are still conservative in respect with engaging in character education integration teaching, which is worthy of value of the educational units as well as seeking for ways to improve.

II. The teachers' year of service has significant influence on the overall character education integration teaching

Due to the enthusiasm and passion of the new teachers, they possess certain innovation ability and shapibility. In contrast, the relatively more experienced teachers have accumulated certain teaching effect because of their experiences, while the teachers between the previous two types of teachers may lose their passion and enthusiasm gradually for various factors, resulting in the significant difference.

Teachers who occupy the important job position have significant influence on the overall character education integration teaching

Since the director receives more messages from the external world more quickly, they are more affected by the innovative concepts and think more micrascopically, leading to the higher score in stage of concern and level of use than the general teachers.

In respect of the teacher's identification extent of the character education related activities hosted by his/her own school, the teacher has significant influence on the overall character education integration teaching.

Nowadays, most character education projects promoted by the schools cut in by the informal programs by processing the school-wide or grade-wide or class-based character education activities (Huang Cheng-jie, 2008). Consequently, suppose the promoted activities can be identified by the teachers more, the overall character education integration teaching will be influenced significantly.

The extent the teacher implements character education integration teaching has significant influence on the overall character education integration teaching.

When the teacher sensed that he/she fully implements character education integration teaching, the score will be higher.

III. There is high positive correlation between character education integration teaching and level of use

When the teacher is more familiar with character education integration teaching and accumulates more relative knowledge, the level of use will move towards the higher level.

The teacher has predictive power for character education integration teaching in three dimensions

It is found that the teacher's condition in "degree that the teacher implements integration teaching", "Identification extent of our school's promoting character related activities", and "job position" can predict the overall situation of the teacher's character education integration teaching.

Suggestions

I. Foster the school to positively practice character education, and plan the time to do character education integration

If character education integration teaching lacks teachers' concern, it may become the area that no one cares. Therefore, the school should promote it positively, and regulate the time for character education integration, so that the teachers will be conscious of the educational philosophy in the character education integration teaching and raise the condition and quality of character education integration teaching.

The elementary school teachers do not reach higher level in stage of concern and level of use, which is worthy of related units' valuing.

The strongest dimension of stage of concern is the outcome concern, and that of level of use is the routine stage, but both do not reach higher level, showing the insufficiency in concern and implementation, which is worthy of relative units' valuing.

Establish the teaching cooperation team or the professional learning community

If we can establish the teaching cooperation team or the professional learning community and enhance planning of character education programs, character education is deemed to be integrated into the formal, informal, and potential programs more effectively.

Re-think or adjust the unchanged teaching model

Most teachers follow the fixed model that they feel effective in teaching, which can indeed achieve effectiveness. However, with time changes, teachers should also try to make some big changes so that their teaching will be even improved.

Examine the condition of textbooks in each territory's integrating character education into teaching

Textbooks are the most convenient media for the teachers to extract information, so the governmental organs can examine whether textbooks in each territory have integrated character education into the content. In addition, the methods to integrate character education can be provided in the teaching guide for the teachers to conduct integration teaching even more smoothly.

II. Connect teachers, parents, and community to work together

The school can hold more teacher-parent meetings and propagate the importance of family education. The teachers can also integrate the formal, informal, and potential programs through 6E innovative teaching strategies, to bring functions of verbal education, modeling,

and environmental education to a full pla, so that the parents, teachers, and students can embody the core values in character as well as setting up the characteristics of character-based campus culture (Wang Chian-hsing, 2012).

Provide the chances for the scholars and educational practitioners to cooperate together

If the scholars and professors can provide the teachers appropriate methods to examine the process and results of their cooperation, it can enhance the dialogue between the scholars and the educational practitioners. On one hand, the program's theory can be put into practice in the program level, and effectively solve the realistic issues in education. On the other side, the results of the practice can provide the scholars and professors to make retrospection, and proposed even better teaching projects.

Inspire teachers in each age group to practice character education integration teaching continuously

Many studies have proved that if the reform is promoted up-to-down without the teachers' cutting in from their implication, faith, and self, the results are often a failure (Huang Teng, 2005). Therefore, it is very critical to understand the difficulty that teachers in each age group implement integration teaching, and inspire teachers by making them understand the importance of character education integration teaching.

Enhance teaching related communication between the admonostration personnel and the homeroom teachers in the basic level

The homeroom teacher is the one who the students contact most frequently. However, the homeroom teachers have lower score in the overall and many aspects, so it has to depend on the administration personnel to understand and coordinate with the homeroom teachers in the basic level, and find out the suitable communication method together.

III.Promote character related activities identified by parents, teachers, and students

It is extremely critical how the school promote related activities identified by parents, teachers, and students, because when everyone identifies with it more, he/she will devote himself/herself to integration teaching, and the effect will be more apparent.

Improce teachers' professional knowledge and skills to implement character education integration teaching.

To implement character education requires knowledge, skills, and quality of character education.

Raise teachers' level of concern for character education integration teaching

Through processing relative activities and study programs, support from social system, coordination of the community resources, the teachers' level of concern for character education integration teaching will be raised.

IV. Suggestions for the subsequent studies

For the subject: It can be extended to Middle Taiwan, Northern Taiean, and off-islands, or extended upwards to junior high schools, senior high schools, and even universities.

Improve the test method: It is suggested that the distribution of the scale be sperse.

Use qualitative research simultaneously: The researchers can use qualitative research methods like action research, interveiw method, observation method, and so on.

Re-verification of the difference in school scale: The results of this study vary from the general cognition significantly, so it needs to be verified by the subsequent researchers.

Re-verification of the difference in weekly teaching class number: The results of this study vary from the general cognition significantly, so it needs to be verified by the subsequent researchers.

Explore other variables: The teacher's religion and faith, personal traits, family factors, educating attitude, attitude towards study program, and the like.

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