

Academic Big Data Analysis: A Comparison of Human Rights Education and Personality Education in Korean Universities

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The goal of this study is to improve understanding of the change of personality education and human rights education of university students. We used data collected through educational and academic Information sources (RISS), including big data. In the database used by experts, the frequency and relational aspects of the key words were analysed. Theme words included 'university student', 'human rights education' and 'personality (character) education'. We analysed the frequency, ranking, and connection of the keywords by processing the collected unstructured text into data suitable for research and analysis. All statistical analyses were carried out using R software. First, the most frequently mentioned keywords in human rights education for college students were perception, sensitivity, and attitude. This implies that human rights education starts with individual citizens' awareness of and interest in human rights. Keywords of high centrality included: policy, education, welfare, ethical, and values. As a result of this study, it was found that the personality education of university students was conducted as a personality education program centred around virtues and values. There were many studies that awakened sensitivity and awareness of human rights rather than education and programs. This study promotes awareness of the freedom and autonomy of university students. It is necessary to practice moral education. Human rights education and personality education should be conducted. We suggest that human rights education be assured of the concept of university education so that individuals can achieve excellence and self-fulfilment.

Key words: *Personality education, Rights education, Big data, University students.*



Introduction

In Korea, the "Personality Education Promotion Act" was enacted for the first time in 2014, and the "Personality Education Promotion Act Enforcement Decree" (hereinafter referred to as the "Personality Education Act") was promulgated in 2015. The interest of academics and the general public in personality education increased around 2015. It has been widely conducted for all school-age students in Korea as it is in the legal name (Bae and Burm, 2018). Now, personality education is not an option but an essential part of curriculum.

University is a place where students should learn and study the knowledge necessary for the development of the nation and human society and help their personality. It is imperative to cultivate democratic citizens by fully cultivating personalities in elementary and secondary education (Ziebertz et al., 2017). The concept of personality involved factors such as courage, friendship, pride, joy, justice, courage, moderation, and wisdom in the ancient Greek and Roman periods. Since the announcement of Evolution theory, humans have been recognised for uniqueness that distinguishes them from other life forms. This differentiation is signified by reason, language, and tools. Recently, interest in personality, a common characteristic of humans, and a natural instinct has increased (Bae and Burm, 2018). However, humanity is a concept that can be loosely divided according to differences in continual dynamic interaction with other beings. However, the inaccuracy of the concept makes its application in the field of personality education difficult. Personality education centred on a proven virtue is actively carried out in the education field (Bae and Burm, 2018; Ziebertz et al., 2017).

The fact that the legislation of character education became essential to curriculum means that it became 'something to do'. The curriculum is already made up of things that must be done, and what should be done there is added. The fact that there are more things to do for Korean learners is also proof that there is less room for what can be done because human time and space are limited. Human rights are the universal rights of human beings and are the basic rights to guarantee affable social activities (Ryu and Her, 2008). Human rights are universal rights enjoyed by all human beings, and they are applied equally to everyone. They consist of free rights, social rights, and solidarity rights. It cannot be confirmed that anyone is enjoying human rights, because historically, human rights have been extended to requests and acquisitions rather than being given (Ryu and Her, 2008; Son, 2016; Park, 2015; Yoo, 2016). Human rights education is needed to guarantee human rights.

In the educational arena, whereas personality education is an essential element of the educational curriculum guaranteed by law, human rights education is seen as a hidden section of the curriculum. However, personality education to teach what ought to be done should be balanced with human rights education. This ensures the conception of college education to help individuals achieve excellence and self-fulfilment as democratic citizens.



Therefore, this study defines the data of academic information databases used by experts as big data and compares the research on personality education and human rights education of college students after the enforcement of the personality education law. It provides basic data for the harmonious operation of human rights education that can be done and personality education that should be done in the education field.

Scholars on personality education can be divided into three main categories (Son, 2016; Park, 2015; Yoo, 2016; Bae and Burm, 2019): There is character education as moral education, character education centred on virtue or value, and character education as autonomy recovery and self-realisation (Bae and Burm, 2018). Specific methods of personality education include the use of curriculum and special activities, life guidance, and experience activities centred on virtue. In terms of the developmental period, moral education and activity-centred education are conducted in early childhood, and education is conducted in connection with curriculum and special activities in the elementary education period. Personality education is conducted in the middle and high school education period as a self-forming and strengthening civic capacity for community members. In all educational periods, character education centred on virtues is actively carried out, and character education as a core competency of democratic citizens is carried out during the higher education period (Bae and Lim, 2018; Bae and Burm, 2018; Bae and Burm, 2018).

Research on human rights education has two approaches: a personal approach and a social culture/legal approach (Ryu and Her, 2008). Human rights education is a way to awaken individual sensitivity and perception to counter human rights violations and to request human rights guarantees

Materials and Methods

Research Design

This study was intended to collect a wide range of data from various perspectives in order to understand the perception of experts about 'Human Rights Education and Personality Education'. The big data of the database used by experts was studied. This study conceptualised and analysed academic materials collected as the theme words of University (college) students', 'human rights education' and 'personality education' in the Korean Education and Research Information Service used by domestic and foreign experts as big data [7]. Academic information was collected in the form of theses, journals, and other academic materials from the Research Information Service System (RISS), which is used by the majority of researchers.

Data Analysis

The collected text data was removed from stop word, symbols, numbers, etc., and the data was refined by adding jargon. Then, the sentences were divided into minimum units through a morphological analysis technique among natural language processing techniques. Based on the frequency and relational aspect of the main keywords, this study tried to reveal the understanding and perception of the phenomenon. All statistical analyses were carried out using R software.

Results and Discussion

Big data analysis of human rights education for college students is as follows: The most frequently mentioned words in human rights education for college students were students (86), rights (64), perception (34), and sensitivity (27), as shown in Table 1.

Table 1: Frequency analysis

Ranking	Keyword	frequency	Ranking	Keyword	frequency
1	students	86	6	social	28
2	rights	64	7	sensitivity	27
3	human	55	8	nursing	24
4	university	38	9	multicultural	21
5	perception	34	10	attitude	21

Keywords most relevant to human rights education for college students were sensitivity (0.67), acceptance (0.49), affection (0.48), mediate (0.44), and childhood (0.4), as shown in Table 2.

Table 2: Correlation analysis

Keyword	sensitivity	acceptance	affection	mediate	childhood
Correlation	0.67	0.49	0.48	0.44	0.4

Table 3 shows the results of centrality analysis in examining the relationships between keywords relevant to human rights education for college students.

Table 3: Centrality analysis

Eigenvector Centrality			Betweenness Centrality		Page Ranking	
Ranking	Keyword	Centrality	Keyword	Centrality	Keyword	Centrality
1	rights	1.00e+ 0	rights	35	rights	0.0609
2	sensitivity	6.33e- 1	students	30	majoring	0.0551



3	policy	6.16e- 1	social	20	change	0.0437
4	migrant	5.52e- 1	consciousness	14	sensitivity	0.043
5	child	3.40e- 1	sensitivity	11	policy	0.0419
6	change	2.11e- 1	ethical	8	education	0.0353
7	improving	8.72e- 2	welfare	8	values	0.0327

Figure 1 and 2 are based on the network analysis that examines the relationship between university students' human rights education subjects.

Figure 1: Correlation network analysis

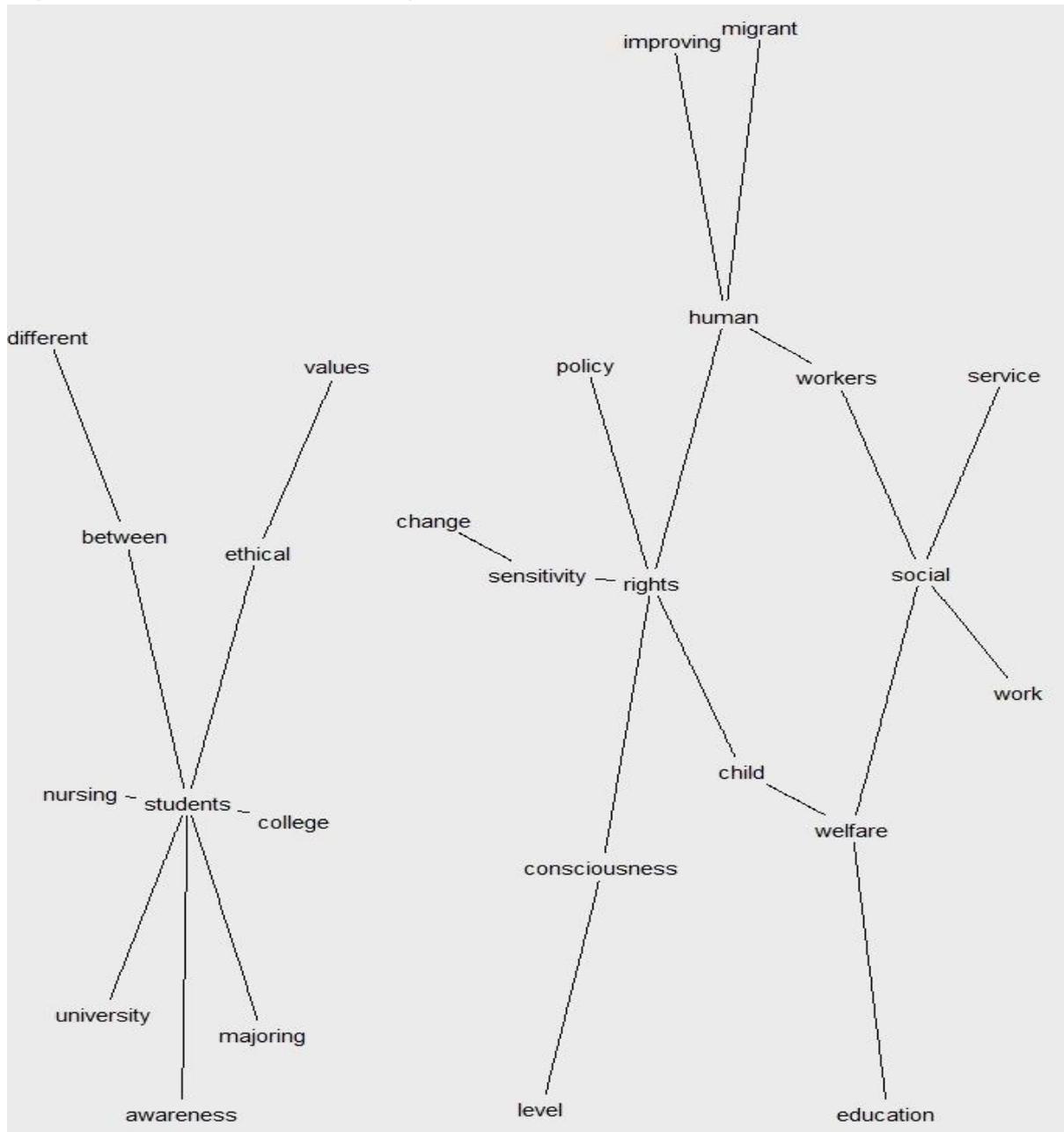
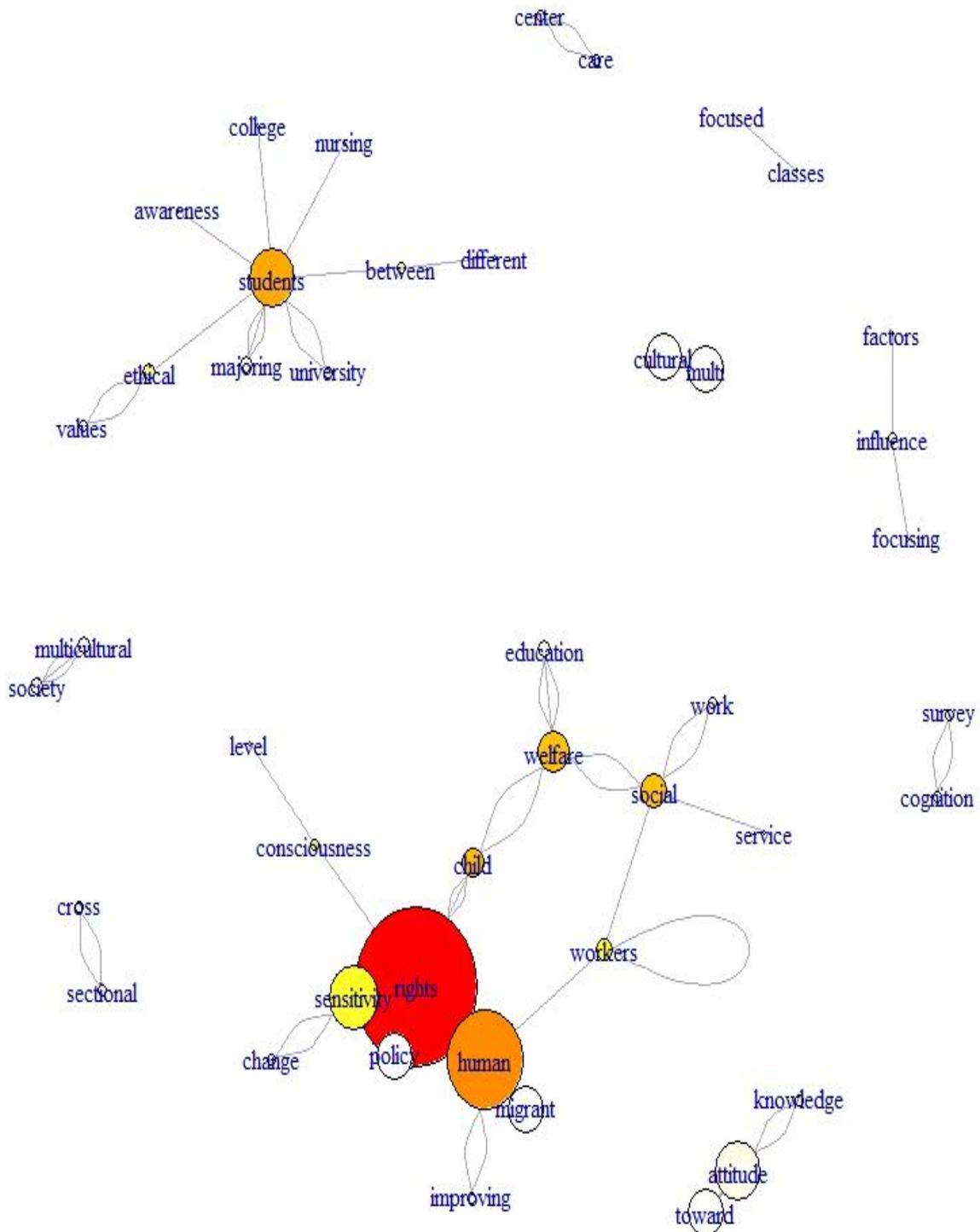


Figure 2: Centrality network analysis



Big data analysis of personality education for college students is as follows: The most frequently mentioned words in personality education for college students were students (187),

personality (115), character (92), program (61), creative (59), and nursing (25), as shown in Table 4.

Table 4: Frequency analysis

Ranking	Keyword	frequency	Ranking	Keyword	frequency
1	students	187	6	program	61
2	personality	115	7	creative	59
3	education	97	8	development	47
4	character	92	9	effects	63
5	university	75	10	nursing	25

Tables 5 and 6 show keywords most relevant to personality education for college students. The terms personality and character were used interchangeably and given researchers' choice (perception and intuition). Relevant keywords were separately identified for these two terms. Keywords most relevant to "personality" were awareness (0.46), creative (0.41), demand (0.39), level (0.31), and model (0.3).

Table 5: Correlation analysis (personality)

Keyword	awareness	creative	demand	level	model
Correlation	0.46	0.41	0.39	0.31	0.3

Keywords most relevant to "character" were nursing (0.43), act (0.39), program (0.34), promotion (0.32), and curriculum (0.31).

Table 6: Correlation analysis (character)

Keyword	nursing	act	program	promotion	curriculum
Correlation	0.43	0.39	0.34	0.32	0.31

Table 7 shows the results of centrality analysis to examine relationships between keywords relevant to personality education for college students.

Figure 4: Centrality network analysis

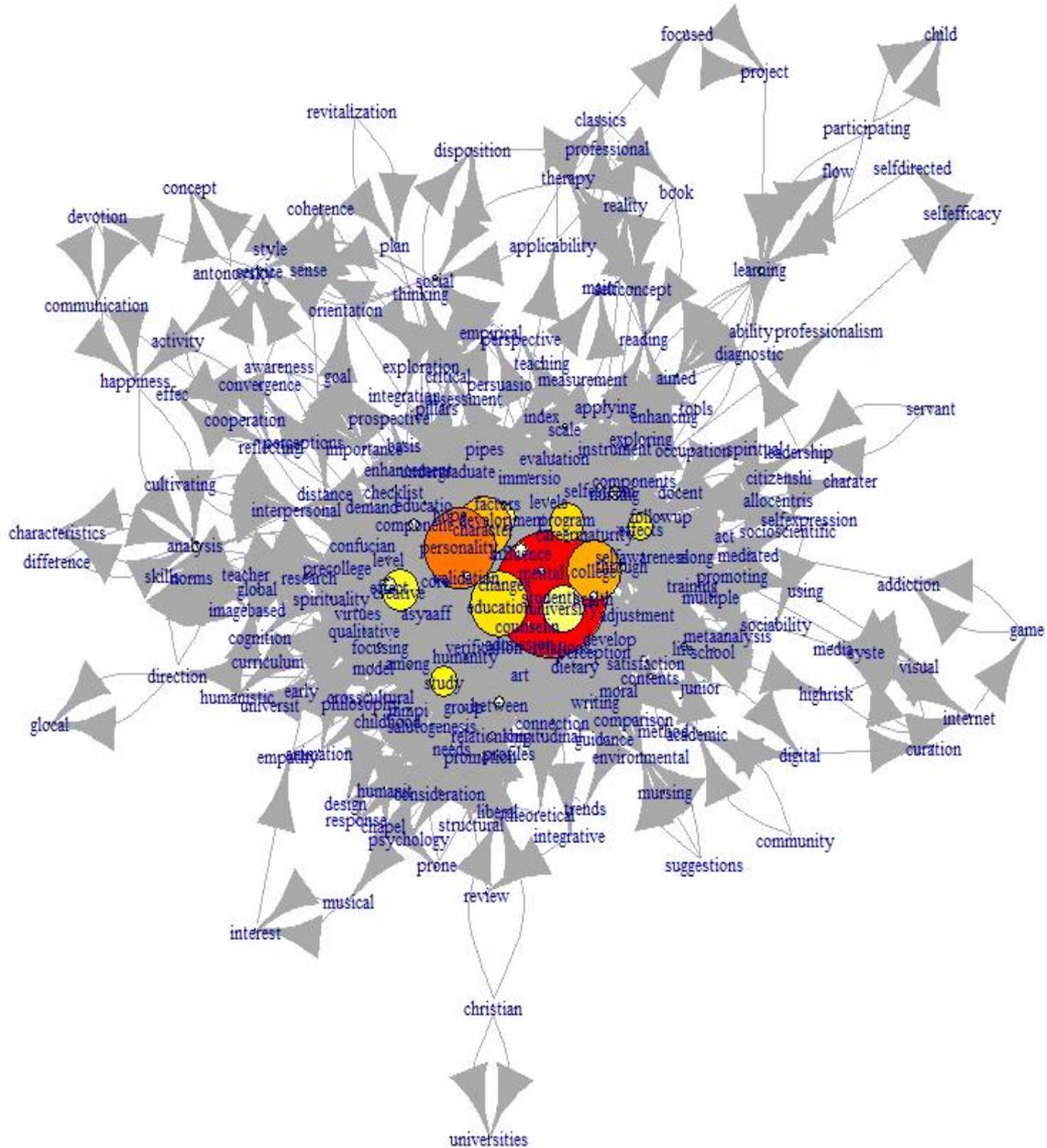
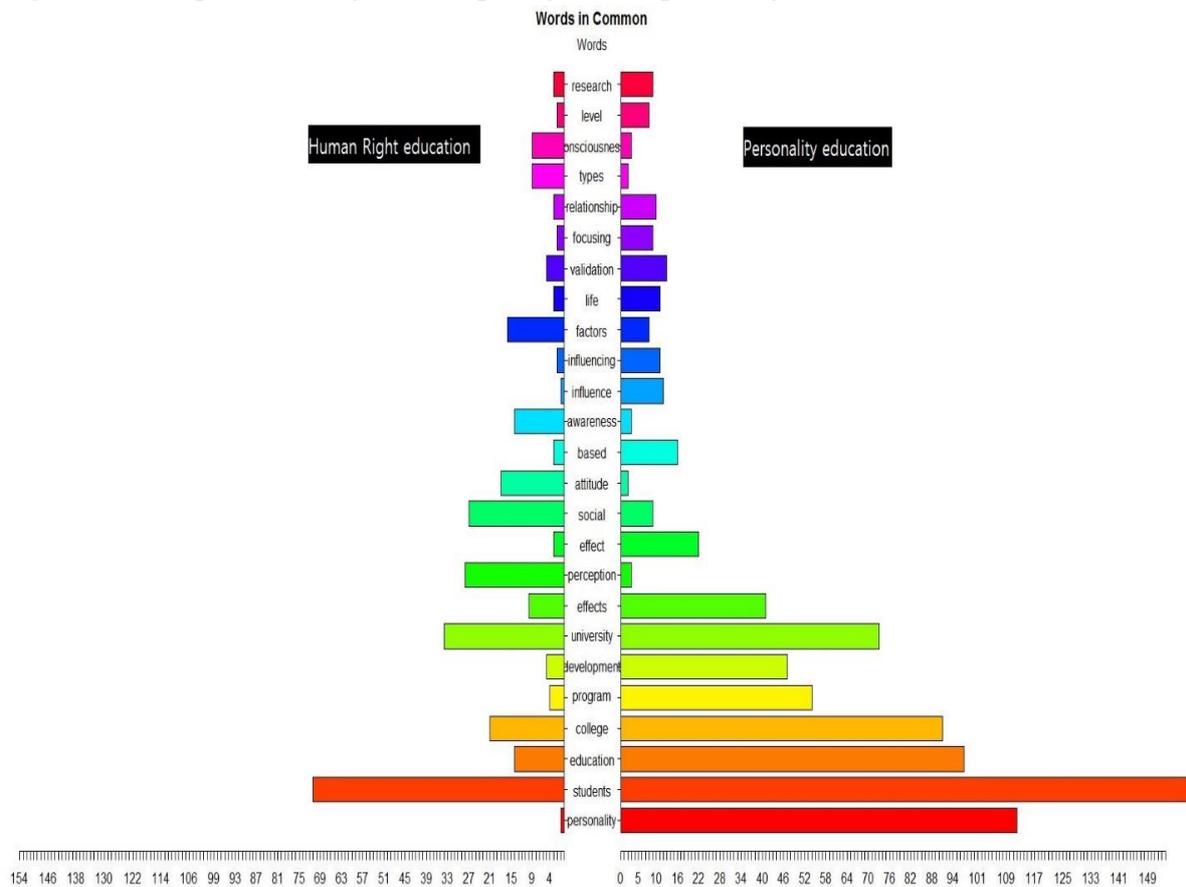


Figure 5 shows the results of comparative analysis of big data regarding human rights education and personality education for college students. In the human rights education of university students, research on the human rights sensitivity and human rights perception of university students and the personality education program (centred on virtues) was mainly conducted in the education of college students.

Figure 7: Comparison analysis – frequency of compared keywords



All literature on human rights education and personality education for college students underwent conceptualisation using big data for keyword and text analysis. The findings are as follows: The most frequently mentioned keywords in human rights education for college students were perception, sensitivity, and attitude. This implies that human rights education starts with individual citizens’ awareness of and interest in human rights. Keywords of high centrality included: policy, education, welfare, ethical, and values. This suggests that human rights education should be guaranteed and taught by policy and that practicing human rights education is to practice welfare, ethics, and values. The most frequently mentioned keywords in personality education for college students were perception, sensitivity, and attitude, implying that human rights education starts with individual citizens’ awareness of and interest in human rights.

Second, the most frequently mentioned keywords in personality education for college students were personality (115), character (92), program (61), creative (59), effects (63), and development (47). In Korea, the terms character and personality are used interchangeably, presumably depending on perspectives and situations where these terms are mentioned (Bae and Burm, 2018). Personality education for college students reflects the characteristics of



personality education in Korea. It is taught through personality education programs based on the operational definition of character, and its effects are measured and verified.

Third, in Korea, the terms personality education and character education are used interchangeably depending on researchers' perspectives and situations where these terms are mentioned. There is also a third term: humanity education. Experts' discussions over the mixed use of these three terms and agreements on the differential use of them are warranted. Lastly, comparison between human rights education and personality education for college students revealed three-fold efforts for research on personality education for college students. Additionally, personality education for college students is programmed as a compulsory element and fulfilled in the formal curriculum, but human rights education for college students remains in null curriculum with approaches to stimulating awareness of and sensitivity to human rights.

Human society in the 21st century can be characterised by information, technology, internationalisation, and pluralisation. In the present world, science and technology is developing at an extremely high speed. Knowledge and information are overflowing like fractions, and the world is living within a single living area, free from the limitations of space and time due to the development of information and technology. However, no matter how well the world develops, if humans living in the world do not have the right personality, the development can collapse in a day.

Our lives are at risk because of the increasing number of crimes that endanger the current social system and humans living in it. These include violence, fraud, rape, murder, embezzlement, theft, and robbery. Human life is materially rich, but our minds suffer from dehumanisation and demoralisation. In this trend, values such as humanity (human beauty), personal identity, and nature friendliness can be at risk of being greatly reduced or lost. In order to escape this crisis, we will have to find new personalities that will lead our society, and conduct education to cultivate them.

According to the Universal Declaration of Human Rights, acknowledging the dignity and inalienable rights of all human families is the basis of world freedom, justice and peace. Human rights are a universal standard that define the freedom and rights that anyone can enjoy without restrictions and the obligations of the state and society to provide them without restrictions, the minimum necessary conditions for people to enjoy human dignity. Human rights are also a principle of cognitive and cultural sharing (a cognitive, normative community). Society must maintain and develop community through the human dignity of all people and special consideration for minorities and the weak. As repeatedly confirmed and agreed upon in the Universal Declaration of Human Rights, the International Convention on



Human Rights, and the Vienna Declaration of Human Rights in 1993, human rights are defined as basic freedoms and rights ahead of all other legal rights (Pisanò, 2019).

“All human rights are universal, inseparable, interdependent, and interrelated” (Vienna World Conference). It is the duty of the state to unconditionally promote and protect all these human rights. Therefore, human rights have a universal, inseparable, inviolable, and total meaning, and these basic rights’ regulations are very important. The state has an obligation to guarantee them unconditionally (Pisanò, 2019).

The university is still in crisis and unfortunate. In accordance with the principles of neoliberal economic order and infinite competition that have dominated Korean society since the end of the 20th century, university education has to put more emphasis on economic utility in the job market than exploring the truth. University education itself is a kind of service industry. As a result, professors and students are only producers and consumers of educational services. Universities compete against one-another in terms of university students’ employment and credit and professors’ research performance and lecture evaluation. Members seem to have even forgotten questions about the meaning of college, their reflection on life, and happiness.

Therefore, we should re-establish character education with a new perspective that is expanded in accordance with the new era. The methods of human rights education for college students are as follows:

First, the personality education and human rights education of college students should have the necessity of equal education that cannot be separated.

Second, the personality education and human rights education of college students should be education to find the subjectivity of individual existence.

Third, if there is precedence of either human rights education or the character education of college students, it should be human rights education.

Fourth, the goal of character education and human rights education for college students is to educate them on freedom that guides 'what can be done'.

Fifth, the role of educators in the character education and human rights education of college students is the protection and freedom of human dignity. Personality education and human rights education in the 21st century are education based on transcendental empiricism that aims not to be buried in material civilisation but to be experienced (mentality, spirituality, etc.). It belongs to the fundamental experience of mankind and core values of life.



In this study, academic big data analysis on human rights education and personality education for university students is suitable for understanding the perceptions of experts. However, it is not enough to find out the public's perceptions of personality education and human rights education among university students. Therefore, it is necessary to study big data on the public's perception of personality education and human rights education. In addition, in Korea's competitive educational environment, in-depth research on the development of personality and human rights among youth and college students will be necessary.

Conclusion

This study provides basic data for preparing a plan for the field application of high-quality personality education. This shows that in the educational arena, whereas personality education is an essential element of the educational curriculum guaranteed by law, human rights education is seen as a hidden section of the curriculum. However, personality education to teach what ought to be done should be balanced with human rights education to teach what can be done. This will ensure the conception of college education to help individuals achieve excellence and self-fulfilment as democratic citizens.



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