

# Study on the Model for Character Education and the Operation of Virtue Training in Character Development Education for University Students

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## Abstract

This study conducted a survey on professors and students of character education courses, asking what the values of character education are, what values are lacking in students and what the difference in opinion is on character education between professors and students. Based on this analysis, the values and model for fostering good character in university students of Korea are presented. And this study used questionnaire analysis as research and investigation methods to draw out virtues of personality necessary for personality education and cultivation of Korean college students and make up a model of personality education.

**Keywords:** Character, Leadership, Personality Education, Self-Respect, University Student

## 1. Introduction

University students who had been brought up being told that grades are almost everything experience difficulty in adjusting to university life and interpersonal relationships<sup>1</sup>. Therefore support for them to flexibly manage interpersonal relationships and grow into well-rounded individuals is needed<sup>2</sup>. Such support is possible through character education. Character education refers to the collective of education aimed at fostering good personality, behaviors, character, habits, attitudes and values. Character education for university students allow them to establish their unique self-identity and form a healthy character so that they can become well-rounded and capable citizens<sup>3</sup>. Character also refers to behavior that reflects the internalized moral values that are universally adopted. It also means expressing one's self with self-esteem<sup>4</sup>. Character education focuses on all types of education where raising individuals to become well-rounded and not just proficient in knowledge. Therefore it is important to conduct

character education so that university students can have the maturity to respond to life's issues and a positive concept of self<sup>5</sup>. It is also necessary for universities to develop and implement programs and models for students to foster good character, develop interpersonal skills and form a positive self-image. With increased interest in character education, the reality is that an emphasis on character education gets trotted out whenever the vision, long-term development plan or revision of curriculum at universities is discussed. But in practice, character education is usually included in optional courses, and only a handful of universities have a program dedicated to the purpose<sup>6</sup>. Yonghak Choe said that "Research on the meaning and methods of teaching character education at the university", analyzes the case of Pyeongtaek University. He discusses character education as part of an optional course program. While he presents the need, direction and extent of character education, the discourse on how they should be applied is not fleshed out<sup>7</sup>. As such, this study seeks to identify a model for character education and the values embedded in character education for university students.

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## 2. Methodology and Study Subjects

This survey conducted a random sampling of 151 students in Baekseok Culture University, 19 professors of Christian ethics and 18 professors of a general subject for model research of personality education and personality cultivation, and the survey with the students was conducted with each major and that with the professors considered colleges and majors. The results of the questionnaire to which the subjects responded were analyzed. As an analysis tool, SPSS was used.

## 3. Analysis of the Questionnaire Results on Character Education

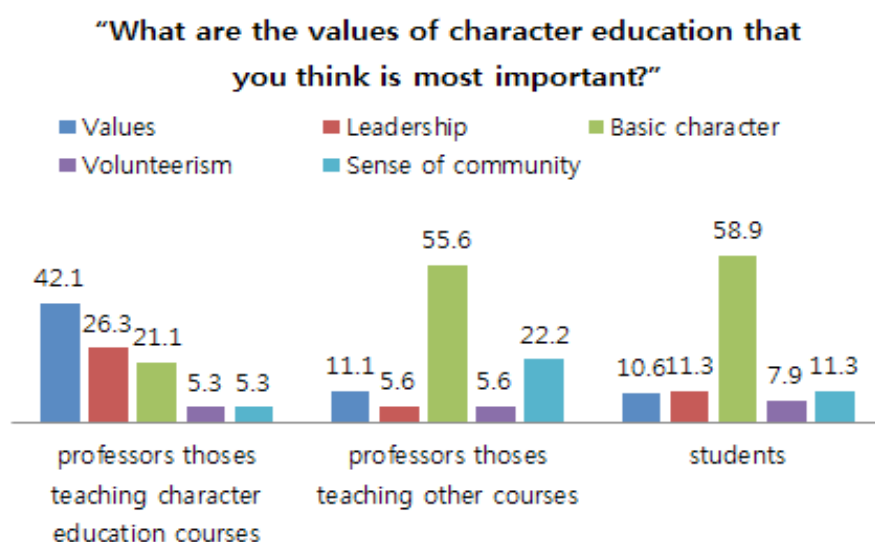
### 3.1 Analysis of the Questionnaire Results on the Values of Character Education

The responses given to the question, "What are the values of character education that you think is most important?" given by professors teaching character education courses, professors teaching other courses and students who are enrolled in character education courses were as seen in the following .

Author can see there is a difference in the values of character education that professors of character education courses and general professors deem important. That is, professors of courses on character education valued in the order of values (42.1%), leadership (26.3%), basic character (21.1%), volunteerism (5.3%), and sense of community (5.3%), while general professors valued basic character (55.6%), sense of community (22.2%), values (11.1%), leadership (5.6%) and volunteerism (5.6%). There was also a difference in the values thought as important between professors of character education courses and the school. As mentioned above, the values of character education for students deemed important were basic character (58.9%), sense of community (11.3%), leadership (11.3%), values (10.6%) and volunteerism (7.9%). There was a difference between professors teaching character and those teaching other courses, but among general professors there was no difference.

### 3.2 Analysis of the Questionnaire Results on Questions Asking about the Values that are Lacking in Character of University Students

The responses given by professors of character courses, general professors and students enrolled in character education courses to the question, "what are the values that are most



**Figure 1.** Character education model.

lacking in students to achieve a well-rounded character?" were as follows.

An analysis of the survey shows that there is a difference in the values that are deemed most lacking by professors (of general courses and character education courses) and students. Professors thought values (47.4%) were most lacking while students selected leadership (49%). What is more interesting was that students selected leadership as the category they most wanted to develop further. Our university students think that they lack most in leadership and wish to work on it the most.

### 3.3 Analysis of the Responses on the Need for Character Education

The responses given by professors of character education, general professors and students enrolled in character education courses to the question, "What is most needed for character development in students?" were as follows. The survey shows that as expected, family education was ranked highest at 47.4%, followed by social education (23.2%), school education (15.2%), religious education (9.9%) and others (4%). School education ranked slightly higher than social education. More importantly, religious education had a much lower effect on character development than school education or social education did. This raises the need to review issues in religious education and to develop a better model in the field. Close to half of the students responded that family education had a big effect on character development, indicating that character education starts with good family education. A similar question was posed to professors of character education courses and general courses. To the question, "What is most needed for students in character development?", family education ranked the highest at 36.8%, followed by school education (26.3%), religious education (26.3%) and social education (10.5%). The response to the same question by general professors showed family education ranking the highest at 44.4%, followed by school education (27.8%), social education (22.2%) and religious education (5.6%). Students, too, responded that family education is the most helpful for character development. There were the largest shares of students who picked family education as most helpful (47.7%), followed by general professors (44.4%), and character education course professors (36.8%). More students than professors thought family education as having more effect on character development. To the question, "Does religious education help with character development?"

26.3% of character education course professors responded yes, which was the largest share, followed by students (9.9%) and general course professors (5.6%). Although the difference is minimal, more students than general course professors thought religious education is helpful for character development. More students than professors thought social education was helpful for character development. Students thought social education, rather than school education or religious education, was helpful for character development.

### 3.4 Analysis of the Questionnaire Results on Questions Asking about the Values that are Lacking in Character of University Students

The responses given to the question, "Who influences the character development of students most?" given by professors of character education courses, general professors and students enrolled in character education courses were as follows.

The survey shows that to the question, general professors ranked parents the first at 50%, followed by professors (27.8), senior students/friends (11.1%), media/celebrities (5.6%), and others (5.6%). Professors of character education courses ranked parents the highest at 42.1%, followed by professors (36.8%), senior students/friends (21.1%). There was no one who responded with 'media/celebrities' or 'others'. The responses of students to the same question ranked parents the highest at 60.3%, followed by senior students/friends (17.9%), professor/teacher (15.2%), media (3.3), and others (3.3%). Senior students/friends had a bigger influence on character development than professors/teachers. The influence of media or celebrities on students' character development was smaller than anticipated. Both professors (of general courses and character education courses) and students thought parents had the most influence on character development. The second ranking person was senior students/friends (21.1%) for students, while for professors, it was professors. The influence of media (celebrities) as seen by professors and students were minimal or none.

### 3.5 Comparative Analysis of the Virtue of Personality Education (Cultivation) "Professors and Students Consider Most Lacking"

### 3.5.1 Virtue of Personality Education Professors Consider Lacking

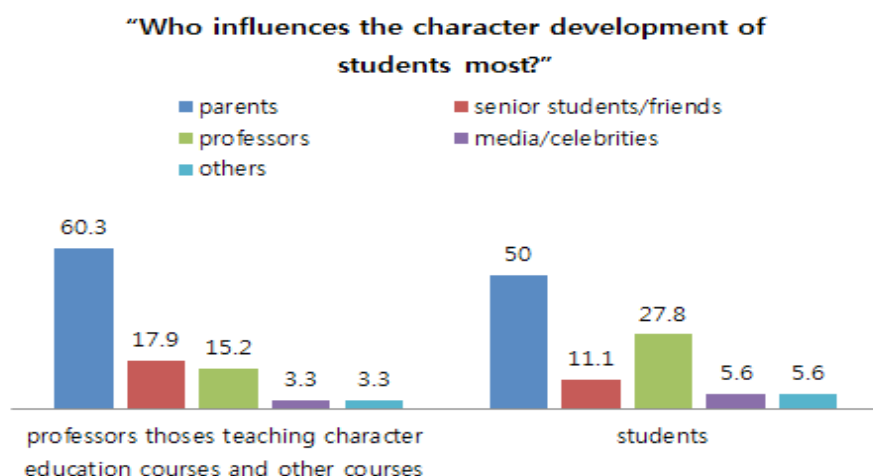
A question, “What virtue of personality education (cultivation) do you consider most lacking in the students in our school, currently?” was asked to the professors of a general subject. Most responded that it is values (38.9%), followed by the order of community spirit (27.8%), basic personality (22.2%) and leadership (11.1%). The same question was asked to the professors of Christian ethics as well, and as a result, most responded that it is values (47.4%), followed by the order of basic personality (36.8%), community spirit (10.5%) and leadership (5.3%). Like the professors of Christian ethics, the students responded that they considered values the most lacking virtue of personality education (cultivation) while they responded that service-mindedness is the virtue of personality education (cultivation) that is not lacking. No respondents responded that it is the other virtues.

## 4. Required Character Education Virtues Identified in the Analysis of the Questionnaire

The subjects of this questionnaire were professors of character development courses, professors of general courses and students enrolled in character development courses. The same questions were given to the subjects and through a comparative analysis of the responses the following 5 basic values for character education and the 14 detailed sub-categories of values were concluded.

## 5. Model for Fostering Values in Character Education

The following operation model is suggested to foster each character value. The analysis of the questionnaire results show that there is a difference across individuals on what



**Figure 2.** Character education model.

### 3.5.2 Virtue of Personality Education Students Consider Lacking

A question, “What virtue of personality do you consider lacking?” was asked to the students, and on the other hand, almost a half of the respondents (49%) responded that leadership is the most lacking virtue of personality, followed by service-mindedness (16.6%), values (15.9%), basic personality (10.6%) and community spirit (7.9%).

he requires in character development and therefore character development is not carried out by semester or phase. All character values are interconnected and therefore have a different starting point. That is, once the course on basic character is completed in the first semester, then it serves as a base for other values. Likewise, if a course on value systems is taken during the first semester, it serves as a base for other values. Therefore, once the four semesters are completed, education on all values will have been undertaken and the areas that had been lacking can be improved.

Table 1. Styles

Basic values	Detailed values	Description
Basic character	Responsi-bility	The attitude of valuing one’s obligation or duties
	Sincerity	The character of faithfulness.
	Manners	All procedures or order related to courtesy.
Leadership	Confidence	Belief in oneself that one can achieve his goal which he believes to be right.
	Passion	An affection and commitment to something
	Vision	A blueprint for the future that enables one to imagine would happen in the future
Volunteerism	Service	Respecting others, offering what I have, and accompanying others in joy and sorrow
	Consideration	The heart to take into account, help or take care of others
	Love	The heart to help and understand others
Sense of community	Cooperation	Coming together in one in spirit and capability
	Teamwork	A coalition or cooperation between team members
	Interpersonal relationship	A relationship between two or more people
Values	Self-understanding	The function of understanding oneself as he is
	Self-respect	An assessment of self, the love for self and the confidence that one can achieve anything

6. Character Education Model

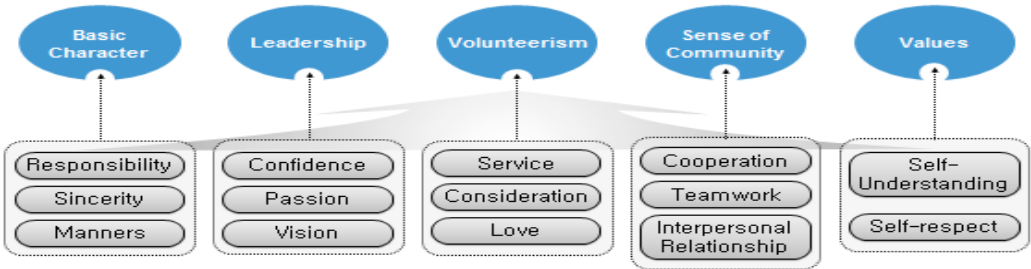


Figure 3. Character education model.

## 7. Conclusion

Through this study, it was found that there were differences in the virtues necessary for personality education and cultivation and considered lacking between professors and students. Also, it was found that there were differences in the virtues of personality education and cultivation considered necessary between professors of a general subject and those of Christian ethics.

First, the study showed that there was a difference in perspective on character education among professors of character development courses, professors of general courses and students enrolled in character development courses.

Second, based on the questionnaire results and analysis, basic character, leadership, volunteerism, sense of community and value systems were established as basic values for character education, which were then further categorized into 14 detailed sub-values. Third, a character education model based on the 5 basic values and 14 detailed sub-values was suggested.

This study will present a model of personality education and cultivation for Korean college students. A follow-up study will suggest analyses of the results of a survey of the person who has the greatest influence on personality education and cultivation and the influence of personality education and cultivation on employment.

## 8. Acknowledgement

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