

Computer Self-Efficacy, Computer Competency, Commitment to Ethical Goodness and Community Bonding Factors Influencing Pre-Service Teachers' Internet Self Efficacy in SouthWest, Nigeria

Olugbenga Adedayo IGE

Social Studies Teacher, Adekunle Ajasin University, Akungba Akoko

So many studies exist on tertiary teachers training programme generally, but little research exists on Internet self-efficacy of pre-service teachers in Nigeria. This study, therefore, investigated the predicting effects of computer self-efficacy, computer competency, commitment to ethical goodness and community bonding on the Internet self-efficacy of pre-service teachers' in SouthWest, Nigeria. A field-based approach was adopted to collect quantitative data through the use of a questionnaire from 1285 pre-service teachers that were randomly sampled in four universities in Nigeria. Multiple regression statistical analysis employed showed that the independent variables were good predictors (collectively) of pre-service teachers' Internet self efficacy. These findings were limited to participants from four universities, as well as variables investigated. Thus, efforts should be intensified in the future to extend the study's scope to universities in other regions in Nigeria. These findings provided evidence on the need for teachers' training institutions to provide teaching laboratories powered by 21st century Information and Communication Technology equipments to empower pre service teachers to meet the dynamics of 21st century schools.

Keywords: *Computer self-efficacy; Computer competency; Commitment to ethical goodness; Community bonding; Pre-service teachers'; Internet self efficacy; SouthWest Nigeria*

Introduction

Internet self efficacy or the belief in one's capabilities to organize and execute courses of internet actions required to produce given attainments is an integral factor in bridging the digital divide that separates versatile pre-service teachers using the internet from novices (Eastin & LaRose 2006). The use of internet and other ancillary devices is essential during the Bachelor of Education programme in universities in Nigeria. Like pre-service teachers in other developing nations of the world, pre-service teachers spent a great deal of time on the internet exploring diverse opportunities that can improve their learning outcomes. Brown (2012) explained that these youths demonstrated through words and actions a remarkable desire to 'work hard' at what they were doing with Information and Communication Technology (ICT). Scholars (Bandura, Barbaranelli, Caprara & Pastorelli 2006; Usher and & 2006) described that these beliefs and desires reflect what is considered 'strong self-efficacy beliefs', which are seen as vital precursor to learning and achievement, particularly in school.

McCreary, Ehrich and Lisanti (2000) pointed out that internet technologies offer numerous opportunities to foster student involvement in the classroom community during after-school

*Email: olugbenga.ige@aaua.edu.ng

hours. Recent studies (Drucker 2001; Porter 2001; Vongchavalitkul, Singh, Neal, & Morris 2005;) found out that the internet is an important new technology that is used to enhance organizational effectiveness in various sectors, including business and education, and that Internet cannot replace human cognitive abilities, but has the power to shrink space and time. At another level, Bhaumik (2012) pointed out that the purpose, pedagogy and performance of education at primary, secondary and tertiary levels are quite different from each other, thus suggesting that the use of technology in general or that of Information and Communication Technology in particular should also be different. This scholar further situated his argument in the work of Punie, Zinnbauer and Cabrera (2006) that the use of Information and Communication Technology (ICT) for learning is most widespread in the tertiary education, the use and role of technology in higher education and in professional education are quite different. From the view points of these scholars, pre-service teachers' training has been greatly influenced by usage of ICT, Internet inclusive. It may not be out of place to infer that the dexterity to use the Internet drove and enabled pre-service teachers' training in the information age. Balanskat, Blamire, and Kefala (2006) confirmed in their review of studies on ICT impact on schools in Europe found out that all the studies reviewed had identified a range of important wider benefits of ICT on learning, including the positive impact of ICT on students (pre-service teachers) motivation and skills, independent and teamwork.

The aim of this study, therefore, is to investigate the Internet self efficacy of pre-service teachers with a view to ascertaining the degree of contribution of some variables (commitment to ethical goodness, community bonding and computer competency) to it. This is, however, threatened by dearth of literature on all the afore-stated variables as they relate to pre-service teachers in Nigeria.

Literature Review

The literature on Internet self efficacy construct is rich and broad, especially with notable contributions from Torkzadeh and Koufterous (1994), Philips and Madhavan (2008), Valkenburg and Peter (2008), Eastin and LaRose (2006), Davis and Harveston (2000), Trotter and Morgan (2008), Ige and Orungbemi (2013), Bandura (1977, 1982), and Bandura and Cervone (1983). Bandura (1997) defined 'self efficacy' as the belief in an individual's capabilities to organize and execute the courses of action required to produce given attainments. Bhaumik (2012) analyzed that 'complexity, knowledge barriers to initial internet adoption, comfort and satisfaction issues faced by new users may be construed as 'self efficacy deficits'. This scholar further analyzed that people who have little confidence in their ability to use the Internet, who are dissatisfied with their Internet skills or who are uncomfortable using the Internet may be said to have weak 'self-efficacy beliefs'. At the beginning of the 21st century, universities with pre-service teacher training programmes in developing countries emphasized pre-service teachers' computer self-efficacy which focused on component skills (Compeau & Higgins, 1995) such as formatting disks, booting up the computer, and behaviours individuals can accomplish with such skills, such as using software to analyze, however, the realities of the teaching and mentoring tasks foisted on pre-service teachers upon graduating, and during teaching practice programme by the 'external shocks' of the information age demand pre-service teachers' beliefs to successfully perform (Eastin & LaRose, 2006) distinct set of behaviours required to establish, maintain, and utilize effectively the Internet over and above basic personal computer skills.

As early as 1985, researchers did not only acknowledge the importance of the role of the computers (which the internet emanated from) in the health care industry, but education (Jacko,

Sears, and Sorensen 1998). Milioni, Doudaki, and Demertzis (2014) reported that throughout the 1990s, discussions on the social effects of Internet use was framed predominantly in terms of the digital divide and its potential consequences. At present, the Internet is an important new technology that is used to enhance organizational effectiveness in various sectors, including business and education, as it offers several advantages in higher education, including access to information, creation of course materials, support for conversational learning, and aid in the conception of students as active agents in the learning process (Rudenstine 1996, Vongchavalitkul, Singh, Neal & Morris 2005).

Evidences from literature suggested that learning organizations use the internet to a greater extent than non learning organizations, (Economic Intelligence Unit (EIU) and IBM 1996; Marchi 1999). Consequent on this, Internet tools such as e-mail, the World Wide Web, and Social Networking Websites are 'must use' for pre-service teachers in facilitating learning. Pre-service teachers need to enhance their Internet usage skills in order to meet the learning demands of teeming students who have been afforded unhindered Internet access with the application of third generation (3G) mobile communication, which has aided internet development around the world (Zhou 2011, 2014). In Nigeria, the younger generation which 'students' represent is more familiar with new technologies than their parents or grandparents to the point that they have been called 'digital natives' (Amosun and Ige 2009; Amosun, Ige, and Choo 2013; Ige 2008; Prensky 2001, Correa, Straubhaar, Chen and Spence 2013).

In this study, computer self-efficacy is one of the variables investigated. This construct emanated from educational psychology and has been applied severally to computer usage, teaching, marriage etc. Aremu (2004) quoting Bandura (1986) affirmed that self-efficacy is concerned with the people's judgment of their capabilities to organize and execute courses of action required to attain designated type of performance. This has been applied to the field of computer usage and is referred to as computer self-efficacy. Hassan (2003) identified computer self-efficacy as an integral predictor of computer-related ability and computer usage. Dishaw, Strong, and Bandy (2003) defined computer self-efficacy as a person's judgment of his/her ability to use a computer, and can influence an individual's affect, persistence, motivation (Deng, Doll, & Truong, 2004), creativity (Tella & Ayeni, 2006), and for the purpose of this study pre-service teachers' Internet self efficacy.

Research have shown that higher levels of computer self efficacy are associated with higher levels of self awareness and consequently an increased ability and willingness to learn computer-related activities (Gravill, Compeau, & Marcolin 2002, Phillips & Madhavan 2008), while Smith (2001) found out that high levels of computer self-efficacy are not necessarily indicative of actual ability with serious warning from the discovery of Phillips and Madhavan (2008) that high levels of computer self-efficacy can damage performance due to over estimation of self ability i.e. over confidence. These reviews provide reasonable premises on which the present study could be predicated and inferences drawn with a view to add to existing knowledge in the climes of internet efficacy with focus on pre-service teachers in Nigeria. Another variable examined in this study is computer literacy. The introduction of computers is considered to be third revolution in education (For example, see Pepe 1984). Amosun, Ige and Choo (2013) stated that the first revolution in education was the printing of books, while the second was the introduction of libraries. Similarly, Abimbade (1996) explained that computer is seen as one of the major inventions that have contributed immensely to the service of humanity. CL-USA (2011) defined computer literacy level as the varying understanding of concepts, terminologies and operation that relate to general computer use, which is essential knowledge needed to

function independently with a computer. In this study, the functionality includes the ability to solve and avoid problems, adapt to new situations, keep information organized, and communicate effectively with other computer literate people. In respect of pre-service teachers, the use of computers is ubiquitous to their internet self-efficacy, hence, the need to investigate this variable alongside others.

The other variables examined in this study are commitment to ethical goodness and community bonding. Commitment to ethical goodness and community bonding are relatively new constructs in literature. Narvaez, Bock, and Vaydich (2007) pioneered community bonding as construct of interest. MacIntyre (1984) in Tjeltveit (2003) argued that 'the concept of the good life' for human beings is prior to 'the concept of virtue'. MacIntyre (1984) supported by Taylor (1989) and Tjeltveit (2003) pointed out that certain features of Western intellectual life have made it very difficult to talk about or even to recognize the understandings of goodness to which teachers are committed. Taylor (1988, 1989) argued that a commitment to some notion of the good is inescapable because in formulating and living out our identities, we always understand ourselves in relation to some ideal. Our notions of what is good form the basis for our evaluations of ourselves, and others. Tjeltveit (2003) stated that one of the great challenges facing any teacher trying to address questions about goodness, of course, is that behavioral scientists hold divergent ideas about human flourishing. What one person considers good, a second may not. Or, more commonly, the good that is most important or most central for one person is not for a second. House and House (2002) stated that 'goodness' is universal and not relative. These scholars philosophized that if 'good' and 'evil' are purely personal, or, at most, societal constructs, then what is 'good' for me might not be 'good' for you. What our society calls 'evil' might be 'good' in another society. These scholars concluded that, if nothing really is ethical, individuals might as well do as he/she is pleased without the hypocritical self-justification of interposing an appeal to a self constructed ethics between the wish and the action.

Community bonding, regardless of how it is conceptualized is synonymous to school bonding. The assessment of community bonding has continued to gain attention as schools struggle with poor academic achievement, truancy, delinquency and high student drop rates (Lippman & Rivers 2008; Pabian, & Vandebosch 2015; Whiteside-Mansell, Weber, Moore, Johnson, Williams, Ward, Robbins, & Phillips 2014). Though the findings of these scholars may be peculiar, however the situation is not different in Nigeria as researchers have focused student bonding to their school as a key factor in the success of schools to educate (Agu, Ada & Odimegwu, 2010; Perry, 2008; Reyes, Brackett, Rivers, White, & Salovey 2012). High levels of school bonding have been consistently associated with positive youth outcomes, including academic outcomes, such as increased academic motivation, self-efficacy, higher grade point averages (Goodenow, 1993; Oelsner, Lippold, & Greenberg 2011; Osterman 2000; Roeser, Eccles, & Sameroff 2000; Wentzel 1997, 1998) and low levels of problem behavior (e.g. substance use, risky sexual activity, truancy, bullying, fighting, stealing, and vandalism; Hawkins, Guo, Hill, Battin-Pearson & Abbott 2001; Lonczak, Abbott, Hawkins, Kosterman, & Catalano 2002; Simmons-Morton, Crump, Haynie & Saylor 1999; Battistich & Hom 1997; Roeser & Eccles 1998; McBride, Curry, Cheadly, Anderman, Wagner, Dieher et al 1995).

Research have shown that pre-service teachers have a strong psychological need to belong and form attachments (see Oelsner, Lippold and Greenberg 2011), in Nigeria, such attachments could be on the university campuses or Internet communities, which Szmigin and Repel (2004) opined that it allow and encourage conversations that are of value to all involved buyers, suppliers and other interested parties in that community, such that some form of

community bonding takes place. These scholars further asserted that communities are no longer constrained geographically in the twenty-first century. The Internet, television, telephone and particularly the mobile phone, all mean that communities can exist beyond boundaries of location or time. Despite these realities, relatively little has been written on the potential influence community bonding can have on pre-service teachers' Internet self efficacy.

Given the background to this study, it befits the researcher to pool the variables reviewed in form of research questions. Thus, in this study, efforts were made to provide answers to these two research questions:

RQ1. What is the combined influence of computer self-efficacy, computer competency, commitment to ethical goodness on pre-service teachers' Internet self-efficacy?

RQ2. What is the relative influence of computer self efficacy, computer competency, commitment to ethical goodness on pre-service teachers' Internet self efficacy?

The objectives of this study is to investigate the combined and independent effects of computer self-efficacy, computer competency, commitment to ethical goodness and community bonding on Internet self-efficacy of pre-service teachers.

Definition of Terms

In this study, computer self-efficacy connotes pre-service teachers' judgment of their capabilities to use a computer (Compeau & Higgins, 1995), which is based on an already formed sense of self-efficacy and represents its fundamental elements applied in the fields of use and mastery of computers (Paraskeva, Bouta, & Papagianni, 2006); computer competency connotes selected pre-service teachers' ability at high, moderate and low levels to use microcomputers confidently for obtaining needed information, solving specific problems, and performing data processing tasks; commitment to ethical goodness connotes selected pre-service teachers' ability to communicate trans-cultural good in networked communities; community bonding captures pre-service teachers' attachment to networked communities, commitment to networked communities, and belief in the values of the networked communities. (Catalano and Hawkins 1996; Oelsner, Lippold and Greenberg 2010), and pre-service teachers Internet self efficacy is the belief in their capabilities to organize and execute courses of Internet actions required to produce given attainments, which is an integral factor in bridging the digital divide that separates versatile pre-service teachers using the Internet from novices (Eastin and LaRose 2006).

Methodology

Research Design

The study adopted a field survey approach in which the manifestation of the variables had occurred prior to the investigation. These variables were indeed, beyond the control of the researcher (Aremu, 2004).

Population and Sampling Process

The study surveyed 1285 pre-service teachers in four universities in South West, Nigeria. All participants were volunteers who were recruited for the study through convenience sampling. The participants' University levels of courses ranged from the 100 to 400 levels.

Instrumentation

The instrument was in two parts. Part 1 elicited responses on the demographic information of the respondents. These include name, age, sex and school. Part 2 of the instrument had five sections.

Section A contained a fourteen-item statement on Computer Self-Efficacy. An α -reliability coefficient of 0.75 was obtained using split-half method. Two examples of statements in the section are: *choosing file to view on a monitor screen; learning skills to use in a computer program.*

Section B of the instrument was on Computer Literacy. It has 10 objective test items with options A-D which include only one correct option. Its KR-20 coefficient was 0.78. The following are examples of questions in the section: which program allows you to format a diskette? (a) My computer (b) online help (c) paint brush (d) internet; which key is used when selecting a group file? (a) ALT (b) CTRL (c) ESC (d) TAB

Section C was on Commitment to Ethical Goodness. The section contained a fifteen item-statement. In this study, an estimated α co-efficient value of 0.83 was recorded using Cronbach Alpha. Two examples of statements in the section are: *Being a good person at school is important to me; it doesn't matter whether you are good or bad.*

Section D was on Community bonding. The section contained fourteen items adopted from Narvaez (2007) Community Bonding Scale. An estimated co-efficient of 0.58 was obtained using Cronbach Alpha. The following are two examples in the section: *People in my country care about me; I feel close to people of my sex.*

While Section E had ten items on Internet self-efficacy which is the study's dependent variable. The section had a 0.82 α co-efficient using Cronbach Alpha. The following are examples of items in the section: I can always manage to solve difficult problems if I try hard enough on the Internet; if I am in trouble, I can usually think of a solution when using the Internet.

Data Analysis

The predicting effect of the predictors on the dependent (Internet self-efficacy) as well as the relative contributions of the predictors to the criterion (Internet self-efficacy) were investigated using multiple regression, standardized β s (β) and t-test statistics. All analyses were determined at a significance level of 0.05.

Results

Table 1 shows the results of the multiple regression and analysis of variance conducted to answer the first research question. The regression analysis had R^2 of 0.015 and adjusted R^2 of 0.012, which is statistically translated to mean 1.2 percent contribution of the total variance to internet self efficacy of the participants. The analysis of variance on the combined effect of the predictors (computer self-efficacy, computer literacy, commitment to ethical goodness and community bonding) yielded F of 4.899 at 0.01 significant level.

Table 1

Combined Influence of Computer self-efficacy, computer literacy, Commitment to ethical goodness, and community bonding on pre-service teachers' Internet self-efficacy

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	880.055	4	220.014	4.899	.001
Residual	57487.045	1280	44.912		
Total	58367.100	1284			

Notes: R=0.123; R^2 =0.015; Adjusted R^2 =0.012; SE=6.702

Table 2 also shows the results of the relative contribution of the predictors to the internet self-efficacy of pre-service teachers. The predicting statistical values were different for all variables. The standardized β s and t-test of the predictors are as follows: Computer literacy had no significant relative influence ($\beta = -0.007$, $t = -0.244$, $p > 0.05$). This suggests that a pre-service teacher may not necessarily be computer literate to belief in his/her capabilities to organize and execute the courses of action required to produce given attainments on the Internet.

Computer self-efficacy had a significant relative influence ($\beta = 0.127$, $t = 4.321$, $p < 0.05$) on pre-service teachers' Internet self efficacy. This suggests that the positive judgment of a pre-service teachers' of his/her ability to use a computer, the more the pre-service teacher's belief in his/her capabilities to organize and execute the courses of action required to produce given attainments using the Internet.

Commitment to ethical goodness had no significant relative influence ($\beta = 0.004$, $t = 0.143$, $p > .05$) on pre-service teachers' internet self efficacy. This suggests that online ethical or in-ethical behaviours have no direct influence on pre-service teachers' Internet efficacy.

Community bonding had no significant influence ($\beta = 0.020$, $t = 0.654$, $p > .05$) on pre-service teachers' Internet self efficacy. This suggests that attachment and non attachment of pre-service teacher commitment to the networked communities, and belief or disbelief in the values of the networked do not affect their capabilities to organize and execute courses of internet actions required to produce given attainments.

Table 2

Relative Contribution of the Predictors on Internet Self-Efficacy

Model	Unstandardized B	Coefficients Std. Error	Standardized Co eff. Beta	t	Sig.
(Constant)	20.927	1.669		12.539	.000
Computer literacy	-.021	.088	-.007	-.244	.807
Commitment to Ethical goodness	.003	.018	.004	.143	.886
Community Bonding	.014	.022	.020	.654	.513
Computer self-efficacy	.082	.019	.127	4.321	.000

Discussion

Previous studies have examined Internet self-efficacy, internet usage and internet stress as uni-constructs. However, evidence from the search I made for relevant literature using the Internet shows that the current study would be the first that would probe the significant effect of computer self-efficacy, computer literacy, commitment to ethical goodness, and communities bonding on pre-service teachers' internet self-efficacy in Nigeria. This, therefore, places on the study dire limitations in comparing the present funding with some established studies locally or internationally. Despite this, the researcher made an effort to infer from the findings of this study and compare same-related independent studies.

From the first research question, it was discovered that the independent variables (computer self-efficacy computer literacy, commitment to ethical goodness and community bonding could have determinate effects on the Internet self-efficacy of pre-service teachers consequent on this finding, it could be inferred that a '21st century teacher' should have a confluence of these factors powering his/her teaching-learning abilities in the information age. This finding confirms the

proposal of Tsai and Tsai (2003), and Oliver and Shapiro (1993) that learners with high Internet efficacy expectations may have a greater chance of success in Internet-related tasks.

The second research question investigated the independent effects of the four predictors on the Internet self-efficacy of the selected pre-service teachers. Findings of this study showed that the one of the four predictors had significant contribution to the Internet self-efficacy of the selected pre-service teachers, while the remaining three predictors did not have significant contribution to pre-service teachers Internet self-efficacy. Computer self-efficacy had a contributing value of $t = 4.321$ to the Internet self efficacy of the pre-service teachers sampled in this study. This contradicts the findings of Abimbade and Adedodoja (2013) who found that the combination of teaching subject, department and gender have insignificant influence on pre-service teachers Internet self-efficacy. The findings of this study show that the factors influencing pre-service teachers are independent of commitment to ethical goodness, computer literacy, and community bonding with the exception of computer self-efficacy. The fundamental inference from this finding is that computer self-efficacy could independently predict pre-service teachers Internet self-efficacy.

Implications for Teacher Education and Limitations

This study has implications for teacher education, especially given the importance of the teaching profession facilitating the process through which every child take their full and equal share of citizenship, shape their destinies, and become master of their own fate (Department For Education, 2010). Teachers, therefore, need to develop themselves to meet the dynamics of the Internet age. This study has shown that pre-service teachers Internet self-efficacy could be influenced collectively by a number of factors, this implies that teacher- training institutions should strive to provide teaching laboratories powered by 21st century Information and Communication Technologies equipment to empower pre-service teachers to meet the dynamics of 21st century schools. Teachers now use mobile phones as support and tutorial tools in teaching (see Adedodoja & Abimbola, 2013) to augment face-to-face teaching. The future of schools across the world rests on re-service teachers in the different teacher-training institutions scattered across the globe.

As good and challenging as these implications are, the study is however, not without some limitations. The sample of 1285 pre-service teachers was delimited only to Southwest Nigeria. This was a serious limitation to the study generalizing the findings of this study to other regions in Nigeria should be done with serious caution. Despite these limitations, the study has significantly contributed to the field knowledge in teacher education.

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MORAL PSYCHOLOGY LABORATORY

Providing tools for ethical character development

Guide for the Community Bonding Scale

*Measuring a Protective Factor for
At-risk Behaviours and Attitudes*

© 2007, **Darcia Narvaez**

Center for Ethical Education, University of Notre Dame
154 IEI Building, Notre Dame IN 46556
dnarvaez@nd.edu; 574-631-7835

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The Community Bonding Scale measures the sense of connectedness or bonding to social institutions beyond the family.

Rationale

There has been considerable research about the importance of relationships in protecting youth from risky behaviors. For example, good relationships with family and friends can protect adolescents from drug use (Masten, 2003). Bonding to school not only increases school engagement and commitment to learning among students (Goodenow, 1993), but growth in achievement (Libbey, 2004) and healthy development generally (Catalano et al., 2004). Sense of bonding beyond the family may play a protective role in the health decisions of adolescents and young adults.

Community Bonding Scale Development

A pool of 20 items was generated based on theory. A principal components factor analysis was performed on the Community Bonding Scale. Both the scree criterion and the parallel analysis method (Lautenschlager, 1989) suggested: 1 factor based on 14 items, accounting for 53% of the variance ($\alpha = .93$).

Relation to School Variables

In the Minnesota Community Voices and Character Education project, Narvaez, Bock, Endicott and Lies (2004) tested experimental and control schools with measures of school climate and the CBS. In a subsequent analysis, a MANOVA was conducted with 3 School Groups (control, high implementing of school program, low implementing) with climate as covariate and several dependent variables. For Climate (covariate): Wilk's $\lambda = .68$, $F(5, 374) = 35.75$, $p < .001$, $\eta^2 = .32$. For School Group (factor): Wilk's $\lambda = .89$, $F(10, 748) = 4.35$, $p < .001$, $\eta^2 = .06$. The univariate analysis for Community Bonding was significant, $F(1, 378) = 113.42$, $p < .001$, $\eta^2 = .23$.

Relation of CBS to at risk behaviors and attitudes

Narvaez, Gardner & Mitchell (2001) reported on risk behaviors in 38 community college students and 84 10th grade students. The CBS was negatively correlated with three at-risk variables: attitude towards peer tobacco use ($r = .24$, $p < .005$), interest in using tobacco ($r = .24$, $p < .006$), current use of tobacco ($r = .20$, $p < .025$).

CBS was positively correlated with a theoretically related measure, Hopefulness, a measure of sense of security within the context of family and outlook ($.58$, $p < .001$).

Narvaez et al (2001) also had participants complete the Defining Issues Test (DIT), a measure of moral judgment development. To compare CBS with the effects of moral judgment on risk behavior, hierarchical regression was performed for each of three dependent variables, attitude towards peer smoking, interest in using tobacco, current use of tobacco. Stepwise, age was entered first, gender was entered next, then the DIT Postconventional score was added, finally Community Bonding Scale score was added. Scores on the Community Bonding Scale accounted for significant variance over demographic variables (age, gender) and moral judgment development (DIT P-score), all $p < .02$. Community Bonding scores added significantly to R-square change over and above other significant effects. Scores on the Community Bonding Scale predicted to at-risk attitudes and behavior whereas moral judgment did not.

Community Bonding Scale
(5-point Likert-type scale: Never to Always)
ITEMS

1. My community needs me
2. I feel close to people in my school.
3. I feel close to people in my neighborhood.
4. I feel close to people in my city.
5. I feel close to people in my state.
6. I feel close to people in my country.
7. I feel close to people of my sex.
8. I feel close to my age group.
9. All kinds of people care about me.
10. People in my school care about me
11. People in my neighborhood care about me.
12. People in my city care about me.
13. People in my state care about me.
14. People in my country care about me.

SCORING: Add to a total score. Use the mean.

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OTHER TOOLS FOR Researchers, Educators and Parents

Most of these you can download from:

<http://www.nd.edu/~dnarvaez/> Or from <http://cee.nd.edu>

TOOLS FOR TEACHERS: ETHICAL SKILL INSTRUCTION

Free from cee.nd.edu/curriculum

- Narvaez, D. with Endicott, L., Bock, T., & Mitchell, C. (2001). *Nurturing character in the middle school classroom: Ethical Action*. St. Paul: Minnesota Department of Children, Families and Learning.
- Narvaez, D. & Bock, T., with Endicott, L., & Mitchell, C. (2001). *Nurturing character in the middle school classroom: Ethical Judgment*. St. Paul: Minnesota Department of Children, Families and Learning.
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- Narvaez, D. & Lies, J. with Endicott, L., Bock, T., & Mitchell, C. (2001). *Nurturing character in the middle school classroom: Ethical Motivation*. St. Paul: Minnesota Department of Children, Families and Learning.

Updated versions for purchase (each \$10 or all four for \$30):

- Nurturing character in the classroom, EthEx Series, Book 4: Ethical Action*. (Narvaez) Notre Dame, IN: ACE Press.
- Nurturing character in the classroom, EthEx Series, Book 2: Ethical Judgment*. (Narvaez & Bock) Notre Dame, IN: ACE Press.
- Nurturing character in the classroom, EthEx Series, Book 1: Ethical Sensitivity*. (Narvaez & Endicott) Notre Dame, IN: ACE Press.
- Nurturing character in the classroom, EthEx Series, Book 3: Ethical Motivation*. (Narvaez & Lies) Notre Dame, IN: ACE Press.
- Integrative Ethical Education: Guide* (Narvaez)

TOOLS FOR RESEARCH AND ASSESSMENT

- Citizenship Scale*** for Elementary and Secondary School Students: *Guide*. Laboratory for Ethical Development and Education, University of Notre Dame
- Ethical Goodness Scale*** for Elementary and Secondary School Students: *Guide*. (Narvaez, Bock & Vaydich) Laboratory for Ethical Development and Education, University of Notre Dame
- Community Bonding Scale***: *Guide*. (Narvaez) University of Notre Dame: Center for Ethical Education.
- Attitudes towards Human Rights Inventory***: *Guide*. (Narvaez, Thoma, Getz) University of Notre Dame: Center for Ethical Education.
- Positivity Scale***: *Guide*. (Narvaez) University of Notre Dame: Center for Ethical Education.
- Moral Theme Inventory*** (MTI): *Guide*. (Narvaez & Bock) South Bend, IN: Notre Dame University.
- Assessing Ethical Skills***: *Guide* (Narvaez)

Checklist for an Ethical Classroom: Guide (Narvaez)

Checklist for an Achieving and Ethical Classroom: Guide (Narvaez)

Tuning into Ethical Behavior: Guide (Narvaez)

Multicultural Experiences Questionnaire (MEQ) (Narvaez, Endicott, & Hill)

Rating Ethical Content System (RECS) for children's media (Narvaez)

TOOLS FOR PARENTS

Tuning into Ethical Behavior: Guide (Narvaez)

Nurturing a Peaceable Child (Warren, Vaydich & Narvaez)