

Effects of Local History Trekking Education on Social Development and Historical Consciousness of College Students

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Abstract

This study aims to develop the education for college students who should perform the social role of the future by conducting trekking activities including the characteristics, history, and culture of Cheonan area and then investigating the sociality and history of 36 college students. Taejosan, Seonggeosan, and Heukseongsan, which are part of the independent ring of Cheonan city, were selected as courses. The training was conducted by six instructors majoring in humanities, history, physical education and medicine. Teachers of humanities and history majors conducted theoretical lectures to raise the historical awareness of Cheonan area related to trekking course. In trekking practice, instructors of physical education and medicine majored in trekking safety education and course progress. Among the social development factors, responsibility, autonomy, and sociality were high. After the education, students recognized that the interest and necessity of history were high in order to understand the present society, thought that they made a lot of development compared to the previous one, and answered that the main development factors of history were the people and that there was a change in perception through this education. This study was composed of the survey after the education, so the psychological characteristics of the individual were not reflected, and it is difficult to generalize it because the number of subjects is small. In the future, more subjects need to be investigated and local residents need to investigate changes in local awareness.

Keywords: *Local Education, Trekking, Team Activities, Sociality, Historical Awareness*

1. Introduction

The period of college students is unstable and confusing period where many changes occur mentally and

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environmentally, and it is also the period when the confusion such as self-consciousness and value judgment continues mentally and the standards become more solid and deeply concerned about their identity and future.

Especially, it is inevitable to face various problems such as autonomous choice and decision on time and task, interpersonal relationship that is wide but makes itself, and problem of study[1]. In addition, there is a strong perception that preparatory education for professional knowledge and employment should be provided, and the interest in history and community, which is the basis of our country, is delayed because competition and ranking are given priority.

It is necessary to devise a method to foster college students who will lead the future society as a society with a healthy body and mind.

The class including experience or physical activity is known to have high recognition and satisfaction of college students in actual education field[2], and can teach the educational goals of the mental, cognitive, and affective areas naturally in an integrated manner.

The model of responsibility of Hellison[3] also emphasizes social responsibility that emphasizes respect, consideration and cooperation for others in the responsibility and activities of individuals who are leading the activities.

This can provide team activity opportunities through education in which specific physical activities are applied.

Trekking is a walking trip along the road to experience, appreciate, and learn religion, culture, historical resources, nature, and ecological resources. This is defined as a walking activity that pursues cultural pleasures of enjoying the beauty of nature in it and experiencing the history and life of the region, beyond the concept of climbing climbing the mountain[4].

In particular, trekking has a positive aspect of providing sublime experience process to trekking participants [5] with easy and universal physical activities[6]. In addition, trekking is a non-competitive activity that emphasizes process goals rather than result goals, so you can enjoy interaction with people trekking with environments such as natural scenery and structures by following the set route.

Taejosan, located in Cheonan City, Chungcheongnam-do, is a place where the sacrifice was held since the Goryeo Taejo to the north. It is said to have been handed down to King Sejong, and to the south is Mount Heukseong, where the Independence Hall is located. These mountains are part of the independence ring, and through tracking, there is an advantage to understand the history of Cheonan and the independence movement.

Especially, the local community is the field of education because it can naturally learn the characteristics of natural environment, location condition, industrial structure, tradition, culture of the area[7], and it can raise the citizenship such as identity, consciousness of rights and qualifications, responsibility and duty, participation consciousness, and acceptance of social values[8].

Today, the professional knowledge education and technical education of educational institutions are widespread, and social education is being neglected. This study aims to investigate the effects of trekking education in Cheonan area, which can develop the right sociality and history, on college students who need to play a social role in the future.

2. Experiment Materials and Methods

2.1 Subject

A survey was conducted on 39 students who took liberal arts classes at D University in Cheonan, and 32 data were used for analysis, excluding 7 data that showed unfaithful responses. The characteristics of the subjects are as shown in Table 1.

Table 1. Characteristics of subjects

Variable	Division	n(%)
Gender	Male	13(40.6)
	Female	19(59.4)
	Total	32(100.0)
Grade	First year	4(12.5)
	Second year	8(25.0)
	Third year	8(25.0)
	Fourth year	12(37.5)
	Total	32(100.0)
Major	Humanities and Social	17(53.1)
	Natural science	3(9.4)
	Engineering	5(15.6)
	Public health	3(9.4)
	Art and Physical Education	4(12.5)
	Total	32(100.0)

2.2 Trekking education in cheonan area

Taejosan, Seonggeosan, and Heukseongsan, which are part of the independent ring of Cheonan city, were selected as courses. The training was conducted by six instructors majoring in humanities, history, physical education and medicine. Teachers of humanities and history majors conducted theoretical lectures to raise the historical awareness of Cheonan area related to trekking course. In trekking practice, instructors of physical education and medicine majored in trekking safety education and course progress.

2.3 Research tool

The subjects were asked to conduct a survey on sociality and historical consciousness after three trekking. The questionnaires were selected and supplemented to suit the study based on the sociality scale used in the previous study[9].

The reliability of the questionnaire was .70~.82 for Cronbach's α value, and 35 questions were composed of 5 questions for accountability, 5 questions for autonomy, 5 questions for achievement, 5 questions for activity, 5 questions for stability, 5 questions for sociality, and 5 questions for emotionality. The 5-point scale was used for the response type of the questionnaire, and the 5-point scale was given from the lowest to the highest according to the response contents. The historical consciousness questionnaire consisted of a questionnaire asking whether the interest in history, the necessity and purpose of history education, the development consciousness of history, and the change of historical

consciousness by completing the questionnaire of previous study according to the research[10].

2.4 Data analysis

The collected data were analyzed using SPSS 22.0 program. The average score of the social development questions was analyzed by one-way ANOVA and Scheffe method, and frequency analysis was conducted for the community history awareness questionnaire.

3. Result and discussion

3.1 Development of Sociality of Trekking Education Participants

In the factors of responsibility of trekking participants, the frequency of 'Yes', which is a positive answer, was the highest in the items of 'I'm done with the beginning', 'I'll take a hard look at it' and 'Others Believe me'. The answer of 'I'm about to finish my work' was the highest frequency of 'very much so'. In the 'Be Patient' question, 'Yes' and 'very much so' were the most frequent answers, so they formed a team in trekking which can be somewhat difficult, so it is thought that responsibility to avoid burdening each other was exercised[11].

In the autonomy factor, 'Very much so' was the highest in 'I'll take care of my studies' and 'I do not put my work off to others'.

The frequency of 'Yes' was highest in 'Think allone and practice allone', 'I am reponsible for what I have done' and 'I do my own work'.

This is because they gave the task to educate local history and prepare the preparations for exploration before the local trekking practice, and emphasized the meaning of personal reflection regardless of grades.

Among the achievement factors, 'Yes' was the highest frequency in 'I live my present life faithfully' and 'I do my work diligently' questions. The answer of 'Be normal' was the highest in the questions of 'The container is had when solving problem', 'There are many times when I study hard' and 'It is fun to solve difficult problems'. This education may not have achieved much because it did not give a task to distinguish difficult knowledge learning or grades by step, and it may be that personal tendency according to past experience has worked[12].

Among the activity factors, 'Yes' was the highest in 'I tend to work quickly' and 'I tend to make decisions quickly'. 'I often hear the word' slow down. 'Be normal' was the highest in the items of 'I tend to move a lot', 'It is good to move a lot of body'. This is because the curriculum did not change the students' activity tendency and did not require urgent judgment or intense activity.

The most frequent factors of stability were 'Yes' in 'I feel a lot of joy', 'My heart is comfortable', 'I can work with people I Hate', 'I am a happy person' and 'I am happy'. This is because this education pursued to experience and appreciate culture, historical resources, nature, ecological resources, etc.

The most frequent social factors were 'Very much so' in the items of 'I am a member of a happy family', 'My family loves me', 'I like my family', 'It's fun to be with your parents'. The frequency of 'Yes' was the highest in the 'Friends like to play with me' question. This is seen as the result of the students who have low sociality or who have good sociality from the beginning taking this education, and it is thought that the process of performing non-competitive education, physical activity and team task helped[13].

The emotional factor was 'Very much so' in the 'I think I am a candid person' question. The 'I think I'm a cheerful person' question was the most frequent 'Yes'. In the question 'I think I am a strong person', 'Be normal' and 'Yes' were the highest. The frequency of 'normal' was the highest in 'I always think it's good' and 'I think I'm a nice person'. It is thought that the limited effect of the education showed positive answers in the questions related to patience and interpersonal relationship. The frequency analysis result of social factors is as shown in Table 2.

Table 2. Frequency analysis of social factors

Factor	Question	Not at all	Be not	Be normal	Yes	Very much so
Accountability	I'm done with the beginning	0(0.0)	3(9.4)	2(6.3)	20(62.5)	7(21.9)
	I'll take a hard look at it	0(0.0)	0(0.0)	3(9.4)	22(68.8)	7(21.9)
	Others believe me	0(0.0)	0(0.0)	4(12.5)	20(62.5)	8(25.0)
	I'm about to finish my work	0(0.0)	0(0.0)	1(3.1)	12(37.5)	19(59.4)
	Be patient	0(0.0)	3(9.4)	9(28.1)	10(31.3)	10(31.3)
	I'll take care of my studies	0(0.0)	0(0.0)	5(15.6)	11(34.4)	16(50.0)
Autonomy	Think alone and practice alone	0(0.0)	0(0.0)	4(12.5)	15(46.9)	13(40.6)
	I am responsible for what I have done	0(0.0)	0(0.0)	0(0.0)	23(71.9)	9(28.1)
	I do my own work	0(0.0)	0(0.0)	4(12.5)	18(56.3)	10(31.3)
	I do not put my work off to others	0(0.0)	1(3.1)	1(3.1)	11(34.4)	19(59.4)
	I live my present life faithfully	1(3.1)	1(3.1)	6(18.8)	14(43.8)	10(31.3)
	The container is had when solving problem	0(0.0)	2(6.3)	13(40.6)	11(34.4)	6(18.8)
Achievement	There are many times when I study hard	1(3.1)	4(12.5)	16(50.0)	3(9.4)	8(25.0)
	I do my work diligently	0(0.0)	0(0.0)	2(6.3)	19(59.4)	11(34.4)
	It is fun to solve difficult problems	1(3.1)	9(28.1)	12(37.5)	6(18.8)	4(12.5)
	I often hear the word "slow down."	5(15.6)	9(28.1)	10(31.3)	5(15.6)	3(9.4)
	I tend to work quickly	2(6.3)	5(15.6)	8(25.0)	10(31.3)	7(21.9)
	I tend to move a lot	3(9.4)	2(6.3)	11(34.4)	9(28.1)	7(21.9)
Activity	I tend to make decisions quickly	2(6.3)	8(25.0)	7(21.9)	9(28.1)	6(18.8)
	It is good to move a lot of body	1(3.1)	2(6.3)	14(43.8)	8(25.0)	7(21.9)
	I feel a lot of joy	0(0.0)	0(0.0)	12(37.5)	13(40.6)	7(21.9)
	My heart is comfortable	1(3.1)	3(9.4)	9(28.1)	12(37.5)	7(21.9)
	I can work with people I hate	0(0.0)	5(15.6)	10(31.3)	14(43.8)	3(9.4)
	I am a happy person	0(0.0)	0(0.0)	7(21.9)	18(56.3)	7(21.9)
Stability	I am happy	0(0.0)	1(3.1)	9(28.1)	16(50.0)	8(18.8)
	Friends like to play with me	0(0.0)	0(0.0)	4(12.5)	16(50.0)	12(37.5)
	I am a member of a happy family	0(0.0)	0(0.0)	3(9.4)	14(43.8)	15(46.9)
	My family loves me	0(0.0)	0(0.0)	1(3.1)	8(25.0)	23(71.9)
	I like my family	0(0.0)	0(0.0)	1(3.1)	11(34.4)	20(62.5)
	It's fun to be with your parents	0(0.0)	0(0.0)	4(12.5)	10(31.3)	18(56.3)
Sociability	I think I'm a cheerful person	1(3.1)	2(6.3)	7(21.9)	14(43.8)	8(25.0)
	I think I am a candid person	0(0.0)	4(12.5)	7(21.9)	5(15.6)	16(50.0)
	I always think it's good	0(0.0)	5(15.6)	15(46.9)	9(28.1)	3(9.4)
	I think I am a strong person	0(0.0)	7(21.9)	9(28.1)	9(28.1)	7(21.9)
	I think I'm a nice person	0(0.0)	0(0.0)	13(40.6)	11(34.4)	8(25.0)
	Emotionality					

When comparing the average score of the questionnaire by factors, responsibility, autonomy, and sociality were high, and achievement, activity, stability, and emotionality were relatively low. In conclusion, the

regional trekking practice is not composed of a team but a team, so that the individual's responsibility to respect the other person is exercised, and the autonomy to act first by oneself is also increased. Also, it is thought that education is carried out and sociality has developed through collaboration with unfamiliar team members. Also, achievement, activity, stability, and emotional factors are expected to help the overall social development by showing positive response scores more than neutral answers. The analysis of the social development factors of the participants is as shown in Table 3.

Table 3. One-way ANOVA analysis of social development factors

Factor	M	SD	F	Post-hoc
Accountability(a)	4.13	0.42		
Autonomy(b)	4.32	0.46		
Achievement(c)	3.68	0.65		
Activity(d)	3.31	0.89	21.322	a,b,f > c,d,e,g
Stability(e)	3.76	0.54		
Sociability(f)	4.47	0.51		
Emotionality(g)	3.70	0.69		

3.2 Local history awareness of trekking education participants

It was found that 75.1% of students were interested in the local history of trekking education participants, and all students recognized the need. In addition, the purpose of history education is to understand the present society through the past, and 68.8% of the students answered. Compared to the past, the development of today's institutions, economy, ideology, and culture was very much changed by 75% of students. The reason for the development of history was the people who answered 56.3%, and the people who responded as heroes or intellectuals of the times accounted for 34.4%. In addition, 81.4% answered that the change in the perception of history through trekking education was positive, suggesting that educating local history through outdoor education can improve the understanding of the local community and perception of history. The regional historical awareness of the participants in trekking education is as shown in Table 4.

Table 4. Frequency analysis of social development factors

Question	Answer				
Interest in history	Be very much 4(12.5)	Be a little bit 10(31.3)	Usually 10(31.3)	Not much 7(21.9)	None at all 1(3.1)
The necessity of history education	Very necessary 23(71.9)	Need a little 8(25.0)	Usually 1(3.1)	Not much need 0(0.0)	Absolutely unnecessary 0(0.0)
Purpose of History Education	Knowledge and culture acquisition 5(15.6)	Cultural succession and development 3(9.4)	Understanding of the present society 22(68.8)	Self-solution 2(6.3)	Unsure 0(0.0)
Development of past institutions, economy, ideology, culture, etc.	Change very much 24(75.0)	Changed a lot 5(15.6)	Usually 1(3.1)	A little change 2(6.3)	Unchanged 0(0.0)
Historical development factors	King and hero 3(9.4)	Neighboring countries 3(9.4)	People 18(56.3)	Religion 0(0.0)	Intellectual 8(25.0)

Changes in historical perception through trekking education	Change very much 4(12.5)	Changed a lot 10(31.3)	Usually 10(31.3)	A little change 2(6.3)	Unchanged 6(18.8)
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4. Conclusion

This study aims to develop the education for college students who should perform the social role of the future by investigating the sociality and history after carrying out trekking activities including education such as characteristics, history, and culture of Cheonan area. Among the social development factors of participants, responsibility, autonomy, and sociality were high. After the education, students recognized that the interest and necessity of history were high in order to understand the present society, and thought that they made a lot of development compared to the previous one. The purpose of history education in the historical consciousness of the participants is to understand the present society, and the main development factor of history is people. Also, this study confirmed that there was a change in the participants' historical awareness through this education. This study was composed of the survey after the education, so the psychological characteristics of the individual were not reflected, and it is difficult to generalize it because the number of subjects is small. In the future, it is necessary to investigate more subjects and to investigate changes in local awareness among local residents.

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