Character Education and Character-trait Development: An Enrichment for College Students

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ABSTRACT

This study proposes character education for gifted students that will help enhance the awareness and
behavior of character and common sense. This teaching experiment in character education includes (1) course contents on five topics: Hard work, Responsibility and mission, Love and caring optimism and humor, and Multiple intelligence; (2) participants: 72 high school students and 30 leaders of student clubs; (3) teaching methods: “topic enrichment” and “integrated” teaching. This study concludes that character education has been proven to have a significant relationship with character-traits, ability to care for society, and the development potential of each individual.

Key Words: character education, character-trait, gifted students

I. Introduction

A. Research motivation and purpose:

Since the beginning of this century, scholars in the US, the UK, Canada, Australia, and Japan found that the world’s new crisis is “normal degeneration” as well as the ignorance of “character education”; many factors have contributed to normal degeneration. The lost of “social values” is at the top of the list and is followed by family education dysfunction, the ignorance of “character” education at schools, and bad example given by the media (Lickna, 2004; Goldberg, 2003).

Richter (2004) pointed out “normal degeneration” as Asia’s New Crisis and observed it in each social level such as corruption, non-normal behaviors, and deterioration of ethics in business and serious social apathy. The threats from terrorists including the 9/11 attack and London Blasts in July, 2005 and the crimes of politicians have deprived this generation of a sense of security although there have been no wars.

The unemployment rate in Taiwan continues to rise with an average unemployment rate of 4.5% from 2000 to 2006 and the misery index in Taiwan has also risen (Common Wealth Magazine, 2006). Due to the dissolution of political ethics, some politicians have promised welfare developments that have resulted in budget deficits. Consequently, educational reform in 2004 abolished “ethic courses” at junior high and primary schools. Approximately 80% of teachers and parents regarded “national morals” as lower than that of ten years ago (Common Wealth Magazine, 2003).

Normal degradation was regarded as a crisis to human survival by the US educator Maritan (1965) and he believed it is urgent to “regenerate morals.” Lickona (1993) We shall not only teach students to abide by “external rules and regulation,” but also teach them to cultivate “internal moral character.” Lickona (1993) also called for a “sensible awareness and love.” The Bush administration in 2000 advocated a national character education program to promote and subsidize character education in universities, high schools and primary schools with the hope of rebuilding its
power and creating a new social order.

Tsai (2003), Cheng (2003) and Finney (2002) suggested that when participating in courses on “character education,” “leadership development,” and “learning strategies,” gifted students are able to explore more potential. “Character education” helps gifted students to “develop self potential,” and assist society in progress and development. Finney(2002) indicated that if education for gifted students emphasizes the important function of character education, then: (1) more responsible citizens; (2) more responsible children, (3) more society caring citizens; (4) outstanding social leaders with greater sense of responsibility will be developed. As a result, character education is a “core value” education, the basis of individual potential, interpersonal relationship, and business development. It is our mutual expectation to cultivate future citizens with high moral standards.

Thus, the purposes of this study are to:

1. Understand the cognition, attitude, and behavior of high school gifted students toward character education;
2. Conduct “character education” to help gifted students develop positive character-traits;
3. Propose research findings and relevant suggestion for the “character education” of gifted students.

B. Term definition:

1. Character: Internal cultivation and externally demonstrated behavior forms individual traits. An individual of character displays respectable traits and he/she is able to behave correctly and is a social model of morality. Individual character traits have been shaped by the selection of moral cognition, emotion, and love and are expressed in behavior. Character cultivation enables us to demonstrate moral consideration, emotion and action under certain context (Goldberg, 2003).

2. Character education: refers to a teaching activity that helps students to acquire a “universal value,” “core value” and “moral education” and enables students to think and act within a moral scope. The content of character education should include knowledge and morals, cognition and emotion, and emotion and behavior such as (1) education of moral cognition: students should be taught to recognize moral values and be able to predict based on sensibility, the influence of moral behavior in every industry; (2) education of moral emotion: students should be able to address the issue of individual preferences and the influence of moral character on future behavior; (3) education of moral behavior: students should be taught to make moral judgments to identify models of correct behavior and reflect and amend individual incorrect behavior (Goldberg, 2003).

3. Character traits: Character traits refer to positive caring and serving behaviors demonstrated after individuals receive “character education;” for example, character attitude and behavior such as positive attitude, hard work, love and caring, humor, self-control, persistency, respect, and gratitude. The evaluation of character traits are easily detected from observation records (Goldberg, 2003).
4. **Moral behavior**: Moral behavior is the combination of the individual understanding of morals, moral cognition, and a demonstration of behavior that fits social norms and moral standards. The features of moral behavior include an emphasis on altruism. The evaluation of moral behavior comes from the internal moral recognition and standards of an individual. It is also judged and reviewed from another perspective by the demonstration of social behavior, the evaluation of a long-term contribution to society (Finney, 2002).

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**II. Literature Review**

This chapter mainly addresses the meaning and content of character education, its learning path, education methods, and relevant studies. The meaning and contents of character education, the path and education methods for cultivation of good character, and relevant studies of character education are described in A, B, and C, respectively.

**A. Meaning and contents of character education**

This chapter analyzes and discusses the meaning and contents of character education.

1. **Meaning of character education**:

   What is character education? Goldberg (2003) regarded character education as a teaching activity that helps students to acquire universal values with a core value that leads to the expression of moral thinking, moral promise, and moral behavior; Lickona (1993) thought that character education should cultivate in students the ability to know, desire, and act good properly with special “character education,” so students will internalized the character education as regular behavior.

   The Character Education Partnership (1999) suggested that character education is a good method to cultivate the young with good characters. Good character should include core values such as honesty, responsibility, love and caring, justice, and respect. Cheng Chao-Shun (2006) pointed out that character education promotes the core value of hard work, responsibility, love and caring, respect, honesty, justice, humor, and self-control through teaching.

   In sum, the narrow definition of character education refers to special moral training, certain value concepts and learning programs that are taught to youth under an established education method. The broad definition of character education include all tangible and intangible educational activities conducted in schools and society to encourage the youth to know, desire, and behave properly and internalize positive individual character traits.

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**B. Character education and reasons for character degeneration**;
Character education originated in the distant past. Confucius proposed character education with emphasis on the cultivation of individual characteristics, family life, state governance, and world peace. From investigation to cultivation of character, one is able to make contributions to society. Mengzi believed in loving and respecting people; Socrates, the greatest Western philosopher insisted that “knowledge is moral” and human beings make mistakes because of ignorance. Aristotle, the writer of the “Nicomachean Ethics” suggested a balance of ethical and unethical behaviors.

When individualism and utilitarianism is promoted, moral and ethic education is ignored. In 2000, the US was under attack by terrorists and the moral degeneration of politicians in Asia also has brought crisis to society and nation states. After observing US society, Lickona (2003), the advocate of character education, concluded that:

1. **Weakened family ethic education:** For most children, parents are the first teacher of morals and a moral “vacuum period” will occur if parents fail to demonstrate good moral behavior. Because of the dissolution of family values, character education should have two functions: 1. school education has to provide “core values” to make up for insufficient family character education; 2. school education has to help students to develop as individuals that respect oneself, study hard and have a sense of responsibility to overcome miserable living conditions.

2. **Growing trend of character degeneration among the youth:** Dysfunctional families that lack caring members, insufficient education, media pollution, and peer pressure contribute to character degeneration among the youth including lying, cheating, stealing, disrespecting parents and teachers, teen pregnancy, gang violence, irresponsibility, insufficient self-control, and behavior that fails to follow social norms; the situation deteriorates as teens grow into the twenties and results in low “business ethics.”

3. **Difficulty of current school education:** The US Character Education Partnership (2003) pointed out that when teachers conduct discussions in class with “value classification,” “situational learning,” and “ethical dilemmas” to attempt to rebuild school ethics and values, students emphasized on “power over responsibility,” and “self-respect over self-control,” attitudes that hinder the promotion of character education.

Lickona (2004), the great contributor to character education, concluded that irresponsibility, tardiness, lying, laziness, inappropriate sexual behavior, and drug abuse indicate the drawback of characters and if the individual understands the problem and promises to improve, good behavior and
character are more likely to be developed and replace bad habits.

C. Core value

Bennett (1993) selected 350 articles addressing morals from classic literature, history, and cultural ethics and wrote the “Book of Virtues” based on core values. He defined ten core values: self-control, sympathy, responsibility, friendship, work, courage, persistence, honesty, loyalty, and religious belief. Lickona (2004) also proposed ten social “core values”:

1. Wisdom: ability to make moral judgment;
2. Justice: respect to other’s rights and treat others with fairness;
3. Fortitude: right decision-making even in difficult situation;
4. Self-control: management of self desire, control of one’s temper and maintenance of pleasant moods;
5. Love: willingness to care for others and help others grow;
6. Positive attitude: eagerness to serve and to complete tasks;
7. Hard work: active target setting, hard working, and voluntary learning;
8. Integrity: being honest to self and others;
9. Gratitude: appreciation for help and the assistance of others;
10. Humility: listening to others and learning from others; modest presentation of self opinion and thoughts.

Character Counts that consists of professionals such as attorneys and accountants suggested social core values should include three character standards, so professionals will earn social respect. Those social core values are trustworthiness, respect, fairness, responsibility, caring, and citizenship.

In short, scholars and professional association propose “core values” that related to: (1) individual moral cultivation: manners, gratitude, humanity, persistence, hard work, and optimism; (2) individual and interpersonal relationships: justice, integrity, loyalty, responsibility, self-control, and wise judgment; (3) relationship among others, society, and nature: respect, love and caring, sympathy, and virtue. Through traditional virtue cultivation and the search for core values, individuals are able to foster harmony, interpersonal, social, and nature relationships and core education should be taught or influenced via character education in every possible path or influence. This is the way to deter moral degeneration in
III. Research Design and Methodology

This study aims to address the influence of character education of gifted students and non-gifted students. The design of this study includes: (1) planning of the structure of the experiment design: independent variable, intervening variable, and dependent variable; (2) research participants and time; (3) design of character course and teaching topic; (4) research instruments and (5) data processing.

A. Structure of experimental design:

According to research purpose and literature review, we propose the experimental structure as follows:

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Intervening variable</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Different teaching method</td>
<td>2. &quot;Integrated Teaching&quot;</td>
<td>2. Evaluation on character emotion</td>
</tr>
<tr>
<td>3. Different talent</td>
<td></td>
<td>3. Evaluation on character behavior</td>
</tr>
<tr>
<td>4. Interest in character education</td>
<td></td>
<td>4. Evaluation table of character traits</td>
</tr>
<tr>
<td>5. Character education course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Independent variables: including gender, teaching method, talents, interest in character education, and character education course.
2. Intervening variables: topic-enrichment method and integrated teaching

B. Research participants and time:

The participants of this study have been selected from gifted students of languages, social sciences, sciences, and applied sciences as well as leaders of student clubs.
Research time: A four-week topic enrichment education project was conducted for gifted students of languages, social sciences, sciences and applied sciences. For club leaders, character education focusing on “integrated teaching” was conducted on November 11 and 12 with the contents including “character unit teaching,” “activity program design,” “talent show,” and “multiple intelligence learning activities.”

C. Design of a Character Education program:

The topic design selection for “character education” in this study refers to the ten virtues proposed by Lickona (2004): wisdom, love and caring, hard work, trust, self-control, positive attitude, persistence, justice, humanity, and gratitude. Liu Ya-ling (2005) indicated that character education at elementary schools should include respect, responsibility, honesty, and cooperation; Chen, Lee Chin (2005) stated that character education at an elementary schools should consider the enhancement of character involving “self relationship,” “interpersonal relationship,” “relationship between individuals and the society,” and “relationship between individuals and nature.” To summarize the above mentioned findings, this study suggested four course topics:

<table>
<thead>
<tr>
<th>Topic of character</th>
<th>Enhancement of relationship</th>
<th>Main value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hard work</td>
<td>self relationship</td>
<td>Potential development</td>
</tr>
<tr>
<td>2. Responsibility and mission</td>
<td>individual and work and society</td>
<td>Improving work efficiency to contribute to the society</td>
</tr>
<tr>
<td>3. Love and caring</td>
<td>interpersonal and social relationship</td>
<td>Advancing human society</td>
</tr>
<tr>
<td>4. Optimism and humor</td>
<td>meaning of life</td>
<td>Setback dissolution and seeing the hope of life</td>
</tr>
<tr>
<td>5. Multiple intelligence</td>
<td>life potential</td>
<td>Understanding one’s</td>
</tr>
</tbody>
</table>
B. Instruments:
In accordance with the research purpose and design, this study makes use of five types of research instruments:
2. Learning Feedback Table: feedback given by students after participating in character development activity and opinion exchange;
3. Method Record of Case Study: records of in-depth discussions between teachers and students;
4. Feedback List for Teaching Comments: experience sharing between and among teachers after teaching sessions;
5. Observation and Evaluation Table: a team of observers were sent to observe and record the development of character traits among students.

E. Data Processing
Before the experimental learning and teaching program began, researchers conducted a “survey on character cognition, attitude, and behavior” and then analyzed the results with SPSS Version10.0 for variance of a single factor. The learning feedback table, teacher’s observation report, teaching experience review and in-depth discussion with students were used for further quantify the analysis. Statistical methods used with SPSS 10.0 included:
1. Average testing: gender difference and difference before and after teaching were conducted with independent sampling and average testing.
2. Analysis of variance of single factor: analysis of variance of single factor was conducted for students with different major talents and different teaching methods in different classes.

IV. Research result and discussion
A. Pre-testing and post-testing of character teaching
Table 4-1 showed the growth and progress analysis of character traits of gifted students such as “hard work,” “optimism,” “mission,” “caring” between pre-testing and post-testing. Among them, “caring” and “hard work” reached an extreme significant level of P<.01; “optimism” and “responsibility” achieved to a significant level of P<.05. This has proved that character education demonstrates significant teaching results in the promotion of character traits to students.
Table 4-1: Pre-testing and post-testing analysis of gifted students who received “character education”

<table>
<thead>
<tr>
<th>Character Trait</th>
<th>Pre-testing</th>
<th>Post-testing</th>
<th>Number of participants</th>
<th>Average</th>
<th>Standard deviation</th>
<th>F testing</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard Work</td>
<td>Pre-</td>
<td>Post-</td>
<td>102</td>
<td>17.02</td>
<td>3.20</td>
<td>9.617</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>103</td>
<td>23.47</td>
<td>4.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optimism</td>
<td>Pre-</td>
<td>Post-</td>
<td>102</td>
<td>17.09</td>
<td>3.42</td>
<td>4.837</td>
<td>.029</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>103</td>
<td>23.99</td>
<td>4.02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission</td>
<td>Pre-</td>
<td>Post-</td>
<td>102</td>
<td>16.77</td>
<td>3.44</td>
<td>4.233</td>
<td>.041</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>103</td>
<td>23.83</td>
<td>4.03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring</td>
<td>Pre-</td>
<td>Post-</td>
<td>102</td>
<td>16.85</td>
<td>3.57</td>
<td>45.829</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>103</td>
<td>20.07</td>
<td>5.66</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. The different results of character teaching methods

Table 4-2 showed that there were different results to use “topic enrichment” and “integrated” teaching method in different classes. The growth and progress analysis of character traits of gifted students such as “hard work,” “optimism,” “mission,” “caring” between “topic enrichment” and “integrated” teaching method. Among them, “hard work,” “optimism,” “mission” and “caring” reached an extreme significant level of P<.001; This has proved that character education demonstrates significant teaching results to use “topic enrichment” and “integrated” teaching method in different classes. The results of “integrated” teaching method better than the results of “topic enrichment” method.

Table 4-2: The results of conduct “Topic Enrichment” and “Integrated Teaching ”method in different classes

<table>
<thead>
<tr>
<th>Character Treats and Teaching Methods</th>
<th>Number of participants</th>
<th>Average</th>
<th>Standard deviation</th>
<th>F testing</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard Work</td>
<td></td>
<td></td>
<td></td>
<td>9.667</td>
<td>.000</td>
</tr>
<tr>
<td>1. languages Class (TE)</td>
<td>31</td>
<td>16.52</td>
<td>2.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. technology Class (TE)</td>
<td>42</td>
<td>16.00</td>
<td>2.82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Character Clubs (IT)</td>
<td>29</td>
<td>19.03</td>
<td>3.82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>102</td>
<td>17.02</td>
<td>3.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optimism</td>
<td></td>
<td></td>
<td></td>
<td>11.712</td>
<td>.000</td>
</tr>
<tr>
<td>1. languages Class (TE)</td>
<td>31</td>
<td>16.52</td>
<td>2.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. technology Class (TE)</td>
<td>32</td>
<td>15.90</td>
<td>3.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Character Clubs (IT)</td>
<td>29</td>
<td>19.41</td>
<td>3.44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>102</td>
<td>17.09</td>
<td>4.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission</td>
<td></td>
<td></td>
<td></td>
<td>10.929</td>
<td>.000</td>
</tr>
<tr>
<td>1. languages Class (TE)</td>
<td>31</td>
<td>16.10</td>
<td>2.44</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. The results of character teaching for different gifted students

Table 4-3 showed that there were not different results to conduct “character teaching” for different gifted students. All types of gifted students were proved to make significant progress in “hard work,” “mission,” “optimism,” and “love and caring” in the experiment: there has been no significant difference in the learning among all gifted students.

Table 4-3 : The results of conduct “character teaching” for different gifted students

<table>
<thead>
<tr>
<th>Character Trait and Gifted Students</th>
<th>Number of participants</th>
<th>Average</th>
<th>Standard deviation</th>
<th>F testing</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. gifted students of languages</td>
<td>53</td>
<td>23.92</td>
<td>3.91</td>
<td>1.024</td>
<td>.385</td>
</tr>
<tr>
<td>2. gifted students of social science</td>
<td>16</td>
<td>22.40</td>
<td>5.79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. gifted students of mathematics</td>
<td>15</td>
<td>23.47</td>
<td>4.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. gifted students of technology</td>
<td>19</td>
<td>24.11</td>
<td>4.98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td></td>
<td></td>
<td>1.024</td>
<td>.385</td>
</tr>
<tr>
<td>Optimism</td>
<td></td>
<td></td>
<td></td>
<td>.223</td>
<td>.880</td>
</tr>
<tr>
<td>1. gifted students of languages</td>
<td>53</td>
<td>24.11</td>
<td>3.81</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. gifted students of social science</td>
<td>16</td>
<td>23.20</td>
<td>4.38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. gifted students of mathematics</td>
<td>15</td>
<td>23.99</td>
<td>4.02</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. gifted students of technology</th>
<th>Total</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. gifted students of languages</td>
<td>53</td>
<td>24.51</td>
<td>3.91</td>
<td>1.603</td>
<td>.194</td>
<td></td>
</tr>
<tr>
<td>2. gifted students of social science</td>
<td>16</td>
<td>22.69</td>
<td>3.65</td>
<td>4.27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. gifted students of mathematics</td>
<td>15</td>
<td>22.40</td>
<td>4.26</td>
<td>4.27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. gifted students of technology</td>
<td>19</td>
<td>24.00</td>
<td>4.03</td>
<td>4.03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>23.83</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Caring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. gifted students of languages</td>
<td>53</td>
<td>20.96</td>
<td>5.93</td>
<td>1.001</td>
<td>.396</td>
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</tr>
<tr>
<td>2. gifted students of social science</td>
<td>16</td>
<td>19.50</td>
<td>5.20</td>
<td>5.46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. gifted students of mathematics</td>
<td>15</td>
<td>19.40</td>
<td>5.41</td>
<td>5.41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. gifted students of technology</td>
<td>19</td>
<td>18.58</td>
<td>5.66</td>
<td>5.66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>20.07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Character trait observation records: (Cheng Chao-shun, 2006).

1. **Enthusiastic**: host of program; student A and B who demonstrated enthusiastic emotion were able to attract the attention of the audience, praise the actors and lead the audience to show their appreciation by promoting applause.

2. **Hard working**: student C often offered help and is popular with both teachers and students.

3. **Optimistic and humorous**: students who get along with others and participate in each activity voluntary, are good performers, able to lead the audience, and are modest. Student D gave an example of humor: “A good wife is like a shelter where you can sail for protection; a bad wife is like sailing in a storm.” Humor often dissolves embarrassment.

4. **Responsibility and mission**: leaders and student D worked very hard and demonstrated the character of responsibility. Through work participation and performance, we were able to observe “character traits.”
V. Conclusion and suggestion

Through discussion of character education, the implementation of “character education” courses and teaching, and the in-depth interview with case studies, we made the following conclusions:

1. Character education should start with family education; systematic character education should be provided from elementary to university levels to promote the development of “character traits.”

2. Character education helps gifted students to develop “self potential” and the expression of character traits such as “interpersonal caring,” “social development,” “work ethics,” and “work quality.”

3. The implementation of character education showed significant results in the enhancement of the “character traits” of gifted students. The expression of “character traits” ties to overall character cognition, attitude, and behavior.

4. Adopting different character education: Different character education has different levels of influence on gifted students. The “integrated teaching method” used for student club leaders was shown to have better results than the “topic enrichment method” used in classrooms, but these two teaching methods help enhance the “character traits” of gifted students.

5. All types of gifted students were proved to make significant progress in “hard work,” “mission,” “optimism,” and “love and caring” in the experiment: there has been no significant difference in the learning among all gifted students.

6. Gender and individual difference have no impact on “character education.”

7. The expression of “character traits” of students should be seen only through observable character “attitude and behavior.”

According to above research findings and conclusion:

1. Government should encourage the implementation of “character education” in families, schools, and society: The government should encourage teachers and scholars to study and design courses and teaching methods for “character education” in order to enhance the growth of character traits of “gifted students” and “average students.”

2. Teachers should research effective “character” teaching methods: For example, topic enrichment methods as well as integrated teaching emphasizes character, demonstrative character, encouraging character, and the praise of character. Therefore, both “gifted students” and “average students” are willing to demonstrate “good character” and not only focus on success and achievement.

3. The present social crisis is a “moral crisis” and we should promote a social movement to enhance core values, character education, and social models: Parents, teachers, society, and the government should continuously provide “core value,” “role model,” and “recognition of good character” to enhance social ethics and character education. Through the enhancement of “character education,” society and nation states will move to a more stable development path.
(4) Systematic “character education” should be provided in families and schools: Courses such as “family ethics,” “citizenship and morals,” “business ethics,” and “life guidelines,” should be provided to continuously encourage, praise, and demonstrate positive character traits to cultivate a correct life attitude.

(5) Urgent insufficient “courses” and “teachers” for character education: The government should adopt systematic training in “morals” courses and professional ethic education in universities, on-the-job character education, topic training, seminars and conferences to improve business ethics.

(6) School administration system should encourage “character oriented campus culture” and “character integrated classroom management”: This will make character education become the inspiration for internal growth among gifted students and average students.

(7) Parents and teachers are models for positive character education for students: In addition to “good academic performance,” “good character” and demonstration of “self character” should be encouraged because “internal restrictive force” works more effectively than “external restrictive force” such as law and school rules and regulation and it helps with the development of “character education.”

(8) Gifted students are more likely to become leaders in their endeavors and it is important to promote the positive behavior of gifted students: Only with the encouragement by “service learning,” “model learning,” “integrated learning,” we are able to cultivate future leaders with exceptional “character traits.”

Reference


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