

# Study Chinese Teenagers' Character Education from Six Dimensions: Analysis of Survey Data

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## ABSTRACT

Because the formation and development of human character are influenced by family, school, society, network, and peers, this paper studies the influence of these dimensions on youth character education to understand the current situation of youth character education and grasp the dimensions that youth character education should focus on. This paper examines the influence of the six dimensions of family, school, society, network, peer, and self on adolescent character education and the relationship between these six dimensions. This paper's quantitative research method finding: most respondents believed that family education significantly impacted teenagers' personalities, that teenagers attach the most importance to their personality, even more than schools and families, but the Internet attaches little importance to personality education and is most supportive of character education at school and home. This study will expand the dimension of youth quality education and has practical value for strengthening the joint education system.

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## 1. INTRODUCTION

In our daily lives, the character of teenagers deserves our attention. Everyone knows that a person's life will experience family, school, society, network, friends, and self, so these six dimensions also influence the character development of adolescents. Therefore, through investigation and research, This research was conducted to understand the impact of family education, school education, social education, network education, peer education, and self-education on people's character education. This is the purpose and question of my research. There is no previous data on the impact of these six dimensions on adolescent personality and to what extent, so this study is very prospective and different from previous studies.

Hardin L. K. Coleman and McGrath Robert E [1] further clarified several critical issues in the evaluation of character education. They summarised the program development and evaluation issues when defining quality education (CE). Put forward a focus on

improving civic, moral, self-discipline, and intellectual virtues. At the same time, They highlight that aspects of the same or individual elements of student personality may differ and call for well-planned assessments. Hardin L. K. Coleman and Berkowitz Marvin W [2] have proposed that only by considering the everyday problems of execution and process evaluation can the school atmosphere be created to implement character education programs effectively and promote character development (outcome evaluation). Hardin L. K. Coleman and Tichnor Wagner Ariel [3], through a case study of a network dedicated to integrating character education across diverse institutions and contexts, The utility of Network Improvement Community (NIC) as an organisational structure for extending Character Education across educational leadership programs discussed and it is considered necessary to accelerate Character Education Learning Through a Networked Approach. Thus, the findings obtained with the results of the study indicate that the concept of quality education with character is quality education with religious, cultural, and academic characteristics where the values through a preventive system approach are the principles of truth, religious principles, and the principle of love which can contribute to the country based on hope, satisfaction, pride and trust of society in general [4]. Well-ordered shame plays an indispensable and constructive role in a mixed-methods approach to developing moral character [5]. Online higher educators, particularly those developing professionals, must pay more explicit attention to cultivating character and wisdom in their teaching [6]. The proliferation of the virtues in the practice and theory of education today is [7].

Jin [8] believes college students in the new era are the potential new force of China's 'mass entrepreneurship and innovation.' However, the current situation of college students' entrepreneurship could be better, and their entrepreneurial ability and quality need to be improved. She combined entrepreneurial character education and labour education for college students, clarified the internal logical correlation of 'innovation through labour,' improved the talent training program to highlight the curriculum concept of 'labour education + innovation and entrepreneurship education,' strengthening the cultivation of double-qualified teachers, and expanded the pattern of entrepreneurial character education for college students. Yun Chang [9] proposed that character training is an essential educational approach to the character education of young people advocated by Plato [10] in the Republic, a premise for promoting the harmony between the body and mind of individuals, a necessary means to cultivate a just city-state and a just individual, a core measure to build a 'perfect man, and an important channel for individuals to achieve the 'supreme goodness' of city-state life. He believes that Plato's character education ideas, such as the realisation of city-state justice as the value orientation of character training, the harmonious development of individual body and mind as the goal of character training, and music education as the edifying environment of character training, have specific enlightenment significance for the shaping and cultivation of young people's character. Practically, this study provides a blueprint for educational institutions aiming to enhance the resilience and effectiveness of their programs in times of crisis [11]. Social-emotional learning (SEL), character education, and positive behaviour intervention and support (PBIS) are common approaches to Tier 1 universal social, emotional, and behavioural (SEB) supports in schools [12]. Honesty as a manifestation of the value of social piety is

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an attitude that must be an essential provision in the education system, especially character education [13].

Yingying Yan [14] proposed that picture books were readily accepted by students, in which simple pictures, characters, exciting stories, and plots could often convey rich connotations, which had significant application value for improving students' character and accomplishment and inheriting traditional Chinese virtues. Teachers should also do an excellent job in selecting picture books, interpreting picture books, and designing picture book reading activities to promote the formation of students' noble character. Ying Zhou [15] proposed that with the development of society, more and more attention should be paid to primary education; education reform has completed the leap from 'double foundations' to 'three-dimensional goals' and then to 'core literacy,' realising the transformation from textbooks to reality and put forward the fundamental task of cultivating morality and educating people. She believes a man has a hundred lines, and virtue is the first.' Character education cultivates the core quality of students and implements the basic requirements of cultivating morality and people. Chinese teachers should attach great importance to it. Yuanyuan Li [16] believed that with the development of The Times, the importance of character education has become increasingly prominent. Cultivating good character in children can lay the foundation for their lifelong development. She pointed out that education research results show that 3-6 years old is critical for developing children's character. Therefore, character education in early childhood is crucial. Intrinsic motivation is central to acquiring virtue, but caveat this by suggesting that extrinsic motivators can initially play a facilitatory role [17]. Students can reflect, elaborate, collaborate, and communicate well when learning character education in school [18].

Character education values are discovered in cultural activities and human interactions with God, others, and themselves [19]. A nation will fall if its young generation has low morale, quickly gives up, almost loses honesty, lacks discipline and responsibility, and thins out the sense of Nationalism [20]. People's character from birth has begun to be affected by the family environment, such as the quality of parents, the atmosphere of family culture, the content of family education, etc., which will affect the formation and development of young people's character from different degrees. As people grow older, they will receive education in school, and in the process of receiving school education, they will further develop their character under the influence of teachers' words and deeds and the school environment. At the same time, people will become friends with their classmates while receiving education, so the communication and interaction between peers will impact each other's character. With the continuous development of people's intelligence, they will gradually come into contact with the virtual network world, and the complex network world will bring people a new experience. There are dreamy online games, online value culture, rich and diverse online items, and various online beauties and handsome men, which will subtly affect the formation and development of people's character. In addition, Marx once said that man has nature and society, distinguishing man from animals because of society. Therefore, people's character can also be affected by the social environment.

Finally, under the influence of various environments, people's self-awareness is gradually strengthened, and self-education begins to awaken. As educators say, people's education is ultimately about implementing self-education. Therefore, this paper will analyse the influence of family, school, society, network, peers, and self on youth character education from six dimensions.

## 2. RESEARCH METHOD

Research data collection was carried out at several educational institutions in the city of Sichuan, China. The questionnaire was conducted in September 2022 among Chinese students enrolled in Chinese Guangxi Normal University, Beibu Gulf University, China West Normal University, Shaanxi Normal University, Nanchong Senior High School, Nanchong Baita Middle School, and YingShan Yunfeng Experimental Primary School, as well as some parents and teachers. Through So jump collected data. A total of 2,019 samples were collected. Survey data will be analysed with SPSS and SPSSAU using the quantitative analysis method. Test Cronbach's alpha coefficient was used as the primary reference standard to analyse the reliability of the questionnaire, carrying on Kaiser-Meyer-Olkin (KMO) and Bartlett spheres will analyse the data's content to test the data's validity, and Kruskal Wallis Test, Pearson's Correlation analysis, Simple Linear Regression analysis, and Cross-Over analysis.

## 3. RESEARCH DESIGN

The questionnaire included 19 questions in six dimensions: family, school, society, network, peer, and self, all of which were single-choice questions. Among them, the first problem is the choice of identity. Questions 2-7 aim to understand the influence of six adolescent character formation and development dimensions. Questions 8 to 13 aimed to determine the attention of the six dimensions to the character education of adolescents. 14-19 questions designed to understand the necessary degree of character education for adolescents through six dimensions.

## 4. SURVEY ANALYSIS

### 4.1. Reliability test

Analysis of the 2019 samples collected by SPSS software found that Cronbach's alpha coefficient of the youth character education questionnaire was 0.875, which was between 0.8 and 0.9 (see Table 1), indicating the internal consistency of the questionnaire data. The selection of all questions in each dimension was reasonable, and the dimension division was good and highly reliable.

Table 1. Reliability Test

Samples	Cronbach's alpha	Number
2019	0.875	18

Alt Text for illustration: Based on the 18 options in the questionnaire, Cronbach's alpha of the collected data from 2019 survey samples was 0.875.

## 4.2. Validity test

Using SPSS software to factor analyse the content of the adolescent character education questionnaire, the KMO values of the questionnaire were 0.888, between 0.8 to 0.9,  $P=0.000<0.01$  (see Table 3.2), which indicated that the questionnaire was suitable for factor analysis and had excellent structural validity. Therefore, the test results show that the questionnaire has high stability, reliability, and validity and can be used for subsequent modelling analysis.

Table 2. KMO and Bartlett's Test

Kaiser-Meyer-Olkin		0.888
Bartlett's Test of Sphericity	Approx. Chi-Square	19189.204
	df	153.000
	Sig.	0.000

Alt Text for illustration: About the 2019 survey data, its Kaiser-Meyer-Olkin is 0.888, and Bartlett's Test of Sphericity, of which Approx. Chi-Square is 19189.204; df is 153; Sig. is 0.000.

## 4.3. Kruskal Wallis test

### 4.3.1. The degree of influence on the formation and development of adolescent character

Kruskal-Wallis test data were analysed. As can be seen from Table 3, the influence degree of carrying out character education for adolescents through self-education and family education is significant at 0.01 level ( $p=0.000<0.01$ ). The influence degree of carrying out character education of adolescents through self-education and school education showed a significance of 0.01 ( $p=0.000<0.01$ ). The influence degree of character education through self-education and social education showed a 0.01 level remarkable ( $p=0.000<0.01$ ). The influence degree of carrying out character education of adolescents through self-education and network education showed a 0.01 level remarkable ( $p=0.000<0.01$ ). The influence degree of carrying out character education of adolescents through self-education and peer education showed a remarkable 0.01 level ( $p=0.000<0.01$ ). Therefore, all of them are remarkable ( $p<0.01$ ), all have differences, and the differences can be understood by comparing the median.

Table 3. The degree of Influence Kruskal Wallis test

	Serious Influence (n=549)	Very Influence (n=989)	Generally Influence (n=356)	Small Influence (n=93)	No Influence (n=32)	Self Median (P25,P75)	
						H-Value	P-Value
Family	1.000	2.000	2.000	2.000	5.000	41.519	0.000**
School	1.000	2.000	2.000	2.000	5.000	50.649	0.000**
Social	1.000	2.000	2.000	3.000	5.000	62.776	0.000**
Internet	1.000	2.000	2.000	2.000	5.000	61.121	0.000**
Peer	1.000	2.000	2.000	3.000	5.000	103.015	0.000**

\*  $p<0.05$  \*\*  $p<0.01$

Alt Text for illustration: Kruskal Wallis test showed that the influence of six dimensions on character education of teenagers showed a 0.01 level remarkable ( $p=0.000<0.01$ ), though median understanding.

#### 4.3.2 The degree of attention to the character education of teenagers

According to the Kruskal-Wallis test data, it can be seen from Table 4 that both self-education and family education have a significance of 0.01 level on the attention degree of teenagers' character ( $p=0.000<0.01$ ). The attention degree of self-education and school education on adolescent character showed a 0.01 level ( $p=0.000<0.01$ ). The attention degree of self-education and social education on adolescent character showed a 0.01 level ( $p=0.000<0.01$ ). The attention degree of self-education and network education on adolescent character showed a 0.01 level remarkable ( $p=0.000<0.01$ ). The attention degree of self-education and peer education on adolescent character showed a 0.01 level ( $p=0.000<0.01$ ). Therefore, they are all significant ( $p<0.01$ ), have differences, and can be understood by comparing the median.

Table 4. The Degree of Attention Kruskal Wallis test

	Self Median (P25,P75)						
	Especially Attention (n=783)	Very Attention (n=822)	Generally Attention (n=331)	Small Attention (n=57)	No Attention (n=26)	H-Value	P-Value
Family	1.000	2.000	3.000	3.000	4.000	118.959	0.000**
School	1.000	2.000	3.000	3.000	3.500	87.534	0.000**
Social	3.000	2.000	3.000	3.000	4.000	91.559	0.000**
Internet	3.000	3.000	3.000	4.000	4.000	64.773	0.000**
Peer	2.000	3.000	3.000	4.000	5.000	106.163	0.000**

\*  $p<0.05$  \*\*  $p<0.01$

Alt Text for illustration: Kruskal Wallis test showed that the attention of six dimensions on character education of teenagers showed a 0.01 level remarkable ( $p=0.000<0.01$ ), though median understanding.

#### 4.3.3. The Degree Necessary for carrying out character education for teenagers

Kruskal-Wallis test data were analysed. As can be seen from Table 5, there is a remarkable difference of 0.01 level in the necessary degree of character education for adolescents through self-education and family education ( $p=0.000<0.01$ ). The necessary degree of delivering quality education for adolescents through self-education and school education showed a remarkable difference at 0.01 level ( $p=0.000<0.01$ ). The necessary degree of delivering quality education for adolescents through self-education and social education showed a remarkable difference at 0.01 level ( $p=0.000<0.01$ ). The necessary degree of delivering quality education for adolescents through self-education and network education showed a remarkable difference of 0.01 level ( $p=0.000<0.01$ ). The necessary degree of self-education and peer education for adolescent character education showed a

remarkable difference at 0.01 level ( $p=0.000<0.01$ ). Therefore, the difference between them can be understood by comparing the median.

Table 5. The Degree Necessary Kruskal Wallis test

	Especially Necessary (n=1016)	Very Necessary (n=899)	Generally Necessary (n=69)	Small Necessary (n=10)	No Necessary (n=25)	Self Median (P25,P75)	H-Value	P-Value
Family	1.000	2.000	2.000	2.000	3.000	63.056		0.000**
School	1.000	2.000	2.000	2.500	2.000	69.474		0.000**
Social	1.000	2.000	2.000	3.000	2.000	103.481		0.000**
Internet	1.000	2.000	3.000	3.000	5.000	135.291		0.000**
Peer	1.000	2.000	3.000	3.000	4.000	149.784		0.000**

\*  $p<0.05$  \*\*  $p<0.01$

Alt Text for illustration: Kruskal Wallis test showed that the necessity of six dimensions on character education of teenagers showed a 0.01 level remarkable ( $p=0.000<0.01$ ), though median understanding.

#### 4.4. Pearson's Correlation Analysis

##### 4.4.1. The degree of influence on the formation and development of adolescent character

According to the analysis in Table 6, the correlation value of self-education and family education affecting young people's character formation and development is 0.432. As a result, It presents a significance level of 0.01, and the correlation value is 0.470, indicating a significant positive correlation. The correlation value of self-education and social education affecting young people's character formation and development is 0.472, showing a significance level of 0.01, indicating a significant positive correlation. The correlation value of self-education and social education affecting young people's character formation and development is 0.415, showing a significance level of 0.01, indicating a significant positive correlation. The correlation value of self-education and social education affecting young people's character formation and development is 0.545, showing a significance level of 0.01, indicating a significant positive correlation.

Table 6. The Degree of Influence Pearson's Correlation Analysis

		Self Education
Family Education	Correlation Coefficient	0.432**
	P-Value	0.000
School Education	Correlation Coefficient	0.470**
	P-Value	0.000
Social Education	Correlation Coefficient	0.472**
	P-Value	0.001
Internet Education	Correlation Coefficient	0.451**
	P-Value	0.000
Peer Education	Correlation Coefficient	0.545**
	P-Value	0.000

\*  $p<0.05$  \*\*  $p<0.01$

Alt Text for illustration: Pearson's Correlation Analysis shows a level of 0.01, indicating that these six dimensions have positively correlated with the degree of influence on the character education of adolescents.

#### 4.4.2. The degree of attention to the character education of teenagers

Specific analysis in Table 7 shows that the relationship value between self and family's attention to adolescent character education is 0.439, and the significance level is 0.01, indicating a significant positive correlation between them. The correlation value between self and school's attention to adolescent character education is 0.394, and the significance level is 0.01, indicating a significant positive correlation between them. The correlation value of self and society's attention on adolescent character education is 0.379, and the significance level is 0.01, indicating a significant positive correlation between them. The correlation value between self and the attention degree of the Internet on adolescent character education is 0.293, and the significance level is 0.01, indicating a significant positive correlation between them. The correlation value of self and peers' attention on adolescent character education is 0.411, and the significance level is 0.01, indicating a significant positive correlation between them.

Table 7. The Degree of Attention Pearson's Correlation Analysis

		Self Education
Family Education	Correlation Coefficient	0.439**
	P-Value	0.000
School Education	Correlation Coefficient	0.394**
	P-Value	0.000
Social Education	Correlation Coefficient	0.379**
	P-Value	0.001
Internet Education	Correlation Coefficient	0.293**
	P-Value	0.000
Peer Education	Correlation Coefficient	0.411**
	P-Value	0.000

\*  $p < 0.05$  \*\*  $p < 0.01$

Alt Text for illustration: Pearson's Correlation Analysis shows a level of 0.01, indicating that these six dimensions have positively correlated with the degree of attention on the character education of adolescents.

#### 4.4.3. The necessary degree of carrying out character education for youth

Specific analysis in Table 8 shows that the correlation value of the necessary degree of carrying out quality education for adolescents through self and family is 0.541, and the significance level is 0.01; that is, they have a significant positive correlation. The correlation value of the necessary degree of carrying out quality education for adolescents through self and school is 0.572, and the significance level is 0.01; they have a significant positive correlation. The correlation value of the necessary degree of quality education for adolescents through self and society was 0.600. The significance level is 0.01; they have a significant positive correlation. The correlation value of the necessary degree of carrying



out quality education for teenagers through self and network is 0.618, and the significance level is 0.01; they have a significant positive correlation. The correlation value of the necessary degree of quality education for adolescents through self and peers is 0.600, and the significance level is 0.01; they have a significant positive correlation.

Table 8. The Necessary of Degree Pearson's Correlation Analysis

		Self Education
Family Education	Correlation Coefficient	0.541**
	P-Value	0.000
School Education	Correlation Coefficient	0.572**
	P-Value	0.000
Social Education	Correlation Coefficient	0.600**
	P-Value	0.000
Internet Education	Correlation Coefficient	0.618**
	P-Value	0.000
Peer Education	Correlation Coefficient	0.600**
	P-Value	0.000

\* p<0.05 \*\* p<0.01

Alt Text for illustration: Pearson's Correlation Analysis shows a level of 0.01, indicating that these six dimensions have positively correlated with the degree of necessity for the character education of adolescents.

#### 4.5. Simple Linear Regression Analysis

##### 4.5.1. The degree of influence on the formation and development of adolescent character

In linear regression analysis, the influence degree of family education, school education, social education, network education, and peer education on the formation and development of adolescent character is the independent variable, and the influence degree of self-education on the formation and development of adolescent character is the dependent variable. The model formula is the influence of self-education on the formation and development of adolescents' character =  $0.374 + 0.106*$ ; the influence of family education on the formation and development of adolescents' character is  $+ 0.137*$ ; the influence of school education on the formation and development of adolescents' character is  $+ 0.145*$ ; The effect of social education on the formation and development of adolescents' character is  $+ 0.090*$ , the effect of network education on the formation and development of adolescents' character is  $+ 0.346*$ , the effect of peer education on the formation and development of adolescents' character is 0.373. The R-square value of the model is 0.373. It means that the influence of family education, school education, social education, network education, and peer education on the formation and development of adolescents' character can explain 37.3% of the change in the influence of self-education on the formation and development of adolescents' character. The model passed F-test ( $F=239.094$ ,  $p=0.000$  <  $0.05$ ); in other words, at least one of them will affect the formation and development of adolescent character. In addition, according to the multicollinearity test of the model, VIF values in the model are all less than 5, meaning there is no collinearity problem.

Moreover, the D-W value is near the number 2, indicating no autocorrelation in the model and no good correlation between the sample data and the model. According to the specific analysis (see Table 9), the regression coefficient value of family education on the formation and development of young people's character is 0.106( $t=3.620$ ,  $p=0.000<0.01$ ), which means that family education will have a significant positive impact on the development of adolescent character. The regression coefficient value of the influence degree of school education on the formation and development of adolescent character was 0.137( $t=4.465$ ,  $p=0.000<0.01$ ), meaning that school education has a significant positive impact on adolescent character development. The regression coefficient value of the influence degree of social education on the formation and development of adolescent character was 0.145( $t=5.264$ ,  $p=0.000<0.01$ ), meaning that social education will significantly impact adolescent character development. The regression coefficient value of the influence degree of network education on the formation and development of adolescent character was 0.090( $t=3.864$ ,  $p=0.000<0.01$ ), meaning that online education will significantly impact adolescent character development. The regression coefficient of peer education on the character and development of youth was 0.346( $t=14.810$ ,  $p=0.000<0.01$ ), which means that peer education has a significant positive impact on self-education.

Table 9. The Degree of Influence Simple Linear Regression Analysis

	Regression Coefficient	95% Confidence Interval	VIF
Constant	0.374** (7.306)	0.274~0.474	-
Family Education	0.106** (3.620)	0.048~0.163	1.907
School Education	0.137** (4.465)	0.077~0.196	2.269
Social Education	0.145** (5.264)	0.091~0.199	2.016
Internet Education	0.090** (3.864)	0.044~0.136	1.576
Peer Education	0.346** (14.810)	0.300~0.391	1.614
Sample Size		2019	
R-Squared		0.373	
Adjusted R-Square		0.371	
F-Value		F(5,2013) = 239.094 p = 0.000	

Dependent Variable: Self-Education

D-W Value: 1.985

\* $p<0.05$ \*\* $p<0.01$  Inside The Parentheses Is The T-Value

Alt Text for illustration: Simple Linear Regression analysis found that the six dimensions have significant positive effects on the degree of influence of character education.

#### 4.5.2. The degree of attention to the character education of teenagers

In linear regression analysis, the independent variable is the degree of attention of family, school, society, network, and peers on adolescent character education. The

dependent variable is the degree of self-attention in adolescent character education. The formula of the model is self-emphasis on the character education of adolescents =  $0.582 + 0.231^*$ ; family emphasis on the character education of adolescents +  $0.125^*$ ; school emphasis on the character education of adolescents +  $0.101^*$ ; society emphasis on the character education of adolescents  $-0.106^*$ ; The network attaches importance to the character education of adolescents +  $0.220^*$ , and the peer attaches importance to the character education of adolescents, and the R-square value of the model is 0.271. The results showed that the family, school, society, network, and peers paid more attention to adolescents' quality education, which could explain 27.1% of the change in attention to adolescents' quality education. When the F-test proceeded on the model, it found that the model passed F-test ( $F=150.030$ ,  $p=0.000<0.05$ ). It also shows that at least one of the family, school, society, network, and peers' attention to the youth character education will affect the self's attention to the youth character education. In addition, according to the multicollinearity test of the model, VIF values in the model were all less than 5, indicating no collinearity problem.

Moreover, the D-W value is around 2, indicating no autocorrelation in the model and no correlation between the sample data and the model, indicating that the model is good. According to the specific analysis(see Table 10), the regression coefficient value of the family's emphasis on adolescent character education is  $0.231(t=10.545, p=0.000<0.01)$ , which means that family education has a significant positive impact on self-education. The regression coefficient value of the school's emphasis on youth character education was  $0.125(t=4.988, p=0.000<0.01)$ , which means that school education has a significant positive impact on self-education. The regression coefficient value of society's emphasis on adolescent character education was  $0.101(t=3.856, p=0.000<0.01)$ , meaning that social education significantly positively impacts self-education. The regression coefficient value of the network's emphasis on adolescent character education was  $-0.106(t=-4.624, p=0.000<0.01)$ , meaning that network education significantly negatively impacts self-education. The regression coefficient value of peers' emphasis on youth character education was  $0.220(t=9.459, p=0.000<0.01)$ , meaning that peer education significantly positively impacts self-education.

Table 10. The Degree of Attention Simple Linear Regression Analysis

	Regression Coefficient	95% Confidence Interval	VIF
Constant	$0.582^{**}$ (10.844)	$0.477 \sim 0.688$	-
Family Education	$0.231^{**}$ (10.545)	$0.188 \sim 0.274$	1.572
School Education	$0.125^{**}$ (4.988)	$0.076 \sim 0.174$	1.841
Social Education	$0.101^{**}$ (3.856)	$0.049 \sim 0.152$	2.490
Internet Education	$-0.106^{**}$ (-4.624)	$-0.151 \sim -0.161$	2.513
Peer Education	$0.220^{**}$ (9.459)	$0.175 \sim 0.266$	2.103
Sample Size		2019	
R-Squared		0.271	
Adjusted R-Square		0.270	

	Regression Coefficient	95% Confidence Interval	VIF
F-Value		F(5,2013) = 150.030 p = 0.000	

Dependent Variable: Self-Education

D-W Value: 2.005

\*p<0.05\*\*P<0.01 Inside The Parentheses Is The T-Value

Alt Text for illustration: Simple Linear Regression analysis found that the six dimensions significantly positively affect the degree of attention of character education.

#### 4.5.3. The necessary degree of carrying out character education for youth

The necessary degree of carrying out character education for adolescents through family education, school education, social education, network education, and peer education was taken as the independent variable, and the necessary degree of carrying out character education for adolescents through self-education was taken as the dependent variable to conduct linear regression analysis. The formula of the model is a necessity of character education for adolescents through self-education =  $0.244 + 0.139^*$ ; the necessity of character education for adolescents through family education +  $0.116^*$ ; the necessity of character education for adolescents through school education +  $0.139^*$ ; The necessity of character education for young people through social education is +  $0.215^*$ , and the necessity of character education for young people through network education is +  $0.215^*$ . The R-square value of the necessity model of character education for adolescents through peer education is 0.510. It explained the necessity of carrying out character education through family, school, social, Internet, and peer education. It explained 51.0 per cent of the variation in the necessity of character education through self-education. The model passed the F-test ( $F=419.650$ ,  $p=0.000<0.05$ ); at least one of them will impact the necessary to educate adolescents about their character through self-education. In addition, according to the multicollinearity test of the model, VIF values in the model are all less than 5, meaning there is no collinearity problem.

Moreover, the D-W value is near the number 2, indicating no autocorrelation in the model and no good correlation between the sample data and the model. When the F-test can be conducted on the model, the model passes the F-test ( $F=419.650$ ,  $p=0.000<0.05$ ). That is to say, the model construction is meaningful. In addition, according to the multicollinearity test of the model, VIF values in the model are all less than 5, meaning there is no collinearity problem. Moreover, the D-W value is near the number 2, indicating no autocorrelation in the model and no good correlation between the sample data and the model. According to the specific analysis(see Table 11), the regression coefficient of the necessity of carrying out family-character education is  $0.139(t=5.452, p=0.000<0.01)$ , which means carrying out character education through family education will have a significant positive impact on self-education. The regression coefficient of the necessity of carrying out character education through schools was  $0.116(t=3.890, p=0.000<0.01)$ , meaning that character education through school education will significantly impact self-education. The regression coefficient of the necessity to carry out character education through society was  $0.139(t=5.225, p=0.000<0.01)$ , meaning that character education

through social education will significantly impact self-education. The regression coefficient of the need to carry out character education through the Internet was 0.215( $t=10.600$ ,  $p=0.000<0.01$ ), which means that carrying out character education through network education will significantly positively impact self-education. The regression coefficient of the need to carry out character education through peers was 0.215( $t=11.517$ ,  $p=0.000<0.01$ ), meaning that character education through peer education will significantly impact self-education.

Table 11. The Necessary Degree Simple Linear Regression Analysis

	Regression Coefficient	95% Confidence Interval	VIF
Constant	0.244** (7.771)	0.182~0.305	-
Family Education	0.139** (5.452)	0.089~0.189	2.445
School Education	0.116** (3.890)	0.058~0.175	3.088
Social Education	0.139** (5.225)	0.087~0.191	2.651
Internet Education	0.215** (10.600)	0.175~0.255	2.150
Peer Education	0.215** (11.517)	0.178~0.251	1.887
Sample Size		2019	
R-Squared		0.510	
Adjusted R-Square		0.509	
F-Value		F(5,2013) = 419.650 p = 0.000	

Dependent Variable: Self-Education

D-W Value: 2.000

\* $p<0.05$ \*\* $p<0.01$  Inside The Parentheses Is The T-Value

Alt Text for illustration: Simple Linear Regression analysis found that the six dimensions significantly positively affect the degree of necessary character education.

## 5. CONCLUSION

This paper analyses the questionnaire results and discusses the character education of adolescents from six dimensions. The results show that these six dimensions are independent and interrelated, which jointly affect the formation and development of adolescent character. This survey analyses the influence of six dimensions on adolescent character education. It analyses the logic and correlation between the six dimensions with the thinking of connection and development and their importance to adolescent character education. Of course, the network dimension must pay more attention to youth character education. The research results of this paper provide new data support and ideas for the research field of adolescent character education. Of course, we can have a detailed discussion and analysis in the future to have an in-depth understanding of the specific impact of these six dimensions on youth character education. In addition, these six dimensions can only partially reflect the character education of teenagers and can be studied from other aspects. We can also consider the nature and links of quality-oriented education, so this study has certain limitations. Suggested that based on the dimensional research of this study, we should grasp the actual situation of the development law of youth

quality, conduct in-depth research and comprehensive thinking, and improve the educational concept, educational content, educational method, and educational policy to serve the cultivation of all-round development of youth.

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