THE RELATIONSHIP BETWEEN LESSON STUDY ON CHARACTER EDUCATION AND TEACHERS’ PERCEPTION OF EFFICACY

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Abstract

This study was a pre-test post-test design involving 53 teachers from the Washington D.C. Public School System to test the effectiveness of lesson study as a professional development approach on character education and the relationship of teachers’ perception of efficacy. It was hypothesized there will be no statistically significant difference in teachers’ scores on the CEEBI administered after completion of the character education lesson study and scores on the Likert-scale pre-test instrument administered at the beginning of the study. It was also hypothesized that teachers who participated in the six-week lesson study on character education would show a higher self-efficacy for teaching character education after the completion of the lesson study. Data was collected from the participants and analyzed using paired t-tests, MANOVA, and regression analyses. The hypotheses were not supported. The discussion summarizes these findings, presents conclusions, discusses implications and offers recommendations relative to the relationship between lesson study on character education and teachers’ perception of efficacy.