

The role of administration and faculty in developing character education within public and private universities in Kuwait

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Abstract

Purpose – The purpose of this paper is to explore the role of administration and faculty members in developing character education within public and private universities in Kuwait. It further aims to explore the value of character education in effecting the quality experience of higher education.

Design/methodology/approach – The researchers employed a quantitative research paradigm, using a questionnaire survey method to collect data from faculty members at major public and private Kuwaiti universities. They used Statistical Package for the Social Sciences to analyze a total of 298 questionnaires.

Findings – The findings revealed that universities do indeed play a “strong” role in student character education. However, within public universities, it is the faculty themselves who form the key ingredient in the process rather than the administrative body, which is perceived to have a “Medium” effect. Conversely, at private universities, the administration and faculty both merited a “strong” role in developing character education.

Practical implications – The study will provide leaders with several recommendations to improve the integrated development of universities through fostering character education.

Originality/value – While K-12 education has received significant attention regarding the moral and character development of students over the last few decades, this study, extends this research significantly into higher education; focusing upon character development at university and comparing its implementation at both public and private institutions.

Keywords Kuwait, Administration, Private university, Public university, Character education

Paper type Research paper

1. Introduction

Higher education institutions play a vital role in the foundation of any nation’s intellectual, economic and moral capital (Annette, 2005; Grootenboer, 2010; Harland and Pickering, 2011). Today’s students will become tomorrow’s leaders, whether they be scientists, teachers, philosophers, doctors, engineers, business managers, politicians, etc., and they must all be capable of playing those roles in an effective manner – which also includes living up to their personal and social responsibilities (Levine, 2012; Quinlan, 2011). Palmer and Zajonc (2010) indicated that a higher education institution’s role must not be limited solely to advancing a student’s knowledge and cognitive abilities, but should go beyond to also nurture a student’s social, spiritual and emotional growth as essential elements for developing the “whole” student. Furthermore, several studies have highlighted a group of characteristics involved in comprehensive student development and these reveal some common themes (Quinlan, 2011, p. 2): “that knowledge and skills extend to include details other than the individual simply being a person in society, and these include emotion, spirituality, moral judgment and embodiment; and an integrated view of student growth



linking thought, feeling and work together as mutually inclusive, as opposed to separating cognitive development from the emotional and the moral.”

Additional studies reveal that the personal attributes which higher education institutions seek to strengthen in their students are enhanced by using the concepts of “personality education” or “character education” (Althof and Berkowitz, 2006; Berkowitz, 2012; Damon, 2008; Hartley *et al.*, 2010; McClellan, 1999). Many studies have attempted to investigate the effectiveness of character education and its role in improving academic, social, and emotional well-being along with cognitive development. Arthur (2014) argues that the violence reported in many studies based in the USA demonstrates the essential need to integrate character education into educational institutions.

Numerous parties have made efforts to define the term “character education,” but it is perhaps more important to first define the meaning of “character.” Character, at its core, is essentially a complex group of psychological attributes that enable an individual to behave morally (Berkowitz and Bier, 2007). Howard, Battistich (2008) defined “character education” as an attempt to prepare individuals to make ethical judgments and act upon them. This definition underscores the notion expressed earlier that a person’s character has a complex psychological and moral structure. For Seider *et al.* (2016), character education is ultimately about clarifying values, the meaning of citizenship and its moral compass. It seems clear, therefore, that “character education” addresses a student’s cognizance of their emotional and behavioral development by involving all aspects of school life to mature their personality.

A person’s social, emotional and cognitive qualities are the primary aspects developed within their “character education.” Of these attributes, social character refers to the emotional attitudes common to individuals within a social class or society as a whole (Maccoby, 2002). The family unit, as an agent of society, usually plays the dominant role in forming someone’s social character, but institutions, such as schools and universities, can also have an important effect. Simply put, the strength of a student’s social character is what motivates them to accomplish their expected social tasks concerning work, interaction, education and consumption.

A student’s cognitive character, however, relates to their attitudes toward learning. It is the mental action or process of acquiring knowledge and understanding through thought, experience and the senses (Flavell *et al.*, 1985). It encompasses many aspects of various intellectual functions and processes such as attention, the formation of knowledge, memory and working memory, judgment, evaluation, problem solving, decision making, comprehension and the production of language. Cognitive processes use existing knowledge and generate new knowledge.

Emotional character can be defined as a positive or negative experience associated with a particular pattern of sociological activity (Elias, 2009). It produces different physiological, behavioral and cognitive changes. Emotions originally served to motivate adaptive behaviors that first evolved to promote the transfer of genes through survival, reproduction and kin selection.

More recently, the character education partnership has identified the following 11 principles required for an effective character education: promote core ethical and behavioral values; define “character” thoroughly to include thinking, feeling, and doing; use a comprehensive, deliberate and proactive approach to character development; create a caring community; provide students with opportunities for moral action; offer meaningful and challenging academic curricula; foster student self-motivation; provide an ethical learning community; share leadership and long-range support; engage families and community members; and assess the culture and climate. These criteria can help provide educational institutions with guidelines for effectively administering character education in a comprehensive manner. Indeed, the concept of developing the “whole” student is not restricted to their acquisition of academic knowledge and skills, such as analysis and problem solving, but also extends to developing a student’s

personality to help them mature as emotionally and morally sound individuals (Lakin and Mahoney, 2006).

Regarding the benefits of character education, the US Department of Education (2007) reported that it helps students set educational goals and improves attendance and graduation rates, while simultaneously decreasing disciplinary referrals and suspensions. Another study, that the US Department of Education (2007) conducted in Missouri, found that integrating character education into the curriculum was beneficial, because it increased a student's sense of belonging and achievement while also improving relationships between stakeholders. In addition, staff took a greater leadership role in the process, and disciplinary referrals decreased (Davidson *et al.*, 2011). Many other studies also showed that character education offers advantages beyond strengthening personality development by fostering a positive collaborative environment between students, teachers, employees, parents and the local community (Glanzer and Andre 2006; Khoury, 2017; Nucci and Narvaez, 2008; Sokol *et al.*, 2010). This helped students resolve disputes amicably and created a more secure, freer school environment, rather than the potential for one of intimidation, fear and violence. The setting was therefore more conducive to better academic performance and social development (Colby *et al.*, 2003).

At university, the obligation for developing a student's "whole" character falls principally upon two parties (Quinlan, 2011, p. 14-15): the administration; and the faculty member.

The administration, represented by "Student Affairs," is the organizational body which bears primary responsibility for students as the focal point for all aspects of the educational process. It seeks to develop a student's "whole" character by establishing a campus environment where they can bloom in positive ways; for instance by providing opportunities for students to participate in the various cultural, social, sports and artistic activities, etc. in addition to supporting and promoting their active involvement in other extracurricular educational events.

The faculty member has duties beyond simple academic instruction; these involve helping to develop student character via classroom interactivity and the curricula they offer.

2. Statement of the problem

While researchers have devoted significant attention to moral and character development in K-12 education over the last few decades, this has not extended significantly into higher education institutions. As mentioned previously, higher education institutions aim to provide more than just academic learning for their students; they also endeavor to help them grow positively as people by providing an environment and opportunities to integrate character education into their university experience (Kashdan, 2004; Mezirow and Taylor, 2009; Srikanthan and Dalrymple, 2004).

In Kuwait, the comprehensive aim for K-12 and higher education in Kuwait is based upon the following principles, as stated in national education policy:

Adapting appropriate opportunities to help individuals attain comprehensive integrated development spiritually, ethically, intellectually, socially and physically as far as allowed by their aptitudes and capacities in light of the nature, philosophy and aspirations of the Kuwaiti society as well as in light of the principles of Islam (Ministry of Education, 2018, p. 12).

This statement indicates that the development of student character is one of the primary principles of the Kuwaiti education system. However, as one may infer from this section's initial paragraph, the issues of character education at the nation's higher education institutions have not yet been investigated. That being said, the quality of a university education is clearly important when it comes to grooming students effectively and positively to assume responsible roles in society (Kaur and Bhalla, 2018; Macfarlane, 2011). Present reality reveals, however, that both administration and faculty members remain

uncertain about their roles in the development of character education; a likely reason why they seem largely to have ignored the topic. As a result, this study aims to illustrate how the value of character education affects the quality of experience a higher education student receives at university. In particular, this study attempts to identify the roles that administration and faculty members play in fostering character education at Kuwait's higher education institutions (both private and public). The motivation for comparing between private and public universities, is the increasing growth of private universities in Kuwait. Indeed, enrollment data over the last two decades indicates that the number of students attending private university has increased (Al-Atiqi and Alharbi, 2009), despite the fact that public university in Kuwait is free and equipped with high-quality faculty members.

2.1 Research questions and hypotheses

This study aims to answer the following questions:

- RQ1.* What perceptions do faculty members have about the role that public universities play in developing character education in Kuwait?
- RQ2.* What perceptions do faculty members have about the role of private universities in developing character education in Kuwait?
- RQ3.* Do faculty members have differing views regarding the roles which private and public universities play in developing character education in Kuwait?

Based upon the above questions, the research hypotheses are:

- H1.* Faculty members perceive that public universities play a strong role in developing character education in Kuwait.
- H2.* Faculty members perceive that private universities play a strong role in developing character education in Kuwait.
- H3.* Faculty members have different views regarding the roles which private and public universities play in developing character education in Kuwait.

3. Methodology

This study consisted solely of a stratified random sampling of faculty members selected from higher education institutions in Kuwait, with (124) teaching at private and (174) at public universities, for a combined sample population of (298). After obtaining official permissions and participant consent, the study took place throughout the first and second semesters of the 2018/2019 academic year.

Development of the questionnaire relied upon data from previous research efforts as well as a literature review. The questionnaire included (20) statements for respondents make comments about. These statements examined the distinctive roles for each of the two groups involved in fostering character education at university: university administrators (ten statements); and faculty members (ten statements). The study instrument used the Likert scale spread across five possible responses ranging from 1 "strongly agree," to 5 "strongly disagree." In keeping with previous studies, the researcher calculated the mean (*M*) value for the set of responses to each statement, using this to classify the overall response for each statement into one of three Levels: "High," "Medium" and "Low." These levels described the role a particular actor is perceived to play within a specific aspect of character education at the university under review. The range in *M* value from 1.00 to 2.33 translated to a level defined as "Low," from 2.34 to 3.66 as "Medium," and from 3.67 to 5.00 as "High." The category spread, or differential range for each Level, is 1.33; the following

equation describes how it is calculated:

$$\text{Category spread} = (\text{Greatest value} - \text{Lowest value}) / (\text{Number of levels})$$

(Note: the greatest value a respondent could give is 5, with the lowest value being 1 and the number of levels for analysis is 3, ergo, the category spread resolves out to 1.33.)

The researcher initially pilot-tested the questionnaire with respondents to determine its reliability. Here the questionnaire received a carefully considered review to determine the suitability of each statement, and its applicability to the three research questions. With these opinions in hand, the researcher was then able to make relevant adjustments to improve the questionnaire. Following this, the researcher examined the study instrument's validity, using Cronbach's α equation to measure internal consistency. This revealed a total stability coefficient of (0.864), a relatively high value, which reflected the study instrument's overall stability and therefore, its suitability as a research tool (Creswell, 2018).

The researcher used the Statistical Package for the Social Sciences computer program to conduct a thorough statistical analysis of the data to answer the study's questions. The software calculated the mean (M) and standard deviation (SD) data from responses to the questionnaire's statements, and these data led to answers for the study's first two questions. These same data, with the addition of posteriori comparisons using the Scheffe test (T), then helped to resolve the third question, determining any statistically significant differences between data for public and private universities.

4. Results and discussion

RQ1. What perceptions do faculty members have about the role that public universities play in developing character education in Kuwait?

H1. Faculty members perceive that public universities play a strong role in developing character education in Kuwait.

Tables I and II show the descriptive statistics derived from responses to each of the questionnaire statements. These data show that while public universities are performing well overall with their approach to character education, there is still room for improvement. Questionnaire responses indicated a high-level rating for the role that faculty members play in character education at public universities, however, it listed the university administration as only having a medium level of impact in this endeavor. This indicates that the latter should revise their approach to integrated character education to enhance the role which they are already undertaking. The study failed to reject *H1*. These results are expanded in greater detail below.

4.1 The faculty member's role

The results illustrate that public university faculty members rank first (M , 3.84) in developing character education; rating as high level. According to participant perceptions, faculty members believe that students are at the university's fundamental core. Faculty members also feel that they translate the university's objectives and functions through the teaching methods that they employ. Therefore, they directly and indirectly contribute to the development of student character. They achieve this through the variation of their teaching methods, and by evaluating student performance with equanimity (Item 6). These both contribute to the emotional development of student character. In addition, a Faculty Member should serve as a role model for their students (Item 4) and, through careful mentorship, they will likely contribute to a student's emotional and behavioral character education. The latter is especially true if faculty members collaborate with students on societal development programs (Item 10) outside of university which they cannot fully practice in their classrooms.

Rank	Item	Item description	<i>M</i>	<i>SD</i>	Level
1	8	The faculty member's variety of teaching methods contribute to the integrated development of students	4.29	0.728	High
1	6	The faculty member's even-handed approach to both treating and evaluating students contributes to their integrated development	4.29	0.860	High
2	4	The faculty member is considered a good role model for students in the integrated development of their characters	4.22	0.926	High
3	2	The relationship between a faculty member and their students contributes to student emotional development	4.21	0.780	High
4	10	The participation of faculty members in social society development programs with students contributes to developing their behavioral character	4.10	0.802	High
5	9	Traditional education based on memorization and repetition hinders student integrated development	4.00	1.160	High
6	1	The faculty member has a broad knowledge and understanding of integrated character	3.49	1.063	Medium
7	7	The faculty member's academic teaching burden is commensurate with their duty developing student integrated character	3.40	1.303	Medium
8	5	The faculty member pays attention to the development of student integrated character and this is their top priority	3.28	1.274	Medium
9	3	The faculty member's gender contributes to student integrated character development	3.21	1.093	Medium
Total grade of the role			3.84	0.551	High

Table I.
Descriptive statistics for the faculty member's role in developing character education at Kuwaiti public universities

Rank	Item	Item description	<i>M</i>	<i>SD</i>	Level
1	8	A university's commitment to Academic Accreditation Standards and Quality Assurance contributes to the development of student integrated character	3.99	0.979	High
2	10	Kuwaiti society regards the nation's universities as being responsible for student character development on a cognitive level	3.90	1.029	High
3	7	Admitting excessive numbers of students to a university hinders the institution's mission regarding student integrated character development	3.84	1.247	High
4	4	Curricula and courses contribute to the development of student character on a cognitive level	3.75	0.946	High
5	2	Compulsory and elective university requirements contribute to integrated student character development	3.62	0.915	Medium
6	3	The university provides facilities that allow students to engage in various activities which develop their character on a behavioral level	3.39	1.115	Medium
6	5	University rules and regulations contribute to student character development on a cognitive level	3.39	1.120	Medium
7	1	The Deanship of Student Affairs provides several activities that develop student character on a social level	3.29	0.973	Medium
8	6	Faculties depend upon the results of personal examinations in the development of student character on a cognitive level	3.15	1.065	Medium
9	9	Universities provide recreational and academic trips that develop student character on a social level	3.09	1.053	Medium
Total grade of the role			3.53	0.559	Medium

Table II.
Descriptive statistics for the university administration's role in developing character education at Kuwaiti public universities

However, the responses show that there are some elements of university life which can limit a faculty member's role in developing student character. We can infer this from the acknowledgment that some faculty members at public universities do not possess sufficient knowledge regarding the development of every aspect of student character (Item 1).

Moreover, the gender (Item 3), teaching burden (Item 7) and other faculty member priorities might inhibit student character development.

4.2 *The university administration's role*

Participants in the study perceived that the administrations at public universities ranked second in developing student character (M , 3.53). The statements all received medium level grades with the exceptions of items 4,7, 8 and 10, which respondents rated as high.

Item 8 received a high level rating because of university commitment to Academic Accreditation Standards and Quality Assurance. Participants believe that this helps to promote and improve the caliber of educational programs and institutions, not to mention it being an effective and efficient quality assurance tool for the educational process, its continuity, development and outcomes.

Item 10 reflected Kuwaiti society's view that universities are responsible for developing a student's cognitive character, i.e. their attitude toward learning and academic achievement. Living up to this expectation places a heavy burden upon the university administration's shoulders. Item 7 delineated participant concerns regarding the admission of excessive numbers of students to public universities, which they regard as constituting an obstacle to the university's mission in developing a student's integrated character. Clearly this is of significant concern at public universities. If the number of students exceeds the university's capacity, it will place greater pressure on faculty members, who will experience greater class sizes, and may even feel pressured into teaching additional classes (Al-Atiqi and Alharbi, 2009). Item 4 described the strong correlation between the variety of curricula and courses available to a student as playing a contributing role in developing their cognitive character. While this may be self-evident, it is obviously of vital importance to student growth and effectiveness in their careers and life pursuits following graduation.

The study also indicates that public university administrations must pay closer attention to the compulsory and elective academic requirements that they set (Item 2). They must ensure that these courses are prepared and offered in such a way to better contribute to a student's integrated development via the fostering of character education. For example, The Deanship of Student Affairs can aid this cause by providing a wider range of carefully curated activities, such as recreational and academic trips (Item 9), to enhance the development of social character. The university must also improve or provide additional facilities (Item 3) that contribute more actively to the development of student behavioral character as well. And finally, administrations may review their rules and regulations (Item 5) to make them more effective in developing student integrated character:

RQ2. What perceptions do faculty members have about the role of private universities in developing character education in Kuwait?

H2. Faculty members perceive that private universities play a strong role in developing character education in Kuwait.

Tables III and IV aggregate the responses from study participants regarding their perceptions of the various roles which faculty members and their administrations play in developing student character at private universities. Most of the statements in this part of the study received high level ratings. The study failed to reject *H2*. The results are clarified in greater detail below.

4.3 *The faculty member's role*

Questionnaire participants at private universities agree that the faculty members ranked first in importance (M , 3.86), with seven of the statements receiving a high level rating, and only three being medium.

Table III.
Descriptive statistics for the faculty member's role in developing character education at private Kuwaiti universities

Rank	Item	Item description	M	SD	Level
1	2	The relationship between a faculty member and their students contributes to student emotional development	4.27	0.626	High
1	6	The faculty member's even-handed approach to both treating and evaluating students contributes to their integrated development	4.25	0.670	High
2	10	The participation of faculty members in social society development programs with students contributes to developing their behavioral character	4.20	0.743	High
3	4	The faculty member is considered a good role model for students in the integrated development of their characters	4.07	0.767	High
4	8	The faculty member's variety of teaching methods contribute to the integrated development of students	3.99	0.693	High
5	9	Traditional education based on memorization and repetition hinders student integrated development	3.90	1.299	High
6	1	The faculty member has a broad knowledge and understanding of integrated character	3.81	0.871	High
7	3	The faculty member's gender contributes to student integrated character development	3.62	1.048	Medium
8	5	The faculty member pays attention to the development of student integrated character and this is their top priority	3.31	1.122	Medium
9	7	The faculty member's academic teaching burden is commensurate with their duty developing student integrated character	3.27	1.192	Medium
Total grade of the role			3.86	0.454	High

Table IV.
Descriptive statistics for a university administration's role in developing character education at private universities in Kuwait

Rank	Item	Item description	M	SD	Level
1	2	Compulsory and elective university requirements contribute to integrated student character development	4.00	0.780	High
2	9	Universities provide recreational and academic trips that develop student character on a social level	3.94	0.686	High
3	8	A university's commitment to Academic Accreditation Standards and Quality Assurance contributes to the development of student integrated character	3.93	0.848	High
4	1	The Deanship of Student Affairs provides several activities that develop student character on a social level	3.90	0.780	High
5	3	The university provides facilities that allow students to engage in various activities which develop their character on a behavioral level	3.89	0.895	High
6	4	Curricula and courses contribute to the development of student character on a cognitive level	3.81	0.783	High
6	5	University rules and regulations contribute to student character development on a cognitive level	3.56	0.974	Medium
7	10	The Kuwaiti society overviews the universities as the institutions responsible for the development of the student's character on the cognitive level	3.51	1.000	Medium
8	7	Admitting excessive numbers of students to a university hinders the institution's mission regarding student integrated character development	3.43	1.156	Medium
9	6	Faculties depend upon the results of personal examinations in the development of student character on a cognitive level	3.23	1.224	Medium
Total grade of the role			3.71	0.561	Medium

The relationship between a faculty member and their students (Item 2) received the strongest evaluation, although this category ranked second for public universities (as shown in Table III). Participants essentially implied that this bond plays an important role in developing a student's emotional character. A student who is able to develop strong mutual respect with their professors, is more emotionally secure, and more likely to succeed

in their studies, while also being less inclined to drop out. Closely tied to this result is the Faculty Member's ability to treat each of their students with equanimity (Item 6).

Much as at public universities, it is clear that faculty members at private institutions who are both good role models (Item 4) and involve themselves in societal development programs alongside students (Item 10) contribute to student behavioral character development. This helps prepare students to be effective members of society. Both public and private universities also recognize the importance of avoiding some previously traditional teaching methods such as memorization and repetition (Item 9). Faculty members at private institutions are better acquainted ($M, 3.81$) with the full arc of integrated character education attributes and practices (Item 1) than at their public equivalents ($M, 3.49$).

The study also reveals that participants at private universities agree that there are some issues which might inhibit a faculty member's ability to help develop a student's character. These include such times when the teaching burden becomes too high (Item 7), if a faculty member's gender interferes (Item 3), if they have a poor attitude toward integrated character education (Item 5), or if they simply lack the knowledge to apply it (Item 1). Even though the above four items received a medium level rating, it is clear that they need further attention.

4.4 *The university administration's role*

Similarly to participants from public institutions, the perceptions of private university faculty members rank their administrations second ($M, 3.71$) when it comes to the role that they play in student character education. Of the ten statements in this bracket, all but four received a high level rating, with the rest being medium. In comparison to participants at public universities, which rated it at only a medium level, respondents perceived that private institutions pay keen attention to their compulsory and elective requirements (Item 2), ranking it first on the list of statements and their effect upon character education. University administration provisions for purposeful recreational and academic trips (Item 9) ranked nearly as high, as did other activities (Item 1) which help develop student character on a social level, while also furnishing facilities (Item 3) for student activities that improve them behaviorally. The perceived satisfaction with the quality of courses and curricula provided (Item 4) and the ability to improve integrated character were of similar importance. As with public universities, and for similar reasons, administration adherence to Academic Accreditation Standards and Quality Assurance was a high priority as well.

While it is clear that perception regarding the effects of excessive student enrollment (Item 7) at private universities is of medium level concern ($M, 3.43$) and warrants addressing, it is significantly less than the high level of concern ($M, 3.84$) for public universities. This is probably because fewer families are able to enroll their children at private universities due to the higher fees involved:

RQ3. Do faculty members have differing views regarding the roles which private and public universities play in developing character education in Kuwait?

H3. Faculty members have different views regarding the roles which private and public universities play in developing character education in Kuwait.

Table V shows the t -test for mean (M) differences between private and public universities regarding their role in developing character education. It distills the perceptions of study participants regarding the roles of faculty members and university administrations in the integrated development of student character. Statistically significant differences are apparent in the first field; the role of faculty members. The study failed to reject *H3*. The differences favor private universities; a clear indication that their faculty members have a

more significant role than their counterparts at public universities in the development of university student character. This might be due to public university faculty members having a stable government career unaffected by student evaluations, even if their efforts to develop student character are below requirements (Campbell, 2012; Khalifa and Ayoubi, 2015; Ramachandran *et al.*, 2011; Volkwein and Parmley, 2000). Private university faculty members, however, are concerned about poor performance ratings, especially in terms of university student preparation; they could lose their jobs to more qualified faculty members (Al-Atiqi and Alharbi, 2009; Ashraf, 2019; Khalid *et al.*, 2012; Marginson, 2007).

5. Conclusions and recommendations

Character education is about developing good student character at any schooling level, including higher education. This study examined university Faculty Member perceptions regarding the role that higher education institutions play in developing character education in Kuwait. At public universities, faculty members rate a high level for their role. However, within the same institutions, their administrations rated only a medium level role. This contrasted with opinions regarding private universities, where both elements – faculty members and administration – rated a high level. While overall, both public and private universities appear to be working well in developing student character, data analysis, particularly as outlined in question three, shows that private institutions are performing better, and most prominently regarding the role their administrations play.

A key difference which gives faculty members at private universities an advantage over their counterparts at public institutions is their stronger understanding of student character education techniques (Ertl and Wright, 2008). Therefore, public universities should require their faculties to receive formal instruction in this area, with new faculty undergoing such training before they begin teaching (Devi Ramachandran *et al.*, 2009). The study also clearly indicates that the Deanship of Student Affairs at public universities should also improve their role in student social character development by providing better and more modern facilities for student activities, while also improving the quality and availability of student recreational and academic field trips (Irshid, 2008; Mezirow and Taylor, 2009). Private universities in Kuwait already excel in the above-mentioned areas, so it would make sense for the administrations at public institutions to build bridges with them for the purpose of exchanging expertise and ideas on many fronts for the benefit of all concerned, but most especially the students. And finally, because analysis in this study only involved faculty member perceptions, with a focus on university administration and faculty member roles, the researchers recommend that future work should expand to include the perceptions of other groups, such as students. It should also include a greater number of public and private universities, and examine whether faculty gender plays a role in the development of character education. Each of these investigative topics could prove beneficial for the study's purpose, and help establish more powerful generalizations.

Item	Role	University type	Study participants	<i>M</i>	<i>SD</i>	<i>T</i>	<i>p</i>
1	Faculty member	Public	174	3.84	0.551	-0.351	0.023*
		Private	124	3.86	0.454		
2	University administration	Public	174	3.53	0.559	-2.730	0.782
		Private	124	3.71	0.561		

Note: * $p = 0.05$

Table V.
t-Test for mean differences between private and public universities regarding their role in developing character education

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