

The Character Development of University Students on Education in A District

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Abstract: Character development is a continuous and developmental process shaped by educational experiences and learning. As character development remains a high priority for educators, this study explores the impact of education on the character formation of university students in A district. This study acknowledges the objective laws governing character formation among university students. To analyze the character of university students in A district, quantitative research methods will be employed. By identifying influencing factors, the research seeks to contribute valuable insights into the nexus between character development. The findings of this study will not only shed light on the vital role of education in universities but also address the societal and internal demands for student growth and success. The research proposes new requirements for enhancing character cultivation in the new era, delineating these requirements across three dimensions: teaching staff, teaching methods, and teaching environment.

Keywords: University; Students; Education; Character.

1. Introduction

The development of university students carries profound implications for the nation's future. As emphasized by Yawei (2020), these students are not just learners but the successors and builders, contributing to the realization of the country [16].

In response to the evolving landscape of higher education, the necessity for a transformative shift in the science and practice of character development has become increasingly evident (Clement & Bollinger, 2017) [1]. This need for change aligns with the popular idiom "It needs a shot in the arm," emphasizing the imperative to rejuvenate the approach towards character education. At the forefront of this endeavor is the education course, a pivotal component in shaping moral values and cultivating talents among university students. Recognizing its significance, both nationally and within universities, the reform of education courses has emerged as a top priority in the broader context of educational reform. (Clement & Bollinger, 2017)[1].

Education in schools plays a dual role, functioning both at the societal and individual levels. Yawei (2020) underscores the importance of allowing students to realize their own value in the broader context of national rejuvenation, contributing to the building of a great modern country [16]. This vision underscores the need to integrate the social function of ideal education with the individual growth and success of students. As Yawei (2020) articulates, the shaping of ideal and moral character should be aligned with students' individual living styles, free growth, and spiritual well-being. Such an approach not only cultivates and improves the moral character of students but also enhances their all-round abilities, fostering happiness and contributing to the modernization agenda [16].

This study seeks to address these gaps by investigating the impact of the education on the character development of university students.

2. Methods

2.1. Study Design

To explore the impact of the education curriculum on the character development of university students, this study adopts a quantitative research design, particularly the correlational research design. According to Creswell (2012), the correlational design uses correlational statistics to describe and measure the degree or association (or relationship) between two or more variables or sets of scores [2]. The quantitative component encompasses a survey distributed among a diverse sample of university students in A district, aiming to quantify attitudinal and behavioral changes attributed to the curriculum.

The quantitative data will enable the generalization of trends within the larger university student population. The research participants, drawn from various disciplines and backgrounds, will contribute to the diversity of perspectives, allowing for a comprehensive analysis of impact.

2.2. Study Participants

The survey will enlist participants from across seven undergraduate colleges and universities in A district. This selection will encompass institutions with varying academic categories, including A University (comprehensive), A University of Finance and Economics (Economics), University of Technology (Science and Engineering), A Agricultural University (Animal Husbandry and Veterinary), A University (Normal), A Medical University (Medical), and A Media University (Media). Among them, there are 3433 bachelor's degree students, with each university contributing proportionally—17%, 12%, 24.5%, 8%, 16.5%, 15%, and 7%, respectively.

To ensure a representative sampling, Based on 3% of the total population, a targeted distribution of 109 questionnaires will be determined. This sample size aims to strike a balance between statistical significance and practical feasibility, allowing for a robust analysis that reflects the varied

experiences within the higher education landscape of A district.

Based on the proportion of students in each university, Under the condition that the ratio of male to female in each school is basically the same, the sample size of bachelor students in four year levels is evenly distributed, and the method of stratified random sampling was utilized. Considering the target participants, the number of questionnaires distributed by each university was determined to be: 18 from A University, 13 from A University of Finance and Economics, 26 from A University of Technology, 9 from A Agricultural University, 18 from A Normal University, 17 from A Medical University, and 8 from A Communication University.

The Questionnaire will be administered through the Study app. Enter the management background, click the "Questionnaire Settings" button, tick the boxes of "Scheduled start: start time" and "scheduled end: end time", set the start and end time of the survey to 30-40 minutes, generate the questionnaire two-dimensional code, and send the two-dimensional code to the respondents to fill in. The questionnaire two-dimensional code is valid for two weeks.

2.3. Inclusion and Exclusion Criteria

In the selection of respondents for this study, respondents, aged between 18 and 23 years were considered, irrespective of sex, and must be registered students from Freshman year to senior year at their respective institutions.

2.4. Research Instruments

The questionnaire uses scale, ranging from "great influence" to "no influence," assigning scores from 1 to 5.

This study will make use of a questionnaire to investigate the relationship of the character formation of university students. Drawing insights from relevant literature, the researcher identifies and analyzes measurement indicators to use scale that on the influence of the influence of education on students' character. The instrument consists of two principal parts:

1. Demographic Information:

This section gathers essential demographic details, including the university students' sex, grade, and major. This information is crucial for segmenting and analyzing responses based on demographic variables.

2. Influencing Factors on Character Formation:

The influencing factors of education on various aspects of character development consists of three primary dimensions: psychological influence, ideological influence, and self-discipline influence.

Psychological Influence includes three secondary dimensions: the impact on individual confidence, the impact on integration into the group and the influence on the cognition of friendship.

Ideological Influence comprises three secondary dimensions: thoughts of loving the people, consciousness of social morality, and consciousness of abiding by discipline and law.

Self-discipline influence involves four secondary dimensions: the influence of self-control ability, self-regulation ability, social adaptation ability, and problem-analysis ability.

2.5. Education Assessment:

This part delves into the specific impact of education

courses on university students' personalities. It includes a scale with 3 dimensions, The first dimension is the influence on psychology (6 questions in total), the second dimension is the influence on ideological (5 questions in total), and the third dimension is the influence on self-discipline behavior (5 questions in total) evaluating psychological level, ideological level, and level of self-discipline.

The questionnaire will undergo rigorous refinement through iterative discussions with academic experts. This process ensures that the questions are clear, logically framed, and capable of capturing the intended nuances of respondents' experiences.

To ensure the questionnaire's reliability and clarity, iterative discussions will be held with teachers and experts. The scale responses will be subjected to statistical analysis using SPSS software, aiming to provide nuanced insights into the multifaceted dynamics between education and character development among university students. This methodological approach is designed to contribute rigorously to the understanding of these complex relationships.

2.6. Ethical Considerations

The study will undergo a rigorous ethical review process to ensure the protection of participants' rights. Prior to initiating the research, the researcher is committed to gathering comprehensive information about the rights of study participants, which includes detailed procedures for appeals and complaints. Anonymity will be strictly maintained throughout the entire research process, safeguarding the identities of both the researcher and investigators.

Participants will be fully informed about the research process, its purpose, and the specific procedures involved. Emphasis will be placed on encouraging voluntary participation, and participants will be treated with utmost respect at all times. No penalties or obligations will be imposed on participants, and personal identification information unrelated to the study will not be collected.

The researcher will target university students for the survey. Informed consent forms will be distributed and collected as needed, containing the contact details of the project researcher for any queries. Participants are encouraged to reach out promptly if they have questions about the study, and they have the right to withdraw at any time.

The informed consent form will specifically outline the collection and processing of personal data based on the principle of voluntary participation. It is essential for participants to confirm their understanding and agreement with the information related to the study. Importantly, participants will not receive any rewards or compensation, and no fees will be required from them. Stakeholders, group or community will not get fees; however, they can get experience on how to manage students.

Acknowledging potential risks and inconveniences due to uncontrollable factors, such as participants being unable to complete within the scheduled time, the researcher is committed to flexibility. In such cases, interviews may be rescheduled to accommodate the needs of the participants, ensuring a comprehensive and ethical approach throughout the research process.

3. Data Analysis

The quantitative data analysis in this research study will primarily involve descriptive and inferential statistical methods to address the specified research objectives. To

describe the demographic profile of Chinese university students taking education, descriptive statistics such as means, standard deviation, frequencies, and percentages will be employed to present key characteristics like age, gender, and major.

In describing the experiences of students in education, the analysis will involve descriptive statistics to summarize the range and distribution of responses to survey questions. Mean scores, standard deviations, and frequency distributions may be used to provide a comprehensive overview.

For character attributes of university students, descriptive statistics will again play a crucial role in summarizing key attributes. Mean scores and standard deviations could be employed to outline the central tendencies and variabilities of character traits.

In determining the relationship between the influencing factors on students' character of Psychological side, Ideological side, and self-discipline in education and teaching staff, teaching methods, teaching environment, Correlation coefficients (Pearson) will be calculated to assess the strength and direction of relationships between them. On the other hand, for conduct of the test of difference, statistical tests utilized include t-test and ANOVA.

The SPSS will be used to facilitate the execution of these

statistical tests and analyses.

3.1. Students' Characteristics

A total of 109 questionnaires were obtained, of which 103 valid questionnaires were considered after cleaning the data set. Among the participants, the number of females (49.51 percent) are almost the same with the number of males (50.49 percent). Relatively the same distribution is as well shown when classifying students by year level except for the junior level with a difference of nearly 10 percent as compared to the senior group (Table 1). Universities in A district has distinct professional characteristics. This survey selected samples based on the characteristic majors of universities. An Agricultural University selected students from 8 agricultural majors, A Media College selected students from 7 art majors, A University of Finance and Economics selected students from 12 economic majors, A Normal University selected students from 17 education majors, and A University of Technology selected students from 12 engineering majors, 13 students majoring in mechanical management, and A Medical University selected 17 medical students. A University is a university with five majors, so selected 3 students majoring in history, 2 students majoring in jurisprudence, 3 students majoring in literature, 2 students majoring in Neo—Confucianism, and 7 students majoring in philosophy.

Table 1. Demographic Information

variable		Frequency	%
Sex	Male	52	50.49%
	Female	51	49.51%
Year level	Freshman	28	27.18%
	Sophomore	23	22.33%
	Junior	21	20.39%
	Senior	31	30.10%
Major	Agriculture	8	7.77%
	Art	7	6.80%
	Economics	12	11.65%
	Education	17	16.50%
	Engineering	12	11.65%
	History	3	2.91%
	Jurisprudence	2	1.94%
	Literature	3	2.91%
	Mechanical Management	13	12.62%
	Medicine	17	16.50%
	Neo—Confucianism	2	1.94%
	Philosophy	7	6.80%

3.2. The Influencing Factors of Education on Students' Character Development

The influencing factors of education on students' character development can be summarized into three dimensions, which are the psychological aspect(Questions 7, 8, 9, 10, 13, and 14 in the questionnaire), the ideological aspect, (Questions 18, 19, 20, 21, and 22 in the questionnaire),the

behavioral aspect(Questions 6, 11, 15, 16 and 17 in the questionnaire), A summary is obtained by combing through the questionnaire questions which are indicators of each of the three dimensions. It can be seen from Table 2, 3, 4 that education has been greatly considered by the students as influencing factors for all the three dimensions with the mean value of not less than 4.6.

The difference in scores of all levels is not large on the

whole, among which students' ideological influence is the highest, with an average value of 4.713, indicating that

ideology education has the greatest impact on student ideological character.

Tables 2. Indicators of Psychological Influence

	N	Min	Max	Mean Value	Standard deviation
Psychological influence	103	2.500	5.000	4.641	0.442

Table 3. Indicators of Ideological Influence

	N	Min	Max	Mean Value	Standard deviation
Ideological influence	103	2.600	5.000	4.713	0.490

Table 4. Indicators of Behavioral Influence

	N	Min	Max	Mean Value	Standard deviation
Self-discipline behavior influence	103	2.600	5.000	4.689	0.524

3.3. Differences in Influencing Factors of Education on Character Development

Running t-test to analyze if there is a difference in the influencing factors of education on university students according to their sex shows that at $\alpha=0.05$, the levels of the

three dimensions and the overall scores have no significant differences at all. As shown in Table 5, Level of scores for both males and females were as high as 4.663 ± 0.442 and 4.618 ± 0.447 , respectively for Psychological influence. Both females and males as well regard Ideological influence and self-discipline behavior influence of the relatively the same level as Psychological influence.

Table 5. Influencing Factors of education on character development by sex

	Male	Female	t	P
Psychological influence	4.663 ± 0.442	4.618 ± 0.447	-0.511	0.6099
Ideological influence	4.733 ± 0.549	4.692 ± 0.549	-0.4237	0.6727
Self-discipline behavior influence	4.717 ± 0.455	4.661 ± 0.588	-0.5422	0.5889
Overall Level	4.294 ± 0.901	4.269 ± 0.931	-0.137	0.8906

The analysis of variance results shows that there are no significant differences in total scores and various dimensions

among university students of different year levels. Table 6.

Table 6. Influencing Factors of education on character development by year level

	Freshman	Sophomore	Junior	Senior	F	P
Psychological influence	4.64 ± 0.345	4.73 ± 0.414	4.69 ± 0.370	4.54 ± 0.569	1.04	0.31
Ideological influence	4.74 ± 0.442	4.75 ± 0.448	4.71 ± 0.492	4.66 ± 0.573	0.507	0.478
Self-discipline behavior influence	4.71 ± 0.413	4.7 ± 0.539	4.7 ± 0.582	4.66 ± 0.585	0.092	0.763
Overall	4.36 ± 0.780	4.39 ± 0.891	4.38 ± 0.865	4.06 ± 1.06	1.53	0.219

The dimension score is not the total score obtained by adding up the items to which it belongs, but rather the average total score obtained by dividing the total score by the number of items based on the sum of all items. This ensures that the scores of each dimension are within the range of 0-5 points, making it easier to compare. Therefore, this score is normal and has been verified.

According to the subject category of college students' major, all the effective output samples are classified, and it is found that pedagogy accounts for more of all the research samples. Due to the large error of sample size, we only analyze the difference of five disciplines, including economics, management, engineering, science and education. The five subject categories are re-coded, and the subject category of college students is "Economics" as "1", "Management" as "2", "Engineering" as "3", "Neo-Confucianism" as "4", "Education" as "5", and other subjects are uniformly coded as "6". The above five groups of data

were analyzed by variance analysis.

Post facto testing shows that in terms of overall influence, students majoring in economics are significantly higher than those majoring in education, students majoring in management are significantly higher than those majoring in education, and students majoring in Neo—Confucianism are significantly higher than those majoring in education. In terms of psychological influence dimension, economics students are significantly higher than education, management students are significantly higher than education, and Neo—Confucianism students are significantly higher than education. In the dimension of ideological influence, economics students are significantly higher than education, management students are significantly higher than education, and Neo—Confucianism students are significantly higher than education. In terms of self-discipline, economics students are significantly higher than education, and management students are significantly higher than education. See Table 7.

Table 7. Post facto comparison

Dependent variable			Mean difference	Standard error	P
overall influence,	Economics	Management	0.0260	0.1773	0.8839
		Engineering	-0.1586	0.3709	0.6699
		Neo—Confucianism	0.0410	0.1587	0.7966
		Education	.371063829787235*	0.1249	0.0037
	Management	Engineering	-0.1845	0.3855	0.6333
		Neo—Confucianism	0.0151	0.1903	0.9371
		Education	.345111448834854*	0.1633	0.0371
	Engineering	Neo—Confucianism	0.1996	0.3773	0.5980
		Education	0.5296	0.3644	0.1493
	Neo—Confucianism	Education	.330055426425892*	0.1429	0.0230
Psychological influence	Economics	Management	0.0156	0.1492	0.9172
		Engineering	-0.0400	0.3122	0.8983
		Neo—Confucianism	0.0482	0.1335	0.7187
		Education	0.315*	0.1052	0.0035
	Management	Engineering	-0.0556	0.3245	0.8644
		Neo—Confucianism	0.0327	0.1602	0.8388
		Education	0.299*	0.1374	0.0319
	Engineering	Neo—Confucianism	0.0882	0.3176	0.7817
		Education	0.3546	0.3067	0.2504
	Neo—Confucianism	Education	0.266*	0.1202	0.0290
Ideological influence	Economics	Management	-0.0187	0.1640	0.9096
		Engineering	-0.1520	0.3433	0.6589
		Neo—Confucianism	-0.0461	0.1468	0.7541
		Education	0.3246*	0.1156	0.0060
	Management	Engineering	-0.1333	0.3568	0.7094
		Neo—Confucianism	-0.0275	0.1761	0.8765
		Education	0.3433*	0.1511	0.0253
	Engineering	Neo—Confucianism	0.1059	0.3492	0.7624
		Education	0.4766	0.3373	0.1608
	Neo—Confucianism	Education	0.3707*	0.1322	0.0061
Self-discipline behavior influence	Economics	Management	-0.0600	0.1775	0.7360
		Engineering	-0.1600	0.3713	0.6675
		Neo—Confucianism	0.0518	0.1589	0.7452
		Education	0.3336*	0.1251	0.0090
	Management	Engineering	-0.1000	0.3860	0.7961
		Neo—Confucianism	0.1118	0.1905	0.5588
		Education	0.3936*	0.1634	0.0179
	Engineering	Neo—Confucianism	0.2118	0.3778	0.5764
		Education	0.4936	0.3649	0.1792
	Neo—Confucianism	Education	0.2819	0.1430	0.0516

The results in Table 8 indicate that there are significant differences in the overall influence and its dimensions among students from different disciplines.

The resulting $P < 0.05$ in Table 8 means that the Psychological, ideological and self-discipline dimensions of education on student's behavior vary significantly among various major discipline affiliation of the students. All three dimensions are highly considered to be influencing factors of education on behavior development. Students in the major of Neo-Confucianism mainly research traditional culture and

philosophy, and students' character development have strong plasticity, so education has the greatest impact on students character in this major. In detail, at the psychological level, ideology education has the greatest impact on students majoring in economics and Neo-Confucianism. At the ideological level, education has the greatest impact on students majoring in Neo-Confucianism and education. At the self-discipline behavior level, education has the greatest impact on students majoring in Neo-Confucianism and engineering.

Table 8. Influencing Factors of education on character development by discipline (major)

	Major (Mean value± Standard deviation)						
Dimension	Economics	Management	Engineering	Neo-Confucianism	Education	F	P
Overall Influence	4.75±0.0651	4.76±0.452	4.77±0.778	5.00±0.000	4.71±0.47	16.05	0.0000
Psychological influence	4.83±0.225	4.76±0.269	4.78±0.205	4.83±0.236	4.7±0.221	7.408	0.0000
Ideological influence	4.87±0.274	4.83±0.293	4.87±0.156	5.00±0.000	4.89±0.189	4.997	0.0000
Self-discipline behavior influence	4.87±0.311	4.82±0.331	4.90±0.135	5.00±0.00	4.79±0.135	5.927	0.0000

A normality test was conducted on psychological influence, ideological influence, and self-discipline influence, and the results showed that all variables had normality and could be further analyzed.

Table 9. A normality tests

variable	P	Whether the normal condition is met
Psychological influence	0.265	Yes
Ideological influence	0.1541	Yes
Self-discipline influence	0.284	Yes

3.4. Correlation Analysis

Pearson correlation analysis was conducted among the influence of education on the three dimensions of character

and the internal factors, including the teaching staff, teaching methods, and teaching environment. The results showed that there is a highly significant correlation at 0.01 level among the different dimensions of the influencing factors of education on character. A very high positive correlation of not lower than 0.817 (0.817, 0.842, and 0.880) among the different dimensions indicates the same trend of values are exhibited, i.e. as level of Psychological influence increases so as the level of ideological influence or level of self-discipline behavior influence. The teaching staff, teaching methods, and teaching environment also have a significant impact on the psychological, ideological, and self-discipline behavior of students. Therefore, it is important for universities to enhance the teaching staff, use correct teaching methods, and create good teaching environment for the development of students' characters.

Table 10. The correlation analysis results among the influencing factors

		PI	II	SI
PI	CI	1	.817**	.842**
	P		.000	.000
II	CI	.817**	1	.880**
	P	.000		.000
SI	CI	.842**	.880**	1
	P	.000	.000	
TS	CI	.834**	.884**	.908**
	P	.000	.000	.000
TM	CI	.799**	.781**	.861**
	P	.000	.000	.000
TE	CI	.777**	.718**	.749**
	P	.000	.000	.000

*, P<0.05, **,P<0.01

psychological influence as PI, ideological influence as II, self-discipline behavior influence as SI, teaching staff as TS,

teaching methods as TM, and teaching environment as TE.

Table 11. Normality test results of each variable

variable	P	Whether the normal condition is met
Psychological influence	0.265	Yes
Ideological influence	0.1541	Yes
Self-discipline behavior influence	0.284	Yes
Teaching staff	0.74	Yes
Teaching methods	0.533	Yes
Teaching environment	0.37685	Yes

A normality test was conducted on psychological influence, ideological influence, self-discipline influence, teaching staff, teaching methods, and teaching environment, and the results showed that all variables had normality.

4. Conclusion

On the basis of quantitative analysis of data through questionnaires, an innovative method to enhance education is proposed, which is the "situational experience" education method.

4.1. The Application of the "Situational Experience" Method in the Construction of the Practice of education courses in Universities

Adopting a combination of independent research and situational experience methods. The guiding teacher guides, inspires, and assists students throughout the entire process, which includes two stages: the first stage mainly adopts independent research method. Firstly, students should refer to relevant materials related to the practical topic assigned by the teacher for learning and reflection. If they encounter any misunderstandings, they can answer them through group discussions or ask questions to the teacher; After class, students complete personal planning suggestions. Each student needs to submit a planning proposal for group communication. Secondly, students discuss the planning plan with each other, and each student brings their personal planning suggestions to the group for discussion. After integrating their opinions, a group planning plan is formed. Through the group leader's speech in the class, a classroom planning plan (including theme, work introduction, keywords, and artistic expression forms) is formed through the integration of the plan, and the overall class planning plan is completed. Language programs are composed of scripts, recitations, and storytelling by each production team; Write scripts (program flow) for songs and dances.

The second stage mainly adopts the "situational experience" method. First of all, students will display their learning and research experiences and achievements in a variety of art forms. Each class needs 2-6 student speakers to link all the results together and report and display the results. Secondly, the teacher reviews and summarizes each work, which is a crucial step. The evaluation is not only made from the perspective of art, but also focuses on explaining the theory elements in the content of students' works, guiding students to form a correct and comprehensive understanding of the theory, and realizing students' emotional identification with the theory. At this stage, each student is required to participate in at least one program group, assume any role including scripter, director, actor, costume, makeup, props, stage manager, etc. PPT is made for all programs, and the name and role of each student are displayed on the multimedia courseware of each program as the basis for the assessment at the end of the semester. Organize and print the paper version of the planning book in spare time. Thirdly, the teacher held a meeting of the person in charge of the work in time to further sort out and excavate the harvest brought by the emotional experience in the process of the work creation through the communication between teachers and students. The program leader should not only talk about the harvest of the group's creation, but also focus on the harvest brought by other

groups' programs to form a comprehensive cognition of the theory, and require each work leader to share the harvest with the students to further deepen the students' recognition of the value of the theory.

The evaluation is composed of two parts: teacher evaluation and student mutual evaluation. The teacher evaluation score is full of 50 points. According to the theme and difficulty of the activities participated by the students, the written materials provided and the performance, the grades of each semester are objectively and fairly evaluated; The students' mutual evaluation score is out of 40 points, and the students' enthusiasm, participation and contribution are objectively evaluated according to the whole process; Each semester, any project can be scored out of 10 points, according to the lecture voucher and practice manual to fill in the quality score. Before the end of the fourth semester, we should carry out a questionnaire survey on the practical links of ideological and political courses. In the fourth semester of the practice manual, a special column will be set up to solicit students' suggestions and opinions, and teachers will carefully review this column after students finish it, so as to further improve the program and enhance the effectiveness of education.

4.2. The Environment for Collaborative Education, Exploring the Establishment of an Environment That Supports Education in All Aspects

It means that the environment should be conducive to the effective communication between teachers and students, and between students and students, so as to promote the continuous development and perfection of students' character. The positive, healthy and lively classroom communication environment among multiple subjects will make the teacher-student relationship democratic, equal and harmonious, which is conducive to promoting the formation of students' independent character, cultivating students' pioneering spirit and creative ability, and improving their personal value. The negative, cold and dreary classroom communication environment will cause the teacher-student relationship to be disharmonious, rigid and tense, and in the long run, it is easy to make students form a bad character such as solitary, narrow, and cold, which will not only affect the quality of classroom learning, but also affect the healthy growth of students. Teachers are the organizers and leaders of classroom teaching, and should give full play to their role in creating a healthy classroom communication environment.

Making in "overall planning". To achieve overall planning, it is necessary to strengthen overall guidance and management. Although education has various forms, multiple schools with multiple policies, and one school with multiple policies, from a systematic, standardized, and sustainable perspective, it still requires systematic planning and coordinated promotion of teaching construction. Coordinating the construction of teaching courses, strengthen research on teaching theories, develop and publish teaching guides, and timely release teaching suggestions. Theory comes from practice, and teachers must regularly provide theoretical training and practical training, increase social practice efforts, formulate reasonable policies based on reality, create favorable conditions, and enable teaching management responsibilities to be implemented. Success lies in "Practice", which means expanding the work pattern and expanding

channel resources. Continuously expanding the working pattern of teaching construction and effectively strengthen cooperation and exchange between fields, regions, departments, levels, and categories. Continuously expanding channel resources, integrate social resources, form a resource synergy, adapt to local conditions, consolidate a distinctive resource pool, and cultivate a good campus environment.

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