Abstract

This study seeks to describe teachers’ sense of efficacy for character education among pre-k-12 teachers in Fort Bend Independent School District (FBISD). A comprehensive review of the educational research on teacher preparedness for character education addressed pre-service teacher preparation and professional staff development of teachers. The researcher discusses the implications that this study has for character education, staff development, pre-service training and future research. The Character Education Efficacy Belief Instrument (CEEBI), developed by Milson and Mehlig (2002), was distributed to the entire teaching population of Fort Bend Independent School District in Sugar Land, TX. Of the 3,585 full-time teachers in the district, 2,539 completed and returned the CEEBI. One-way analyses of variance (ANOVAs) and t-tests were conducted to examine relationship between participants’ personal teaching efficacy (PTE) score and teacher characteristics as well as participants’ general teaching efficacy (GTE) score and teacher characteristics. This study revealed that participants who taught elementary school had a greater sense of personal teaching efficacy and general teaching efficacy than did both middle and high school teachers in FBISD. No statistical significance for PTE or GTE was found for special education teachers as compared to regular education teachers. The results of this study may have great application for teacher educators and staff development personnel. Bandura’s theories were applied to staff development and pre-service training for teaching character education.