

# Public Value

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# Public Value

Publisher: J-INSTITUTE  
ISSN: 2435-3337

Website: j-institute.org  
Editor: admin@j-institute.org

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DOI Address:  
dx.doi.org/10.22471/value.2022.7.2.01



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## The Effect of the Middle School Students' Smartphone Dependence on the Grid Via the Parent-Child Conversation Time and the Self-Directed Learning Time

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### Abstract

**Purpose:** This study examined and understood the relationship between the parent-child conversation time, self-directed learning time, and grid in the middle school students' smartphone dependence, and verified the mediating effect of the parent-child conversation time and the self-directed learning time in the relationship between the smartphone dependence and the grid.

**Method:** By using the data from the 2018 Korean Children and Youth Panel Survey, the relationship between the variables was analyzed through the multiple regression analysis targeting 2378 first-year middle school students.

**Results:** First, the smartphone dependence had a negative effect on the parent-child conversation time and grid, and the parent-child conversation time had a positive effect on the grid. Furthermore, it turned out that the smartphone dependence partially mediates the conversation time of parents and children and affects the grid of the middle school students. Second, the smartphone dependence had a negative effect on the self-directed learning time and grid, and the self-directed learning time had a positive effect on the grid. Furthermore, it turned out that the smartphone dependence partially mediates the self-directed learning time and affects the grid of the middle school students.

**Conclusion:** As the parents and children spend more time on conversation, their children's smartphone dependence decreases, and as the grid is high, positive communication between the parents and children at home increases the children's grid, which may have a positive effect on their academic achievement and life satisfaction. In order to increase the grid, the factors such as the self-directed learning must be considered together.

**Keywords:** Smartphone Dependence, Parent-Child Conversation Time, Self-Directed Learning, Grid, Korean Children and Youth Panel Survey

## 1. Purpose of and Need for the Study

In the modern society, given the changes in the family structure and the development of electronic media, the number of adolescents who demonstrate various problematic behaviors while experiencing psychological problems is increasing compared to the past[1]. In particular, examining the aspect of family relations in the Korean society, various family problems such as the nuclear family, an increase in the divorce rate, and a lack of communication between the parents and children have emerged, which are negatively affecting the lives of adolescents[2]. In particular, such changes at home environment reduce the interaction by and between the parents and children from the point of view of the family system theory, which negatively affects the affective and cognitive development of children[3]. This further reduces the conversation time between the parents and children and relatively increases the time spent using the smartphone[1], which affects affective development such as learning motivation and self-control[4].

Recently, the grid is attracting attention among the psychological constructs related to affective domains such as learning motivation and self-control of the adolescents. Grid is a concept proposed by Duckworth and his colleagues, based on positive psychology, and is also defined as perseverance and enthusiasm to achieve long-term goals[5]. Duckworth claimed that the defining attributes that influence high personal achievement include creativity, enthusiasm, emotional intelligence, charisma, self-confidence, emotional stability, physical attractiveness, and myriad other positive traits, while some traits are more important than others in certain occupations. Whereas, some characteristics are claimed to be essential regardless of domain[6]. Regardless of such domains, an intrinsic trait is termed grid, and individuals with strong grid work ferociously toward long-term tasks, maintain interest and effort in the face of distractions, boredom, interruption, and even failure, and maintain grid in the long-term, and the grid was viewed as a tendency to sustain interest and effort toward a goal[5]. Furthermore, the importance of grid has been reported as a factor that enhances an individual's positive psychological competency and predicts personal life satisfaction and academic achievement[7][8][9].

As such, the grid predicts academic achievement, and a representative mediating variable is self-directed learning. Self-directed learning is defined as a learning process in which learners actively participate in learning tasks while planning, regulating, and controlling their learning process in terms of higher cognitive, motivation, and learning strategies that plan, check, and cognitively regulate their own learning in the learning process[10], and the students with the grid characteristics are more likely to learn independently in the learning process[11]. That is, in terms of the fact that the grid predicts self-directed learning[12][13], it means that the influence between the grid and the self-directed learning can be affected not only by the form of learning but also by the time of self-learning.

Examining the studies conducted in connection with the grid, grid has been mainly studied as a predictor of academic achievement, explaining it as an essential factor of long-term and consistent effort to achieve a goal[11][14][15][16], yet furthermore, it has been reported that the grid has a positive impact on the life satisfaction[7][8][9], growth mindset[5][14][17][18], self-esteem[19][20], self-regulated learning ability, academic continuity, self-efficacy, and the ability to overcome trials, etc[7][13][21][22]. Whereas, grid has also been reported to reduce the negative emotional response[23], curricular maladjustment[11], and learned helplessness[24]. Gathering which, grid is a variable that predicts individual success and life satisfaction independently of an individual's intelligence, talent, and socio-economic environment, and it is important in that it is related to positive psychology as a variable that predicts success primarily in connection with learning.

The grid of the adolescents affects not only their academic achievement, but also various areas such as success experiences in their daily lives[25]. Among which, the smartphone dependence has been reported to have a high correlation with the grid in that it has a negative effect on loss of direction and interest in goals, and patience in achieving their goals[26][27]. In particular, it causes various developmental problematic behaviors such as reduced attention and aggression[1][28][29] and the negative psychological factors such as depression and social withdrawal[29][30], and negatively affects school life and academic work[31]. As such, the excessive use of smartphones is highly correlated with the personal psychological problems, and causes loss of self-regulation and self-control, making daily life and school life difficult. However, studies have also been reported that smartphones have a positive effect on the academic achievement, self-directed learning, and the life satisfaction[32][33][34][35].

Grid has a high correlation with self-regulation and self-control in the sense of being patient and enduring for self-control and goal achievement[36], and it is reported that there is a significant correlation with smartphone addiction[37]. It is also expected that both the positive and negative aspects of this branch have a high correlation with the grid. Furthermore, the smartphone dependence is highly correlated with time and has a high correlation with parenting attitudes at home[28][38].

The smartphone dependence refers to disturbances in daily life such as anxiety caused by excessive

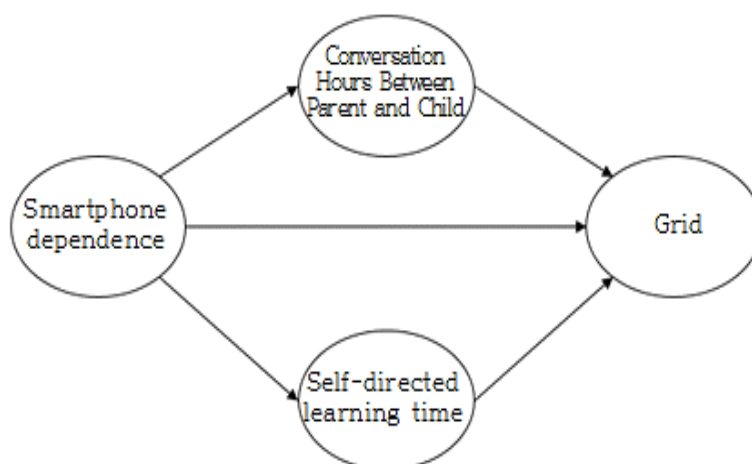
use and immersion in smartphones[39]. Among such factors influencing the smartphone dependence, the factor which has the greatest influence on middle school students is the parental factor, and specifically, the parenting attitude and the parent-child communication factors have been reported[40]. That is, when the parents show a controlling parenting attitude or communication is negative or limited at home, the likelihood of smartphone dependence increases. Communication is a key element of human relationships, and in particular, through communication with parents, parents' attitudes, thoughts, love, and values toward their children are transmitted[41][42]. Hence, it is necessary to examine the conversation between the parents and children as one of the parent-related factors which affect the middle school students' smartphone dependence. It has been reported that when parents use a lot of controlled communication, their children experience a lot of depression, which increases their smartphone dependence[43][44][45]. Such results consistently demonstrate the fact that parental communication styles influence the smartphone dependence or the children's psychological characteristics. Whereas, the influence of parent-child communication on smartphone dependence or children's psychological characteristics such as depression or grid can be affected not only by the method of communication but also by the time the communication takes place. That is, it is also related to smartphone dependence or grid among children's psychological characteristics in that it can be the basis for forming a parent-child relationship based on how much parents and children converse with each other.

Gathering which, it can be inferred that the middle school students' smartphone dependence can reduce the conversation time with their parents, affect the self-directed learning time, and also affect the grid, which is one of the psychological constructs of individuals. However, the studies on the relevance of these variables are inadequate, and there is a limit to explaining the smartphone dependence of the middle school students and the influence of parents at home, and the grid, an individual psychological construct related to this. Hence, in this study, the mediating effect of parent-child conversation time and the self-directed learning time on the relationship between the smartphone dependence and the grid of the middle school students is investigated, and an intervention plan to prevent and alleviate adolescents' smartphone dependence is sought to be prepared. Accordingly, the relevant research questions and research models are as follows.

First, do the middle school students' smartphone dependence, parent-child conversation time, and the self-directed learning time affect the grid?

Second, do the middle school students' parent-child conversation time and the self-directed learning time mediate the relationship between the smartphone dependence and the grid?

**Figure 1.** Continuous multiple regression model.



## 2. Research Method

### 2.1. Research subjects

In this study, the data from the 2018 Korean Children and Youth Panel Survey(KCYPS 2018) collected by the National Youth Policy Institute was used to verify the structural relationship between the middle school students' smartphone dependence, parent-child conversation time, self-directed learning time, and the grid. The data included in the analysis were analyzed for 2,378 people who removed missing values and outliers out of 2,590 people in the first year of the middle school. <Table 1> illustrates the classification of the variables analyzed in this study.

**Table 1.** General characteristics of the research subjects.

Variable	Classification	N(%)	Variable	Classification	N(%)
Age	16	26(1.1)	Father's academic background	High school or less	733(30.8)
	17	2340(98.4)		Graduated from 2-3 year college	466(19.6)
	18	12(0.5)		Graduated from 4-year college	846(35.6)
Gender	Male	1289(54.2)		Graduated from graduate school (master's and PhD)	220(9.3)
	Female	1089(45.8)		Lack of response	113(4.8)
Income	Less than KRW 2 million	145(6.1)	Mother's academic background	High school or less	878(36.9)
	KRW 2 million and less than KRW 5 million	1091(45.9)		Graduated from 2-3 year college	610(25.7)
	KRW 5 million and less than KRW 8 million	865(36.4)		Graduated from 4-year college	697(29.3)
	KRW 8 million or more	274(11.5)		Graduated from graduate school (master's and PhD)	124(5.2)
				Lack of response	69(2.9)

Note: N=2378.

### 2.2. Research tool

#### 2.2.1. Smartphone dependence

For the middle school students' smartphone dependence, a simple adult smartphone addiction self-diagnosis scale developed by Dongil Kim and his colleagues was used[46]. The sub-factors were consisted of 15 items in total, asking questions about tolerance, withdrawal, daily life disorder, and virtual world orientation. The specific questions include, among others, 'School grades deteriorated due to excessive use of smartphones' and 'If you cannot use your smartphone, it will be difficult to endure'. Each scale is rated on a 4-point Likert scale from 'Strongly disagree(1 point)' to 'Strongly agree(4 points)'. The higher the total score, the higher the level of smartphone dependence. The Cronbach's  $\alpha$  of the scale is .758.

### 2.2.2. Parent-child conversation time and the self-directed learning time

To measure the parent-child conversation time and the self-directed learning time, the Korean Children and Youth Panel Survey used corrections and supplements to the question of compensation rate and adolescent media use developed by Sangryul Bae and his colleagues[47]. Among the questionnaire, the average number of hours children and adolescents spend in a day was divided into weekdays and weekends, and they asked about various tasks such as private tutoring, reading time, conversation with parents, and self-study time(self-directed learning). In this study, among these items, only the conversation time with parents and the self-directed learning items were extracted and used. The parent-child conversation time uses the time spent talking between parents and children, and demonstrates how much parents interact with their children on a regular basis, and the self-directed learning time demonstrates how well self-directed learning is carried out. Such hours are divided into weekdays and weekends, and investigated in the 7 categories of 'Not at all', 'Less than 30 minutes', '30 minutes - less than 1 hour', '1 hour - less than 2 hours', '2 hours - less than 3 hours', '3 hours - less than 4 hours' and 'more than 4 hours'. Hence, in this study, the average of 2 response values on weekdays and weekends was calculated and used for analysis.

### 2.2.3. Grid

Grid was used as the Korean version of the children's persistence(GRID) scale developed by Heemyeong Kim and Maehyang Hwang[48]. The specific items were 'I'm not very frustrated when problems arise while solving problems, and I get out of frustration faster than others', 'I'm a hard worker', etc., and some have reverse coded(i.e., 'I have a hard time concentrating when I'm doing something and I have other thoughts', 'I've been concentrating on a problem for a while and then soon lost interest'). Each scale is consisted of 8 items and is rated on a 4-point Likert scale from 'Not at all'(1 point) to 'Strongly agree(4 points)', and the higher total score, it is interpreted as a higher level of persistence(GRID). The grid's Cronbach's  $\alpha$  was .718.

## 2.3. Analytical method

In this study was used the SPSS/Win 26.0 program, and calculated the frequency and percentage after the frequency analysis to find out the general characteristics of the study subjects, and to find out the relationship, the mean, standard deviation, and the Pearson moment correlation coefficient were examined. Furthermore, the step-by-step multiple regression analysis was performed to examine the relative influence of variables. The Baron and Kenny's three-step mediated regression analysis and the Sobel test were conducted to investigate the effect of smartphone dependence on middle school students' grid by using the parent-child conversation time and the self-directed learning time as a medium[49].

## 3. Research Results

### 3.1. Level of the variables affecting the grid

<Table 2> illustrates the results of calculating the mean and standard deviation of the middle school students' perceived level of smartphone dependence, grid, parent-child conversation time, and the self-directed learning time.

As a result of examining the level of variables affecting the persistence(GRID) of the middle school students, the overall average of persistence turned out to be 2.67(SD=.43). The average conversation time of parents and children was 4.23(SD=.1.42), which was an average of 1 to less than 2 hours a day, and the self-directed learning time was 3.36(SD=1.38), which was an average of 30 minutes to less than 1 hour a day. As a result of examining smartphone dependence, it turned out that the overall average of smartphone dependence was 2.00(SD = .46), and among the specific sub-factors, the daily life disorder was the highest with an average of 2.31(SD = .63), and the virtual world orientation was

1.55 on average. (SD=.54), which was the lowest, thereby indicating the fact that the excessive use of smartphones had the greatest impact on daily life.

**Table 2.** Descriptive statistics of key variables.

Sub variable	<i>M</i>	<i>SD</i>	Sub variable		<i>M</i>	<i>SD</i>
Conversation hours between parent and child	4.23	1.42	Smartphone dependence	Daily life related disorders	2.31	.63
				Virtual world Orientation	1.55	.54
Self-directed learning time	3.36	1.38		Withdrawal	1.68	..53
				Tolerance	2.19	.56.
Grid	2.67	.43		Overall	2.00	.46

Note: N=2378.

### 3.2. Correlation between the grid and related variables

Prior to the main analysis of this study that reveals the relationship between the middle school students' grid, smartphone dependence, parent-child conversation time, and the self-directed learning time, skewness and kurtosis were calculated to verify the normality of each variable. As a result, the absolute value of skewness of all variables was .154-0.649, which was less than 3, and the absolute value of kurtosis was less than 10, such as .062-1.316, which satisfied the assumption of normality[50].

<Table 3> illustrates the correlation between the middle school students' grid, smartphone dependence, parent-child conversation time, and the self-directed learning time. Based on the dependent variable, middle school student's persistence(grid), there was a positive correlation between the parent-child conversation time( $r=.199$ ,  $p<.01$ ) and the self-directed learning time( $r=.245$ ,  $p<.01$ ). There was a negative correlation with smartphone dependence( $r=-.479$ ,  $p<.01$ ), and there was also a positive correlation between the parent-child conversation time and the self-directed learning time( $r=.238$ ,  $p<.01$ ), and it turned out that the smartphone dependence was negatively correlated with the parent-child conversation time( $r=-.193$ ,  $p<.01$ ) and the self-directed learning time( $r=-.232$ ,  $p<.01$ ), respectively.

**Table 3.** Correlation between the grid and smartphone dependence, parent-child conversation time, and the self-directed learning time.

Sub variable		1	2	3	Smartphone dependence				
					4	5	6	7	8
1. Conversation hours between parent and child		1							
2. Self-directed learning time		.238**	1						
3. Grid		.199**	.245**	1					
Smartphone dependence	4. Daily life related disorders	-.139**	-.184**	-.416**	1				
	5. Virtual world	-.156**	-.143**	-.283**	.396**	1			

	orientation								
	6. Withdrawal	-.159**	-.140**	-.315**	.425**	.662**	1		
	7. Tolerance	-.166**	-.243**	-.447**	.640**	.408**	.454**	1	
	8. Overall	-.193**	-.232**	-.479**	.842**	.677**	.758**	.840**	1
Skewness		.299	.357	.177	-.338	.646	-.154	-.233	-.197
Kurtosis		-.724	-.286	1.316	.062	-.467	.168	-.201	-.239

Note: \*\*p<.01.

### 3.3. Relative explanatory power of the variables affecting the grid

To examine and understand the relative influence of variables on the grid of the middle school students, the multiple regression analysis was performed with the smartphone dependence, parent-child conversation time, and the self-directed learning time as the independent variables and the grid as a dependent variable. Before the regression analysis was performed, the Durbin-Watson value was checked to check the independence of the residuals. Next, the VIF value was checked to check the multi-collinearity, and consequently, the variance inflation factor(VIF) of the independent variables turned out to be 1.00-1.04, thereby confirming the fact that there is no multi-collinearity.

#### 3.3.1. The effect of smartphone dependence and the parent-child conversation time on the grid

<Table 4> illustrates the relative explanatory power of variables affecting the grid of the middle school students. First, the smartphone dependence and the parent-child conversation time turned out to have the explanatory power of 24.2% for Grid( $F=378.177$ ,  $p<.001$ ). Based on such results, the excessive smartphone dependence and the conversation time of parents and children can be explained as the variables affecting the grid of the middle school students.

As a result of the 3-step mediated regression analysis to examine and understand the mediating effect of parent-child conversation time in the effect of smartphone dependence on the grid, the first-step independent variable, smartphone dependence, had a significant negative effect on the parameter, the parent-child conversation time( $B=-.598$ ,  $p<.001$ ). In the next step 2, it turned out that the dependence on smartphone, an independent variable, also had a significant negative effect on the grid, a dependent variable( $B=-.451$ ,  $p<.001$ ). Lastly, as a result of examining the effect on the grid by inputting both independent variables and parameters in step 3, it turned out that the parameter, the parent-child conversation time, had a significant positive effect( $B=.034$ ,  $p<.001$ ). Furthermore, the smartphone dependence, an independent variable, turned out to have a significant negative effect on the grid( $B=-.431$ ,  $p<.001$ ). It was identified that the smartphone dependence partially mediates the parent-child conversation to affect the middle school student's grid.

**Table 4.** Performance of the regression analysis on the grid of smartphone dependence and parent-child conversation time.

Model summary	Model 1 (Subordinate: conversation hours between parent and child)		Model 2 (Subordinate: grid)		Model 3 (Subordinate: grid)	
	<i>B</i>	<i>SE</i>	<i>B</i>	<i>SE</i>	<i>B</i>	<i>SE</i>
Constant	5.425	.128	3.575	.035	3.393	.046
Smartphone dependence	-.598***	.062	-.451***	.017	-.431***	.017

Conversation hours between parent and child					.034***	.006
R-sq	.037		.230		.242	
F-value	91.833***		708.809***		378.177***	

Note: \*\*\*p<.001.

<Table 5> illustrates the results of the Sobel test to verify the indirect effect of smartphone dependence → parent-child conversation time → grid. The size of the indirect effect was found to be -.02, and the size of this indirect effect was identified to be statistically significant(p<.001).

**Table 5.** Results of the indirect effect analysis.

Mediating effect path	Indirect effect	t-value
Smartphone dependence → conversation time between parent and child → grid	-.02	-9.508***

Note: \*\*\*p<.001.

### 3.3.2. The effect of smartphone dependence and the self-directed learning time on the grid

<Table 6> illustrates the relative explanatory power of variables affecting the grid of the middle school students. First, the smartphone dependence and the self-directed learning time turned out to have the explanatory power of 24.9% for the grid(F=393.236, p<.001). Based on such results, the excessive smartphone dependence and time for self-directed learning can be explained as the variables affecting the grid of the middle school students.

As a result of the 3-step mediated regression analysis to understand the mediating effect of self-directed learning time in the effect of smartphone dependence on the grid, the first-step independent variable, the smartphone dependence, had a significant negative effect on the self-directed learning time as a parameter(B=-.702, p<.001). In the next step 2, it turned out that dependence on smartphone, an independent variable, also had a significant negative effect on the grid, a dependent variable(B=-.451, p<.001). Lastly, as a result of examining the effect on the grid by inputting both independent variables and parameters in step 3, it turned out that the self-directed learning time, a parameter, had a significant static effect(B=.044, p<.001). Furthermore, the smartphone dependence, an independent variable, turned out to have a significant negative effect on the grid(B=-.420, p<.001). The smartphone dependence partially mediates the self-directed learning time, thereby affecting the middle school student's grid.

**Table 6.** Execution of the regression analysis on the grid of smartphone dependence and self-directed learning time.

Model summary	Model 1 (Subordinate: self-directed learning time)		Model 2 (Subordinate: grid)		Model 3 (Subordinate: grid)	
		B	SE	B	SE	B
Constant	4.765	.124	3.575	.035	3.365	.044
Smartphone dependence	-.702***	.060	-.451***	.017	-.420***	.017
Self-directed learning time					.044***	.017

R-sq	.054	.230	.249
F-value	135.155***	708.809***	393.236***

Note: \*\*\*p<.001.

<Table 7> illustrates the results of the Sobel test to verify the indirect effect of smartphone dependence → self-directed learning time → grid. The size of the indirect effect turned out to be -.031, and the size of this indirect effect was identified to be statistically significant(p<.001).

**Table 7.** Results of the indirect effect analysis.

Mediating effect path	Indirect effect	t-value
Smartphone dependence → self-directed learning time → grid	-.031	-10.661***

Note: \*\*\*p<.001.

## 4. Discussion and Conclusion

This study focused on the smartphone dependence among the variables which affect the grid of the middle school students, and analyzed how conversation time with parents and the self-directed learning time affect the grid of the middle school students by considering the influence of their parents at home. By analyzing the influences of variables that have been independently dealt with in previous studies together, it is intended to examine the influence between the parents and the adolescents through the parent and self-directed learning in the relationship between the adolescents' grid and the smartphone dependence. The main results of this study are summarized and discussed as follows.

First, as a result of the regression analysis performed to examine and understand the mediating effect of the parent-child conversation time in the mediating effect of smartphone dependence on the grid, the smartphone dependence turned out to have a significant negative effect on the parent-child conversation time and the grid, and the parent-child conversation time turned out to have a significant positive effect on the grid. Furthermore, in terms of the relationship between the smartphone dependence and the grid, it turned out that the smartphone dependence partially mediates the conversation time of parents and children and affects the grid of the middle school students. Such results share the context with the research results[45][51][52][53] which claimed that the higher the conversation time with parents, the lower the smartphone dependence of the middle school students. They are consistent with the studies[54][55][56][57] which claimed that the children's grid improves when the parents show positive communication, such as treating their children with warmth, giving them the opportunity to make choices, or supporting autonomy and the previous studies which claimed that the parents' positive communication style affects the parent-child relationship and further has a significant impact on the development of children, as well as the deviant behaviors such as the smartphone dependence[58][59].

This may be considered such that the positive communication of the parents forms a stable parent-child relationship and does not obsess over the interpersonal relationships in the virtual world using the smartphones. That is, the inconsistent parenting and communication by parents increases psychological and social atrophy, such as reducing the grid and self-esteem of adolescents[60]. If parents do not consider their children's needs for independence and autonomy and have inconsistent and negative communication, their children will evaluate their own values and abilities negatively, and their sense of purpose, will, and effort, etc., whereby the grid can be lowered, which would also affect social relationships, suggesting that there is a possibility of falling into smartphone dependence, a virtual world, due to social atrophy. Furthermore, in the case of children who received positive and support-

ive upbringing from their parents at home, the smartphone dependence rate is reported to be relatively low[43][61][62], and the positive communication method of parents reduces the smartphone dependence of the middle school children as a whole. It was confirmed that the parents' belief in their children, accepting them as they are, understanding, support, and positive communication are important factors influencing their children's behaviors.

This demonstrates the fact that when children feel affections and support from their parents and their autonomy is respected, grid, which is the strength of the mind that can make choices and keep interest in goals, can be improved. This suggests the fact that the positive communication through parental affection and support makes the children feel emotionally supported and comforted, and enables them to shift to a positive perspective rather than focus on the negative emotions. That is, the more negative parent-child communication is, the more the risk of smartphone addiction is aggravated, and dysfunctional parent-child communication can work negatively, and hence, it can be predicted that conversations with parents affect the children's smartphone dependence[63]. Hence, in order to prevent the adolescents' smartphone dependence, the parents should be aware of the importance of the quantitative aspect in the positive communication and conversation, and the support will be needed to improve the parent-child relationship by developing a compassionate and supportive parenting attitude and positive communication related parent education program.

Meanwhile, in this study, the concept of conversation with parents was analyzed only in quantitative aspects. In general, the conversation with parents take on many different forms. That is, it can include all forms of conversation, such as parental guidance or nagging, children's unilateral explanation, or mutually positive or negative conversation between parent and child. Hence, the variable should be understood as an extremely quantitative factor on the relationship with parents, and in this context, it is apparent that the amount of relationship with parents is also a very important variable which affects the children's grid. In the previous studies, it was also explained that a large amount of conversation may not necessarily mean a positive relationship, and as mentioned above, a large amount of conversation may include a negative communication method[64]. However, the results of this study that an increase in conversation time between simple parents and children had a positive effect on the children's grid and lowered smartphone dependence clearly demonstrates the fact that the increase in the amount of conversation time is related to a positive parent-child relationship. Through which, it can be confirmed that the increase in the amount of conversation with the parents affects the psychological characteristics of the children by itself.

Second, as a result of the regression analysis performed to examine and understand the mediating effect of the self-directed learning time on the effect of the smartphone dependence on the grid, it turned out that the smartphone dependence had a significant negative effect on the self-directed learning time and the grid, while the self directed learning time turned out to have a significant positive effect on the grid. Furthermore, in terms of the relationship between the smartphone dependence and the grid, it turned out that the smartphone dependence partially mediates the self-directed learning time and affects the grid of the middle school students. Such results are consistent with the research results[11][12][13] which claimed that the grid predicts self-directed learning because the students with the characteristics of grid are more likely to self-direct their learning in the learning process. The research results were supportive that the smartphone dependence was highly correlated with psychological problems such as loss of goal, decreased interest, lack of patience and effort to achieve goals, and had a high correlation with grid in that it caused loss of self-regulation and self-control[26][27]. Gathering which, the excessive smartphone dependence lowers the individual self-regulation and self-control, and negatively affects the self-directed learning, thereby hindering the middle school students' efforts or enthusiasm for achieving their long-term goals.

Furthermore, while there is a high positive correlation between academic achievement and grid, there are studies[11][25][64][65] which reported that the grid has an indirect effect on the academic achievement through other variables. This indicates that the grid can affect the academic achievement

through the self-directed learning, and such results suggest that increasing grid alone does not increase academic achievement, and the factors such as self-directed learning must be considered together. The people with a high grid can expect high achievement, but their performance may vary depending on the effort they put in or the learning strategy they use in the process[15][66]. Since grid is a changeable psychological characteristic of an individual, the promotion of grid as a learning-related variable is attracting attention[67]. Since this promotion of grid can lead to high academic achievement when done together with self-directed learning, it is necessary to teach and implement the self-directed learning strategy in greater details with the grid during academic counseling[68][69]. It will be necessary to develop and support the various counseling and education programs in order to prevent the adolescents from their excessive smartphone dependence.

The educational implications of the results of this study are presented as follows. The factors related to parents are very important in their children's growth process. Since the parents and children share much time at home, it has a very important impact on their children's smartphone dependence. This is because the parents directly or indirectly transmit attitudes, values, beliefs, and behavioral patterns to their children's socialization and have the greatest influence on their children's growth. As the parents and children spend more time on conversations, the children's smartphone dependence decreases and grid is high, so the positive communication between the parents and children at home increases the children's grid, which can have a positive effect on their academic achievement and life satisfaction. Furthermore, the study is meaningful in that it verified the importance of the quality of communication between the parents and children as well as the amount of time for communication. Since the grid can affect the academic achievement through the self-directed learning, the study is meaningful in that it revealed that the factors such as self-directed learning should be considered together to increase the grid.

The limitations of this study and the recommendations for the follow-up studies are as follows. First, since this study used the 'first year middle school panel' data of the '2018 Korean Children and Youth Panel Survey(KCYPS 2018)' conducted by the National Youth Policy Institute, the research results had restrictions for the generalization of the whole group of the middle school students. Hence, in the follow-up studies, it would be necessary to expand the research subjects to all grade levels, regional characteristics, and grade levels.

Second, this study has limitations in that the data measured at one point in time were analyzed crosswisely. Accordingly, it would be meaningful to analyze the changes in the grid and smartphone dependence, parent-child conversation time, and the self-directed learning time through a continuous longitudinal study in the follow-up studies.

Third, the data collection of this study was based on the self-report questionnaire consisted of the Likert scale, and the objective evaluation was difficult, and the possibility of misunderstanding or reckless responses to the problem could not be excluded. Hence, it is necessary to collect data through various methods such as interviews and case studies for the follow-up studies.

Fourth, these data were analyzed based on the quantitative data in the investigation of self-directed learning time and the parent-child conversation time. In particular, in terms of the parent-child conversations, there may be differences in the amount and quality of communication between the children and parents. Hence, in the follow-up studies, it would be necessary to verify the relationship between the parents and children in terms of quantity and quality.

Lastly, since all the variables analyzed in this study were measured at the same time, it was difficult to explain the causal relationship between the variables. In the future, it would be necessary to verify as to whether the relationship between the variables identified in this study surfaces consistently by using the methods such as longitudinal or experimental studies.

Notwithstanding such limitations, this study is meaningful in that it increases the generalizability of the results by analyzing the grid of the first year middle school adolescents by using a vast amount of the panel data. Furthermore, the study is valuable in that it verified the effect on the grid only with the physical quantitative data such as the parent-child conversation time and the self-directed learning time which affect the grid, and provided practical suggestions thereby.

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## 6. Appendix

### 6.1. Authors contribution

	Initial name	Contribution
Lead Author	GB	-Set of concepts <input checked="" type="checkbox"/> -Design <input checked="" type="checkbox"/> -Getting results <input checked="" type="checkbox"/> -Analysis <input checked="" type="checkbox"/> -Make a significant contribution to collection <input checked="" type="checkbox"/>
Corresponding Author*	SP	-Final approval of the paper <input checked="" type="checkbox"/> -Corresponding <input checked="" type="checkbox"/> -Play a decisive role in modification <input checked="" type="checkbox"/> -Significant contributions to concepts, designs, practices, analysis and interpretation of data <input checked="" type="checkbox"/>
Co-Author	YJ	-Participants in Drafting and Revising Papers <input checked="" type="checkbox"/> -Someone who can explain all aspects of the paper <input checked="" type="checkbox"/>

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Publisher: J-INSTITUTE  
ISSN: 2435-3337

Website: j-institute.org  
Editor: admin@j-institute.org

Corresponding author\*  
E-mail: lggyea@kornu.ac.kr

DOI Address:  
dx.doi.org/10.22471/value.2022.7.2.17



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## A Study on Competency Development of Lifelong Education Instructors

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### Abstract

**Purpose:** The purpose of this study is to explore the core competencies, the developmental stages of competency, and the learning patterns of lifelong education instructors at local culture centers in department stores that function as a representative lifelong education institution attached to a company.

**Method:** This study performed a qualitative case study. This included an in-depth interview with 8 people who have 25-35 years of experience as lifelong education instructors at culture centers in department stores. For the data analysis, thematic analysis and contents analysis methods were used. For the analysis framework of this study, Gardner's I/D/F system approach (individual/domain/field system approach: I/D/F) model, which was suggested in the theoretical background, was used.

**Results:** The study derived three competency factors, three stages of competency development, and three learning types of lifelong education instructors at culture centers in department stores.

**Conclusion:** First, there were three components of competency development of lifelong education instructors at culture centers in department stores: (1) knowledge and skills, (2) emotion regulation, and (3) performance and reflection. Second, the competency development stages of lifelong education instructors at culture centers in department stores were divided into three stages: (1) novice instructors → (2) professional instructors → (3) Outstanding instructors. Third, the learning types that promote the competency development of lifelong education instructors in culture centers in department stores were as follows: (1) learning by modeling, (2) learning by trial and error, and (3) anticipatory-creative learning.

**Keywords:** Local Culture Centers in Department Stores, Lifelong Education Instructors, Components of Competency Development, Developmental Stages of Competency, Learning Patterns

## 1. Introduction

Among lifelong education facilities, the Lifelong Education Institution Attached to a Company is an institution that leads the supply of lifelong education programs in Korea, along with Lifelong Educational Institution Attached to a higher education institution and a lifelong learning center[1]. According to the statistics pertaining to lifelong education, which is collected and managed by the Korea Educational Development Institute, Lifelong Education Institution Attached to a Company provided a total of 58,870 lifelong education programs as of 2021, making it the second largest provider of programs after Cyber Lifelong Education Institutions[2]. The purpose of this study is to specify the competencies and the components required for lifelong education instructors at culture centers in department stores as a representative institution of Lifelong Education Institution Attached to a Company, and to explore the stages of competency development and learning types. In particular, this study chose culture centers in department stores as its research context because its representativeness as a venue for lifelong education in the community can be easily accessed by the public[3][4][5]. In general, upon examining previous studies on lifelong education instructors, studies on general competencies were required of

lifelong education instructors[6][7][8][9][10][11][12][13][14][15], and many studies were conducted on the competence of lifelong education instructors in the context of corporate education[16][17][18][19][20]. For example, in previous studies, the core competencies of lifelong education instructors were defined as planning, implementation, management and support[11][12]. In addition, as facilitator competencies of lifelong education instructors, the competencies of effective communication, promotion of learning activities, and promotion of creative thinking are defined[6]. Among them, when examining the types of prior research on culture centers in department stores in detail, some studies on educational programs and studies on learners have been conducted[21][22][23], but there were few studies on instructors[5]. Above all, the professionalism, competency, and qualifications of instructors are directly related to the quality of lifelong education, and are essential requirements for the success and development of lifelong education[9][11][12][13]. Therefore, specific research questions to achieve the purpose of this study are set as follows.

First, what are the factors that determine the competency of lifelong education instructors at culture centers in department stores?

Second, what stage is the competency development of lifelong education instructors at culture centers in department stores?

Third, what type of learning promotes the competency development of lifelong education instructors at culture centers in department stores?

## **2. Theoretical Background**

### **2.1. Experiential learning**

Many theorists, from Dewey, who first emphasized the importance of experience, to Kolb, who first modeled the theory of experiential learning, and Knowles, to Freire, who regarded the learner's experience as an important source of knowledge for learning, recognized that experiential learning is an important approach in lifelong learning[24]. Lindeman, one of the pioneers of adult education, emphasized the importance of experience in adult education by saying that experience is a living textbook for adult learners[25]. As such, the belief that teaching activities for adults should be based on the experiences of adults, and that these experiences are valuable educational resources of adults, is accepted as a universal principle by all adult learners. Kolb, who was the first to model the theory of experiential learning, proposed learning as a 'process', rather than a behaviorist approach that focuses on outcomes, by considering learning as a process in which knowledge is created through the 'transformation of experience'[24]. Therefore, the step-by-step cycle model of experiential learning, as proposed by Kolb, consists of 'learning by feeling', 'learning by watching', 'learning by thinking', and 'learning by doing'. As seen in Kolb's experiential learning model, learning is a process, not a result, and learning is continuously reconstructed as a process of experience, not as a process of accumulation of knowledge. In this study, experiential learning provided the basis for revealing how instructors' tacit knowledge and skills that promote the growth of culture centers in department stores are developed, and how they create new knowledge through their performance(lectures).

### **2.2. Reflective practice**

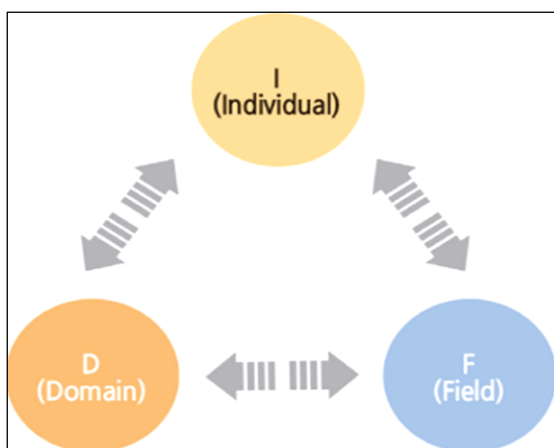
Regarding the competency demonstrated in the practice of experts, Schön suggested that it is constituted through 'knowing-in-action' and 'reflection-in-action'[26][27]. Professional practice consists of a set of actions, which can be further subdivided into more or less stable behavior patterns. By examining each type of behavior in everyday practice, an expert makes countless qualitative judgments that cannot provide exact standards, but reveals indescribable skills for setting rules and processes. As such, experts rely on tacit awareness, judgment, and technical performance, even when consciously using different theories and techniques. These types of behavior require a certain degree

of knowledge, which Schön called 'knowing-in-action'[26][27]. In particular, the concept of 'reflection-in-action' occupies the core of professional competence. In Schön's 'reflection-in-action', 'reflection' refers to the existing tacit knowledge, or, according to his expression, as tacit 'knowing-in-action'. When conducting 'reflection-in-action', it becomes possible to construct new theories on unique cases without relying on the categories of established theories and techniques. By critically rethinking the ideas that created such a situation in the process, it demonstrates the ability to restructure behavioral strategies, the understanding of the phenomena, and the methods of constructing the framework of the problem. Schön asserted that the entire process of 'reflection-in-action' is the core of the 'skills' that professional practitioners use to resolve uncertain, unstable, and unique conflicts. Also, he specifically used the term 'reflection-in-practice' to link such 'reflection-in-action' with professional practice. This theory became the basis for revealing how lifelong education instructors at culture centers in department stores reconstructed and practiced 'reflection-in-action' experiences that they accumulated throughout their teaching careers in subsequent lectures, and how it was shown as a differentiated competency.

### 2.3. I/D/F system approach model

The systematic approach, a model proposed by the psychologist Csikszentmihalyi, is a framework for analyzing common characteristics that appear in the life histories of outstanding creators[28]. According to Csikszentmihalyi, in order to study the process of creative intellectual achievement, it is necessary to pay attention to the interaction of three elements, namely, individual, domain, and field. Csikszentmihalyi expanded his interest not only to individuals, but also to domains and fields, because, in order for human intellectual ability to be expressed as an outstanding achievement, it is essential to meet an appropriate 'area' in which such ability can be expressed. Moreover, the driving force for the continuous development of an individual's intellectual ability comes from the interaction with meaningful peers who exert influence on the individual, and with the 'field' that is broadly composed of the socio-cultural environment. Gardner, the creator of the theory of multiple intelligences, adopted Csikszentmihalyi's 'I/D/F system approach' model[28][29]. So, he attempted to conduct a scientific exploration of human excellence by analyzing the extraordinary lives of historical figures who achieved world-class achievements in various fields. In analyzing a person's life history, he focused on three factors: an individual with intellectual strength and a unique personality, a growth environment, or a specific area in which the individual exhibits intellectual strength, and a field that consists of other people or the socio-cultural environment surrounding the individual. Then, he analyzed the process of human excellence, focusing on the dynamic interaction between these factors[30]. The frame of the life history analysis, as applied by Gardner, is illustrated as <Figure 1>.

**Figure 1.** Gardner's I/D/F system approach model.



According to Gardner's character analysis, as in 'picture', every individual develops his or her intellectual ability between the intellectual realm and the meaningful other people around him and the social environment. Although this process is common to all human developmental history, different types and developmental levels of intelligence can be represented, depending on the smoothness, manner, and quality of each element interaction. This study intends to use the I/D/F system approach model used by Gardner in the life history analysis to discover the degree of excellence of great people as a basic premise in analyzing the competency of lifelong education instructors at culture centers in department stores.

## 2.4. Autopoiesis theory

This theory has important meanings in understanding the relationship between organisms and the evolutionary process. According to the Darwinian-influenced biology of the past, living things could only survive if they adapted to their environment as much as possible. Thus, living things become enslaved to the objective outside world. However, there is no 'objective' reality in systems biology, as represented by Chilean scientists Humberto Maturana and Francisco Varela[31]. All living systems claiming to be closed and autonomous systems of interaction are merely self-referential organizations. As long as the basic conditions of life are met, a living system can freely create its own world, rather than just reacting to things that already exist. Maturana and Varela showed that cognition could not exist on a separate level in isolation from the biological uniqueness of the human individual. They argued that cognition was not a representation of that world 'out there', but the repeated presentation of an 'arbitrary' world in one's life. Since all cognitive experiences are intertwined in a very personal way that is rooted in the biological structure of the recognizer, the world we live in is the world we construct. Maturana and Varela coined the term "autopoiesis" to refer to this ability of an organism to self-produce through a closed relational system (from the Greek term 'autos', meaning 'self', and 'poiein', meaning 'make'). In other words, it is the "autopoietisch organization" that characterizes living things. They argued that the purpose of these systems is ultimately to produce themselves, and that the system's own organization and identity are its most important outcome products. Maturana and Varela developed their theory essentially as a new interpretation of biological phenomena. In the end, the system operates to maintain its own identity, and the relationship with the environment is internally crystallized, meaning that the system can change and is evolving only through "autopoiesis" changes in identity. In other words, it can be seen that the organic organization plays an active role in creating an environment according to its own identity. Therefore, as organisms realize their identity, they can lead major transformations in the social ecosystem to which they belong. In this study, this theory gives important implications in understanding the conditions of competency of lifelong education instructors at culture centers in department stores. If it is said that all living things are self-producing organizations and evolve by constructing their own environment, eventually, experts will play a central role in implementing this process as an active subject in acquiring and developing their capabilities. Then, in order to secure one's own specialized competitiveness, it is necessary to construct an identity that is differentiated from others. This is the reason experts should focus on the kind of choices they make and the kinds of creatures they produce for evolution and development based on their own standards.

## 3. Research Method

This study used a qualitative case study to explore the core competencies, competency development stages, and learning types that are required of lifelong education instructors who were working at local culture centers in department stores. Case studies aim to discover the interaction of the major factors that characterize a phenomenon by focusing on one phenomenon or entity[32]. The design of a case study is not a single event, but an ongoing process that occurs throughout the case study[33]. At this time, the point of awareness in case studies is to set a focus by studying, collecting data on that

aspect, and analyzing it intensively[32]. Based on the characteristics of the qualitative case study, this study conducted in-depth interviews with 8 people who have 25-35 years of experience as lifelong education instructors at culture centers in department stores. Interviews were conducted 16 times, 2 times each for 8 cases, from January 7 to February 25, 2022.

**Table 1.** Characteristics of research participants.

No.	Research participants	Gender	Year of birth	Lifelong education instructor experience	Interview date	
					Primary	Secondary
1	A	female	1968	26years	2022. 1.7	2022. 2.18
2	B	female	1965	30years	2022. 1.8	2022. 2.19
3	C	female	1961	35years	2022. 1.8	2022. 2.12
4	D	female	1960	29years	2022. 1.14	2022. 2.11
5	E	female	1971	25years	2022. 1.15	2022. 2.19
6	F	female	1963	34years	2022. 1.15	2022. 2.12
7	G	female	1964	32years	2022. 1.21	2022. 2.18
8	H	female	1970	25years	2022. 1.22	2022. 2.25

The interview was recorded with the consent of the research participants in advance, and the interview lasted for 1 hour and 30 minutes to 2 hours. The data recorded from the interview was transcribed after the interview, and analyzed as data.

**Table 2.** Interview questions.

1st question	2st question
<ul style="list-style-type: none"> <li>· Explore your personal background</li> <li>- Family relationship, religion, growth environment, etc.</li> <li>- Turning points in life, mentors in life, ways to overcome failure, etc.</li> <li>· Background of growing up as a lifelong education instructor</li> <li>· Check the level of emotional regulation ability (self-efficacy, self-regulation ability, self-reflection ability, self-management ability, etc.)</li> <li>· The meaning of life as a lifelong education instructor</li> </ul>	<ul style="list-style-type: none"> <li>· Analysis of the main characteristics of cultural center instructors in the early-middle-late stage</li> <li>- Analysis of major events/learning methods/performance characteristics/problem solving methods/emotional regulation ability, etc.</li> <li>- Relationships with learners/ the person in charge of the educational institution/ other instructors, etc.</li> <li>- Development factors and obstacles in the course of core competency development of lifelong education instructors</li> </ul>

In the data analysis, thematic analysis and contents analysis methods were used. To analyze the stage of competency development, the framework of this study used the Gardner's I/D/F system approach model presented in the theoretical background. Based on the final analysis, 3 core competencies, 3 stages of competency development, and 3 learning types required of lifelong education instructors at culture centers in department stores were derived. A detailed analysis of this study is presented in chapter 4.

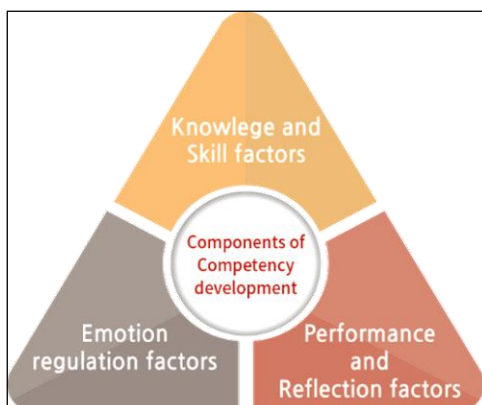
## 4. Research Results

### 4.1. Components of competency development

The study found that there were three factors that constitute the competency development of the lifelong education instructors at culture centers in department stores: (1)knowledge and skill factors, (2)emotion regulation factors, and (3)performance and reflection factors.

#### 4.1.1. Knowledge and skill factors

**Figure 2.** Components of competency development.



Even after entering the field of instructors at culture centers in department stores, the participants of this study continued to explore new fields of knowledge and expanded their expertise in related fields. Furthermore, through an attempt to graft these experiences into the educational field, they created their own unique knowledge and skills. This knowledge and skill, which they expressed as a kind of “know-how” of their own, corresponded to a kind of tacit form that was embedded in their experience through numerous trials and errors. The path through which participants in this study acquired such experiences(knowledge and skills) can be divided into four dimensions. First, it was through the graduate course that corresponded to formal education. The lifelong education instructors who participated in this study entered graduate school to supplement their lack of expertise about 5-10 years after they entered the culture centers in department stores as instructors, and continued their intensified academic background and experience. Second, the domain-specific experience(knowledge and skills) corresponded to one's field. In order to acquire the latest knowledge and skills in their field, they are continuously expanding their related networks and fields while continuing their activities and research. Third, a field-general experience(knowledge and skill) can be pursued based on various types of curiosity even if it is not directly related to one's field. Fourth, tacit knowledge and skills are derived from one's own experiences by integrating the previous three experiences(knowledge and skills). The level of knowledge and skills acquired in this way becomes a key element of competency for creating and maintaining a unique competitive edge as instructors in the field of culture centers in department stores.

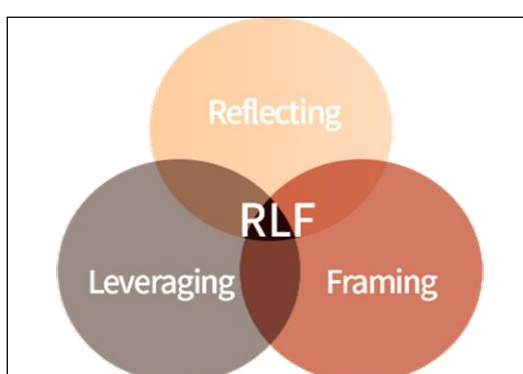
#### 4.1.2. Emotion regulation factors

Emotion regulation is an essential element for maintaining a close relationship with learners from various generations and experiences encountered in the educational field of culture centers in department stores. Salovey and Mayer, who introduced the theory of emotional intelligence, proposed the ability of reflective regulation of emotion as a component that belongs to the highest level of emotional intelligence[34]. Salovey and Mayer defined emotional regulation as the ability to consciously manage and control emotions for emotional and intellectual growth. It is defined as the ability to accurately recognize one's emotions and adjust them to the emotional state expected by the society to which they belong, taking into account the effects of those emotions on others. In the results of this study, emotion regulation does not simply mean controlling the expression of emotions by avoiding or suppressing unpleasant scenes. It is the ability to manage emotions by accepting emotions from various relationships that are currently experienced, and reflecting on them objectively or subjectively. This can be expressed through various emotion regulation techniques or strategies. In particular, this competency was important for instructors in the field of lifelong education where the formation of

relationships with various learners is important, and it was a competency that was common among the eight participants in this study. Participants in this study possessed clearly differentiated self-efficacy and emotional regulation ability, and were demonstrated as an excellent self-regulation ability. The ability of emotion regulation to objectively and reflectively accept one's emotions plays a positive role in understanding human relationships related to the causes of emotions. Emotion regulation is an ability that can be executed both for oneself and for others, and, in particular, it is an ability that helps build social networks, that is, human relationships, by regulating the emotions of others. Eight participants in this study had their own emotion regulation skills and strategies in their respective domains, and emphasized the importance of empathizing and regulating not only their own emotions, but also the emotions of others to form relationships with various learners.

#### 4.1.3. Performance and reflection factors

**Figure 3.** Gardner's RLF behavioral characteristics.



Gardner analyzed the lives of extraordinary great men, and classified them into three behavioral characteristics[27]. These three are the 'reflecting', 'leveraging', and 'framing' abilities, also known as RLF behavioral traits. Through this study, it was observed that eight instructors at culture centers in department stores showed excellent performance in terms of these three competencies. They all showed three important characteristics in the areas of performance and reflection. First, it is an ability to accurately identify one's weaknesses and strengths through in-depth reflection activities, and to focus on the goal. In setting goals based on specific motives, it was observed that they were performing long-term/short-term and quantitative/qualitative goals at the same time by going through a meticulous and detailed process. Second, it is an ability to bridge and balance the gap between one's goals and the present. In this way, self-reflection should be preceded by understanding one's strengths and weaknesses. All eight instructors from culture centers in department stores who participated in this study were excellent in terms of self-reflection ability, and, in particular, their ability to transform their weaknesses into strengths was outstanding. Third, it is an ability to work toward success by using the knowledge learned from the daily experience with trial and error. This competency was the basis for enabling the participants of this study to perform in the present situation. In particular, failure acted as a strong motivator for them, and served as an opportunity to further clarify their will and identity as lifelong education instructors.

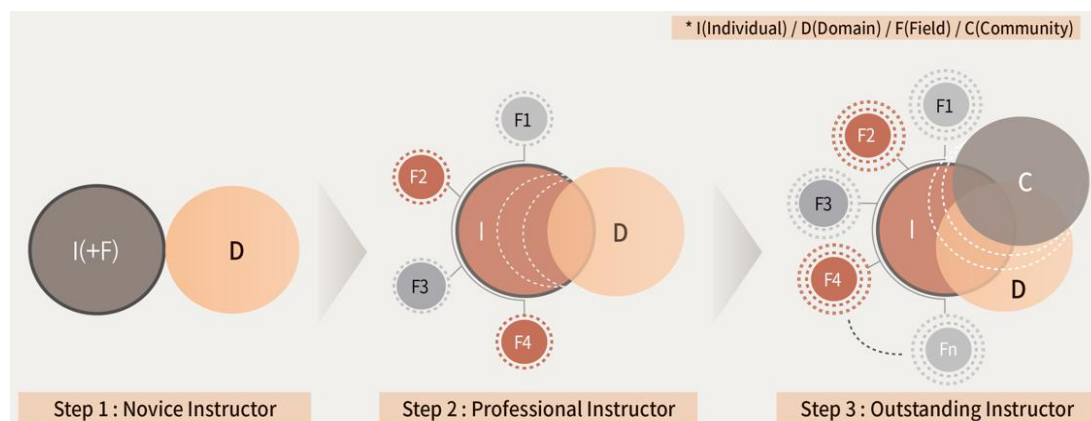
#### 4.2. Stages of development of competence

Based on the result of the analysis on the competency of this study's participating instructors in culture centers in department stores, there were qualitative and quantitative changes at each stage. In the I/D/F system approach model presented in the theoretical background and research framework, 'C(community)' was created, combined, and expanded. Also, in this study, 'F(field)' referred to the micro-environment(significant others or groups that exert influence on an individual's life, etc.) and the macro-environment(social climate, culture, historical events, etc.) in the I/D/F system approach model, as well as it served as an adhesive environment to further solidifying I. According to these

results, the developmental stages of competency of lifelong education instructors at culture centers in department stores were divided into three stages: (1)novice instructors, (2)professional instructors, and (3)outstanding instructors. <Figure 4> shows the relationship between I/D/F/C in the development stage of competency.

#### 4.2.1. Step 1: novice instructors

**Figure 4.** Stages of development of competencies.



This is the initial stage of entering the field as an instructor of lifelong education, located in culture centers in department stores, and it is the stage where 'I(individual)' and 'D(domain)' meet. In this step, we explore and analyze whether or not 'I' and 'D' can be well harmonized and fused. Before entering the field of lifelong education in earnest, the participants of this study directly visited various instructors who were already active as lifelong education instructors, and collected and analyzed information about the experiences and skills they needed as lifelong education instructors. After entering the culture centers in department stores as a lifelong education site, an instructor set up a self-management and learning plan to grow as a lifelong education instructor in his own manner in the field, and worked tirelessly. Of course, the method may be slightly different, depending on the characteristics of each field, but, basically, they continued learning to keep up with the latest trends in knowledge and technology needed in their own field. Likewise, they continued to learn new skills to compensate for their lack of knowledge and skills. They were not afraid to take on the challenge of studying and researching in new fields. In particular, at this stage, one of the important competency development methods was to observe the classes of senior instructors who are actively working as lifelong education instructors in the same field. Through this method, the characteristic attitude of constantly learning, reflecting, and striving to teach, communicating with learners, and raising expertise in the field was evident.

#### 4.2.2. Step 2: professional instructors

In this stage, both 'I(individual)' and 'D(domain)' are actively trying to encompass 'D(domain)'. At this time, the participants in this study tried to integrate the important parts of 'D(relationships with various learners, educational institutions, different instructors, etc.)' into their own 'I'. At this stage, it is an important task to expand the field of view that was focused only on 'I' to 'D', and integrate the elements of 'D' into those of 'I' due to lack of experience. In this professional instructor stage, active interaction between 'I' and 'D' occurs, while the interaction pattern can be characterized by the following few. First, it is to identify D's multifaceted relationships and environment, and to integrate D's key elements into its goals. Second, it is a thorough time management strategy. To continue learning to strengthen one's professionalism as a lifelong education instructor, to focus on self-management and increase one's own value, and to expand one's domain through various human relationships, the absolutely necessary strategy is in the ability to manage time efficiently. Third, one must pattern one's

own experiences and build one's own "know-how" to respond to various problem situations. Participants in this study were developing their ability to systematize the problem situations they experienced in various situations, and to develop patterns of repeated elements into their own flexible know-how.

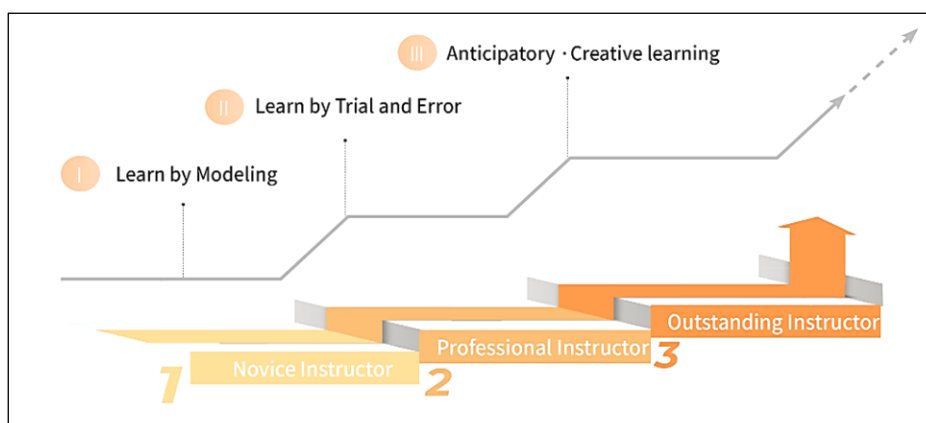
### 4.2.3. Step 3: outstanding instructors

In this stage, it was shown that a new 'I(individual)' could be created from 'D(domain)', and 'D' could be changed by feedback again. However, at this stage, a new area that was not in the I/D/F system approach model has been created and expanded, and it is 'C(community)'. 'C' provides a differential driving force in the process of solidifying and expanding the mutual relationship between 'I' and 'D'. 'C' develops the so-called collective competence in which the competence of 'I' is expanded, resulting in an influence that is expanded beyond comparison with the ripple effect of an individual 'I' on 'D'. At this stage, the participants of this study acquired the ability to gradually expand their expertise and influence as lifelong education instructors, based on the dynamics of 'C' with expanded 'I'. This way, they could create original competencies that go beyond the level required in their own field. The competency at this stage is different from the previous one because it takes a relatively long time and effort to form and classify knowledge and problems that did not exist before, and to pay attention to the new transformation of 'D'. At this stage, while acquiring the ability to maximize professionalism and realizing new potentials that they were previously unaware of, 'I' itself not only expands, but also reaches a level where 'I', 'C', and 'D' are quite consistent with each other. In particular, the formation of 'C' became the basis for maintaining community learning by maintaining learning networks even during the period when lifelong education lectures were cut off due to COVID-19.

### 4.3. Learning types of competency development

The results of this study's analysis on the learning types of 8 participating instructors in culture centers in department stores showed that they nurtured and strategized their unique characteristics as strengths and abilities, which were also applied to the learning types. The way they acquire and create new knowledge is closely related to their practice as lifelong education instructors. Participants in this study had relatively common learning strategies, and were confident in their own learning methods. In particular, they also showed that the boundary between work and study was not clearly separated. Their common learning styles are as follows.

**Figure 5.** Learning types of competency development.



#### 4.3.1. Learn by modeling

The participants of this study directly visited the lectures of representative instructors who were widely recognized in this field, regardless of their field of teaching, in the early days of the culture

centers in department stores, and experienced and learned from various situations in the actual educational field. In particular, the participants of this study focused on analyzing and studying the way that outstanding lifelong education instructors communicate with various learners, and teach and create a learning community in the specific educational context of culture centers in department stores. Through this approach, they set up modeling as experts that they could refer to and imitate in each field, followed their important characteristics, and focused on strategies to match their level with that of the experts while also pursuing learning. However, their own unique educational philosophy and educational method have not yet been established during this phase. The stage of hard learning and trying to follow the teaching methods of other famous instructors can be modeled as a reference, and can be experienced as one's own and follow it without being embodied.

#### **4.3.2. Learn by trial and error**

This stage starts after learning by modeling. Participants in this study did not stop at learning superficially through learning by modeling, but applied and practiced it in their own lecture context, and experienced various trials and errors before being able to create their own method. It was confirmed through direct practice whether or not the specific information learned through modeling was connected to the effect of the actual lecture in their own context, and the strategies of learning by modeling were corrected. Through this approach, learning by modeling was used as a medium to develop a level of knowledge that was actually checked and reinforced in the context of their own lectures from the level of information after individual contents were combined. In this process, through the experience of grasping one's strengths and weaknesses from an objective point of view, they could find the most appropriate teaching method for their own characteristics that could fortify their strengths and could compensate for their weaknesses. Through this technique, it showed how they developed knowledge that was embodied in their own context, going beyond simply internalizing what they have learned in learning by modeling.

#### **4.3.3. Anticipatory · creative learning**

As participants in this study accumulate experience, they go beyond the maintenance-type of learning that maintains their level, and advance to the stage of learning that creates a new field. As their careers progressed, they not only possessed flexible and generalizable competencies to maintain the highest level of teaching competency, but also demonstrated innovative learning attitudes in which they experimented, developed, and introduced new frameworks beyond maintaining existing ones. At this stage, the participants of this study created a new 'I(individual)' from various 'F(field)' differentiated from 'D(domain)', and innovated 'D' and 'F' again. This stage could be characterized as nurturing an expert in the field of lifelong education by acquiring a unique learning method to develop professionalism, not only by continuing to develop professional knowledge and skills, but also advancing to the stage of creating original knowledge in one's own field. In this process, 'reflection-in-action' is immediately recognized as a characteristic of a lifelong education instructor. Through this approach, they can think critically about their performance, and constantly create their own principles for restructuring the performance strategy, the understanding of the phenomenon, and the framework and method of the problem. This experience leads to a qualitative change in learning methods that pursue anticipatory learning to deal with new and unprecedented situations, thus raising interest in transformation and renewal that constantly reconstructs and recreates the problem itself. At this stage, they are reborn as beings who become models for other people in their own field.

### **5. Conclusion and Discussion**

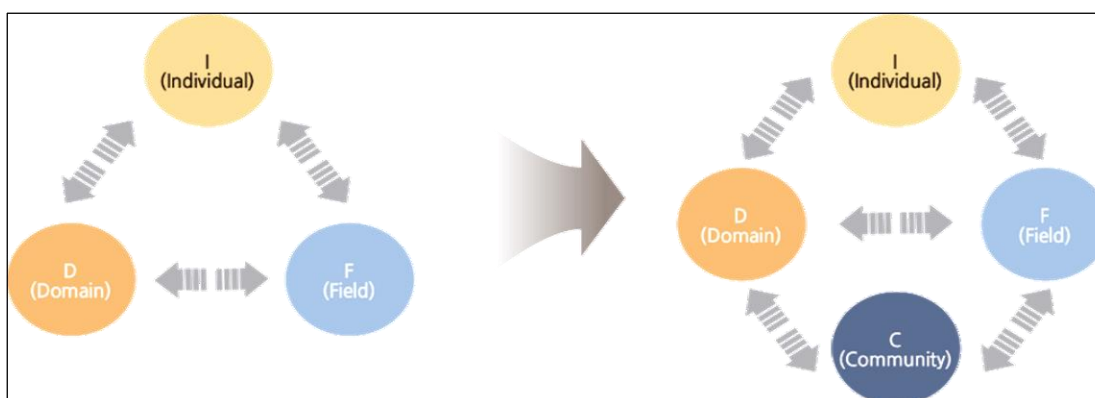
The conclusions, based on the research results of this study, are as follows.

First, there were three components of competency development of lifelong education instructors in local culture centers in department stores: (1)knowledge and skills, (2)emotion regulation, and

(3) performance and reflection. First, (1) knowledge and technology elements consist of formal education experience (graduate school), domain-specific knowledge and skills (specialized lecture field), domain-general knowledge and skills, and tacit knowledge and technology that integrate the three previous knowledge and skills. This is an element related to 'experiential learning' and the 'autopoiesis theory' analyzed in the theoretical background. (2) The emotion regulation factor is the ability to be executed both for oneself and for others, and, in particular, it was shown as the ability to help build social networks, that is, human relations networks by regulating other people's emotions. This explains the part of 'I (individual)' in the I/D/F system approach model described in the theoretical background. (3) The performance and reflection elements highly demonstrated the ability to reflect, to leverage, and to frame. This is an element linked to 'experiential learning' and 'reflection-in-action' as described in the theoretical background.

Second, the competency development stages of lifelong education instructors at culture centers in department stores were divided into three stages: (1) novice instructors, (2) professional instructors, and (3) Outstanding instructors. (1) The stage of novice instructors is the initial stage of entering the field of lifelong education, called culture centers in department stores, and it is the stage where 'I (individual)' and 'D (domain)' meet. This stage is the period in which they constantly learn, reflect, and strive to maintain their professionalism in their own field as lifelong education instructors. (2) The stage of professional instructors strives to actively integrate element 'D' into 'I'. In this stage, they try to integrate the important parts of the 'D-element' (relationships with various learners, educational institution representatives, various instructors, etc.) into their own 'I-relationship' and to build "know-how". (3) The stage of the excellent instructors refers to the phase of creating a new 'I' from 'D', and re-innovating 'D' by feeding it back. In this stage, the 'I' acquires the ability to expand their professionalism and influence as lifelong education instructors based on the expanded dynamics of 'C', and creates original capabilities beyond the level required in their field. The results of this study found that the I/D/F system approach model presented in the theoretical background and research framework was expanded as 'C (community)', which was added as shown in <Figure 6>. In particular, the formation of 'C' became the basis for maintaining a learning network and maintaining community learning even during the period when lifelong education lectures were limited due to COVID-19[35].

**Figure 6.** Extension model of I/D/F system approach model.



Third, in the process of developing the competency of lifelong education instructors in culture centers in department stores, learning types were combined with three types: (1) learn by modeling, (2) learn by trial and error, and (3) anticipatory-creative learning. (1) In learning by modeling, training methods of other famous instructors that can be modeled as the initial period of the culture centers in department stores are set as a reference, learned, and followed. (2) In learning by trial and error, specific contents learned through modeling are applied to their own lecture context, and the strategies of learning by modeling are corrected after experiencing various trials and errors. In this stage, they go beyond simply internalizing what they learned in learning by modeling, and develop it into embodied knowledge in their own context. (3) In anticipatory-creative learning, one goes beyond the

expectations and levels required in their own field, and advances to the stage of learning to create original knowledge. In this learning type, a new 'I(individual)' can be created from various 'F(field)' differentiated from 'D(domain)', and 'D' and 'F' are innovated again. This demonstrates a qualitative change in the pursuit of anticipatory learning by dealing with new and unprecedented situations.

In this study, it was emphasized that lifelong education instructors form a framework for their own unique educational methods, and reflect on them as they accumulate experience and careers in their fields. It was also suggested that, through this process, the ability to create original knowledge and skills would be developed. However, they also showed that they were constantly innovating rather than sticking to the internalized knowledge and skills. As Maturana and Varela suggested, they were constantly repeating the "Autopoiesis" process[31], moving beyond the stage of adaptation to put themselves in the given situation, and moving on to the stage of creating a new vision.

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## 7. Appendix

### 7.1. Author's contribution

	Initial name	Contribution
Author	EY	<ul style="list-style-type: none"><li>-Set of concepts <input checked="" type="checkbox"/></li><li>-Design <input checked="" type="checkbox"/></li><li>-Getting results <input checked="" type="checkbox"/></li><li>-Analysis <input checked="" type="checkbox"/></li><li>-Make a significant contribution to collection <input checked="" type="checkbox"/></li><li>-Final approval of the paper <input checked="" type="checkbox"/></li><li>-Corresponding <input checked="" type="checkbox"/></li><li>-Play a decisive role in modification <input checked="" type="checkbox"/></li><li>-Significant contributions to concepts, designs, practices, analysis and interpretation of data <input checked="" type="checkbox"/></li><li>-Participants in Drafting and Revising Papers <input checked="" type="checkbox"/></li><li>-Someone who can explain all aspects of the paper <input checked="" type="checkbox"/></li></ul>

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# Public Value

Publisher: J-INSTITUTE  
ISSN: 2435-3337

Website: j-institute.org  
Editor: admin@j-institute.org

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E-mail: 20t9dodo@naver.com

DOI Address:  
dx.doi.org/10.22471/value.2022.7.2.31



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## The Effect of Job Satisfaction of the Beauty Service Providers on the Goal Orientation for Public Value

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### Abstract

**Purpose:** The purpose of this study is to examine and understand the effect of job satisfaction of the beauty service providers, which is highly dependent on human resources such as technology and services, on the goal orientation for public value.

**Method:** The questionnaire method was used for women in their 20s and 50s. The questionnaire was consisted of job satisfaction, goal orientedness, and demographic variables. Frequency, percentage, and average were calculated, and to learn about the relationship between job satisfaction and goal orientedness, the multiple regression analysis was performed.

**Results:** In terms of the effect of job satisfaction on learning avoidance among the goal orientations, only the salary satisfaction variable turned out to have a statistically significant negative(-) effect. In [Model 1], in terms of the effect of job satisfaction on performance approach and learning approach among the goal orientations, only the job satisfaction variable turned out to have a statistically significant positive(+) effect. In [Model 2], it turned out that the job satisfaction variable and the boss satisfaction variable had a statistically significant positive(+) effect.

**Conclusion:** For the job satisfaction of beauty service providers, it will be necessary to improve the job environment and job conditions. Accordingly, it is expected that this study will serve as the basic data for understanding the improvement of the work environment of beauty service providers and also be used as the marketing data for beauty servicemen who are aiming for a goal.

**Keywords:** Beauty, Beauty Service Provider, Public Value, Job Satisfaction, Goal Orientedness

## 1. Introduction

Given the changes in the modern business environment, service workers are experiencing much distress and emotions. For the public value of beauty service industry workers, it will be necessary to create an environment where they can share positive energy and display their creative abilities.

The beauty service industry is highly dependent on such human resources as technology and services and provides customer oriented services in facing various changes in consumer needs[1]. Beauty service providers are becoming a means of continuously increasing productivity and achieving goals as the competition among companies intensifies[2].

For the 21st century capitalism, due to the changed conditions surrounding humans[3], service quality and conflict are on the rise, and a flexible work environment has a positive effect on the job satisfaction as well[4].

In order to strengthen the human competitiveness of beauty workers, it is important to have technical and practical experience as well as professional knowledge. The beauty service is among the ir-

replaceable occupational groups[5], and it is necessary to provide the customer oriented services, understand the emotions of oneself and others, and have emotional intelligence with the ability to utilize emotions to control emotions on their own[6].

Goal orientedness is one of the ways to find out whether such beauty servicemen are adapting well to changes in the organizational environment[7], and goal orientedness refers to selecting and pursuing a specific goal, which may also be said to be one's own concept of the capacity to adopt a specific goal[8].

Job satisfaction refers to a pleasant emotional state which an employee obtains from evaluation of his or her job by achieving or facilitating the achievement of his or her job values[9]. Job satisfaction is an emotional and emotional response to the overall job or to one particular aspect of the job[10][11].

Furthermore, Lee EJ & Kim I & Hwang SJ[12] stated that job satisfaction is an individual's feeling while performing a job in an organization, and that job satisfaction affects individual performance and has a decisive effect on the sensibility of employees.

Sa YJ[4][13] claimed that job satisfaction was high according to the flexible work arrangement, and Kim JH & Kang KN & Kim JM & Yun YO & Han JW[14] reported that the organizational commitment and job satisfaction have an indirect effect between job stress and turnover intention, and self-efficacy mediates job stress and affects job satisfaction.

Examining the study of job satisfaction and goal orientedness, Yoon SH & Lee JG[15] found that both learning goal orientedness and performance goal orientedness have a positive effect on job performance in terms of the relationship between a leader's motivational language, achievement goal orientedness, and job performance, while it turned out that there is an important correlation between the studies of Lee JW & Lim WS[16] and Bae EK & Park MS & Kim DY[17], and goal orientation and job satisfaction also play a mediating role.

It was also claimed that job performance and job satisfaction are affected by goal orientation, which is what kind of goals employees aim for in a given situation where high achievement is required[18][19].

Job performance and job satisfaction are one of the most studied fields in organizational psychology or personnel management and organizational behavior. This is one of the fields which need to be continuously studied as the environment changes and the occupational group changes.

In this study, questionnaires were distributed and collected for the beauty servicemen in their 20s to over 50s. The questionnaire items for the development of the scale of this study were consisted of job satisfaction, goal orientation, and demographic variables, and the purpose of this study is to examine and understand the effect of beauty servicemen's job satisfaction on the goal orientation.

It is predicted that the beauty servicemen's job satisfaction will affect goal orientedness, and based on which, it is sought to examine the relationship between a beauty servicemen's job satisfaction and goal orientedness.

The job satisfaction of beauty servicemen in the service industry is thought to affect many customers who receive services, pursue public values for everyone, and contribute to a deeper understanding of the relationship between goal orientation and attitude towards work.

## **2. Research Method and Procedure**

### **2.1. Sample selection and data collection**

This study distributed and collected questionnaires for beauty service providers in Seoul and Gyeonggi-do from November 20, 2021 through December 5, 2021. Of the total of 500 copies, 492 copies were collected, and a total of 489 copies were used for the final statistical analysis, excluding 3 insincere and incomplete responses. For the questionnaire items for the development of the scale of this study, a questionnaire method was used for women in their 20s and 50s for an empirical study. The questionnaire was consisted of job satisfaction, goal orientation, and demographic variables, and the total number of questions was 34.

Job satisfaction is the fourth factor among salary satisfaction, promotion satisfaction, boss satisfaction, and job satisfaction, which were used by Kim KK & Suh CH & Joo HS[20], Kim GW & Jang YJ[21], Oh JS & Han SY[22], Jung HS & Mo JH & Kim YS[23]. As a result of the analysis, there were 4 factors of 10 items, and goal orientedness is the third factor among learning avoidance, performance approach, and learning approach in the studies by Kwon SY[24], Kim MJ[25], Elliot AJ[26], Elliot AJ & Church MA[27], Elliot AJ & McGregor HA[28] used three factors, learning avoidance, performance approach, and learning approach. As a result of factor analysis, 8 items were used in the final analysis, and a 5-point Likert scale was used.

For the data analysis of this study, the SPSS WIN 27.0 program was used.

Frequency, percentage, and average were calculated to examine and understand the demographic characteristics of the study subjects, and the Pearson's moment correlation was calculated to examine the relationship between job satisfaction and goal orientedness. The phased in multiple regression analysis was performed to determine the causal relationship between demographic variables, job satisfaction, and goal orientation. The significance level was  $\alpha=.05$  for all analyses.

## 2.2. Research questions

In this study, the effect of job satisfaction of beauty service providers on the goal orientation is sought to be investigated. Specific research questions for this purpose are as follows.

Research question 1. Find out the general characteristics.

Research question 2. Investigate the correlation between job satisfaction and goal orientation.

Research question 3. Investigate the effect of job satisfaction on goal orientation.

## 3. Research Subject

### 3.1. Demographic variables of study subjects

<Table 1> illustrates the results of frequency analysis to find out about the demographic characteristics of the survey subjects. First, by gender, 44 people(9.0%) were male and 445(91.0%) were female. By occupation, the composition was 237 people(48.5%), skin was 96(19.6%), hair was 95(19.4%), and nail was 61(12.5%). Examining their position, staff accounted for the largest number with 152(31.1%), followed by others with 120(24.5%), director with 85(17.4%), department head with 70(14.3%), and professor and instructor with 62(12.7%). In terms of experience, 162 people(33.1%) had 1-5 years of experience, 142(29.0%) more than 10 years, 95(19.4%) less than 1 year, and 90 (18.4%) 5-10 years. As a result of examining their marital status, 299 people(61.1%) were single and 190 people(38.9%) were married. As a result of the highest educational background, 174 people(35.6%) had a college degree or less, followed by 154 people(31.5%) with a community college degree or less, 82 people(16.8%) with a high school diploma or higher, and 79 people(16.2%) with a graduate school or higher. As a result of examining age, 211 people in their 20s(43.1%) were the largest, followed by 158 people in their 30s(32.3%), 110 people in their 40s(22.5%), and 10 people in their 50s(2.0%). As a result of examining their working area, Jeolla region was the largest with 228 people(46.6%), followed by Seoul with 126(25.8%), Gyeonggi with 61(12.5%), and Gyeongsang, Chungcheong, and Jeju in that order. Examining the type of work, 242 people(49.5%) were regular workers, followed by 123(25.2%) freelancers, 74(15.1%) non-regular workers, and 50(10.2%) part-timers. As a result of the survey on monthly income, the largest number earned KRW 1 million and KRW 2 million(38.4%), 62 people(12.7%) KRW 3 million to KRW 4 million, 39 people(8.0%) earned less than KRW 1 million, and 28 people earned KRW 5 million or more(5.7%) and 24 people(4.9%) earning KRW 4 million and less than KRW 5 million.

**Table 1.** Demographic variables of the study subjects.

Classification		Frequency(N)	Percent(%)
Gender	Men	44	9.0
	Women	445	91.0
Type of job	Make up	237	48.5
	Nail	61	12.5
	Hair	95	19.4
	Skin	96	19.6
Position	Owner	85	17.4
	Head of department	70	14.3
	Staff	152	31.1
	Professor / instructor	62	12.7
	Other	120	24.5
Career	Less than 1 year	95	19.4
	1-5 years	162	33.1
	5-10 years	90	18.4
	Over 10 years	142	29.0
Marital status	Single	299	61.1
	Married	190	38.9
Highest academic background	High school diploma or less	82	16.8
	Community college diploma or less	154	31.5
	College diploma or less	174	35.6
	Graduate degree or higher	79	16.2
Age	20s	211	43.1
	30s	158	32.3
	40s	110	22.5
	50s	10	2.0
Working area	Seoul	126	25.8
	Gyeonggi	61	12.5
	Chungcheong	26	5.3
	Gyeongsang	29	5.9
	Jeolla	228	46.6
	Jeju	19	3.9
Form of work	Full-time	242	49.5
	Temporary worker	74	15.1
	Part-time	50	10.2
	Freelancer	123	25.2
5 classifications of monthly salaries	Less than 1 million won	39	8.0
	1-2 million won	188	38.4
	2-3 million won	148	30.3
	3-4 million won	62	12.7
	4-5 million won	24	4.9
	over 5 million won	28	5.7
Total		489	100.0

### 3.2. Verification of validity and reliability of the measurement tools

Factor analysis was conducted to verify the validity of the items used in this study and to find common factors and use them as variables. In this study, the principal component method was used as the factor extraction method, and only factors with eigenvalues greater than or equal to 1.0 were extracted. The varimax rotation was performed in connection with the factor rotation. Factor loading indicating the degree of correlation between factors of each variable was analyzed based on 0.5 or more.

Furthermore, in this study, Cronbach's  $\alpha$  was calculated to check the internal agreement between the questions to verify the reliability of the items measured on the multi-item scale with homogeneous items. As shown in the following <Table 2> ,<Table 3>.

**Table 2.** Factor analysis and reliability analysis of job satisfaction.

Item	Job satisfaction				Commonality
	Salary satisfaction	Job satisfaction	Promotion satisfaction	Boss satisfaction	
My salary level is satisfactory when compared to other places.	.871	.163	.202	.156	.850
I'm satisfied with my current salary.	.858	.138	.208	.094	.808
I think my salary level is fair compared to the job I'm currently performing.	.808	.150	.309	.153	.794
I think the current job is worth the challenge.	.131	.824	.222	.096	.755
I feel a sense of accomplishment when I accomplish a task.	.064	.817	.056	.280	.754
I'm satisfied with my job.	.437	.638	.081	.205	.647
The HR appraisal at the place where I work is done fairly.	.291	.122	.890	.126	.908
The promotion at the place where I work is done fairly under the principle of the place where I work.	.288	.182	.882	.122	.909
When I'm about to say something important, my supervisor listens to me carefully.	.170	.159	.097	.903	.879
My supervisor trusts and praises my opinions.	.145	.308	.146	.840	.842
Eigenvalue	2.578	1.990	1.839	1.738	
Dispersed(%)	25.780	19.904	18.388	17.385	
Cumulative(%)	25.780	45.684	64.072	81.457	
Reliability(Cronbach's $\alpha$ )	.892	.759	.904	.831	
Overall reliability	.882				
KMO and Bartlett test	KMO = .820, $\chi^2=2,715.657$ $p<.000$				

**Table 3.** Factor analysis and reliability analysis of goal orientation.

Item	Goal orientedness			Commonality
	Learning avoidance	Performance approach	Learning approach	
I'm afraid that I might not fully understand the task I've been given.	.931	-.106	.008	.879
I'm always concerned that I won't be well versed in my work.	.917	-.121	-.011	.855
I'm always worried that I won't have the skills I need for my job.	.869	-.148	-.119	.791
I work very hard because I want to be better than my colleagues.	-.103	.911	.104	.852
My goal is to outperform my peers.	-.082	.861	.039	.750
I want to do my job better than other colleagues in every way possible.	-.200	.816	.216	.753
I try to have the skills I need to do my job.	-.065	.113	.916	.857
I try to learn anything possible through my work.	-.020	.148	.911	.853
Eigenvalue	2.525	2.321	1.743	
Dispersed(%)	31.562	29.007	21.793	
Cumulative(%)	31.562	60.569	82.362	
Reliability(Cronbach's $\alpha$ )	.903	.855	.832	
Overall reliability		.814		
KMO and Bartlett test	KMO = .725, $\chi^2=2,127.392$ $p<.000$			

### 3.3. Correlation between job satisfaction and goal orientation of the beauty service providers

In this study, the causal relationship between the variables of job satisfaction and goal orientation of beauty service providers was verified through the correlation analysis. The following <Table 4> illustrates the results of correlation verification to find out the correlation between each variable.

As a result of the analysis, it turned out that 'salary satisfaction' among the sub-factors of job satisfaction of beauty service providers had a significant negative correlation with all other factors, yet among the sub-factors of job satisfaction, it turned out that 'promotion satisfaction' and 'boss satisfaction' had a significant positive(+) correlation with 'performance approach' and 'learning approach' among goal orientedness, and there was no significant positive correlation with 'learning avoidance' among goal orientedness.

**Table 4.** Correlation analysis between job satisfaction and goal orientation.

Classification	Mean	Standard deviation	Salary satisfaction	Job satisfaction	Promotion satisfaction	Boss satisfaction	Learning avoidance	Performance approach	Learning approach
Salary satisfaction	2.95	.926	1						
Job satisfaction	3.95	.690	-.459**	1					
Promotion satisfaction	3.32	.930	-.567**	.398**	1				
Boss satisfaction	3.73	.734	-.376**	.513**	.332**	1			

Learning avoidance	2.64	1.011	-.115*	.014	.049	.028	1		
Performance approach	3.72	.894	-.196**	.284**	.152**	.239**	-.281**	1	
Learning approach	4.11	.681	-.192**	.511**	.178**	.352**	-.108*	.276**	1

Note: \* $p < .05$ , \*\* $p < .01$ .

### 3.4. The effect of job satisfaction of beauty service providers on the goal orientation

The multiple regression analysis was performed to investigate the effect of job satisfaction of beauty service providers on goal orientation. As for the analytical method, the Step-Wise was selected.

As a result of analyzing the effect of job satisfaction on learning avoidance among goal orientedness, the modified coefficient of determination (adj.  $R^2$ ) was .011, representing 1.1% of explanatory power. Accordingly, the explanatory power of the independent variable on the dependent variable was 1.1%. Furthermore, the ANOVA on the fit of the regression model was statistically significant as  $F=6.579$  ( $p < .05$ ), indicating that the regression formula is conforming.

In terms of the effect of job satisfaction on learning avoidance among goal orientations, only the salary satisfaction ( $\beta = -.115$ ,  $p > .05$ ) variable had a statistically significant negative effect. It may be claimed that when the salary satisfaction increases by 1, learning avoidance decreases by 0.115. However, the remaining variables were not statistically significant.

As a result of analyzing the effect of job satisfaction on performance approach among goal orientedness through the Step-Wise, [Model 1] included the effective variable that had the greatest impact on performance approach, and [Model 2] was the second. The analysis was conducted by including effective variables with a large influence.

As a result of the analysis, [Model 1]  $F=42.842$  ( $p < .001$ ), [Model 2]  $F=24.825$  ( $p < .001$ ), and hence, it may be claimed that this regression model is conforming. [Model 1] adj.  $R^2 = .079$ , adj.  $R^2 = .089$  of [Model 2], the amount of change in R squared increased by .010. With a significance probability  $p = .012$  according to the R-squared F change amount ( $F=6.339$ ), it may be claimed that the independent variable is statistically significant in explaining the dependent variable as the second independent variable input. [Model 1] and [Model 2] both had a tolerance (TOL) of 0.1 or more and a VIF of less than 10, confirming that there was no problem of multicollinearity between variables.

In [Model 1], in terms of the effect of job satisfaction on performance approach among goal orientation, only the job satisfaction ( $\beta = .284$ ,  $p > .001$ ) variable had a statistically significant positive (+) effect. When job satisfaction increases by 1, it may be said that the performance approach increases by 0.284. In [Model 2], only the job satisfaction ( $\beta = .219$ ,  $p > .001$ ) variables and boss satisfaction ( $\beta = .154$ ,  $p > .05$ ) variables were statistically significant in the effect of job satisfaction on performance approach among goal orientation. It turned out to have a positive (+) effect. That is, when job satisfaction increases by 1, performance approach increases by 0.219, and when boss satisfaction increases by 1, performance approach increases by 0.154. The remaining variables turned to be not statistically significant.

As a result of analyzing the effect of job satisfaction on learning approach among goal orientedness through Step-Wise, [Model 1] included the effective variable that had the greatest influence on learning approach, and [Model 2] was the second. The analysis was conducted by including effective variables with a large influence.

As a result of the analysis performed, [Model 1]  $F=172.202$  ( $p < .001$ ), [Model 2]  $F=90.873$  ( $p < .001$ ), and hence, it may be claimed that this regression model is conforming. [Model 1] adj.  $R^2 = .260$ , adj.  $R^2 = .269$  of [Model 2]. With  $R^2 = .269$ , the change in R squared increased by .009. It may be claimed that the independent variable is statistically significant in explaining the dependent variable as the second independent variable input with a significance probability  $p = .007$  according to the change in R square  $F(F=7.312)$ . [Model 1] and [Model 2] both had a tolerance (TOL) of 0.1 or more and a VIF of less than 10, confirming that there was no problem of multicollinearity between variables.

In [Model 1], only the job satisfaction ( $\beta = .511$ ,  $p > .001$ ) variable had a statistically significant posi-

tive(+) effect in the effect of job satisfaction on learning access among goal orientations. If job satisfaction increases by 1, it may be claimed that learning access increases by 0.511. In [Model 2], only the job satisfaction( $\beta=.449$ ,  $p>.001$ ) variables and boss satisfaction( $\beta=.122$ ,  $p>.01$ ) variables were statistically significant in the effect of job satisfaction on learning access among goal orientations. It turned out to have a positive(+) effect. That is, when job satisfaction increases by 1, the learning approach increases by 0.449, and when boss satisfaction increases by 1, it may be claimed that the performance approach also increases by 0.122. The remaining variables were turned out to be not statistically significant.

This is the result supporting the research result of Cho YS[29] that the level of motivation of employees who are oriented toward achievement increases when superior support is recognized as high in the study of the relationship between goal orientation and job satisfaction. The study results of Kim KE & Cho SD[30] that learning goal orientedness had a significant effect on the inner behavior of emotional labor and that performance goal orientedness had a significant effect on the surface behavior were seen in the same context as the research results in this study that increased work satisfaction increased learning access. . As shown in the following <Table 5>.

**Table 5.** The effect of job satisfaction of beauty service providers on the goal orientation.

Dependent variable		Independent variable	B	SE	$\beta$	t	sig.	Tolerance	VIF
Goal orientation	Learning avoidance	(Constant)	3.012	.152		19.803	.000***		
		Salary satisfaction	-.126	.049	-.115	-2.565	.011*	1.000	1.000
		$R^2 = .013$ adj. $R^2 = .011$ $F = 6.579^*$ Durbin-Watson = 1.942							
	Performance approach [Model 1]	(Constant)	2.259	.226		9.999	.000***		
		Job satisfaction	.368	.056	.284	6.545	.000***	1.000	1.000
		$R^2 = .081$ adj. $R^2 = 0.079$ $F = 42.842^{***}$							
	Performance approach [Model 2]	(Constant)	2.016	.245		8.241	.000***		
		Job satisfaction	.284	.065	.219	4.360	.000***	.737	1.356
		Boss satisfaction	.154	.061	.127	2.518	.012*	.737	1.356
		$R^2 = .093$ adj. $R^2 = .089$ $F = 24.825^{***}$ Durbin-Watson = 1.823							
	Learning approach [Model 1]	(Constant)	2.118	.154		13.742	.000***		
		Job satisfaction	.504	.038	.511	13.123	.000***	1.000	1.000
		$R^2 = .261$ adj. $R^2 = .260$ $F = 172.202^{***}$							
	Learning approach [Model 2]	(Constant)	1.940	.167		11.637	.000***		
		Job satisfaction	.442	.044	.449	9.954	.000***	.737	1.356
		Boss satisfaction	.113	.042	.122	2.704	.007**	.737	1.356
		$R^2 = .272$ adj. $R^2 = .269$ $F = 90.873^{***}$ Durbin-Watson = 1.739							

Note: \* $p<.05$ , \*\* $p<.01$ , \*\*\* $p<.001$ .

## 4. Conclusion and Recommendations

The purpose of this study is to examine and understand the effect of job satisfaction of beauty service providers on the goal orientedness for public value targeting 489 beauty service provider

women in their 20s and 50s.

For the study subjects used the questionnaire method targeting women in their 20s and 50s. The questionnaire was consisted of job satisfaction, goal orientedness, and demographic variables. Frequency, percentage, and average were calculated, and the effect of job satisfaction and goal orientedness was examined by performing the multiple regression analysis and determine the relationship.

The research results are as follows.

In terms of the effect of job satisfaction on learning avoidance among goal orientations, only the salary satisfaction variable turned out to have a statistically significant negative(-) effect.

In [Model 1], in terms of the effect of job satisfaction on performance approach and learning approach among goal orientation, only the job satisfaction variable turned out to have a statistically significant positive(+) effect. In [Model 2], it turned out to have a statistically significant positive(+) effect on the job satisfaction variable and the boss satisfaction variable.

To reduce the stress and emotional labor experienced by the beauty service industry workers and to satisfy the beauty service industry workers with their jobs, it will be necessary to create an environment where they can share positive energy and demonstrate their creative abilities. Furthermore, it is important to set goals and make steady efforts to reach them.

As an effort to strengthen the human competitiveness of beauty workers, efforts should be made to build a working environment, professional knowledge, and practical experience, and provide customer oriented services.

It is considered that the study on emotional labor received by service workers should be continued, and improvement of job environment and job conditions will be necessary for job satisfaction of beauty service providers. Hence, it is expected that this study will serve as basic data for understanding the improvement of the work environment of beauty service providers and used as marketing data for beauty servicemen who are aiming for a goal.

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## 6. Appendix

### 6.1. Authors contribution

	Initial name	Contribution
Lead Author	JC	-Set of concepts <input checked="" type="checkbox"/> -Design <input checked="" type="checkbox"/> -Getting results <input checked="" type="checkbox"/> -Analysis <input checked="" type="checkbox"/>
Corresponding Author*	JS	-Make a significant contribution to collection <input checked="" type="checkbox"/> -Final approval of the paper <input checked="" type="checkbox"/> -Corresponding <input checked="" type="checkbox"/> -Play a decisive role in modification <input checked="" type="checkbox"/>
Co-Author	IJ	-Significant contributions to concepts, designs, practices, analysis and interpretation of data <input checked="" type="checkbox"/> -Participants in Drafting and Revising Papers <input checked="" type="checkbox"/> -Someone who can explain all aspects of the paper <input checked="" type="checkbox"/>

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## Public Value

Publisher: J-INSTITUTE  
ISSN: 2435-3337

Website: j-institute.org  
Editor: admin@j-institute.org

Corresponding author\*  
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DOI Address:  
dx.doi.org/10.22471/value.2022.7.2.42



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### The Relationship between Empathy and Self-Acceptance of College Students and Adaptation to College Life

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#### Abstract

**Purpose:** The successful adaptation of students to college life is an important factor that significantly influences success or failure in life after college as well and it also correlates with the success or failure of important periods of life. Therefore, although many researchers have studied adaptation to college, so far studies have mainly focused on academic adaptation. However, as adaptation to college life includes not only academics but also various factors such as interpersonal relationships and emotional adaptation, it is also important to shed light on the relationship between variables other than academics and college life adaptation. This study aims to reveal important information that helps college students adapt to school by examining in detail how empathy and self-acceptance affect adaptation to college life.

**Method:** Questionnaires about empathy, self-acceptance, and adaptation to college life were administered to 345 college students, and the analyses were performed based on the data of 318 students who answered faithfully. First, a correlation analysis was conducted to confirm the relationship between each variable, and a variance analysis was conducted to see if there were any differences in empathy, self-acceptance, and adaptation to college life according to school year and gender. Finally, in order to comprehensively confirm the relationship between the three variables, AMOS 22.0 was used to analyze the structural equations.

**Results:** The results of the analysis indicated there was a significant correlation between empathy and self-acceptance and adaptation to college life. The results of examining whether there were any significant differences among the three variables according to gender and school year, showed that, in the case of empathy, female students' empathy was higher than that of male students, and there was no difference in self-acceptance according to gender. In the case of adaptation to college life, male students showed higher rates. In terms of differences by school year, there was no difference in empathy and self-acceptance, and there was a significant difference in college life adaptation by school year. Post-hoc analysis(Scheffe method) was performed to confirm specific differences by school year, but no significant differences were found. Examining the relationship between empathy, self-acceptance, and adaptation to college life, empathy had a positive effect on adaptation to college life and self-acceptance. Self-acceptance also had a positive effect on adaptation to college life.

**Conclusion:** This study is intended to specifically elucidate the effect of empathy and self-acceptance on adaptation to college life. It was found that empathy and self-acceptance had a positive effect on adaptation to college life as predicted in this study. Also, it was confirmed that self-acceptance had a mediating influence on the effect of empathy on adaptation to college life. The results will be used as important data for various activities to improve adaptation to college life. This suggests that improving empathy and self-acceptance abilities should be included as an important factor in the process of developing a future program for college life adaptation.

**Keywords:** Empathy, Self-Acceptance, Adaptation to College Life, Counseling, College Students

## 1. Introduction

In terms of developmental stages, college students are included into late adolescence, which is a period of transition from an heterogeneous lifestyle that covers up to high school to an autonomous lifestyle. It is also a period in which the important task of becoming psychologically independent from one's parents must be completed[1]. These extreme changes after entering college cause significant emotional and social stress[2], which makes it difficult for many students to successfully adapt to college. In addition, today's youth are under more stress in adapting to college life because of the rapid changes in society and the rapid disappearance of existing and new jobs in the vocational field[3].

Adaptation is an appropriate reaction to actively respond to the diverse and complex demands of college life[4], and it helps students form a positive self-concept and develop their ability to cope with their future lives[5].

Adaptation to college life has been confirmed to have an important influence on adaptation in personal and social life after becoming an adult[6][7].

If students fail to adapt to college life, they will have negative emotions such as depression, frustration, and anxiety[8]. 8) Not only will their learning ability decrease, but they will also lead to suspension of school such as leave of absence, unregistered, and dropout, resulting in a great loss both personally and nationally[9].

In addition, repeated academic failure until high school also causes doubt about one's control over the future, and research shows it has a negative effect on college and makes it very difficult to adapt to college life[10].

According to a 2018 survey conducted by the Korea University Education Council on college students across the country, about 7 out of 10 college students reported feeling anxious, and about 4 out of 10 reported symptoms of depression. Shockingly, it was also reported that 14.3% of the surveyed university students belonged to the suicide risk group[11]. This is a result that clearly shows the severity of the side effects caused by failure to adapt to college life, and makes it evident how critical it is to identify the variables affecting adaptation to college life and to help students to adapt successfully.

Studies on adaptation to college life have undergone several changes, and in the initial studies, the level of academic achievement was understood as adaptation to college life[12]. Nevertheless, it has been argued that adaptation to college life needs to be looked at from a more diverse perspective, not just the level of academic achievement. However, the reality is that most of the research done so far has focused on topics related to learning[13][14]. Adaptation to college life provides an opportunity to not only acquire academic knowledge but also to satisfy psychological and social needs, thereby laying the foundation for living as a member of society with adaptation capabilities. In other words, adaptation to college life includes not only academic adaptation, but also emotional aspects, as well as adequate response to the demands of college life, and having overall attachment and bonding to college or college life[15]. In this regard, it is necessary to analyze other variables than those previously tackled in recent studies on adaptation to college life[13].

Recent research related to adaptation to college life tends to confirm the relationship between personal characteristics and adaptation to college life. There is also a study that showed that emotional stability and a sense of satisfaction are important factors in adapting well to college life[16], and it was found that students with high emotional intelligence are more likely to successfully adapt to college because they have good interpersonal skills as well as academic achievement[17]. In this regard, this study also intends to examine the effects of empathy and self-acceptance of students on their adaptation to college life.

Empathy refers to the ability to truly understand and feel others' psychological state and subjective emotions as if they were one's own internal experience, and to communicate with others based on this[18]. In different words, empathy refers to the ability to feel and understand other people's emotions, psychological states, and internal experiences at almost the same level, even if not directly experienced, and to convey the contents to others[19]. To empathize, cognitive flexibility is required to recognize internal emotional information, examine its contents, and pay attention to and focus on the emotional state of others[20]. In order to empathize appropriately, the ability to infer the emotional state of others and their intentions and beliefs is also required[20][21].

Empathy is a fundamental factor for the positive formation of interpersonal relationships and an essential element for positive human development, also, it is an important variable[22] that has a positive effect on interpersonal ability, altruistic behavior, sociability, psychological well-being, and happiness. Therefore, it is highly likely to affect social adaptation. Additionally, looking at previous studies, it was found that the ability to communicate is a core competency that enables interpersonal relationships to be formed and maintained smoothly, promotes appropriate adaptation to college life, and enhances academic achievement[23][24] and problem-solving abilities[25]. Empathy is the ability to detect and sensitively identify other people's feelings based on respect and consideration for the other person[26], so it is highly likely to have a positive effect on communication with others. Based on the above discussion, this paper intends to confirm the specific relationship between empathy and adaptation to college life.

Self-acceptance is accepting one's positive and negative aspects as they are, and it is an attitude of acknowledging that one's own existence as a human is worthwhile without any evaluation[27][28][29]. Maslow(1970) also noted that self-acceptance is one of the main characteristics of those who achieve self-actualization.

Ryff(1989)[30] explained that self-acceptance is a key factor in emotional adaptation and mental health, and it is expected to have a positive effect on personal emotional adaptation in college life adjustment. A recent study revealed that self-acceptance is an important variable affecting an individual's adaptation, suggesting that self-acceptance can also affect adaptation to college[31][32]. Additionally, self-acceptance is recognized as a factor that affects an individual's interpersonal relationships and overall adaptation[33][34][35][36]. Also, self-acceptance has a positive effect on mental health and is a confirmed factor that improves the ability to adapt to life and well-being by improving problem-solving and coping abilities. Considering that the result showed that emotional stability has a positive effect on adaptation to college life, the relationship between self-acceptance and adaptation to college life can be inferred[37].

Self-acceptance also acts as a positive factor in healthy interpersonal relationships by recognizing and acknowledging negative emotions such as depression and inferiority as they are[35]. In the study of Macinnes(2006)[36][38], it was confirmed that the higher the self-recognition and acceptance, the lower the level of anxiety due to interpersonal relationships. In this aspect, it is expected that self-acceptance will have a positive effect on social and emotional adaptation to college life. Based on the studies mentioned above, this study intends to examine the effects of empathy and self-acceptance on college life adaptation. The research hypothesis of this study is as follows.

Hypothesis 1. Empathy, self-acceptance, and adaptation to college life will have a positive correlation

Hypothesis 2. Empathy will have a positive effect on adaptation to college life

Hypothesis 3. Self-acceptance will have a positive effect on adaptation to college life

## 2. Research Subjects and Methods

### 2.1. Research subjects

The subjects of this study were students enrolled in the Gyeongbuk area. The purpose of the study was explained and a questionnaire was conducted with 345 students who agreed to it. Among them, the data of 318(92.1%) students were analyzed, excluding that of 27 who had incomplete items. Among the respondents, 181(56.9%) were male and 137(43.1%) were female. The composition by school year was 130 first-year students(40.8%), 56 second-year students(17.6%), 68 third-year students(21.3%), and 64 fourth-year students(20.1%). The survey was conducted online from October 6 to October 13, 2021. The online questionnaire was anonymous, and it was stipulated in it that if the individual did not want to participate, they could refuse. The analysis was carried out using only the data that consented to the research consent form.

### 2.2. Research method

#### 2.2.1. Empathy scale

Empathy was measured using Interpersonal Reactivity Index(IRI) produced by Davis(1980); TRI test, Mehrabian & Epstein's(1972) Emotional Empathy Scale, and Bayant(1982)'s Emotional Empathy Scale, adapted by Park Sung-hee(1997). The subscale consists of 30 items, with 15 items for cognitive empathy, which is the ability to understand and infer the mental state of others: and 15 items for emotional empathy, which means experiencing and sharing a similar emotional state when observing the emotions of others. The higher the score, the higher the tendency to understand other people's point of view or attitude, to freely imagine or reason about one's emotions, to be interested in other people's emotional experiences, and to feel bad about others' pain or unhappiness. The questionnaire format is a Likert-style 5-point scale(1 point for 'strongly disagree', 5 points for 'strongly agree'), and a higher score means higher empathy. The reliability of the original data(Cronbach's  $\alpha$ ) was .896, and the reliability of this study(Cronbach's  $\alpha$ ) was .761.

#### 2.2.2. Self-acceptance scale

For the self-acceptance scale, the Unconditional Self-Acceptance Questionnaire(USAQ) developed by Chamberlain and Haaga(21-2001) was used.

The subscale consists of self-acceptance as a being(5 items), self-acceptance from judgment discrimination(6 items), and self-acceptance from feedback(4 items). Self-acceptance as a being is measured as the degree of self-acceptance as a unique being that cannot be compared to others(achievements, others) as human beings; from judgment discernment, self-acceptance refers to the degree to which one accepts oneself irrespective of judgment, such as success or failure, proficiency or immaturity, worthy or unworthy; self-acceptance from feedback refers to the degree to which one accepts oneself regardless of feedback such as praise or criticism. A total of 15 items are evaluated on a Likert-type 5-point scale, 9 of which are reverse-scored, and the higher the total score, the more unconditional the acceptance of oneself is. The reliability(Cronbach's  $\alpha$ ) in this study was .724.

#### 2.2.3. Adaptation to college life scale

As for the college life adaptation scale, the Korean version of the scale(Revised Student Adaptation to College Questionnaire: RSACQ) prepared by Park[39] was used, while the(Student Adaptation to College Questionnaire: SACQ) scale developed by Baker and Stryk[36] was used. The college life adaptation scale used in this study consists of a total of 25 questions about personal emotional adaptation, i.e. psychological stress, etc. generally experienced; academic adaptation, i.e. life related to study; and social adaptation, i.e. life such as interpersonal rela-

tionships and extracurricular activities within the university. Each item is on a Likert scale ranging from 1 point of 'not at all' to 5 points of 'strongly agree'. The reliability(Cronbach's  $\alpha$ ) of Park[39]'s RSACQ was .85, and the reliability(Cronbach's  $\alpha$ ) in this study was .725.

#### Analysis method

The collected data were analyzed using SPSS 20.0. First, correlation analysis was performed to understand the relationship between each variable. And to confirm whether empathy, self-acceptance, and college life adjustment showed significant differences according to school year and gender, a random analysis was performed. And finally, in order to comprehensively check the relationship between the three variables, AMOS22.0 was used to analyze the structural equations. The maximum likelihood method was used for the coefficient estimation method of covariance structural analysis. To check the fit of the structural equation model, GFI, NFI, CFI, IFI, and RMSEA values were used as the fit criteria.

### 3. Research Results

#### 3.1. Correlation analysis between empathy, self-acceptance, and college life adaptation

First, the correlation between empathy, self-acceptance, and college life adaptation was analyzed. As shown below, it was confirmed that there was a significant correlation between the three variables.

**Table 1.** Inter-variable correlation.

		Sympathy	Self-acceptance	Adaptation to college life
Sympathy	Pearson correlation coefficient	1		
	Significance (both sides)			
	N	318		
Self-acceptance	Pearson correlation coefficient	.121*	1	
	Significance (both sides)	0.03		
	N	318	318	
Adaptation to college life	Pearson correlation coefficient	.164**	.544***	1
	Significance (both sides)	0.003	0	
	N	318	318	318

#### 3.2. Empathy, self-acceptance, gender and school year differences in adaptation to college life

The F-test was conducted to check whether there were significant differences between empathy, self-acceptance, and adaptation to college life according to performance and school year. According to the results, first, in terms of differences by gender, the empathy level of female

students was significantly higher than that of male students. There was no gender difference in self-acceptance, and in the case of adaptation to college life, male students' figures were significantly higher than female students'. There was no significant difference between the school year in empathy and self-acceptance. There was a significant difference between the school years in adaptation to college life. A post-hoc analysis(Scheffe method) was used to identify groups that differed between individual school years, but there were no significant differences between individual groups.

#### 4. Difference Analysis of Empathy, Self-Acceptance, and Adaptation to College Life According to Gender and School Year

**Table 2.** Difference analysis according to gender and school year.

	Sympathy			Self-acceptance			Adaptation to college life		
Gender	df	F	p	df	F	p	df	F	p
	1.	16.65.	.000***	1.	.312	.577	1.	17.10.	.000***
Year	df	F	p	df	F	p	df	F	p
	3.	2.21.	0.97.	3.	1.60.	.189	3.	2.872.	.037*

#### 5. Validation of the Suitability of the Research Model

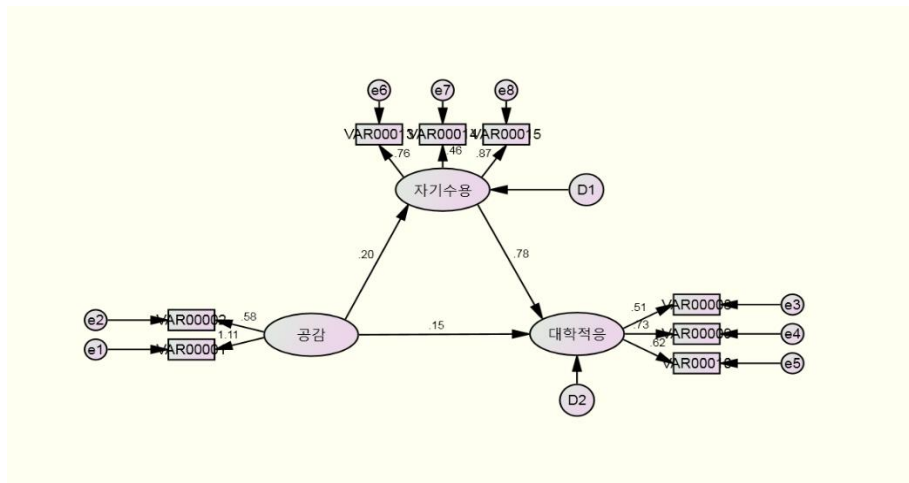
Structural equations were used to analyze the suitability of the research model in this study. First, the suitability of the research model was checked using GFI, NFI, IFI, CFI, and RMSEA. In the case of GFI, NFI, IFI, and CFI, it is considered good suitability if it is more than .90, and in the case of RMSEA, .05 to .80 is good and .10 or less is judged as an appropriate level. As shown in the table below, after checking the suitability of this research model, the research model met all the suitability criteria. Therefore, it was confirmed that the model predicted in this study was appropriate.

**Table 3.** Suitability of the model.

Model	$\chi^2$	df	Normed $\chi^2$	P	GFI	NFI	IFI	CFI	RMSEA		
									LO		HI
Study model	70.741	15	4.698	.000	.947	.913	.930	.929	.908		
									.073		.124

The standardization coefficient( $\beta$ ) was checked to confirm the specific relationship between empathy, self-acceptance, and adaptation to college life. Empathy had a significant effect on self-acceptance( $\beta = .252^{***}$ ) and adaptation to college life( $\beta=.161^*$ ).

**Figure 1.** Research model.



Note: 자기수용 :Self-acceptance, 공감 :Empathy, 대학적응 :Adaptation to college.

In other words, the degree of empathy has a positive effect on self-acceptance and adaptation to college life. Also, self-acceptance had a significant effect on adaptation to college life( $\beta=.596^{***}$ ). This means that the better your level of self-acceptance, the more likely you are to adapt to college life. Examining the influence of empathy, self-acceptance, and adaptation to college life as subfactors, for empathy, cognitive empathy( $\beta=.835$ ) was followed by emotional empathy( $\beta=.616$ ); for self-acceptance, there was judgment acceptance( $\beta=.252^{***}$ ), feedback acceptance( $\beta=.252^{***}$ ); and acceptance of being( $\beta=.252^{***}$ ); and for adaptation to college life adaptation, personal emotional adaptation( $\beta=.252^{***}$ ), was followed by academic adaptation( $\beta=.252^{***}$ ), and social adaptation( $\beta=.252^{***}$ ).

**Table 4.** Path coefficients between major variables.

Paths between measurement variables		Non-standardization coefficient(B)	Standardization coefficient( $\beta$ )	SE	CR	P
Self-acceptance	← Empathy	.103**	.252	.034	2.999.	.003
Adaptation to college	← Self-acceptance	.576***	.727	.080	7.210.	.000
Adaptation to college	← Empathy	.052*	.161	.022	2.343.	.019
Cognitive empathy	← Empathy	1.000.	.835			
Emotional empathy	← Empathy	.798***	.616	.189	4.223.	.000
Existence acceptance	← Self-acceptance	1.000.	.544			
Judgment acceptance	← Self-acceptance	1.583***	.771	.200	7.913.	.000

Feedback acceptance	← Self-acceptance	2.388***	.563	.341	7.014.	.000
Academic adaptation	← University adaptation	1.000.	.800			
Social adaptation	← University adaptation	.656***	.436	.092	7.141.	.000
Personal emotional adaptation	← University adaptation	.842***	.817	.069	12.122.	.000

Finally, the direct and indirect effects of empathy, self-acceptance, and college life adjustment were analyzed, and the results are presented in the table. As a result of the analysis, empathy has shown a direct effect on adaptation to college life ( $\beta=.161$ ).\*) and through self-acceptance, the influence further increases ( $\beta = .344^{**}$ ). This shows that self-acceptance has a mediating effect in the process of empathy affecting adaptation to college life. To confirm the significance of the indirect effect via self-acceptance, the Bootstrap method was implemented. The coefficient obtained through the Bootstrap method should be less than .50 in order for the indirect effect to be significant, but the analysis result showed that the value was .002, confirming that the indirect effect value is significant.

**Table 5.** Direct, indirect and total effects of variables.

Path between measurement variables	Direct effect	Indirect effect	Total effect
Empathy → self-acceptance	.252		.252
Empathy → adaptation to college life	.161	.183	.344
Self-acceptance → adaptation to college life	.727		.727

## 6. Discussion

The purpose of this study is to provide objective data that can help students adapt to college life by examining the relationship between empathy and self-acceptance of college students and adjusting to college life and analyzing in detail how the three variables affect them. The research results are as follows.

First, there were significant positive correlations between empathy, self-acceptance, and adaptation to college life, and the results are well shown in Table 1. In other words, it shows that the better you empathize, the better you are in self-acceptance and the higher your chances of adapting to college life.

Second, the F-test was conducted to check whether there were significant differences between empathy, self-acceptance, and adaptation to college life according to performance and school year. According to the results, first, in terms of differences by gender, the empathy level of female students was significantly higher than that of male students. Some previous studies showed that there is no gender difference [14][16], and there some others show that there is [17], so more research is needed in the future. There was no gender difference in self-acceptance, and in the case of adaptation to college life, male students' figures were significantly higher

than female students. There was no significant difference between school years in empathy and self-acceptance. There was a significant difference between school years in adaptation to college life. A post-hoc analysis (Scheffe method) was used to identify groups that differed between individual school year, but there were no significant differences between individual groups. This result shows that freshmen had difficulty in changing the environment, which is very different from that of high school, but the degree of adaptation to the environment improved every school year.

Third, the relationship between empathy, self-acceptance, and adaptation to college life was examined. First, the relationship between empathy and college life adaptation was examined. Empathy had a positive effect ( $\beta=.161$ ,  $p<.05$ ) on college life adaptation. This result shows that empathy is a basic element for positive interpersonal relationship formation and an essential element for positive human development, and is an important variable [22] that has a positive effect on interpersonal ability, altruistic behavior, sociality, psychological well-being, and happiness. This result is consistent with the prediction of this study that it is highly likely to affect social adaptation, which is a factor of adaptation. In addition, empathy is the ability to recognize and sensitively identify other people's feelings based on respect and consideration for the other person [26]. The results were consistent with the prediction of this researcher. In order to empathize well, there is also a study [18] that shows cognitive flexibility is required to switch attention and focus on one's own and others' emotional state. In addition, empathy can be considered to have a positive effect on adaptation to college life, even when considering the study [22] that the higher the empathy ability is, the better the stress coping ability becomes. This fact has great implications when composing the university's stress coping group program. In general, to help college students adapt to school, strategies such as stress coping ability improvement programs are often used and adding programs related to empathy enhancement to stress-related programs have shown to be more effective in increasing students' ability to adapt to college life. In the future, research on the development and effectiveness of stress coping programs coupled with empathy training is required.

Analysis was conducted to confirm the effect of empathy on self-acceptance. As a result, empathy had a positive effect on self-acceptance ( $\beta=.252$ ,  $p<.01$ ). This result shows that empathy is the ability to recognize and sensitively identify the feelings of others based on respect and consideration for them [26].

Through this study, it was confirmed that an individual's empathy ability to recognize and sensitively identify other people's emotions has a positive effect on self-acceptance, which is respect and consideration for oneself. In addition, in order to empathize well, it is necessary to understand and feel the subjective feelings and psychological states of others as if it were one's own internal experience [19], which shows that this ability also affects acceptance of oneself. Empathy is the basis for positive interpersonal relationships and an essential element for positive human development. Since it positively affects psychological well-being and happiness [22], it likely affects self-acceptance [28], which is an essential factor for emotional adaptation and mental health.

Finally, the effect of self-acceptance on adaptation to college life was examined. As a result of the analysis, self-acceptance had a significant positive effect ( $\beta=.727$ ,  $p<.001$ ) on adaptation to college life. This result is consistent with previous studies that showed self-acceptance is recognized as a factor influencing an individual's interpersonal relationships and overall adaptation [33][34][35][36]. In terms of self-acceptance as a factor that positively affects mental health and improves the ability to adapt to life and well-being [37] by improving problem-solving ability and coping ability in situations, the result is consistent with the prediction of this study that it will have a positive effect on adaptation to college life. In the study of MacInnes (2006) [36][38], it was confirmed that the higher the self-recognition and acceptance, the

lower the level of anxiety due to interpersonal relationships. In this respect, it can be interpreted that self-acceptance has a positive effect on social adaptation of university life. Also, it is a very significant finding to confirm that self-acceptance is a more important factor than any other in terms of the magnitude of its influence on adaptation to college life. Many universities are very interested in the successful adaptation of their students to college life. However, given that universities have limited resources, it is really important to know which factors to focus on. For additional discussions regarding adaptation to college life, it will be necessary to pay attention to group art therapy programs. According to a previous study, it was announced that concrete success experiences through actual production activities in group art programs are a very helpful way of interacting with others, which will be effective in actually enhancing the ability to adapt to college life[40]. In this respect, this study will be meaningful in providing very important information for the design and development process of future college life adaptation programs. In addition, the effect of social support on adaptation to college life was examined for 386 four-year college students located in Busan. It was reported that social support has a significant effect[15]. Since the effect of social support was confirmed, it would be significant to this study to discover that internal factors such as empathy and self-acceptance were also important factors for college life adaptation. In the future, it will be meaningful to study how empathy and self-esteem affect the career problem, which is the biggest concern for college students.

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# 8. Appendix

## 8.1. Authors contribution

		Initial name	Contribution
Author	HC		-Set of concepts <input checked="" type="checkbox"/>
			-Design <input checked="" type="checkbox"/>
			-Getting results <input checked="" type="checkbox"/>
			-Analysis <input checked="" type="checkbox"/>
			-Make a significant contribution to collection <input checked="" type="checkbox"/>
			-Final approval of the paper <input checked="" type="checkbox"/>
			-Corresponding <input checked="" type="checkbox"/>
			-Play a decisive role in modification <input checked="" type="checkbox"/>
			-Significant contributions to concepts, designs, practices, analysis and interpretation of data <input checked="" type="checkbox"/>
			-Participants in Drafting and Revising Papers <input checked="" type="checkbox"/>
			-Someone who can explain all aspects of the paper <input checked="" type="checkbox"/>

## 8.2. Funding agency

This work was supported by Dong Yang University Research Grant in 2021.

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Publisher: J-INSTITUTE  
ISSN: 2435-3337

Website: j-institute.org  
Editor: admin@j-institute.org

Corresponding author\*  
E-mail: kykim@sungkyul.ac.kr

DOI Address:  
dx.doi.org/10.22471/value.2022.7.2.55



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### A Study on Usage Behavior of Influencers by College Students

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#### Abstract

**Purpose:** This study aims to explore the various influencing factors that influencer channel characteristics have on users, targeting university students who are the main users of various social media after the pandemic.

**Method:** in-depth interviews were conducted with 15 college students to investigate their influencer usage behaviors, explore factors affecting their use, and develop a related research model.

**Results:** First of all, in the early days of using content, they encountered content for reasons such as topicality, information, friend recommendation, and curiosity, and there was a tendency to select content based on similar tastes through algorithm and friend recommendation. In particular, the highly topical contents of influencers recommended by friends played an important role in forming peer culture with friends.

It was found that sincerity and candor revealed in the content were important factors influencing the period when an influencer's channel was subscribed and used continuously and intimacy was formed. When they felt their sincerity and honesty, they realized that they were different from other influencers and continued to watch them.

It was found that the interaction factor plays a decisive role in forming intimacy with influencers and continuously using the channel for more than 3 months, forming a fandom and recommending content to others.

**Conclusion:** This usage behavior of college students has great implications for companies that want to promote and market through the influencer channel. As the factors that affect users vary depending on when they use the influencer channel, a promotional strategy that reflects this is needed. In addition, as integrity and honesty are important factors in building users' trust, it should be given more important value than anything else in maintaining and managing channels.

**Keywords:** Influencer Channel Characteristics, Influence of Influencers, Influencers of Influencers on College Students, Motivations to Use Influencer Channels, Intention to Continue Using Influencer Channel

## 1. Introduction

This study aims to explore the various influencing factors that influencer channel characteristics have on users, targeting university students who are the main users of various social media after the pandemic. Influencers use various social media to go beyond their individual domains, it refers to another consumer who exerts influence on their subscribers and general consumers, even on product recognition and purchase, based on their influence, such as their awareness [1]. It is characterized by a clear identity of the channel they operate, forming followers of a relatively similar age, and forming a bond by inducing empathy and liking through communication with content consumers. In addition, their fan sentiment and favorable feelings can form a location and image that are closer to and familiar to consumers than companies that are product

sellers, and can stimulate consumers' desire to purchase. They are actively using influencer marketing that they can do[2][3].

As such, global influencer marketing is expected to grow to \$15 billion by 2022(Business Insider, 2021). Accordingly, prior research points out the lack of empirical research on the influence of influencers, and identifies individual characteristics of influencers as well as characteristics of content that is the starting point of communication for marketing through strategic and efficient use of influencers. and the need to understand the relationship with consumer behavior determinants[3]. Therefore, in this study, the influence of the characteristics of influencers on university students, who are the main users, is checked, and the factors are explored.

## **2. Analysis of Domestic and Foreign Influencers**

### **2.1. Review of previous research on influencers**

The radical change in the perception of social media users after the post-COVID is that social media influencers have emerged as new third party endorsers in consumer perceptions and attitudes using blogs, YouTube, and Instagram[4][5]. Research related to influencers has been discussed from fields related to fashion and beauty, classification of influencers' characteristics[6], marketing effectiveness verification[7], verification of effectiveness according to information source/media type[8], content service development. As such, it can be seen that research has been conducted to develop and discover various factors related to and influencing influencers.

In addition, as the influence of influencers grows in the sports field, a study that reveals usage motives and consumer behavior[9], attractiveness of influencers[10], Reliability[11], the authenticity of sports influencers, and their effect on satisfaction with use and word of mouth[12] were conducted. In these studies, various variables that can define an influencer were verified, and attention was paid to the influence relationship of the process.

### **2.2. Study on influencer characteristics**

At the same time as the spread of SNS, an influential personal channel was formed, and discussions on influencer began. Accordingly, influencer has been defined as a celebrity who communicates with followers by creating content by 'influential individuals' on social networks(KOTRA, 2017). The discussion of influencer can find similar characteristics in the research factors on sources. This is because influencer can be seen as a kind of information source that provides information on social networks. Research on information sources has shown a positive influence on communication effects in the media, such as the reliability, expertise, and the likelihood and reliability of advertising models[13][14][15][16].

The characteristics of influencer are also linked to the characteristics of opinion leaders. It has been discussed that opinion leaders play an important role in forming trends and contribute to the spread of information at the center of the network. Accordingly, influencer can be seen as an opinion leader in social networks. This is because influencer is central to the spread of information in related specific fields and can be seen as influencing multiple opinion decisions[17][18]. The authenticity and professionalism of opinion leaders are also required by influencer, and reliability can be seen as an essential factor in communication with followers on social media[19][20].

As such, prior research points to the topicality, professionalism, and sincerity of influencers as factors that lead to subscribers to influencer channels[21][22][23]. It can be predicted that related factors will also have an impact on the motives and reasons for continued use of college students. Therefore, the research questions are set as follows.

Research question 1. What are the motivations for college students to use influencer channel?

Research question 2. What factors influence college students' intention to continue using influencer channel?

### 3. Research Method

#### 3.1. Survey methods

In this study, in-depth interviews were conducted with 15 college students to investigate their influencer usage behaviors, explore factors affecting their use, and develop a related research model. The in-depth interview is a method mainly used when conducting in-depth analysis of specific social phenomena or issues, and is useful in that it provides various perspectives related to the research topic and can obtain a wide range of information covering the past and present[14].

The in-depth interview was conducted in the form of receiving additional questions from the students who participated in the written report during class and who subscribed to the content for more than 3 months and used it every day. All 15 college students who were subject to in-depth interviews followed influencers on social media and subscribed to content for more than 3 months and used them every day. The in-depth interview was conducted in the form of asking questions related to the reason for using the influencer, motives for using it, characteristics, and reasons for wanting to recommend it. The age and gender of the in-depth interview subjects are as follows.

**Table 1.** Status of in-depth interview subjects.

NO	Age	Gender	Affiliation	NO	Age	Gender	Affiliation
1.	Early 20's	Female	College student	9.	Early 20's	Female	College student
2.	Early 20's	Female	College student	10.	Early 20's	Female	College student
3.	Early 20's	Female	College student	11.	Early 20's	Female	College student
4.	Early 20's	Female	College student	12.	Early 20's	Female	College student
5.	Middle 20's	Male	College student	13.	Middle 20's	Male	College student
6.	Early 20's	Female	College student	14.	Early 20's	Female	College student
7.	Early 20's	Female	College student	15.	Early 20's	Female	College student
8.	Middle 20's	Male	College student				

### 4. Analysis Results

#### 4.1. Influencer usage status

In this study, in-depth interviews were conducted with male and female college students who used influencer content for more than 3 months to investigate the factors that influence influencer use by college students in their 20s. The influencers and platforms that students who

participated in the in-depth interview would like to recommend are as follows. 85% of the interviewees were using influencer content through YouTube channels. The remaining 15% were using influencer content through Instagram. The content genres of influencers were relatively diverse, and it was found that 20% of the total were fashion-related channels, 20% were comic channels, and 20% were channels related to daily life such as muk-bang.

**Table 2.** Influencers you would like to recommend.

No	Channel name	Genre	Platform	NO	Channel name	Genre	Platform
1.	Jihyunkung	Independent life cooking	Youtube	9.	Trash girl	Crafts	Youtube
2.	Zan-mang_loopy	Characters	Instagram	10.	Seulgi Yoo	Dancer	Youtube
3.	Choi Yoon-hye	Information on medicines everyday life	Instagram	11.	Kang Yoongi	Fashion	Instagram
4.	Park Hodoo	Investment information	YouTube, Africa TV	12.	Vitamin Shinjini	Exercise home training	Youtube
5.	Uniii_90	Daily mukbang channel	Youtube	13.	Haejoo	Daily living abroad	Youtube
6.	Ko-rea_grandma	Everyday life comic	Youtube	14.	Jang Myung-sook	Fashion-related daily life	Youtube
7.	Psick university	Comedy channel	Youtube	15.	zzang9daddy	Fashion	Youtube
8.	Calm Man	Comedy channel	Youtube				

## 4.2. In-depth interview results

In this study, through in-depth interviews, the motivation for using influencers, reasons for recommendation, and interaction experiences of college students were identified, and through this, factors affecting influencer usage were explored.

### 4.2.1. Channel subscription motivation

It was found that the interviewees were using influencer channels in relatively diverse fields. As the content of various genres is used, the motives are also relatively diverse. It was found that 'algorithm recommendation' was 40% as the opportunity to learn about influencer channels for the first time. The YouTube algorithm recommends a content list based on frequently viewed content, and based on this, content was selected as needed and used continuously[24][25].

*I was looking for a channel related to exercise to do home training at home, and I first came across it after seeing a recommendation in a video related to a diet review that appeared on the YouTube algorithm.*

*I first got to know Milanonna while watching the introduction video of Milanonna recommended by the YouTube algorithm.*

The number of users who responded that they started using the content after being introduced by a friend's recommendation was also found to be about 20% of the total. In other words,

by using content that is a topic of discussion among friends, the content is used to form a consensus and participate in related conversations. The same content is consumed when it is important to form a consensus among peers and it is used continuously and plays an important role in forming intimacy with friends.

*The reason I got to know Calm Man is because of my friends. I knew Calm Man as a webtoon writer, but I didn't really like him. But when I asked my friends what they are doing at home, they always say that they were watching him, and I hear a lot of stories around me, so I started watching a few videos.*

*I came to know about it through a friend's recommendation during a media autonomous club class in my 3rd year of high school. It was the first time I came across the video of Korea Grandma while watching 'Sing the latest songs as you hear them' with friends.*

It was found that 40% of the users who responded that they started looking for and viewing influencer content was 'because it was famous and became a topic of discussion' and the fact that it became a hot topic around them also provided an opportunity to explore and use the content.

*I hear a strange rumor in a community on the Internet. It was the news that an unidentified cryptocurrency investor named 'Park Hodoo' had moved to a detention center and district court with debts he could not afford.*

*The time when I became a follower of the influencer, who had a full-time job as a dancer, was after watching Jessie's 'Nunu Nana' relay dance video.*

*He showed various appearances in daily contents with 'Ham Tube', and the contents garnered a lot of attention, recording hundreds of thousands of views.*

#### **4.2.2. Reasons for recommendation**

If college students became aware of influencer content for reasons such as algorithm recommendation, friend recommendation, or topicality, the factors affecting the continuous use intention and recommendation intention of college students were identified through interviews. As a result of the in-depth interview, it was found that serious and sincerity are factors that differentiate influencers and create intimacy with the influencer[26][27][28].

*The biggest advantage of this channel is 'differentiation' and 'seriousness about the concept' compared to other YouTube channels run by many comedians. As such, I subscribed to Pisick University when he had less than 100,000 subscribers, and when I saw how this channel had secured 1.45 million subscribers through being stable and laid back, I felt quite proud. He is fundamentally different from many creators who wear masks and broadcast by taking advantage of popularity. Park Hodoo reveals his life as it is.*

*The strength of a Calm Man is his honesty. Usually, when people become more popular, their image is important, so they try not to reveal their personality and do good deeds as much as possible. But Calm Man is the exact opposite. I was attracted to his frankness.*

It was found that college students who participated in the interview felt pleasure and comfort while using the content, became fans of influencers, and supported their future moves together, forming a consensus. It was mentioned that this will evoke the frustrating and difficult reality and become a driving force to view life in a positive way.

*I felt that Korea Grandma's YouTube video and Instagram posts contained all laughter, emotion, and support, and she was comforted in many moments. I became a fan of her, and I am following and subscribing because I want to continue to enjoy the small pleasures of everyday life through her.*

*I think the first way to guarantee viewing time on YouTube is to evoke comfort or empathy by viewing the daily lives of people similar to me.*

*This is because through contents, you can have a moment of relaxation in your daily life or get the strength to live a healthy life.*

In addition, they said the reason for recommending was they enjoyed watching the life of an influencer who has an image they admire and they subscribed to get useful information. Looking at the influencer they want to resemble, they were able to look back and set a direction for their lives.

*I think a natural look stands out the most, not a made-up one. Also, with the concept of traveling anywhere, anytime, it is impressive to see places commonly seen in daily life and outfits that match the background. Thanks to this, they seem to be thinking about where such a wonderful scenery is in their daily life and what kind of clothes they should wear to look better.*

*As the first pharmacist influencer, she also became a hot topic as a Pharmatainer (Pharmacist + Entertainer). First of all, I was attracted to her outward appearance and liked her easygoing style, so I followed her constantly.*

*I, who had been broken mentally and physically due to hard work preparation, gained vitality in life and regained the will to live again after meeting Park Hodoo. If you want to get witty and humorous talk and high-quality information about the financial market in general, I would highly recommend Influencer Park Hodoo.*

#### **4.2.3. Interactive experience**

College students who participated in the interview were actively interacting with the recommended influencers and increasing intimacy. Although not all participating college students interacted actively, it was found that interacting with the influencer played an important role in narrowing the distance between each other and forming a relationship [29][30].

*I never entered any channel, commented on, or showed interest, but I was happy to participate and click the like button when a poll box appeared in the community or when they asked to click the like button. It felt good to be able to give her any help or feedback.*

College students who participated in the interview were participating in content using live broadcasts, chatting, comments, and likes, and they felt social presence by seeing other people's articles. The sympathy shared by subscribers while watching the same video together enables a fandom-like relationship to be formed through common interests through influencers as a medium. This experience had a positive effect on intimacy with the influencer as well as forming attachment.

*I also have the experience of participating in a live broadcast chatting while watching a live broadcast hosted on Instagram by 'Choi Jun', played by Haeun Kim. Another unique feature of Pisick University is 'comments'. As there are various concepts presented by the channel, it is also very interesting to see subscribers commenting on videos according to each concept. Subscribers are also immersed in each concept and comment with a tone and appearance that fits the concept.*

They are very active in chatting in live broadcasts. Although bad words are frequently used, useful information about the actual financial market and investment trading techniques is also frequently mentioned. In other words, a lively and democratic forum has been formed between streamers and viewers, and between viewers and viewers.

*If you find a video that you find very interesting or want to see again, you can click the like button sometimes. Also, the comments on YouTube are so fun that I tend to laugh when I see other people's comments.*

*A separate YouTube channel opened for the purpose of live broadcasting is also subscribed to and often participates in live broadcasting, and at this time, immediately participates in chatting. Since many people participate, it is difficult to communicate directly because of the large amount of chatting, but it also gives a different kind of fun because it is real-time feedback.*

## 5. Conclusions

In this study, the factors influencing college students' use of influencers were explored through in-depth interviews. As a result of the study, it was found that the factors that influence influencer content differ according to the period of use.

First of all, in the early days of using content, they encountered content for reasons such as topicality, information, friend recommendation, and curiosity, and there was a tendency to select content based on similar tastes through algorithm and friend recommendation. In particular, the highly topical contents of influencers recommended by friends played an important role in forming peer culture with friends.

It was found that sincerity and candor revealed in the content were important factors influencing the period when an influencer's channel was subscribed and used continuously and intimacy was formed. When they felt their sincerity and honesty, they realized that they were different from other influencers and continued to watch them.

It was found that the interaction factor plays a decisive role in forming intimacy with influencers and continuously using the channel for more than 3 months, forming a fandom and recommending content to others. In other words, their own culture, which is formed by participating in a live broadcast and chatting with the same followers, had a decisive influence on the formation of the fandom. It was found that the more active the respondents were in the interaction such as chatting, commenting, and expressing like, the stronger the channel recommendation.

This usage behavior of college students has great implications for companies that want to promote and market through the influencer channel. As the factors that affect users vary depending on when they use the influencer channel, a promotional strategy that reflects this is needed. In addition, as integrity and honesty are important factors in building users' trust, it should be given more important value than anything else in maintaining and managing channels. In the future, it will be necessary to explore the impact of using influencer channels on adolescents who have started to form social relationships through media.

Although this study analyzed influencer usage behavior of college students through exploratory in-depth interviews, it has a limitation in not examining the influence between actual factors. Based on this research, it is expected that research will be conducted to understand the causal relationship between factors through the development of scales for factors influencing the influencer usage behavior of college students.

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## 7. Appendix

### 7.1. Author's contribution

	Initial name	Contribution
Lead Author	SP	-Set of concepts <input checked="" type="checkbox"/>
		-Design <input checked="" type="checkbox"/>
		-Getting results <input checked="" type="checkbox"/>
		-Analysis <input checked="" type="checkbox"/>
		-Make a significant contribution to collection <input checked="" type="checkbox"/>
		-Final approval of the paper <input checked="" type="checkbox"/>
Corresponding Author*	KK	-Corresponding <input checked="" type="checkbox"/>
		-Play a decisive role in modification <input checked="" type="checkbox"/>
		-Significant contributions to concepts, designs, practices, analysis and interpretation of data <input checked="" type="checkbox"/>
		-Participants in Drafting and Revising Papers <input checked="" type="checkbox"/>
		-Someone who can explain all aspects of the paper <input checked="" type="checkbox"/>

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## Public Value

Publisher: J-INSTITUTE  
ISSN: 2435-3337

Website: j-institute.org  
Editor: admin@j-institute.org

Corresponding author\*  
E-mail: thebride@hanmail.net

DOI Address:  
dx.doi.org/10.22471/value.2022.7.2.65



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### The Effects of Group Art Therapy on the Learned Helplessness and Career Decision Making Self-Efficacy of Mentally Challenged High School Students

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#### Abstract

**Purpose:** The career decision-making self-efficacy is a belief about an individual's ability to successfully accomplish a given task. Students do not demonstrate an active attitude when they are faced with various stresses and anxiety about their own career or employment, and even some are passive and self-reliant, and they learn throughout their lives by becoming helpless when faced with numerous challenges due to their lack of responsibility or low self-esteem, thereby demonstrating symptoms of learned helplessness.

As a result of the study which identified the relationship between learned helplessness and career path, the students with a high level of learned helplessness had a relatively high percentage of independent and dependent decisions in the overall process such as career selection, search, and decision relative to the students with a low sense of helplessness, and it was also claimed that the children with high learned helplessness showed relatively low means to solve career-related problem situations promptly. Hence, it is evident that by conducting the group art therapy, negative cognition and behavior can be changed through the group interaction and successful experiences in the art therapy process. This paper seeks to specifically examine the effects of group art therapy, which is very useful among the various treatment techniques which can help solve internal problems, on the learned helplessness and career decision making self-efficacy formed through the repeated failures.

**Method:** Twenty mentally challenged high school students enrolled in special classes at average high schools were assigned to the experimental group and 10 to the control group. The group program was conducted twice a week, for a total of 10 sessions of 80 minutes per session. For the pre-post-additional-tests on learned helplessness and career decision making self-efficacy, repeated measure analysis of variance and simple main effect analysis were performed.

**Results:** The experimental group in receipt of the group art therapy program was statistically significantly higher in the learned helplessness and career decision making self-efficacy scores than the control group both after and additional. Such results are meaning in that they help not only the mentally challenged high school students who are about to graduate, but also the mentally challenged high school students currently enrolled in the school to increase their self-confidence and self-esteem to ensure that they can make career choices that align with the reality through the positive understanding of themselves and the correct perception related changes.

**Conclusion:** The group art therapy helps to address issues and problems through deep insight into one's inner self, and helps to improve the self-esteem by having a positive self-image, further to being an important factor for improvement. Hence, through this study, the group art therapy program should make an active effort to give a sense of achievement for the human growth, convert negative motives to positive motives, and diversify the scope of application of group art therapy programs for addressing realistic problems.

**Keywords:** Group Art Therapy, Learned Helplessness, Career Decision Making, Self-Efficacy, Mentally Challenged

## 1. Introduction

There are many matters which we need to worry about while standing at the crossroads of various choices in life, yet among which, choosing and deciding a career is one of the most important tasks for an individual's life. Since it is very important to choose a job that suits oneself, and depending on which career one chooses and decides, many aspects of one's life can change. Among the career related variables, a concept that has recently drawn attention is the career decision making self-efficacy. Career decision making self-efficacy is evaluated as an important factor affecting almost all areas of career, such as career decision, career identity, career preparation behavior, and career counseling process. Career decision making self-efficacy refers to the self-efficacy as a sense of achievement, self-confidence in academic or career-related decisions and career success. Examining the related studies, career decision making self-efficacy has been claimed to be a medium which allows one to continue to act for a certain result and control and lead one's life [1].

It was claimed that if the career decision making self-efficacy was high, a wide range of occupations would be considered. It was defined as the sense of self-efficacy which affects the career decision-making through the interaction between personal and environmental variables in the career decision related areas. It was also claimed that low efficacy and uncertainties about the future made one fearful of career decisions and not even trying out of the fear of failure. Considering the current situation showing the worst youth's unemployment rate, many years of exploration and steady effort are essential elements, and it will have negative consequences that threaten a successful life. This sense of career decision making self-efficacy-making can be a clue to problem-solving based on the initiative and self-belief, and can also be developed based on the individual efforts [2].

Examining the variables related to the career decision making self-efficacy, there is learned helplessness. Learned helplessness refers to the phenomenon of falling into helplessness by realizing that one's actions or efforts cannot change the negative consequences that will come over them. That is, they do not show the will to solve problems due to their repeated experiences of failure [2].

When one falls into the learned helplessness state, he or she has low expectations for a successful experience cognitively, his or her decision-making ability declines, he or she feels depressed, anxious, and alienated emotionally, and behaviorally, he or she feels a decreased rate of reaction or lack of persistence. The negative effects of learned helplessness span the cognitive, emotional, and behavioral areas [3].

There was a high correlation between learned helplessness and career decision making self-efficacy, and it was claimed that the higher the learned helplessness, the more difficult it was to make a career decision. Hence, if one falls into the learned helplessness at the time of important choice, one would become passive and one's interest in one's career would be low, making it difficult to choose a job that suits one's aptitude and interest, and making it difficult to expect active career explorations [4].

In particular, for the mentally challenged youth, making career decisions is very unfamiliar and difficult. In the field of special education, efforts are made in various ways to expand opportunities for self-reliance through the vocational education. Yet in reality, the mentally challenged high school students can have very limited career options from childhood to adolescence given the overprotection of their parents. As the self-concept loses the ability to make decisions on its own, the reality is that people have no choice but to follow the decisions of those around them or institutions. The mentally challenged students are more likely to have problems in making their career choices and job adjustment than other disabilities due to their impulsivity, emotional instability, and distraction. Based on the research results that show that learned helplessness related symptoms appear, people give up on their own career choices or their career decisions are poor, and psychiatric disorders are caused following behavioral problems [5].

Learned helplessness can negatively affect not only the individual motivations and emotions but also one's career decision making. Hence, it is necessary to make an effort not to learn learned helplessness, which can be an important factor in the behavioral development of students. Hence, it is necessary to foster the qualities that enable them to live with social acceptance. Hence, in this study, by applying a career and vocational education program using the group art therapy for the mentally challenged high school students, it is intended to provide an opportunity for the mentally challenged students to choose the career aptitude and occupation that suits them, and articulate and specify as to what impact such activities bring about on the students' learned helplessness and career decision making self-efficacy[6].

## **2. Theoretical Background**

### **2.1. Mentally challenged high school students**

The mentally challenged high school students are significantly characterized by the disability expressed as a limitation in most of the adaptive behaviors manifested in their intellectual functioning and conceptual, social, and practical adaptive skills, and such disability is limited to those present before the age of 18(American Association on Mental Retardation, 2002/2003). In general, the mentally challenged students learn more effectively when they use specific and meaningful teaching materials since the learning speed at which they learn to learn is slow. The students need detailed and direct instructions from the teacher, even on what the teacher does not teach and what they know for themselves. Furthermore, the mentally challenged students lack the social opportunities and clues to promote socially appropriate behaviors after graduation, and hence, they have defects in their social skills. As a result, they sometimes experience problems making their adjustments for the job after getting their job [7].

The problem factors for such mentally challenged high school students' job adjustment are often psychological vulnerabilities rather than their work skills related problems. This is because the helplessness learned from their childhood causes frequent failures, negative self-concept, and difficulties in adapting to work life in a dependent personality. Hence, the mentally challenged students entering their adulthood after graduating from high school are required to be professionally self-reliant, function oriented training necessary for daily life and society, and training to utilize community resources[8].

Hence, the mentally challenged high school students must be able to adapt well to their social life with a confident attitude and reduce their rejection of future employment through various social and vocational career programs[9].

### **2.2. Learned helplessness**

There is a prediction that one's own reactions will not control the outcome that will occur in the future. This means that the mental state in which one's intrinsic motivation and resources are lost due to negative stimuli such as external pressure and control would appear repeatedly. Such learned helplessness is expressed as a lack of self-confidence, depression-negative cognition, passivity, lack of control, lack of persistence, lack of show-off, and lack of responsibility. According to Seligman(1975), learned helplessness leads to a decrease in motivation to respond, a decrease in the ability to learn that a response is effective, and a decrease in emotional disorders such as depression and anxiety, even in the situations where there is a correlation between response and outcome, thereby causing the motivational, cognitive, and emotional damages[10].

Learned helplessness has been studied must since it was first observed. Examining the representative theories which explain the psychological mechanisms that cause learned helplessness, the first is a theory that focuses on the fact that one's response to overcome a negative situation does not affect subsequent results. That is, when humans or animals cannot control various

events, such as physical restraints or noise, that occur in their environment at will, they would eventually give up on their will and effort to control the environment. The second is the claim that the cause of learned helplessness is a stable, comprehensive, and internal failure attribution through which one believes that failure is caused by one's own shortcomings and cannot be changed by effort. This leads to the realization that painful and unhappy matters will happen no matter how hard one tries to avoid them, and as a result, one will see oneself more demeaning, and it will cause a variety of negative emotions, which will lead to decreased self-esteem, anxiety and depression. The third is the theory that explains the helplessness of infants and children, which is an implicit intelligence theory that refers to the conditional self-worth that depends on the reaction of others to evaluate one's own value and the belief in the change in intelligence, which is used to explain helplessness primarily for infants and children [11].

### 2.3. Career decision making self-efficacy

For the mentally challenged high school students, career decision making self-efficacy is a belief related to their ability to systematically perform the necessary actions related to achieving goals, and it may be claimed that it has a positive effect on their job performance. Furthermore, self-efficacy was claimed to be the main cause and motivation for self-efficacy, and people would lead their lives by the sense of efficacy because people would not take any action without the belief that the results obtained by their actions, if they had no belief that they can be realized in reality. Belief in oneself about performing a certain task determines how one performs the task when attempting a task, and the belief or judgment about whether the career goal can be achieved in one's own situation depends on career exploration activities or career attitude has a meaningful relationship with occupation, and interest, etc. Hence, since the expectations and trust in one's abilities affect not only one's current behaviors but also future behaviors, a highly perceived self-efficacy increases the successful performance and improves self-esteem, satisfaction, and self-esteem. A validated scale was used in this study, and the 4 sub-factors are classified into goal selection, job information, problem solving, and future planning [2][12].

Goal selection refers to the confidence such that individuals can determine their own career goals and make plans for the future, while problem-solving efficacy refers to the belief that they can overcome difficulties on their own when faced with difficulties in the career path, and the information-gathering efficacy refers to the ability to find and use confidence to specifically explore the conditions of the job, and future planning efficacy was used to determine one's future in relation to career and feel confident to act on it. In the study which dealt with the relationship with cognitive and psychological variables such as career decision making self-efficacy, the level of self-efficacy did not vary significantly not only by gender but also in terms of career design such as self-evaluation, job information, and goal selection problem solving. The career decision making self-efficacy was defensive against various obstacles to career, and it was viewed as a very important factor in performing career-related behaviors. Career decision making self-efficacy is the extent of confidence that an individual feels that one can successfully solve problems related to career decision, while it was reported that the career decision making self-efficacy plays a very important role in performing the career related activities [13].

As such, it enhances confidence for the passive tendency, which is among the psychological characteristics of the mentally challenged high school students, and also helps the mentally challenged students who have grown up through the decisions of others without having the right to make their own decisions about their careers from infancy to school age before getting a job. One will need to develop the ability to make wise decisions about one's career path. While the career decision making self-efficacy theory provides important significance and evidence for predicting and understanding career related changes, in Korea, there is a lack of studies on the career decision making self-efficacy among the mentally challenged high school students. As such, the career decision making self-efficacy affects the mentally challenged high school

students who are about to get a job as an important variable, and hence, there is a need to study new variables that can help the mentally challenged students[14].

## **2.4. Group art therapy program**

Group art therapy is the introduction of art to group psychotherapy, and through group activities, clients can observe, get help, and even help others in a similar situation to solve their problems. And in the midst of which, it allows one to form a natural bond. For the clients who have difficulty expressing themselves to others, it helps to communicate through the medium of non-verbal art to form smooth interpersonal relationships. In particular, the group art therapy helps one to promote the expression of emotions that were suppressed in the past, and the individual self-exposure and self-understanding through art activities are large in the group. As such, the group art therapy helps to resolve problems through deep insight into one's inner self, and helps to increase the self-esteem by having a positive self-image[15].

The group art therapy program requires a fairly high level of thinking skills, including abstract thinking, for the activities which require rational and concrete decision-making in the process of exploring self-understanding and the career related needs. However, the mentally challenged youth have undifferentiated perception, rigidity of mental structure, difficulty in abstraction and generalization, and intolerance of memory and insight. To reduce the burdens of not being able to draw well for such mentally challenged youth, collage designs are presented or activity sheets with pictures are provided to compensate for their low cognitive function to facilitate selection, or visually confirming via work cannot be used to retain memories [16].

This is because art activity itself is a comprehensive one, and at the same time, it has visual elements. The mentally challenged youth, who have a low cognitive level, and who have difficulty in internal exploration and verbal expression skills, may have difficulties in self-understanding, career exploration, understanding the world of work, and rational career design, and hence, the group art activities can be helpful. The activities allow one to express the world one perceives in a variety of ways without requiring much effort to express it more easily if one has the will to understand or express what one understands in language. If one presents visual materials such as collages for abstract concepts such as interests and values for the mentally challenged youth and let them choose the ones that are right for them, the burdens of understanding and expressing themselves will be reduced and expressed specifically [17].

Furthermore, art expression can visually connect realistic objects and concepts, thereby helping one to express objects specifically. An examination of the preceding studies on the career group counseling program using art activities for mentally challenged students is as follows. The mentally challenged youth have slow abstraction and thinking skills, difficulty in conceptualization, and fragmentary thinking without understanding the relationship between objects. Art enhances their comprehension by creating visual images. Through the art activities, the students can comfortably learn about the various fields of the world of work required for career guidance, and job search requires autonomy of one's own will. It is believed that autonomous selection can be practiced, and through which, it may lead to job selection. It is effective in improving the self-esteem and active self-expression skills of the mentally challenged students by providing them with an opportunity to freely express their thoughts and feelings [18].

Furthermore, it is evident that through the various art activities based on collaboration, it brings about a positive effect on emotional stability and professional life by increasing social adaptation behavior and professional will of the mentally challenged students. However, in the preceding studies, the skills and disability characteristics of the subjects were not properly considered during the course of the program, or there was a limitation in examining the change in a short period of time, while there was a limitation in the structure of the program in which various variables were not considered. Hence, in this study, based on the effects and limitations of the existing programs, various art therapy techniques were applied for the career group coun-

selling program to freely express one's opinion related to career decision, improve self-confidence, and share career concerns through collaboration. By providing career opportunities, it is intended to help one to choose one's career path confidently and rationally in the future [19].

### 3. Research Method

#### 3.1. Study subject

The purpose of this study was explained about promoting the contents of this program to mentally challenged high school students, who attend special classes at D High School and H High School located in Daegu. The experiment was conducted by selecting 10 for the experimental group and 10 subjects for the control group after securing their consent in writing. Without treatment, they were allowed to self-study in the presence of a social worker in one of two classrooms at the O General Social Welfare Center.

#### 3.2. Study design

As the experimental design method of this study, the pretest-posttest control group design method was used by randomly selecting the experimental group and the control group. This program was used only for the experimental group, and the pre-, post-, and follow-up tests were compared between the experimental and control groups for measurement tools. <Table 1> illustrates this design method schematically.

**Table 1.** Study design.

Group	Pre-test	Experimental treatment	Post-test	Additional test
EG(R)	O <sub>1</sub>	X	O <sub>3</sub>	O <sub>5</sub>
CG(R)	O <sub>2</sub>		O <sub>4</sub>	O <sub>6</sub>

Notes: EG: experimental group, CG: control group, R: randomization, X: Treatment, O<sub>1</sub>, O<sub>2</sub>: Pre-test, O<sub>3</sub>, O<sub>4</sub>: Post-test, O<sub>5</sub>, O<sub>6</sub>: Additional test, X: Experimental treatment (art therapy program).

#### 3.3. Measuring tool

**Table 2.** Measuring tool's reliability variable.

Category	Sub-factor	No. of questions	Question #	Latent variable reliability
Learned helplessness	Lack of confidence	10	1,2,3,4,5,6,7,8,10,20	.771
	Depression and negative cognition	9	11,12,13,14,15,16,17,18,19,20	
	Passivity	6	22,23,24,25*,26,27*	
	Lack of control and persistence	9	28*,29,30*,32,33,34,35,36,37*	
	Lack of sociability	2	21,18	
	Lack of show	6	31,38*,39,40,41*,42*	

Career decision making self-efficacy	Collection of job information	6	7,15,19,21,23,24	.905
	Future plan	5	4,5,10,12,16	
	Goal selection	11	1,2,3,6,8,9,11,14,18,20,22	

Note: \*This is a reverse scoring question.

#### 4. Group Art Therapy Program[20]

Phase	Session	Goal	Name of activity	Content of activity
Formation of relationship	1	Build trust and intimacy	-Nice to meet you	-Program introduction and structuring -Create a three line poem with name -Create a nickname and introduce yourself -Prepare group rules and written oath -Share your feelings
	2	Self-observe recognize changes in one's own behavior	-I am	-Drawing orchids(history of growth and development) -Recall your own growth and development history and learn about when, why, and under what circumstances a specific behavior is shown(clay) -Share your feelings
Pre-mid-stage	3	Positive thinking and emotional adaptation	-I'm such a successful person	-Work of collages(know how to express who you are, inappropriate emotions, and positive conversations) -Share your feelings
	4	Gain confidence	-My surrounding environment	-Collage(family life and school life decoration) -Explore environmental factors influencing one's life -Understanding of oneself -Share your feelings
	5	Build activeness and successful experiences	-I also want to be such a person!	-Paint murals -Explore the importance of change and confidence -Awareness of current problems and life goals and the importance of present life -Share your feelings
Post-mid-stage	6	Promote interpersonal relationship	-Such things are important for me!	-Three important people in my life -Explore one's own stage of change -Devise action strategy -Share your feelings
	7	Improve control	-Treasures inside of me	-Express my inner light and treasure -Areas of life one desires to change -Explore one's heart's strengths and beliefs -A bundle of hope in my heart(correcting my distorted parts) -Share your feelings
	8	Promote expressive skills and proactiveness	-Going beyond my potential	-Story of seeds -Awareness of the environment and interpersonal relationships surrounding oneself -Confirm hope for the future -Explore and commit to alternatives -Share your feelings

Closing stage	9	Promote continuity	-I, took can do it!	-Express my future self -Explore what one desires the most -Explore changes to achieve dreams -Share your feelings
	10	Promote continuity	-Valuable things of my life	-Make gift -Search changed behaviors -Increase self-efficacy -Decide on a mission to perform -Share your feelings
Maintenance stage	11	Consolidate session experiences	-Let's promise!	-Exhibition of works -Search energy sources(my strengths and social support resources) -Pledge for dreams -Share your feelings

## 5. Data Processing

The data processing method of this study is as follows.

First, to analyze the effects of the group art therapy program on learned helplessness and career decision making self-efficacy, pre-, post-, and follow-up tests were conducted and analyzed using the SPSS18.0 statistical program.

Second, to examine the effects of the group art program on the learned helplessness and career decision making self-efficacy and related variables, pre-post-post-tests were classified and scored, followed by the repeated measure variance analysis.

## 6. Research Results

In this study, to verify the effect of the group art therapy program on learned helplessness and career decision making self-efficacy, before, after, and a month after the group art therapy, the changes were compared and analyzed.

### 6.1. Effects of group art therapy program on learned helplessness, self-leadership, career motivation, and career decision making self-efficacy

<Table 3> illustrates the results of pre-, post-, and follow-up tests to examine and understand if there are changes in the scores of the experimental group to which group art therapy was applied and the control group to which group art therapy was not applied.

**Table 3.** Comparison of the pre-post-post-test scores of the experimental group and the control group.

Classification		Experimental group			Control group		
		Pre	Post	Additional	Pre	Post	Additional
Learned helplessness	M	3.9	2.3	2.3	2.3	2.6	2.7
	SD	5.34	13.72	13.77	31.28	31.91	32.26
Career decision making self-efficacy	M	2.7	4.0	4.1	3.5	3.5	3.1
	SD	2.83	9.49	8.52	14.83	16.87	16.48

As a result of examining the mean and standard deviation of the pre-post-post-test of learned helplessness according to the group, the mean and standard deviation of the pre-test score of the learned helplessness of the experimental group was 3.9 and the standard deviation was 5.37, and the mean of the post-test score was 2.3, and the standard deviation was 13.72, and hence, the mean score of learned helplessness decreased. Meanwhile, the mean of the pre-test scores of learned helplessness of the control group was 2.3, the standard deviation was 31.28, the mean of the post-test scores was 2.6, and the standard deviation was 31.90, and the mean of the scores on the follow-up test was 2.7 and the standard deviation was 32.26, and hence, the mean score for learned helplessness increased.

As a result of examining the mean and standard deviation of the pre-post-post-test of career decision making self-efficacy, the mean of the pre-test score for career decision making self-efficacy in the experimental group was 2.7, standard deviation 2.79, and the mean post-test score was 4.0 and standard deviation 9.49, while the mean score of the follow-up examination was 4.1 and the standard deviation was 8.52, which increased the mean score of career decision making self-efficacy. Meanwhile, for the control group, the mean of the self-efficacy for career decision pre-test score was 3.5, the standard deviation was 14.83, the mean of the post-test score was 3.5, the standard deviation was 16.87, and the mean of the follow-up test score was 3.1 and the standard deviation was 16.48, and the mean score of career decision making self-efficacy decreased.

**Table 4.** Pre-, post-, and post-variance analysis according to group.

Classification		Experimental group			Control group			F
		Pre	Post	Additional	Pre	Post	Additional	
Learned helplessness	M	3.9	2.3	2.3	2.3	2.6	2.7	256.09**
	SD	5.34	13.72	13.77	31.28	31.91	32.26	
Career decision making self-efficacy	M	2.7	4.0	4.1	3.5	3.5	3.1	2425.9**
	SD	2.83	9.49	8.52	14.83	16.87	16.48	

Next, the results of the repeated measures ANOVA to examine as to whether the changes in the pre-post-post-tests of learned helplessness, self-leadership, career motivation, and career decision making self-efficacy in the experimental group and the control group demonstrated a significant difference were illustrated as in <Table 4>. As a result of the significance test conducted on the total scale of learned helplessness, the statistical value of F was 256.09, indicating that there was a significant difference in learned helplessness depending on the group at the significance level of .001. As a result of the significance test conducted on the overall scale of career decision making self-efficacy, the statistical value of F was 2425.9, indicating that there was a significant difference in career decision making self-efficacy depending on the group at the significance level of .001.

## 6.2. Effects of group art therapy programs on learned helplessness and career decision making self-efficacy by sub-factor

To analyze the effect of the group art therapy program performed on the experimental group in greater detail, the questions were classified into sub-factors of learned helplessness and career decision making self-efficacy, and the analysis was conducted between groups.

Changes by the sub-factor of learned helplessness.

<Table 5> illustrates the results of repeated measures and variance analysis of the post-test between the experimental group and the control group to verify the effectiveness of the group art therapy program. As a result of testing the significance of the sub-factors of learned helplessness, statistically significant results turned out to be at the .05 level for the lack of confidence, passivity, lack of control and persistence, lack of sociability, and the lack of show-off. That is, it may be claimed that the group art therapy program was effective in reducing the learned helplessness of university students.

**Table 5.** Learned helplessness' sub-factor pre-post-repeated analysis of variance.

Sub-domain	Dispersion source	Sum of squares	Degree of freedom	Mean square	F
Lack of confidence	Group	2.0	1	2.0	6.463 *
	Error	57.6	17	3.39	
Depression or negative cognition	Group	2.3	1	2.3	4.178
	Error	195.3	17	11.49	
Lack of control	Group	2.7	1	2.7	47.486 ***
	Error	481.1	17	28.30	
Passivity	Group	2.3	1	2.3	49.020 ***
	Error	198.0	17	11.65	
Lack of sociability	Group	1.8	1	1.8	9.664 ***
	Error	235.9	17	13.88	
Lack of show-off	Group	2.7	1	2.7	4.202 **
	Error	157.7	17	9.28	

Note: \*p<.05, \*\*p<.01, \*\*\*p<.001.

<Table 6> illustrates the results of repeated measures of subsequent tests between the experimental group and the control group to verify as to whether the effect of the group art therapy program continues. As a result of examining the significance of the sub-factors of learned helplessness, significant results turned out to be at the .05 level for the lack of confidence, passivity, lack of control and persistence, desire to show off, and the lack of sociability. That is, it may be claimed that the group art therapy program was effective in reducing the learned helplessness of university students, and the effect persists throughout the future.

**Table 6.** Learned helplessness' sub-factor pre-post test repeated measures variance analysis.

Sub-domain	Dispersion source	Sum of squares	Degree of freedom	Mean square	F
Lack of confidence	Group	1.8	1	1.8	8.75*
	Error	158.6	17	9.93	
Depression or negative cognition	Group	1.8	1	1.8	6.54
	Error	128.3	17	7.55	
Lack of control	Group	3.1	1	3.1	35.03***
	Error	70.5	17	4.15	

Passivity	Group	2.3	1	2.3	48.20***
	Error	215.5	17	12.68	
Lack of sociability	Group	1.8	1	1.8	9.17***
	Error	217.2	17	12.78	
Lack of show-off	Group	2.6	1	2.6	24.03***
	Error	56.2	17	3.31	

Note: \* $p < .05$ , \*\*\* $p < .001$ .

Changes by sub-factor of career decision making self-efficacy.

<Table 7> illustrates the results of repeated measures of the post-test between the experimental group and the control group to verify the effectiveness of the group art therapy program. As a result of examining the significance of the sub-factors of career decision making self-efficacy, there were statistically significant results at the .01 level for goal setting and job information, yet no significant results were demonstrated for the future planning. That is, it may be claimed that the group art therapy program was effective in enhancing the career decision making self-efficacy of university students.

**Table 7.** Career decision self-efficacy's sub-factor pre-post test repeated measure variance analysis.

Sub-domain	Dispersion source	Sum of squares	Degree of freedom	Mean square	<i>F</i>
Goal setting	Group	3.6	1	3.6	27.28***
	Error	111.5	17	6.56	
Job information	Group	3.7	1	3.7	45.17***
	Error	674.9	17	39.7	
Future plan	Group	3.2	1	3.2	2.331
	Error	224.4	17	13.2	

Note: \*\*\* $p < .001$ .

<Table 8> illustrates the results of repeated measures and analysis of variance between the experimental group and the control group to verify as to whether the effect of the group art therapy program continues. As a result of verifying the significance of the sub-factors of career decision making self-efficacy, there were significant results at the .05 level for goal setting and job information, yet no significant results for the future planning. That is, it may be claimed that the group art therapy program was effective in enhancing the career decision making self-efficacy of university students, and the effect persists throughout the future.

**Table 8.** Career decision self-efficacy's sub-factors pre-post test repeated measure variance analysis.

Sub-domain	Dispersion source	Sum of squares	Degree of freedom	Mean square	<i>F</i>
Goal setting	Group	4.2	1	4.2	26.50***
	Error	328.4	24	19.32	
Job information	Group	4.1	1	4.1	45.17***
	Error	214.5	24	12.62	
Future plan	Group	3.9	1	3.9	.202
	Error	13.7	24	.81	

Note: \*\*\* $p < .001$ .

## 7. Discussion and Conclusion

The purpose of this study is to examine and understand the effect of career exploration group counseling program using art therapy on career motivation and career decision making self-efficacy of the high school students enrolled for special class. Applying the program for the purposes of the study and discussing the analysis results to verify the effectiveness are as follows.

It was confirmed that the group art therapy program had a significant positive effect on the learned helplessness of mentally challenged high school students. Group members meet naturally through the relationship of giving and taking aid through mutual exchanges via the creative process. Furthermore, creating something through art media and seeing the finished works promotes more than satisfaction and fulfillment. Through this experience, one would become aware of one's own worth, and one can also incrementally get out of helplessness, improve one's self-esteem, discover one's potential, and have anticipation for one's future [21].

By providing an opportunity to freely exchange ideas about the works of art in a group, one can become aware of one's problems and expand one's thinking from various perspectives through the process of breaking out of one's own fence and examining it from a new perspective. In the process of group art therapy, the group members would reveal their negative thoughts and behaviors and interpersonal relationship patterns, and objectively verify the reality through the group members' feedbacks and self-observations. Based on such interaction within the group, social adaptation skills can be acquired, and by having the opportunity to practice and evaluate naturally with group members in the safe space of the group, the ability to adapt to new situations can be improved, and better interpersonal relationships can be learned. Successful experiences in a group can be applied to daily life, and changes can occur, such as interacting with others and learning from other people's experiences [22][23][24].

As a result of examining the effect of the group art therapy program on the career decision making self-efficacy of the mentally challenged high school students, it turned out that there were statistically significant differences between the groups in the post-test and follow-up test. As a result of the post-hoc test to find out about the differences between groups, the experimental group which performed the group art therapy program both post and later demonstrated a statistically significantly higher self-efficacy score for career decision than the control group. Furthermore, the experimental group that received the group art therapy program demonstrated statistically significantly higher scores for the future planning, goal setting, and the job information, which are sub-variables of career decision making self-efficacy, than the control group. The results of this study demonstrate that the group art therapy is effective in enhancing career decision making self-efficacy. Art therapy sought to form a group atmosphere to ensure that they could have a positive influence on each other, and by supporting the stories of individuals, it helped restore confidence and build confidence in one's future career [25][26].

Examining the effect based on the previous studies, the results of studies demonstrate the fact that the career group counseling program improves the career decision making self-efficacy (Miok Park, 2009; Gyeongseon Lee, 2009; Soonok Lee, 2014) and the case of implementing a career-related program for the mentally challenged youth, which is also consistent with the study results (Younggi Kim, 2016; Eungyeong Yim, 2015) which claimed that the career decision making self-efficacy-making is improved. Such results suggest that the art activities, which are flexible and capable of various expressions, stimulate interest and provide emotional stability to improve the self-confidence for the mentally challenged students. In particular, it seems that self-efficacy has improved through the experience that the group activities with the same concerns regarding career aptitude are supported and expressed freely among friends and bonds [27][28][29].

Discussing the results of the study, it turned out that the career program using art therapy had a positive effect on the change in the career attitude perception of the mentally challenged high school students. In particular, it demonstrated a statistically significant change of attitude in their ability to plan and achieve a career goal and compromise through harmony between

one's own desires and the society's demands. Through self-understanding, one would know what one's strengths and weaknesses are, and one's ability to reconcile one's desires with social needs was improved while planning through the search for a job that suits oneself. Such may be claimed to be possible only when the various job searches and various information on the reality are secured[30].

Among the subjects who participated in this study, they vaguely claimed that they were chefs, yet they showed a lot of details about their occupations, such as bakers and Chinese food chefs, and harmonized with their daily lives. This shows the fact that it is necessary to provide specific programs for the mentally challenged students by providing the information that can be achieved by systematizing their own dreams. As described in the above, group art therapy helped the mentally challenged high school students who do not have clear career goals, examine their interests, aptitudes, and professional values, set goals for themselves, plan to move toward them, and develop their own career paths. This study provides recommendations as follows[27][30].

First, the study subjects were a total of 20 people from the experimental group and 10 from the control group from the special classes of 2 high schools located in the metropolitan city of Daegu. Hence, it is difficult to generalize the results of this study over the entire group of high schools' special class students in Korea. Hence, moving forward, more reliable results may be secured if the number of study subjects can be increased, subject diversification is made, and if studies are conducted through a wider sampling by expanding the region.

Second, while the number of special classes at each school is increasing given the increases in the number of the mentally challenged students, there is a lack of testing tools for the mentally challenged students. Since it is difficult to measure accurately by using the general student testing tool, the effectiveness should be verified by developing a measuring tool for the mentally challenged students in the future.

If the various career path education programs for the mentally challenged students are developed by supplementing and researching the limitations suggested in this study, and various effects are verified and utilized, they will be of significant assistance for the mentally challenged students in their choosing of their occupations and designing their careers. Furthermore, the students with disabilities can also play their role as members of the society and become a foundation as they live fully integrated in the society.

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## 9. Appendix

### 9.1. Author's contribution

	Initial name	Contribution
Author	CK	<ul style="list-style-type: none"><li>-Set of concepts <input checked="" type="checkbox"/></li><li>-Design <input checked="" type="checkbox"/></li><li>-Getting results <input checked="" type="checkbox"/></li><li>-Analysis <input checked="" type="checkbox"/></li><li>-Make a significant contribution to collection <input checked="" type="checkbox"/></li><li>-Final approval of the paper <input checked="" type="checkbox"/></li><li>-Corresponding <input checked="" type="checkbox"/></li><li>-Play a decisive role in modification <input checked="" type="checkbox"/></li><li>-Significant contributions to concepts, designs, practices, analysis and interpretation of data <input checked="" type="checkbox"/></li><li>-Participants in Drafting and Revising Papers <input checked="" type="checkbox"/></li><li>-Someone who can explain all aspects of the paper <input checked="" type="checkbox"/></li></ul>

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# Public Value

Publisher: J-INSTITUTE  
ISSN: 2435-3337

Website: j-institute.org  
Editor: admin@j-institute.org

Corresponding author\*  
E-mail: kilhee1004@naver.com

DOI Address:  
dx.doi.org/10.22471/value.2022.7.2.80



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## The Value of Hard-Boiled Mystery Fictions in Red Harvest

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### Abstract

**Purpose:** Hard-boiled mystery fictions were treated as low-level literature simply because they were mostly published in cheap pulp magazines and their readers were mostly uneducated manual workers. Thus, by examining the circumstances of the time portrayed in Dashiell Hammett's *Red Harvest*, the influence of *Red Harvest* on other fields of art and its background, and how Dashiell Hammett viewed the chaotic US society at the time and suggested solutions, the author intends to re-evaluate the value of the hard-boiled mystery fictions.

**Method:** First, this paper is intended to examine the characteristics of the characters in the hard-boiled mystery fiction, the story development, and how Hammett reflects the chaotic US society in the 1920s in his work with focus on *Red Harvest*. Second, *Red Harvest* influenced later films *Yojimbo* and *A Fistful of Dollars*. By examining how *Red Harvest* was incorporated into other fields of art.

**Results:** Through *Red Harvest*, it could be seen that the detective in the hard-boiled mystery fictions was portrayed as a worker demanding remuneration, unlike previous righteous detectives and that the evil, the basis of the story, was not limited to individuals, but was prevalent in social structures such as villains, capitalists, and public authorities, thus reflecting the situation of the time. As a result, the author could find the justification for the hard-boiled mystery fiction to be re-valuated as valuable literature in that it reflected the situation of the time, suggested solutions, and influenced other fields of art.

**Conclusion:** Hard-boiled mystery fictions, in fact, gave the most vivid view of the situation of the time. The need of most ordinary people, who were treated ignorant but in fact supported the chaotic era, for social purification could be seen through the detective. These merits were attractive enough to be incorporated into other fields of art, such as film. Thus, hard-boiled mystery fictions should no longer be treated as low-level literature, and their value should rather be re-evaluated.

**Keywords:** Dashiell Hammett, *Red Harvest*, Hard-Boiled Mystery Fiction, Hard-Boiled Detective Fiction, The Value of Hard-Boiled Fiction

## 1. Introduction

The U.S in the 1920s was seemingly a period of peace and prosperity. At that time, the average annual economic growth rate of the U.S was maintained at 9% or above, and the Dow Jones Index, the US stock market index, rose to a whopping 245%. US citizens were allowed to borrow money freely from banks at low interest rates because of economic boom, and anyone could invest in real estate independent of their ability to repay. Land price continued to rise several times over a short period of time, and people were intoxicated with the economic boom. The rapid industrial growth and innovation led to large-scale job creation and overall income increase in the 1920s, so the U.S could popularize many things that most people in the world could not imagine at the time, such as automobiles and home appliances, emerging into the center of the global economy[1][2][3].

In contrast to this economic boom, the US was a series of chaos inside. Thanks to the economic boom, the business of the capitalists prospered, yet it was only enjoyed by a few, and the majority of ordinary people became increasingly addicted to alcohol due to the frustration and a sense of loss brought by the gap between the rich and the poor that can never be bridged. The US government enacted the Prohibition Act to prevent social problems by alcohol, yet the crime rate has soared since the enforcement of the Prohibition Act<sup>1</sup>. People were drunk on the moonshine produced and sold by the mafia. Although the mafia was involved in various businesses such as gambling, prostitution, and drugs, they naturally flocked to the alcohol, a stable income source.

On this wise, the US at that time was overflowing with lust, crime, alcohol, and violence, and the mafia, the police, and the powerful colluded with each other, preventing the governmental authority from functioning, which brought chaos to the society. In this chaotic era, the hard-boiled mystery fictions appeared in the US literature. In his *Hard-Boiled Is My Strength* Kim, Bongseok says that the 'hard-boiled' was originally an adjective meaning the 'hard-boiled eggs', but the meaning has been diverted to a literary term meaning 'unsympathy, cruelty'[4]. He also says that the hard-boiled style generally depicts naturalistic or violent themes or events with a cold attitude with no emotion or from an impersonal view point that completely excludes moral judgment, and in UK and US literature, it is called Ernest Hemingway's heartless style<sup>2</sup> that excludes all rhetoric and focuses on description. In *The Genealogy of Crime Fiction*, Gye, Joengmeen says that in the 1920s, the US was ruled by extremely barbaric capitalism, and if it was possible to maximize profits, illegal investment and violent suppression of laborers were also tolerated and that it was revived more radically and violently in hard-boiled mystery fictions that revealed hostility to the reality of US society, which ran towards the Great Depression[5].

In his first full-length mystery fiction *Red Harvest* in 1929, Hammett vividly reflected the realities of the US society at the time. *Red Harvest* influenced later films as well as other hard-boiled mystery fictions. For example, there is *Yojimbo* directed by Japanese director Akira Kurosawa's in 1961, which most critics consider to have been influenced by *Red Harvest*. The story of the film is very similar to the story of *Red Harvest*, which was also quoted in *A Fistful of Dollars* directed by Sergio Leone and released in 1964, and *Last Man Standing*<sup>3</sup>[6], directed by Walter Hill and released in 1996. The society depicted in the film is also similar to that of *Red Harvest*. In a corrupt city, the chaos cannot be resolved by the power of public authorities, and a cold-blooded man similar to the detective in Hammett's fiction solves problems with violence, murder, and alienation and then leaves absentmindedly. On this wise, *Red Harvest* inspires not only other contemporary hard-boiled fiction writers but also later film directors, who are in other fields of art, using it as a efficient way to look at the reality of society at the time in a ruthless, heartless and unemotional way[7][8][9][10].

<sup>1</sup> Since the enforcement of Prohibition Act, the crime rate has risen by 24%, homicides by 12.7%, shootings by 13%, drug addicts by whopping 44.6%. As a result, the US Congress repealed the Prohibition Act in 1933.

<sup>2</sup> Hemingway's heartless style is a hard-boiled style that concisely expresses the harshness and ruthlessness of reality, in a short and cold narrative without any extravagance.

<sup>3</sup> *Last Man Standing* directed by Walter Hill was released in 1966. Similar to *Yojimbo* and *A Fistful of Dollars*, but it was made later than the two films, and it is evaluated as a remake of the two films, so it has been excluded from this paper.

**Figure 1.** One of pulp magazines. *Red harvest* is published in a black mask.



In this paper, the characteristics of the characters in the hard-boiled mystery fictions, the story development, and how Hammett reflects society at the time in his work will be examined with the focus on *Red Harvest*. Also, with focus on *Yojimbo* and *A Fistful of Dollars* influenced by *Red Harvest*, how *Red Harvest* was incorporated into other fields of art will be examined with the purpose of reevaluating the value of hard-boiled mystery fictions evaluated as low-level and cheap literature <Figure 1> by exploring the similarities in those films<sup>4</sup>[11]. Finally, by looking at the society of the time when *Red Harvest* was released in the 1920s and when the above films were made, how Hammett's work expressed the chaotic US society in the 1920s and how heartless detective "I" in the work understood a society of chaos will be discussed.

## 2. The Background of the Hard-Boiled Mystery Fictions and the Characteristics of the Characters in *Red Harvest*

Hard-boiled mystery fictions have different backgrounds and different characters from those of existing mystery fictions. Gye, Goengmeen says that crimes in conventional mystery fictions are violations that deviate from the norms of class domination, and the detective eradicates criminals to restore class order. In hard-boiled mystery fictions, the ruling class and the capitalist class embody criminality, and even the police colludes with the ruling class and capitalists who are not the guardians of society and protect them, and due to these social structural problems, order is not restored by individual detective. He also points out that the detective is not a hero who devotes himself to society, but a person who performs his tasks for survival[12].

*Red Harvest* was set in mining town Personville. In the eyes of the detective, Personville is not a beautiful city. Downtown of Personville is covered in yellowish smoke and excavated and soiled by mining, resulting in an ugly city of 40,000 people. Yellowish smoke is a metaphor for the evil that pervades society, and the writer expresses the structurally depraved appearance of the US society in the 1920s as an ugly city covered in yellow smoke, and excavated and soiled city. On this wise, the society in hard-boiled mystery fictions depicts a corrupt society in a gloomy way. Shin, Hyewon says that this is not simply an interesting mystery fiction, but has a meaning as a modernist literature criticizing the dehumanization of modern society and corrupt US society[13]. Holding this not-beautiful city Personville in his hands, Elihu made his villains subdue the workers of his mining company when they go on strike demanding better treatment. During the strike that has lasted eight months, Elihu employed not only money-driven gangs, but also the National Guard and some regular soldiers, causing a lot of bloodshed, indicating that governmental authority in the society at the time colluded with the capitalists who had wealth and suppressed citizens, the workers of the mining companies who went on strike[14].

The story about the detective, I who comes to see his client in Personville, the setting of the work, is not explained enough. In addition, unlike the typical detective in the conventional mystery fictions who is aristocratic, just, curious, and willing to solve cases without repayment for the poor, he is simply an office worker who values pay and works for the Continental Detective Agency. When his client Donald is dead and his father Elihu commissions him to eliminate criminals in Personville, he tells Elihu that he belongs to the Continental Detective Agency, and demands \$10,000 USD as a down payment. Unlike the detectives in the conventional mystery fictions, the detective in *Red Harvest* does not take on the case just with a sense of justice and curiosity, but proudly demands payment from his client. If ordinary detectives jump into the case to save society based on justice, the detective in the hard-boiled mystery fiction demands an appropriate amount of material compensation from his client. This

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<sup>4</sup> Hard-boiled mystery fictions were mainly published in pulp magazines from 1896 to the 1950s. Main readers were uneducated workers and manual workers such as seafarers and miners. Printed on low-quality and cheap pulp paper, a large portion of the magazine was filled with sexual content and advertisements, including violence and sex. For these reasons, the hard-boiled mystery fictions published here were also imprinted as cheap and low-level fictions.

shows that the crime in hard-boiled mystery fiction is impossible to solve with the detective's efforts because it is a structural problem in society. So the detective is reproduced as a cynical worker or a heartless businessman, demanding remuneration from his client[12].

In hard-boiled mystery fictions, the evil that is the basis of the story is not limited to individuals, but is pervasive throughout the structure of society. The detective in *Red Harvest* expresses that the first impression of Personville is not beautiful. And the city's governmental authority is also portrayed as unbelievable. The National Guard and some regular soldiers are employed by Elihu to suppress the mining company employees, and the police officer who is the cane of the people that protects social justice and sustains order from collapse near citizens is also portrayed as pathetic and unbelievable in the detective's eyes. The police officer does not even shave. He wears a shabby uniform with two buttons off, smokes a cigarette, and clears traffic. A police chief Noonan is portrayed as a fat and cunning villain with glimmering eyes. It shows the dismal image of the US society at the time when the police, capitalists, and criminals colluded with each other and the entire society was evil[15][16][17].

Witnessing this corruption of Personville, the detective vows to uncover all the injustices associated with the people who have thrown the city into chaos: Noonan, Pete, Lew Yard, and Max Thaler. In order to clean the city again, the detective induces a fight between the police and the criminal group, and as a result, people continue to die, but he says, "I tried to handle this in the best way, but that method ended up killing many people. I had no choice"(RH 154)<sup>5</sup>[18]. Like an detective in a hard-boiled mystery fiction, he is ruthless and has no sense of guilt. The detective gathers those who have ruined the city and arranges a peace conference, but it is actually a detective's scheme. The villains kill each other with hostility. As the detective intended, all the villains are killed, and Personville is eventually cleaned up. The analysis by Gye, Joengmeen that the crime scene of hard-boiled mystery fictions is shockingly portrayed in the ending, that defines and eliminates all legal and illegal organizations, public legal representatives and members of criminal groups as corrupt criminals alike is reasonable[12].

Unlike existing mystery fictions, in the hard-boiled mystery fictions, the ruling class and the capitalist class manifest themselves as evil. They become entangled with criminal groups to commit crimes, and even the police collude with them, protect them, and overthrow the existing order. This provides a vivid sense of reality to the readers at the time who witnessed how capitalists and criminals colluded with public authorities and remained unpunished despite numerous violence and murders that they committed. As the corruption of society in hard-boiled mystery fictions is structural, even if the case is solved by the detective, the order is not restored. The gangs and corrupt police are eliminated in *Red Harvest*, but they are brought under the control of capitalist Elihu. This also shows that the capitalist class in the US society at the time never collapses, and it also gives a sense of helplessness to the manual workers, who at the time were the main readers of hard-boiled mystery fictions[19][20][21].

The detective tells Elihu to shut down all police functions in Personville to rebuild the city and let the National Guard keep public peace until a new police force is organized, and threaten him by saying he will inform reporters of what he has done if he does not do so. He then returns the city back to Elihu, saying, "You will find again a city that has been thoroughly cleaned up, yet can be dirty again"(RH 203). Elihu trembles, not because of fear, but because of anger at being insulted by the detective. However, Personville is still Elihu's, so Elihu does not need to be afraid of the detective. In this hard-boiled mystery fiction, even if individual crimes are solved through the efforts of an individual detective, the ruling system of the capitalist class is not shaken or collapsed[12]. Thanks to many deaths, i.e. *Red Harvest*, Personville appears to have been cleaned up. But in fact it is not. In the end, Personville, where the villains and corrupt police officers have been eliminated by the detective as Elihu intended, is again controlled by Elihu, which means Elihu made a very efficient transaction with the detective

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<sup>5</sup> The text citation of *Red Harvest* follows *Red Harvest*(New York: Vintage Books, 1992), and subsequent citations of the text are abbreviated as *RH* and the number of page is indicated.

using his money[22][23].

### 3. Re-Evaluation of Hard-Boiled Mystery Fictions with Focus on the Film *Yojimbo* and *A Fistful of Dollars*

Hard-boiled mystery fictions published in the pulp magazines were treated as low-level and cheap fictions read by uneducated manual workers, but ironically enough they influenced other fields of art. The film that has been praised by critics as being almost a copy of *Red Harvest* is *Yojimbo* directed by Japanese director Akira Kurosawa and released in 1961. The story begins with the arrival of an unknown samurai to a village during the Warring States period in Japan. In this village, Seibei, which maintains its power based on silk and inn, and Ushitora, which maintains its power based on alcohol, are competing with each other. The rivalry between the two factions left the village almost in ruins. Recognizing the skills of the samurai, the two factions try to use him to destroy the other, and the samurai threaten and deceive the two factions and extort money from them. Eventually he succeeds in getting rid of the both factions, and then leaves again[24][25][26].

The cold-hearted detective in *Red Harvest* is transformed into a samurai in the film. The samurai commits murder if necessary. Also, in *Red Harvest*, Personville becomes a ruined town where Seibei and Ushitora compete against each other, and a samurai cleans up evil to his heart's content. Treated with a bowl of cold rice by the tavern owner, the samurai kills as much as he wants to repay to the owner, cleans up the town and then leaves absentmindedly, which is similar to how the detective in *Red Harvest* makes villains kill each other and eventually cleans up Personville.

In 1964, Sergio Leone's *A Fistful of Dollars* was released, a work that was copy of *Yojimbo*, and it was highly controversial and criticized. The movie was a huge box office hit and became a new genre called "Spaghetti Western". It was a plagiarized work of *Yojimbo*, but gained great popularity around the world despite being sentenced to legal compensation. The outline of the film is as follows. An unnamed wandering gunfighter arrives on horseback in a village in the west. In the village, the Rojo family, leader of the Mexican gang, and the Sheriff Baxter family, are fighting each other, and the gunfighter one day sees Ramon from Rojo family tricking the cavalry into selling weapons, killing them and stealing their gold. The gunfighter tricks a soldier's corpses as if they are alive, entices the two factions to misunderstand each other with his shooting skills and intelligence, and sets up a fight, eventually succeeding in eliminating both factions. After that, the gunfighter rides his horse again and leaves leisurely[27][28].

In *Red Harvest*, the detective becomes a gunfighter, and Personville becomes a town where Rojo gang and Sheriff Baxters compete against each other. Like the detective in *Red Harvest*, the gunfighter wrapped the villains around his finger with lies and trickery as he pleased and induced them to kill each other to clean up the village, disappearing leisurely. *Yojimbo* and *A Fistful of Dollars* borrow the background and characters of *Red Harvest* and criticize the society at the time.

The 1960s in Japan was a period of rapid growth. Like in the 1920s, when *Red Harvest* was released, Japan was economically booming. Due to the Korean War, Japan supplied military supplies, such as weapons and vehicles, to the US, and earned 3 billion dollars in a short period of time with "gracious blessings from heaven", achieving high growth in the 1960s, which is regarded as a period of great and unprecedented social change in Japanese history. However, Japanese society, like the US in the 1920s, suffered from conflicts between the capitalist class and the working class due to rapid growth, and the collusion between the Yakuza and political power. As a result, it was an era of chaos and there were social problems comparable to Personville in *Red Harvest* due to those who fell into anger and frustration, and the violence and immoral thoughts that were prevalent in society. And the US in the 1960s is also similar to the chaos in the US at the time when *Red Harvest* was released. In the 1960s in the US, divisions among US citizens and racial conflicts intensified due to the Vietnam War. At that time,

in the US, there was severe discrimination against the minority, so black people could not go to restaurants or hotels used by white people and the gap between the rich and the poor was so great that the wealthy accounting for 1% of population could have as much income as the poor accounting for 20% of population. It was difficult for the government to come up with any solutions to bridging this gap, creating social conflicts in various forms. Under these circumstances, the easy tools to express the social chaos between in Japan and the US at the time were the background, characters, and cynical solutions of hard-boiled mystery fictions.

The background, characters, and the solution chosen by the detective in the hard-boiled mystery fictions, which were considered low-level and cheap, were so attractive that they were used in other fields of art such as films, and it was the most effective way to vividly and realistically show the society at the time. It is because in every era and in every society, there have been helpless and frustrated manual workers who knew that they could never bridge the economic gap from the capitalists and the cities and villages that became full of evil due to collusion among the capitalists, the powerful, and criminals. Therefore, the value of hard-boiled mystery fictions that can express the irrationality of society and the frustration and sense of loss of ordinary people living there must be re-evaluated regardless of the age and generation, country and field of art.

#### **4. How the Detective “I” Understood the Society of Chaos? - The Connection Between the Society in the 1920s and *Red Harvest***

In the detective's eyes, Personville's first impression is not beautiful. He thinks that the buildings that were once slick became dirty because of the yellowish smoke coming out of the towering chimneys of the smelter factory against the clogged mountains to the south. It can be thought that slick building is Personville, which was clean before being defiled by capitalists, public authorities, and criminals. The towering chimneys of the smelter are greedy capitalists like Elihu, corrupt governmental authorities like police chief Noonan, and all the evils that have messed up Personville like Pete, Lew Yard, and Thaler, who can do anything for money. Also, evil hordes in Personville are expressed as yellowish smoke. They continue to commit evil deeds, polluting the city like yellowish smoke from the chimney. When his client Donald's wife asks the detective whether he likes the city, he lies, saying he does not know because he has not seen the city enough yet. The detective was fully aware of the structural problems in Personville, but he had no intention of actively solving problems yet<sup>[29]</sup>.

When the detective approached the crowd to find out what happened after learning that his client Donald was dead, a man in a crumpled suit, a little over 30, told him about Donald's death lightly: "Donald Willsson sat at the right hand of God, unless God hates bullet holes" (RH 6). This man is the head of the Miners' Union in Personville, who represents the majority of citizens, workers, etc., as opposed to the absurd forces, and we can see how ordinary citizens view greedy capitalists. They suffered a great deal of exploitation by the capitalists, and for this reason they had no sympathy about his death, and they had no interest in the reason why he died. But the detective says that what he wants is the "truth". With Noonan, the detective goes to meet Donald's wife. She does not want to see them, but the detective says, "Anyone has to see the police chief if he wants" (RH 23), and Mrs. Willsson is no exception. This shows the detective's respect for governmental authority in the beginning. The detective did not yet know that Noonan was also the villain in Personville, so he acknowledges the authority and honor of the police chief, the guardian of society, but the governmental authority does not care about individual opinions.

The detective treats the capitalist Elihu differently from the way he treats police chief Noonan. Elihu tells the detective that Personville is a city that he built, so it is up to him to leave it or destroy it, no one can threaten him, and if keep meddling, he will show them who he is. The detective treats Elihu's words as verbose obscene, loud things like clowns. This is because, as we saw earlier, the social class of the detective in hard-boiled mystery fictions like *Red Harvest* is just ordinary men, and inevitably,

he cannot empathize with the capitalist class like Elihu. However, since Elihu commissions the case and gives him money, the detective cannot openly ignore him. The detective says he will clean up Personville, pointing out those who messed up Personville and try to uncover all their unlawful deeds, but excludes Elihu, saying "I hate Elihu, but I do not want to treat him harshly because he is my client"(RH 84). Although Elihu and himself are not of the same class, he needs to be protected because he gives him a job and pay in return. Since it is directly related to survival for ordinary people, even though he is treated unfairly by the capitalists and his pride is hurt, their behaviors like clowns can be ignored unless they do not cross the last line.

However, when the last line was crossed, the detective, an ordinary man, decided to wipe them out. The last line is directly related to survival. When the detective returns from dinner and turns on the light in the room, someone shoots him. He senses danger to his survival and tries to break the light to avoid the bullet. What he uses then is the Bible. The detective threw the Bible to break the light, and the Bible is the detective's coldness about the case that he is keeping to the end. Whereas detectives in the existing mystery fictions intervened in the case with stopping at nothing, the detective in *Red Harvest* lied, saying "I don't know", and asked Elihu for down payment, even though he had fully figured out the structural absurdity of Personville. He keeps his cool when intervening in the case. However, the detective sends the readers a signal before intervening in the case by throwing a sacred Bible as if to break the absurdity of Personville because they crossed the final line when someone tries to shoot him. And the detective vows to clean up Personville, saying, "The evils of Poisonville are ripe and they must be harvested, this suits my taste and I will do it"(RH 68).

On this wise, the detective in *Red Harvest* is also connected to how ordinary men in the 1920s viewed the US society at the time, based on the background where capitalists, public authorities, and criminals were entangled and messed up Personville. As seen earlier, in the 1920s, the US achieved mega economic growth due to World War I, but not everyone was able to enjoy its sweetness. The majority of people were poor, and the government implemented policies centered on capitalists, which prevented ordinary people like manual workers from protecting their rights. They had to work under the capitalists to survive, and they tried to make up for the inscrutable hierarchical separation through alcohol and cheap hard-boiled mystery fictions published in the pulp magazines. They would not dare to clean up the society, but heartless and ruthless detective satisfies their deep-seated desire for social purification with violence, sometimes with lies and trickery[30][31].

## 5. Conclusion

Through *Red Harvest*, the representative work of Dashiell Hammett who is recognized as representative writer of hard-boiled mystery fictions, we have examined the background, characters, and the way in which events have been resolved that are characteristic of hard-boiled mystery fictions. Unlike the existing mystery fictions, the background of the hard-boiled mystery fictions is a city of evil in which the ruling class, capitalists, and criminals have colluded with each other, and even the police officers who are the guardians of society protect them or even collude with them. Unlike the detectives such as Sherlock Holmes in the existing mystery fictions, the detective who intervenes in the case does not have a specific character, and is portrayed as a professional who does not intervene in a case hastily with sense of justice or curiosity and confidently demands down payment. The method they use to solve the case is also not as gentle as it was in the existing mystery fictions. In *Red Harvest*, the detective uses the tactics of using a foe to strike the other foe through lies and trickery and eliminates the capitalist Elihu who messed up Personville, the corrupt police chief Noonan, and the criminal gangs Pete, Yard, and Thaler, destroying everything and cleaning up Personville as planned. Looking at the detective controlling them at will, readers who do not have the courage to punish huge and evil groups feel vicarious satisfaction.

In addition, by connecting the various absurdities prevalent in the US society in the 1920s, when a

hard-boiled mystery fiction was born, to the cases that took place in Personville in *Red Harvest*, the author could understand why the poor manual workers at the time became so fascinated with hard-boiled mystery fictions through the appearance of the US, which was seemingly prosperous due to the great economic boom, yet was a series of chaos inside; the capitalists who got richer from the economic boom, the cause of the chaos; the governmental authority that tried to control the society by enacting the Prohibition Act; and the ugly criminals who made a fortune by selling moonshine; and detective's gratifying way of solving such problems.

Hard-boiled fictions were treated as cheap literature simply because they were published mainly in sensational pulp magazines and their main readers were uneducated workers, sailors, and miners. By examining the absurdities and problems of the 1920s society through the background, the words and behaviors of each character, the resolution of the case, and the ending described by Hammett in *Red Harvest*, it was revealed that the hard-boiled mystery fictions were not just stories read by uneducated manual workers to pass their time and enjoy themselves but the literature in which the writer suggested solutions to social absurdities and problems through a detective.

*Yojimbo* and *A Fistful of Dollars*, which borrow the background and characters of *Red Harvest* are different from *Red Harvest* in specific times, background, and cases, but in a broad framework, they are very similar. The detective in *Red Harvest* turns into a samurai and a gunfighter in the film, respectively, and the setting is a city and town ruined by villains. And a detective, a samurai and a gunfighter let the villains fight each other with lies and deceit, causing them to die and eventually cleaning up the city, the den of evil. Hammett's portrayal of the chaotic US in the 1920s through *Red Harvest* is similar to that of the US and Japan in the 1960s, when the film was made. It has a great value in that it evoked a great empathy among people at the time, and it was revealed that a re-evaluation of the literary value of hard-boiled mystery fictions is necessary.

In summary, *Red Harvest* was low-level literature that was published in cheap magazines and read only by the poor and powerless. Given that it was borrowed as it is in the film, different fields of art and that it made readers at the present think about the chaos and absurdity of our society, it is necessary to re-evaluate *Red Harvest* as precious literature for its inherent value.

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## 7. Appendix

### 7.1. Author's contribution

	Initial name	Contribution
Author	NK	<div><div>-Set of concepts <input checked="" type="checkbox"/></div><div>-Design <input checked="" type="checkbox"/></div><div>-Getting results <input checked="" type="checkbox"/></div><div>-Analysis <input checked="" type="checkbox"/></div><div>-Make a significant contribution to collection <input checked="" type="checkbox"/></div><div>-Final approval of the paper <input checked="" type="checkbox"/></div><div>-Corresponding <input checked="" type="checkbox"/></div><div>-Play a decisive role in modification <input checked="" type="checkbox"/></div><div>-Significant contributions to concepts, designs, practices, analysis and interpretation of data <input checked="" type="checkbox"/></div><div>-Participants in Drafting and Revising Papers <input checked="" type="checkbox"/></div><div>-Someone who can explain all aspects of the paper <input checked="" type="checkbox"/></div></div>

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## Public Value

Publisher: J-INSTITUTE  
ISSN: 2435-3337

Website: j-institute.org  
Editor: admin@j-institute.org

Corresponding author\*  
E-mail: jadekyungok@gmail.com

DOI Address:  
dx.doi.org/10.22471/value.2022.7.2.90



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### The Effects of Work Value on Employment Preparation Behavior: Double Mediating Effect of Major Satisfaction and Career Decision-Making Self-Efficacy

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#### Abstract

**Purpose:** This study aims to understand the structural relationship between values and major satisfaction, career decision self-efficacy, and job preparation behavior recognized by college students majoring in aviation service. In a positive effect on the active job preparation behavior of college students majoring in aviation service, the exact job value of their choice is vital for major satisfaction and career decision self-efficacy.

**Method:** The population of this study conducted an online survey from April 11 to April 24, 2020, for students in the 2nd to 4th grades of airline service-related departments. Of the 412 collected questionnaires, 398 valid questions were used for analysis after excluding those that responded faithfully. Data were analyzed using SPSS 21.0 and AMOS 21.0 statistical packages based on the data collected to verify the hypothesis of this study.

**Results:** As a result of hypothesis verification, it was confirmed that the perceived work values of college students majoring in airline service have a significantly positive(+) influence on major satisfaction, career decision-making self-efficacy, and employment preparation behavior. However, it was shown that major satisfaction did not have a significantly positive(+) influence on employment preparation behavior. However, it was confirmed that major satisfaction and career decision-making self-efficacy had a double mediating effect between job value and job preparation behavior.

**Conclusion:** In this study, there was no significant positive influence on employment preparation behavior for major satisfaction of college students majoring in airline service. This means that even if the overall satisfaction with the major recognized by college students majoring in airline service is high, it does not affect the full-fledged employment preparation behavior. However, in this study, as it was confirmed that major satisfaction and career decision-making self-efficacy had a double mediating effect between work values and employment preparation behavior, it was confirmed that students' psychological and internal positive factors play an important role in employment preparation behavior.

**Keywords:** Work Values, Employment Preparation Behavior, Major Satisfaction, Career Decision-Making Self-Efficacy, Double Mediating Effect

## 1. Introduction

Currently, college students experiencing rapid changes in society significantly influence their consciousness structure and career preparation behavior depending on what aspects they value when choosing a job. Currently, work value refers to the individual desire to meet and the goal to realize through a job[1]. Therefore, there is a need to study with a perspective on what value students value in job choice. In addition, students' major satisfaction in college life is essential in choosing and preparing for their careers; the higher the major satisfaction, the more psychological stability they reach in determining their clear thoughts and attitudes toward career decisions[2]. The higher the satisfac-

tion with their major, the more psychological stabilities they get in determining their beliefs and attitudes toward career decisions[3]. This is because if the major you choose is different from your future job or does not meet expectations, it can not only lead to negative consequences for overall school life and academic maladjustment but also increase confusion about career decisions and negatively affect preparation activities for employment[4][5]. Therefore, the higher the major satisfaction, the higher the possibility of choosing a career in a field related to the major of one's choice, and the more interest and satisfaction you can have in your selected job[6]. In addition, as an essential factor related to the employment of college students[7], the major is directly connected to the future career, and major satisfaction is very relevant in career choice and decision[8][9].

Regarding college students' careers or employment, career decision-making self-efficacy is the belief that individuals will be able to perform their tasks successfully[10]. It can be said that individuals can successfully make career decision-making to achieve their own career goals[11][12]. It can be said that it is a belief in personal ability as to whether an individual can successfully make career decisions to achieve their career goals[13][14][15]. It can be confirmed that college students' career decision-making self-efficacy positively affects their job preparation behavior as a psychological variable[16][17]. However, on the contrary, those with low self-efficacy in college students' career decisions and employment preparation behavior underestimate their ability and fail to show their ability due to fear of failure rather than expectation of success, so their problem-solving ability is significantly lower than those with high self-efficacy[18].

As such severe employment difficulties continue, college students attend college with psychological pressure, fear of job failure, and anxiety about life after graduation. As uncertainties about the future and lack of information necessary for employment preparation activities become difficult, college students feel anxiety, fatigue, frustration, helplessness, coldness, and despair about employment in reality[19][20][21]. Various empirical studies on major satisfaction, career, and employment have been started for college students majoring in aviation service[17][22], but research on the relationship between job values and psychological variables of college students is insufficient in studying attitude and behavior.

Therefore, through this study, the purpose of the study is to understand the structural relationship between the values of the job perceived by college students majoring in aviation service, major satisfaction, career decision self-efficacy, and job preparation behavior. In a positive effect on the active job preparation behavior of college students majoring in aviation service, the clear job value for their chosen job is important for major satisfaction and career decision self-efficacy. Based on the results of this study, we will provide basic data for successful education and guidance.

## **2. Theoretical Background and Research Hypotheses**

### **2.1. Relationship between work values, major satisfaction, career decision-making self-efficacy, and employment preparation behavior**

According to a study examining the influence of college students on major satisfaction according to their work values, it was found that work values were divided into external values and internal values and affected major satisfaction[23]. It was confirmed that remuneration, honor, economic stability, working environment, display of capability, achievement, aptitude, and interest had a significant effect on major satisfaction in choosing and making career decisions for college students majoring in hotels and tourism[24]. The impact of work values on the major satisfaction of college students majoring in culinary and food service was investigated. In particular, when each student chooses a job, individual achievement, aptitude, and interests are the most important, and such a positive evaluation has a positive effect on major satisfaction[25].

It is expected that college students who set goals for their careers and have firmly established work values will increase their belief that they will successfully achieve information exploration, career decisions, and problem-solving required in the process of individual career choice and decision. This means that career decision-making self-efficacy positively affects the process of forming good work

values and exploring jobs[26][27].

As a result of investigating whether work values affect employment preparation behavior for college students majoring in nursing, it was confirmed that the higher the work values, the higher the degree of employment preparation behavior[28]. In particular, the higher the grade, the more concerns and efforts related to employment increase, and the behavior was predicted that a lot of effort and time would be invested in job preparation activities, such as obtaining various certificates necessary in the field of medical institutions[29].

As a result of investigating the influence relationship between major satisfaction and job preparation behavior for college students majoring in airline service, it was confirmed that there was a positive influence relationship[30]. Among the sub-factors of college students' major satisfaction, subject satisfaction affects college students' job preparation behavior that plans career preparation, such as information search activities[31]. In addition, in a study based on career decision-making self-efficacy and job preparation behavior as variables, if career decision-making is low, there is a tendency to avoid career decision-making and behavior[15]. It was confirmed that major satisfaction had a positive correlation between career decision self-efficacy and employment preparation behavior, and major satisfaction had a significantly positive(+) effect on career decision-making self-efficacy and employment preparation behavior[32].

Based on these previous studies, research hypotheses were established as follows.

Hypothesis 1. The work values of college students majoring in airline service will have a significantly positive(+) effect on major satisfaction.

Hypothesis 2. The work values of college students majoring in airline service will have a significantly positive(+) effect on career decision-making self-efficacy.

Hypothesis 3. The work values of college students majoring in airline service will have a significantly positive(+) effect on employment preparation behavior.

Hypothesis 4. Major satisfaction of college students majoring in airline service will have a significantly positive(+) effect on career decision-making self-efficacy.

Hypothesis 5. Major satisfaction of college students majoring in airline service will have a significantly positive(+) effect on employment preparation behavior.

Hypothesis 6. The career decision-making self-efficacy of college students majoring in airline service will have a significantly positive(+) effect on employment preparation behavior.

## **2.2. Double mediating effect of major satisfaction and career decision-making self-efficacy**

As a result of verifying the structural relationship between career decision self-efficacy, career preparation behavior, career barrier, and career decision, and analyzing the mediating effect of career decision self-efficacy and career preparation behavior in the influence relationship between career barrier and career decision[33]. It was found that internal work values significantly affected major satisfaction in the relationship between class participation, major satisfaction, and employment preparation behavior according to college students' work values[34]. In particular, a study on the effect of major satisfaction of college students majoring in airline service on career preparation behavior confirmed that there is a mediating effect on career decision-making self-efficacy[22]. Therefore, in this study, hypothesis 7 was established by predicting that major satisfaction and career decision-making self-efficacy would double mediate between work values and employment preparation behavior based on the previous studies.

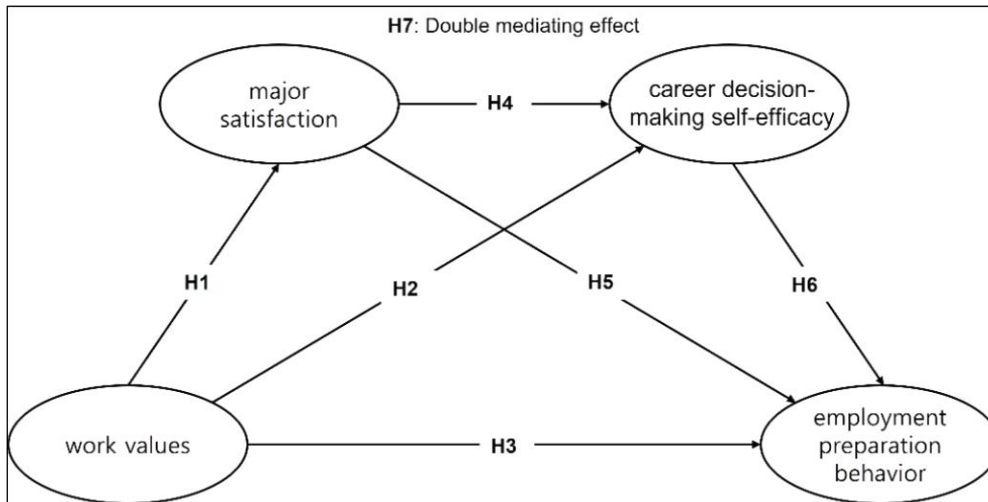
Hypothesis 7. In the relationship between work values and employment preparation behavior of college students majoring in airline service, major satisfaction, and career decision-making self-efficacy will be double mediated.

### 3. Research Method

#### 3.1. Research model

The research model is shown in <Figure 1> below.

**Figure 1.** Research model.



#### 3.2. Research data collection

To achieve the purpose of the study, prior research and literature review was conducted, and a questionnaire was conceived through this. First of all, first-year students, who are freshmen, were excluded from this survey because they lacked experience in school life and understanding of primary classes, and a survey was conducted on students enrolled in aviation service-related departments from 2nd to 4th graders. The survey was conducted online from April 11 to April 24, 2020. Among the collected questionnaires, only the remaining samples were selected as effective samples, excluding unfaithful responses and missing values, and these were used for data analysis.

#### 3.3. Measures

Work values were defined as the general idea of what is essential among various characteristics and rewards related to jobs in career decision-making. Work values consisted of a total of 8 questions and consisted of sub-factors of external and intrinsic work values[35].

Major satisfaction was defined as the degree of positive or negative evaluation that college students generally adhere to their major[36]. As for the measurement questions, a total of six questions were measured on a Likert 5-point scale.

Career decision-making self-efficacy was defined as the degree of positive belief and belief in one's ability to set one's career path and successfully perform career goals[37]. Based on the corrections in previous studies, it was measured as three constituent factors: career decision, problem-solving, and career exploration[38]. As for the measurement questions, a total of 12 questions were measured on a Likert 5-point scale.

Employment preparation behavior was defined as the process and behavior of college students developing competencies necessary to increase the possibility of employment in career fields related to individual majors through school life[39]. As for the measurement questions, a total of 6 questions were measured on a Likert 5-point scale.

## 4. Results

### 4.1. General characteristics of respondents

As a result of frequency analysis to find out the general characteristics of respondents, 49 males(12.3%) and 349 females(87.7%) were found, 39 males(9.8%) aged 19 years, 136(34.2%) aged 20 years, 109(27.4%) aged 21 years, 61(15.3%) aged 22 years, and 53(13.3%) aged 23 years or older. 242(60.8%) were in the sophomore year, 95(23.9%) were in the junior year, and 61(15.3%) were in the senior year. The type of universities was 139(34.9%) in 2-3-year colleges and 259(65.1%) in four-year colleges, and the location of the university was 165(41.5%) in Chungcheong-do, 85(21.4%) in Gyeonggi-do, 6(1.5%) in Seoul, 53(13.3%) in Jeolla-do, 18(4.5%) in Gyeongsang-do.

### 4.2. Validation of the validity and reliability of measurement tools

This study's confirmatory factor analysis results are presented in <Table 1>. The analysis result is the most representative absolute fit index used. In the result of this study,  $\chi^2=544.964(df=202, p=).000$ ,  $/df=2.698$ , indicating that the index was less than 3, indicating that the model was suitable, and it was found that SRMR=0.046, GFI=0.900, AGFI=0.864, NFI=0.921, CFI=0.949, and RMSEA=0.065 accepted the criteria. Cronbach's  $\alpha$  value was 0.6 or more, and there was no problem with reliability; the standardized value was 0.7 or more, AVE was 0.5 or more, and CCR was 0.7 or more, indicating intensive validity.

**Table 1.** Reliability analysis and confirmatory factor analysis.

Variables	Items	Std. estimate	SE	C.R.	CCR	AVE	$\alpha$
Work values	Extrinsic work values	Payment is essential to me in choosing and making decisions.	.807		.918	.737	.877
		Honor is essential to me in choosing and making decisions.	.835	.048			
		Working conditions are important to me in choosing and making decisions.	.778	.066			
		Economic stability is important to me in choosing and making decisions.	.786	.06			
	Intrinsic work values	Aptitude and interest are essential to me in choosing and making decisions.	.964		.950	.828	.931
		Accomplishment is significant to me in choosing and making decisions.	.932	.024			
		Development of ability is essential to me in choosing and making decisions.	.862	.031			
		Social service is essential to me in choosing and making decisions.	.748	.036			
Major satisfaction		I am satisfied with my major.	.766		.945	.742	.928
		I think my major is worth learning.	.826	.05			
		I feel that my major subjects fit me well.	.857	.071			
		I am interested in the overall contents of the primary course.	.909	.066			
		I think the primary textbook is worth learning.	.805	.064			
		I can proudly tell others about my major.	.776	.066			

Career decision-making self-efficacy	Career decision	.788			.875	.704	.898
	Career exploration	.597	.076	11.542***			
	Problem-solving	.838	.065	15.732**			
Employment preparation behavior	I am constantly preparing for a specific career that can be written on my resume.	.705			.897	.595	.867
	I'm studying a language hard helps me get a job.	.785	.072	14.791***			
	I'm trying to get a license related to my major.	.837	.076	14.913***			
	I care about my grades to get a job.	.753	.079	11.938***			
	I'm taking a special lecture on employment that is directly helpful to my job.	.700	.087	13.116***			
	I am planning to attend related educational institutions to get a job	.691	.068	13.050***			

Fit Statistics:  $\chi^2=544.964$ (df=202, p=.000),  $\chi^2/df=2.698$ , SRMR=.046, GFI=.900, AGFI=.864, NFI=.921, CFI=.949, RMSEA=.065

Note: \*\*\*p<.001.

### 4.3. Correlation

Pearson's Correlation Analysis was conducted to understand the relationship between work values, major satisfaction, career decision-making self-efficacy, and employment preparation behavior. The analysis results are shown in <Table 2> below. First, as a result of the correlation analysis, work values are a statistically significant positive correlation with major satisfaction( $r=.501$ ,  $p<.001$ ), career decision-making self-efficacy( $r=.395$ ,  $p<.001$ ), and employment preparation behavior( $r=.391$ ,  $p<.001$ ). Major satisfaction was a statistically significant positive correlation between career decision-making self-efficacy( $r=.563$ ,  $p<.001$ ) and employment preparation behavior( $r=.443$ ,  $p<.001$ ). It was found that there was a statistically significant positive correlation between career decision-making self-efficacy and employment preparation behavior( $r=.514$ ,  $p<.001$ ). It can be said that discrimination validity is secured, as the average variance extraction value(AVE) of each variable is greater than the square of the correlation between each variable.

**Table 2.** Correlation analysis.

	1	2	3	4
Work values	<b>.772<sup>a</sup></b>			
Major satisfaction	.501*** (.251 <sup>b</sup> )	<b>.745<sup>a</sup></b>		
Career decision-making self-efficacy	.395*** (.156 <sup>b</sup> )	.563*** (.317 <sup>b</sup> )	<b>.704<sup>a</sup></b>	
Employment preparation behavior	.391*** (.153 <sup>b</sup> )	.443*** (.196 <sup>b</sup> )	.514*** (.264 <sup>b</sup> )	<b>.594<sup>a</sup></b>

Note: \*\*\*p<.001.

a. AVE, b. Numbers in the parenthesis indicate squared correlation.

### 4.4. Hypothesis test

In this study, the results of verifying the relationship between work values, major satisfaction, career

decision-making self-efficacy, and employment preparation behavior of college students majoring in airline service are shown in <Table 3>. First, it was confirmed that the path coefficient of work value was .574, and the CR value was 9.155( $p<.001$ ), which had a significantly positive(+) effect on major satisfaction. The path coefficient of work value of college students majoring in aviation service was .180, and the CR value was 2.745( $p<.01$ ), which was found to have a significantly positive(+) effect on career decision-making self-efficacy. The path coefficient of work values was .204, and the CR value was 3.064( $p<.01$ ), which was found to have a significantly positive(+) effect on employment preparation behavior. The path coefficient for major satisfaction was .556, and the CR value was 8.110 ( $p<.001$ ), and it was found that there was a significantly positive(+) effect on career decision-making self-efficacy. The path coefficient of major satisfaction was .037, and the CR value was .513( $p>.05$ ), which was not significant for the employment preparation behavior. The path coefficient of career decision-making self-efficacy was .480, and the CR value was 5.982( $p<.001$ ), indicating a significantly positive(+) effect on employment preparation behavior.

**Table 3.** Path coefficient values for structural models.

Path	B	$\beta$	SE	C.R	p
Work values→major satisfaction	.685	.574	.075	9.155***	.000
Work values→career decision-making self-efficacy	.190	.180	.069	2.745**	.006
Work values→employment preparation behavior	.248	.204	.081	3.064**	.002
Major satisfaction→career decision-making self-efficacy	.489	.556	.060	8.110***	.000
Major satisfaction→employment preparation behavior	.038	.037	.074	.513	.608
Career decision-making self-efficacy→employment preparation behavior	.556	.480	.093	5.982***	.000

Note: \*\* $p<.01$ , \*\*\* $p<.001$ .

This study aims to verify the dual mediating effect of major satisfaction and career decision-making self-efficacy in predicting the employment preparation behavior of college students majoring in airline service. In this case, the analysis results by applying the SPSS PROCESS Macro Model Number 6 are shown in <Table 4>.

**Table 4.** The double mediating effect of major satisfaction and career decision-making self-efficacy.

Path	Coeff	SE	t-value	F	R <sup>2</sup>
Work values → major satisfaction	.564	.049	11.523***	132.785***	.251
Work values → career decision-making self-efficacy	.384	.037	10.272***	98.940***	.334
major satisfaction → employment preparation behavior	.133	.042	3.170**		
Work values → employment preparation behavior	.148	.052	2.876**	61.973***	.321
major satisfaction → career decision-making self-efficacy	.435	.062	7.055***		
career decision-making self-efficacy → employment preparation behavior	.185	.052	3.534**		

Note: \*\* $p<.01$ , \*\*\* $p<.001$ .

In this study, the lower and upper limits confidence interval of the mediating effect coefficient, which results from performing 5,000 times bootstrapping in the 95% confidence interval, are presented in <Table 5>. Since all the confidence intervals of the three paths did not include 0, the indirect effect of the three paths can be said to be statistically significant.

**Table 5.** The bootstrapping results for mediating effects verification.

Path	Effects	Boot SE	Boot LLCI	Boot ULCI
Work values → major satisfaction → employment preparation behavior	.084	.033	.026	.158
Work values → career decision-making self-efficacy → employment preparation behavior	.058	.024	.001	.136
Work values → major satisfaction → career decision-making self-efficacy → employment preparation behavior	.094	.027	.048	.154

## 5. Conclusion

This study was conducted to determine the structural relationship between work values, major satisfaction, career decision-making self-efficacy, and employment preparation behavior of college students majoring in airline service and the double mediating effect between work values and employment preparation behavior. Until now, there have been many studies on major satisfaction, career decision-making self-efficacy, and employment preparation behavior for college students in airline service-related departments, but there are not many studies on work values, career decisions, and employment preparation. Therefore, this study proposes a plan to increase major satisfaction and support employment more actively according to work values recognized by college students majoring in airline service.

First, it was confirmed that college students majoring in aviation service did not have a significantly positive(+) effect on job preparation behavior. This is consistent with previous studies by[22] and can mean that major satisfaction does not directly affect actual employment preparation behavior. College students majoring in airline service decide on their careers very quickly and prepare for employment simultaneously as they enter. Apart from the major satisfaction perceived by the department they belong to, they are highly willing to design, plan, and implement their career and employment.

Second, it was confirmed that all hypotheses had a significantly positive influence relationship, except for the influence relationship between major satisfaction and employment preparation behavior. This suggests a vital influence relationship between major satisfaction, career decision-making self-efficacy, and employment preparation behavior depending on work values.

Third, it was found that there was a double mediating effect between work values and employment preparation behavior between major satisfaction and career decision-making self-efficacy. In addition, the previous studies also confirmed that major satisfaction and career decision-making self-efficacy had mediating effects, respectively.

Fourth, college students majoring in aviation service have already decided on a clear career path, but the employment rate after graduation is not high. Previous studies have also focused on several variables that have a positive or negative effect on job preparation behavior, which is an action variable of college students' behavior variable. Among them are job insecurity[30][40] and job stress[30][41]. However, it is meaningful that this study focused on positive psychological factors and applied the positive psychological factor variable of career decision self-efficacy to college students' employment preparation behavior. This study confirmed that positive psychology, a factor that directly affects employment preparation behavior, is an essential variable for college students majoring in airline service.

Based on the results of this study, I would like to present practical implications for job preparation for college students majoring in aviation service as follows. First, unlike office workers who have already entered society and have job experience, college students value their externally exposed salaries,

honor, status, and economic stability, but they value their jobs more. The higher the expectation that an individual can show his or her ability and feel a sense of accomplishment in the position they or want with their interest, the higher the satisfaction with the major they choose[42]. Therefore, efforts should be made to identify individual aptitude and job matching by providing accurate information on jobs after admission and further increasing interest and interest.

This study showed no significant positive influence on employment preparation behavior for major satisfaction of college students majoring in airline service. This means that even if the overall satisfaction with the major recognized by college students majoring in airline service is high, it does not affect the full-fledged employment preparation behavior. However, in this study, as it was confirmed that major satisfaction and career decision-making self-efficacy had a mediating effect between work values and employment preparation behavior, it was confirmed that students' psychological and internal positive factors play an important role in employment preparation behavior. This means that the belief and confidence that individual career decisions and tasks necessary for job preparation will be successful are very important[43]. Career decision-making self-efficacy is not a result of innate experience, and it has characteristics that can be changed according to experience and environment, so instructors or professors need to identify students' psychological characteristics and present alternatives. For college students majoring in aviation service to demonstrate their capabilities and feel a sense of accomplishment in the field they want in the future, departments should continue to develop and operate programs that can strengthen their employment capabilities. It was confirmed that the work value of students in airline service-related departments was an important factor influencing major satisfaction and employment preparation behavior. Work values can be presented as basic data that can recognize the importance of major satisfaction, and it is judged that students can operate in competitive departments by increasing their major satisfaction and employment preparation behavior by identifying whether they have their own work values for airline cabin crew.

The limitations of the research that appeared in the process and results in conducting the research and the suggestions for subsequent research are as follows. First, to achieve the purpose of this study, an online survey was conducted in the process of empirically collecting data, and in the process, it was divided into two-year and four-year universities, but no statistical difference was found due to the difference in the number of survey responses. In future studies, it is expected to present meaningful implications by adjusting the number of responses and conducting comparative studies. Second, in future studies, it is also meaningful to examine the differences in work values perceived by college students majoring in airline service by dividing work values into intrinsic and external work values and identifying the influences of major satisfaction, career decision-making self-efficacy, and employment preparation behavior.

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## 7. Appendix

### 7.1. Author's contribution

	Initial name	Contribution
Author	KC	-Set of concepts <input checked="" type="checkbox"/>
		-Design <input checked="" type="checkbox"/>
		-Getting results <input checked="" type="checkbox"/>
		-Analysis <input checked="" type="checkbox"/>
		-Make a significant contribution to collection <input checked="" type="checkbox"/>
		-Final approval of the paper <input checked="" type="checkbox"/>
		-Corresponding <input checked="" type="checkbox"/>
		-Play a decisive role in modification <input checked="" type="checkbox"/>
		-Significant contributions to concepts, designs, practices, analysis and interpretation of data <input checked="" type="checkbox"/>
		-Participants in Drafting and Revising Papers <input checked="" type="checkbox"/>
		-Someone who can explain all aspects of the paper <input checked="" type="checkbox"/>

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## Public Value

Publisher: J-INSTITUTE  
ISSN: 2435-3337

Website: j-institute.org  
Editor: admin@j-institute.org

Corresponding author\*  
E-mail: poshop99@naver.com

DOI Address:  
dx.doi.org/10.22471/value.2022.7.2.102



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### Analysis of Socio-Cultural Attitude towards Appearance and Related of MZ Generation Using Potential Profile Analysis

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### Abstract

**Purpose:** The purpose of this study is to examine and understand the types of consumers in their teens through their 30s who care for their appearance by analyzing the socio-cultural attitude types and related factors towards appearance using the potential profile analysis, and provide a practical assistance for marketing in line with the consumer type.

**Method:** In this study, 520 online questionnaires were collected from among those in their teens and their 30s, and using SPSS 25ver and M-plus 7.0 programs, the basic analyses including frequency analysis, descriptive statistical analysis, etc., as well as appearance using potential profile analysis were performed while cross-analysis and variance analysis were performed to identify differences in major variables according to the socio-cultural attitude type related classification and derived types.

**Results:** First, as a result of the potential profile analysis, 4 groups were found to be the most appropriate, and the graphs were named 'overall low group', 'media awareness centric group', 'overall high group', and 'other perspective centric group'. As the main results of the difference test, the older the age group and the more office workers, the more likely they were to belong to the group that emphasized the point of view of others, while the interest in skin beauty and appearance were highly likely to belong to the general high-class and media awareness-centric group. That is, in the Korean society, there is a culture that emphasizes how you appear to others rather than yourself as you get older and enter social life, but this tendency does not have a positive effect on your interest in skin care or appearance. Whereas, such tendency can be interpreted as not having a positive effect on interest in skin beauty or appearance.

**Conclusion:** According to the results of this study, the age group which entered society and occupation, etc. are highly likely to belong to the other-centric group because appearance is important, but the interest in appearance and skin beauty tends to be higher in the media recognition-centric group. It can be seen that when it comes to taking care of one's appearance, it is more important for one to recognize the necessity through the media than to emphasize the interest of others. Hence, through this study, it is intended to be used as a promotional marketing strategy and provide services desired by consumers to increase their satisfaction and assistance lead to their reuse.

**Keywords:** Socio-Cultural Attitude Towards Appearance, Interest in Skin Beauty, Interest in Appearance, Potential Profile, Generation MZ

## 1. Introduction

The ideal appearance is promptly communicated through the mass media, and happiness and success about good physical appearance are infused into a stylized image, and the message about appearance has a great influence on individual values and body image[1]. Meanwhile, the modern society at a rapid pace of development has brought about many changes

to society, and as the social and cultural trend of paying attention to one's internal and external appearance has increased due to the increase in exposure to science and technology and various media socially and culturally, 'appearance-oriented' interest is increasing significantly[2][3]. Furthermore, everyone is interested in beauty and appearance, and appearance is one of the silent languages that communicate visual or non-verbal communication. As time goes on, the visual effect of appearance plays an important role in mutual communication, and satisfaction with appearance affects emotions and attitudes[4][5]. As a result, the attitude towards one's body and appearance are formed, and the standard of beauty is constantly changing[6]. Meanwhile, modern people give beauty's values to the body they see on TV, internalize it, and compare it with their own body as an evaluation standard[7]. Accordingly, appearance becomes more competitive, and proper appearance management maintains smooth interpersonal relationships[8][9].

Currently, taking care of appearance is directly related to their perceived sociality, and is voluntary and multifaceted[10]. As such, appearance management is one of the important concerns of modern people, and the external image of a person is determined depending on how and how it is managed, and it is already beyond the category of men and women, old and young, and complements the flaws of the body and is connected to the self-esteem of the individual, thereby further growing in importance[11]. Furthermore, effective beauty care is constantly being practiced to maintain one's individuality and image as one of the main factors expressing one's individuality and image in a fiercely competitive society[12].

Among which, millennials and Generation Z, or the Generation MZ, are the most popular generation of consumption in the distribution environment centric on e-commerce, and are adapting the most to the changes in the distribution market[13]. Furthermore, it has a significant influence on all age groups, such as the use of social media, which is a culture and behavioral style, and the small group method to the older generation and spread to several generations[14]. The reason why the Generation MZ is receiving so much attention as such is because they are of the age that will actively engage in economic activities and the generation that will actively engage in economic and consumption activities as they enter society, and the studies related thereto are growing in their number[15]. Hence, in this paper, it was intended to analyze the Generation MZ, in their teens and 30s, and study the appearance social consumption patterns in detail.

In recent preceding studies, a study on the effect of socio-cultural attitude towards appearance on appearance interest, appearance management behavior, appearance complex, facial satisfaction, and body satisfaction[16], the relationship between appearance usefulness and appearance-related variables in college students[17], the effect of socio-cultural factors on appearance of Chinese women in their 20s on beauty interest[18], exploration of factors affecting appearance satisfaction of high school students in elementary school[19], internalization of socio-cultural attitude towards appearance, the relationship between appearance instrumentality and body dysmorphic disorder: the mediating effect of self-objectification and the modulating effect of the multifaceted self-concept[20], and the effect of college students' behavioral patterns and socio-cultural attitude towards appearance on their interest in skin care[21] have been studied. However, the studies that use potential profile analysis to categorize socio-cultural attitude towards appearance and analyze related factors are insufficient. Through this study, it is considered that if consumers and what they want can be categorized and subdivided, identify relevant factors, and use them for counseling and marketing, it is expected to have a positive impact on the beauty industry market. Hence, in this study, it is intended that, through the analysis of socio-cultural attitude towards appearance and related factors using potential profile analysis, the skin beauty interest, appearance interest, and media perception pursued by major consumers in their teens and 30s were investigated, and the beauty industry market is to be a strong consumer fan and a practical assistance for product planning and marketing.

## 2. Research Method

### 2.1. Research subject

This study conducted an online questionnaire and secured consent form from April 2, 2022 to May 15, 2022 for teenagers and those in their 30s in order to analyze socio-cultural attitude towards appearance and related factors using potential profile analysis, while 520 copies were selected and analyzed, excluding 10 insincere copies.

### 2.2. Research method

The study used an online questionnaire as a research tool to analyze the research problem, and the questionnaire consisted of 8 questions for general characteristics[22], 12 questions for socio-cultural attitude towards appearance[23], 12 questions for interest in skin care[24], and 11 questions of interest in appearance[22] for a total of 43 questions were used with a 5-point Likert scale and self-report method.

### 2.3. Research questions

H1, What types of socio-cultural attitude related responses to appearance can be classified?

H2, What are the differences in age and occupation according to group classification of socio-cultural attitudes?

H3, What is the difference between interest in skin beauty and interest in appearance according to group classification of socio-cultural attitude towards appearance?

### 2.4. Analytical method

This study used SPSS 25.0, M-plus 7.0 program for statistical analysis, and the analytical process is as follows.

First, reliability analysis, descriptive statistical analysis, and frequency analysis were performed to confirm the characteristics of the scale and the characteristics of the respondents.

Second, a potential profile analysis using M-plus was conducted to confirm the response type to the socio-cultural attitude towards appearance.

Unlike the existing approach that simply summed up the scores and determined the high and low levels of the corresponding variable, the potential profile analysis was conducted using a person-centric approach(Person-Centered Approach). That is, even if it is the same score from an item with different characteristics, it is a method to view the two scores as different characteristics, and hence, the socio-cultural attitude towards appearance also has the advantage of being able to categorize groups with various response tendencies within them.

In this study, the significance levels of AIC, BIC, SSABIC, Entropy, LMRLRT, and BLRT were checked to determine the number of groups in the potential profile analysis. AIC, BIC, and SSA-BIC values demonstrated a lower score and an Entropy value closer to 1. , LMRLRT, and BLRT were determined to have good model fit when the significance level was lower than .05 [25].

Finally, cross-analysis(x<sup>2</sup>-test) and one-way ANOVA were performed to check the relationship between demographic characteristics, interest in skin care, and interest in appearance by using group nominal variables divided into groups with similar response tendencies.

## 3. Research Results

### 3.1. Reliability and validity related verification

Reliability analysis was performed using the Cronbach's alpha value to confirm as to whether respondents replied consistently in the scale of this study. The reliability condition is based on Cronbach's alpha value of 0.6[26], and the alpha value of all variables was 0.6 or higher, confirming good reliability. They are as illustrated in <Table 1> as follows.

**Table 1.** Reliability analysis.

Variable	Number of questions	Cronbach's $\alpha$
Socio-cultural attitude	12	0.876
Interest in skin care	12	0.888
Interest in appearance	11	0.780

### 3.2. General characteristics of research subjects

The results of frequency analysis to confirm the general characteristics of the subject of this study are as illustrated in <Table 2> below. By age group, 172 people in their teens(33.1%), 173 people in their 20s(33.3%), 175 people in their 30s(33.7%), and as for the occupational classification, 232 people were students(44.6%), 212 people were office workers(40.8%), and 76 people were others(housewives and unemployed; 14.6%).

**Table 2.** General characteristics of research subjects.

Variable	Classification	Frequency	Ratio
Age group	Teens	172	33.1
	20s	173	33.3
	30s	175	33.7
Classification of occupation	Students	232	44.6
	Office workers	212	40.8
	Others(housewives and unemployed)	76	14.6
Total		520	100.0

### 3.3. Descriptive statistical analysis

A descriptive statistical analysis was performed to confirm the characteristics of the main variables, and the results are as illustrated in <Table 3> below. The average of interest in skin beauty was 3.32, and the average of interest in appearance was 3.31. Furthermore, skewness and kurtosis were checked to confirm the normality of each variable, and the absolute values of all skewness and kurtosis were less than 3 and 10, confirming the normal distribution[27].

**Table 3.** Descriptive statistics.

Name of variable	Minimum value	Maximum value	Median	Standard deviation	Skewness	Kurtosis
Interest in skin care	1.17	5.00	3.32	0.67	-0.227	0.183
Interest in appearance	1.18	5.00	3.31	0.57	-0.127	0.577

### 3.4. Model fitness for human-centric management type

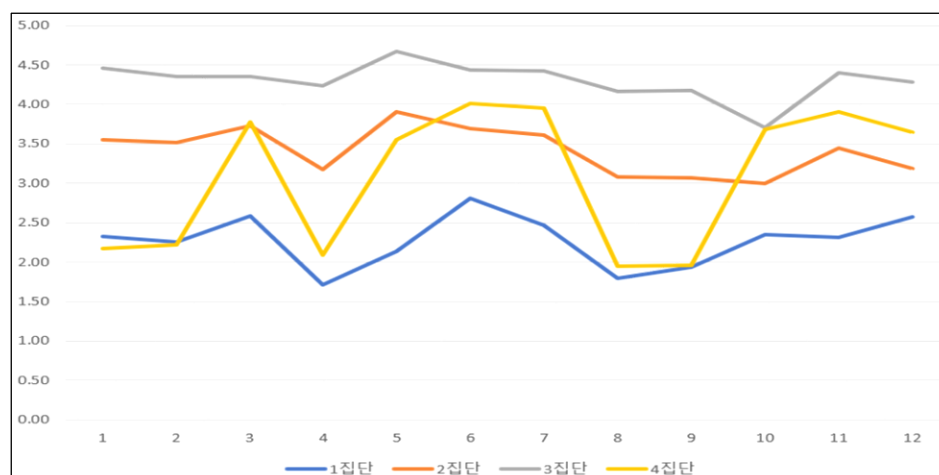
To categorize socio-cultural attitude towards appearance, potential profile analysis was performed, and the results of comparison of model fit are illustrated in <Table 4>. The lower the AIC, BIC, and SSABIC values, the closer the entropy value is to 1, the better the model can be determined. In particular, in determining the number of groups, the significance( $p < .05$ ) of LMRLRT and BLRT is the most important[28], and considering which, it was confirmed that classification into 4 groups is most appropriate. The result of visualizing the 4 groups is illustrated in <Figure 1>.

Group 1 is 'overall low group', which shows a low overall score, Group 2 is 'I want to look like a famous celebrity on TV', 'I want to look like men/women in fashion magazines', 'I compare with slender and attractive models in magazines.', etc., as the 'media awareness-focused group' who envy the appearance of people who appear in the media, while Group 3 is 'overall high group', and finally, Group 4 is 'To succeed in our society, appearance management is important.', 'Physical attractiveness is very important in our society.', and 'It is important to always look attractive in our society.' As the 'others' perspective centric group' of high scores.

**Table 4.** Comparison of model fitness of potential profile analysis.

Group	Model fitness						Group
	AIC	BIC	SSABIC	Entropy	LMRLRT p-value	BLRT p-value	N(%)
2	17105.084	17262.476	17145.030	.877	.000	.000	273(52.5)
							247(47.5)
3	16716.810	16929.502	16770.791	.867	.143	.000	74(14.2)
							180(34.6)
							266(51.2)
4	16373.026	16641.017	16441.042	.857	.026	.000	58(11.2)
							194(37.3)
							138(26.5)
							130(25.0)
5	16194.629	16517.920	16276.680	.859	.244	.000	47(9.0)
							127(24.4)
							100(19.2)
							172(33.1)
							74(14.2)

**Figure 1.** The result of visualizing the 4 groups.



### 3.5. Relationship between socio-cultural attitude towards appearance related group type, age group, and occupation

Cross-analysis was conducted to confirm the differences in age and occupation according to the divided groups, as illustrated in <Table 5>. As a result of the analysis, among teenagers, the overall low group and the media awareness-centric group demonstrated relatively high rates. In the case of people in their 20s, it was found to be the highest in the order of others' perspective-centric group and then overall high group, and it was confirmed that people in their 30s also belonged to the others' perspective-centric group the most. Occupation also demonstrated a similar pattern to the age group. Students were evenly distributed in the overall low group, media awareness centric group, and overall high group, but belonged relatively low to the others' perspective centric group. Meanwhile, it was analyzed that office workers and others(unemployed, housewives) belonged to the others' perspective centric group.

Gathering which, when the age group is low, students evenly belong to the overall low group and the overall high group, while the socio-cultural attitude through media recognition rather than the others' perspective was found to be high. etc., while those in their 20s or older, who are starting their social life, and office workers showed a high tendency to value others' perspective.

**Table 5.** Relationship between social and cultural attitude towards appearance, group type, age, and occupation.

Variable	Classification	Overall low group	Media awareness centric group	Overall high group	Others' perspective centric group	X <sup>2</sup>	p
Age group	Teens	32(55.2)	74(38.1)	48(34.8)	18(13.8)	38.865	0.000
	20s	11(19.0)	59(30.4)	50(36.2)	53(40.8)		
	30s	15(25.9)	61(31.4)	40(29.0)	59(45.4)		
Occupation	Students	33(56.9)	96(49.5)	68(49.3)	35(26.9)	25.073	0.000
	Office workers	17(29.3)	71(36.6)	56(40.6)	68(52.3)		
	Others (unemployed and housewives, etc.)	8(13.8)	27(13.9)	14(10.1)	27(20.8)		

### 3.6. Differences according to group classification

One-way ANOVA, which can confirm the average difference between three or more groups, was conducted to identify the differences between the overall low group, the media awareness-centric group, the overall high group, and the others' perspective centric group for the group classification, which are as illustrated in <Table 6>.

As a result of the analysis, significant differences were found in the interest in skin beauty( $F=16.843$ ,  $p<.001$ ) and interest in appearance( $F=40.387$ ,  $p<.001$ ). The average turned out to be higher than the average of the overall low-group, media-awareness centric group, and others' perspective centric group. A noteworthy result is that the average score of the media awareness centric group for both skin beauty and appearance interest is higher than that of the other person's point of view-focused group. In terms of the extent of interest in appearance, this result was also significantly found in the post-test. Through this, rather than the cultural characteristic that places importance on the point of view of others during social life, people who envy their appearance through the media and find their own motivation for managing their appearance are related to skin beauty or skin care, which may be interpreted as making the level of interest in appearance even higher.

**Table 6.** Differences according to group classification.

Variable	Classification	Median	Standard deviation	F	p (scheffe)
Interest in skin care	Overall low group <sup>a</sup>	2.93	0.74	16.843	0.000 (a<bd<c)
	Media awareness centric group <sup>b</sup>	3.31	0.57		
	Overall high group <sup>c</sup>	3.59	0.65		
	Others' perspective centric group <sup>d</sup>	3.22	0.66		
Interest in appearance	Overall low group <sup>a</sup>	2.90	0.59	40.387	0.000 (ad<b<c)
	Media awareness centric group <sup>b</sup>	3.34	0.44		
	Overall high group <sup>c</sup>	3.65	0.56		
	Others' perspective centric group <sup>d</sup>	3.09	0.53		

Note: \* p<.05 \*\* p<.01 \*\*\* p<.001.

## 4. Conclusion

The purpose of this study was to analyze the socio-cultural attitude type and related factors towards appearance using the potential profile analysis.

As a research question, first, what types of socio-cultural attitude related responses to appearance can be classified? Second, what are the differences between age groups and occupations according to the socio-cultural attitude type group classification towards appearance? Third, what is the difference between interest in skin beauty and interest in appearance according to group classification of socio-cultural attitude towards appearance? The analytical results are as follows.

Through the graph, four groups were classified as 'overall low group', 'media awareness centric group', 'overall high group', and 'others' perspective centric group'. As the main results of the difference test, the older the age group and the more office workers, the more likely they were to belong to the group that emphasized the point of view of others. This demonstrated the fact that the older the age group and the more social life in the Korean society, the more people focus on how others see themselves rather than how they see themselves. Yet such a trend can be interpreted as not having a positive effect on interest in skin beauty or appearance.

Accordingly, examining the previous studies, the search for factors influencing the adolescents' plastic surgery related attitude and intention: with a focus on personal trait factors, reference group factors, and SNS use factors[29], hierarchical study on social self-efficacy, appearance concern, appearance satisfaction, and appearance management behaviors[30], analysis of determinants of appearance taking care of behaviors[31], cosmetic purchasing determinants of men in their 20s and 30s[32], self-esteem, appearance comparison, media interest in socio-cultural attitude including attitude, physical attitude, and effects on life satisfaction[33] were discussed in papers, yet there are minimal papers that categorize socio-cultural attitude towards appearance and analyze related factors for teenagers and those in their 30s.

Hence, in this paper, the Generation MZ, which is an important consumer group, that is, those in their teens and 30s, were targeted, to precisely understand what causes social consumption attitudes in the beauty industry market, thereby conducting a basic study to divide a person-centric consumer type group that analyzes whether people are interested in attitudes and lead to consumption. Furthermore, it was intended to provide basic information so that it can be used for beauty product planning and marketing by identifying the usage and consumer types that increase interest in skin beauty and appearance. Accordingly, it is considered that it will be useful for sales by tailoring it to each individual

when consulting or recommending to consumers when setting value consumption for the Generation MZ. However, since it is only a major consumer group and not much research has been conducted on it yet, more studies and research data will be needed.

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## 6. Appendix

### 6.1. Authors contribution

	Initial name	Contribution
Lead Author	HL	-Set of concepts <input checked="" type="checkbox"/> -Design <input checked="" type="checkbox"/> -Getting results <input checked="" type="checkbox"/> -Analysis <input checked="" type="checkbox"/> -Make a significant contribution to collection <input checked="" type="checkbox"/> -Final approval of the paper <input checked="" type="checkbox"/> -Corresponding <input checked="" type="checkbox"/>
Corresponding Author*	EK	-Play a decisive role in modification <input checked="" type="checkbox"/> -Significant contributions to concepts, designs, practices, analysis and interpretation of data <input checked="" type="checkbox"/> -Participants in Drafting and Revising Papers <input checked="" type="checkbox"/> -Someone who can explain all aspects of the paper <input checked="" type="checkbox"/>

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# Public Value

Publisher: J-INSTITUTE  
ISSN: 2435-3337

Website: j-institute.org  
Editor: admin@j-institute.org

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DOI Address:  
dx.doi.org/10.22471/value.2022.7.2.112



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## The Effect of External Motivation to Study Abroad on the Academic Adjustment and Educational Satisfaction of Foreign Students Studying in Korea

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### Abstract

**Purpose:** The purpose of this study is to not only explore, in regards to the international students studying in Korea, the influence of external motivation for studying abroad on the academic adjustment and the educational satisfaction, but also the infrastructure services, which are currently various external motivations for the international students at each university, thereby preparing the basic data needed to build the customized practical cases appropriate for the future society.

**Method:** In this study, from November 2019 to January 2020, 450 international students enrolled at universities in Daegu and Gyeongbuk were surveyed, and the cluster sampling method was used, and the survey was conducted using the self-administration method. Among the collected questionnaires, 322 questionnaires were used as a valid sample, excluding the data in which the responses were insincere or some of the contents of the survey were omitted, and a questionnaire was conducted on the external motivation, academic adjustment, and educational satisfaction among the international students. For the data processing of the study, using the SPSS 23.0, frequency analysis, Cronbach's  $\alpha$  coefficient calculation, factor analysis, correlation analysis, and the multiple regression depending on the purpose of data analysis were used.

**Results:** As a result of the factor analysis and reliability test for external motivation in factor analysis and reliability test, the eigenvalue and reliability of the factor turned out to be 2.873( $\alpha=.832$ ) and 2.801( $\alpha=.806$ ), and the academic adjustment turned out to be an adjustment factor of 2.942( $\alpha=.825$ ), educational satisfaction turned out to be a facility/administrative factor of 2.531( $\alpha=.776$ ), and a teaching/class factor of 2.149( $\alpha=.766$ ). Overall, it turned out that the external motivation affects the academic adjustment and the educational satisfaction.

**Conclusion:** It is significant in that it examines the correlations between 'motivation to study abroad', 'study adaptation', and 'educational satisfaction' of the international students from the perspective of transnationalism which leads to 'study-employment-immigration'. Accordingly, in order for the international students to adapt to their studies and satisfy their education, the infrastructure services, which are motives outside of studying abroad, must be strengthened.

**Keywords:** International Students, Study Abroad, External Motivation, Academic Adjustment, Educational Satisfaction

## 1. Introduction

### 1.1. Need for and the purpose of the study

Studying abroad for the international students is not just a place to acquire the Korean degree related capital, but is a place to accumulate the cultural capital which may be used to plan for a better future and create a stable life after returning to their country through the experience of studying in Korea. However, the dropout rate for the international students is rising each year due to their academic maladjustment given their personal factors or university education factors[1][2][3].

According to the University Information Disclosure, the number of international students enrolled at the Korean universities in 2019 was 101,028, of which 4,749, or 4.71%, dropped out, while 30 universities had a dropout rate of 10% or higher and 17 universities had a dropout rate of 20% or higher according to the survey conducted. Furthermore, the dropout rate of international students is a major indicator which can measure the educational and support performance of the international students at the universities, and is also a major indicator for the evaluation of the international education quality assurance system(IEQAS)[4][5]. As the international students drop out due to their academic maladjustment, there is a risk of side effects such as the loss of talents, financial difficulties at universities, and the deterioration of national image, and hence, it is necessary to seek the long-term and systematic support measures[6].

In the study by Woojeong Park and Paul Choi(2020), as a result of examining as to whether there are differences in the dropout intention, major satisfaction, college life adaptation, academic achievement, and the gender according to the major selection motives, the results demonstrated that there was a significant difference in the dropout intention, major satisfaction, and the college life adaptation. Accordingly, it was suggested that it is necessary to consider both the intrinsic and external motivations for choosing a major for college students to adapt to[7]. Since this is a study targeting the Korean university students, it is necessary to study the external motivation, academic adjustment, and educational satisfaction of international students considering the increasing distribution of international students[8][9][10].

Hence, this study intends to examine the effect of external motivation for studying abroad on the academic adjustment and educational satisfaction for the international students studying in Korea multidimensionally.

Extrinsic motivation(8 questions), academic adjustment(5 questions), and educational satisfaction(7 questions) were selected from the survey results of the academic and daily study related questionnaire survey of international students conducted from November 2019 to January 2020. On top of the general characteristics of the study participants, the questionnaire composition analyzes the factors of 'reward' and 'external' for external motivation, 'adaptation' for academic adjustment, and 'facility/administration' and 'professor/class' for educational satisfaction, and based on such results, it is intended to examine the correlation between the factors. The purpose is to not only seek a new direction for educating international students, but also prepare the basic materials necessary for constructing the customized practical cases suitable for the future society of each university's various external motivations for the international students, such as infra-service.

## 1.2. Setting of the hypotheses

In this study, prior to establishing a hypothesis, the relationship between external motivation, academic adjustment, and educational satisfaction in previous studies was investigated, whose contents are as follows.

Kyungah Hwang and Jiah Hong(2018) also included motivation, behaviors to satisfy academic needs, clear goals(external motivation), and satisfaction with the general university environment among the important components of academic adjustment[11]. In addition, Namjo Jung(2010) suggested two criteria for evaluating the success of academic adjustment. One is academic performance(Korean language or major), and the other is personal satisfaction. It was claimed that the individual satisfaction was more important to academic adjustment, not just grades[12]. Hyeyoung Kim, Dongjin Kim(2021) Dongjin Hwang(2021) claimed that providing educational support infrastructure services such as scholarships for international students, relatively high quality of education, advanced education and research era, appropriate socio-economic environment, and Korean life experience, and if the external motivation is strengthened to lead to academic achievement, the degree of adaptation to school and major may increase and the risk of dropout may decrease[13][14].

Gwiyoung Kwon(2017) claimed that external motivation has a major influence on the international students' academic satisfaction, learning satisfaction, and lecture satisfaction, since

their career path varies according to satisfaction such as living in Korea or academic adjustment[15]. ZHAI LIXIA et al.(2018) analyzed the current status of learning motivation, learning behavior, school facility use and school program participation, personal stress, and satisfaction with academic achievement. As a result, it turned out that the satisfaction with academic achievement was high, while other sub-factors had some difficulties[16].

Furthermore, as a study in the unexpected COVID-19 pandemic situation, LIU HUI et al.(2021) analyzed the correlation between the motivation of international students in distance education under COVID-19 on learning immersion, learning effect, and learning satisfaction, and the motivation and goal-oriented motivation turned out to have an effective effect on immersion, effectiveness, and satisfaction of distance learning[17].

Furthermore, the studies on external motivation, academic adjustment, and the educational satisfaction include the studies on factors influencing dropout, class participation motives, admission, career satisfaction, university education environment satisfaction, and recommendation intention[18][19][20].

Based on such results of previous studies, the following hypotheses were established to carry out this study.

Hypothesis 1. The external motivation will have a significant effect on the academic adjustment.

Hypothesis 2. The external motivation will have a significant effect on the educational satisfaction.

Hypothesis 3. The academic adjustment will have a significant effect on the educational satisfaction.

## 2. Research Method

### 2.1. Research subject and sampling

In this study, from November 2019 through January 2020, 450 international students enrolled at universities in Daegu and Gyeongbuk were surveyed, and the cluster sampling method was used, and the self-administration method was used to conduct the survey. Among the collected questionnaires, 322 questionnaires were used as the valid sample, except for the data with insincere responses or omission of some of the contents of the questionnaire.

**Table 1.** General characteristics of the study subjects.

Variable	Classification	People(%)
Gender	Men	91(28.5%)
	Women	228(71.5%)
Grade year	Freshman	169(54.0%)
	Sophomore	57(18.2%)
	Junior	66(21.1%)
	Senior	21(6.7%)
	Others	9(2.8%)
Marital status	Single	304(94.4%)
	Married	18(5.6%)

## 2.2. Measurement tool

The measuring tool used for this study is a questionnaire, and a 5-point Likert scale was used, and the detailed questionnaire's structure was as follows.

First, the external motivation factor was modified and used according to the purpose of this study based on the questionnaire developed by Aamabile & Hennessey & Hill & Tighe(1994) including Deci & Rayn(1985)[21].

Second, the academic adjustment factor was modified and used according to the purpose of this study based on the questionnaire developed by Baker & Siryk(1989)[22].

Third, the educational satisfaction factor was modified and used according to the purpose of this study based on the questionnaire developed by Szymanski & Henard(2001)[23].

**Table 2.** Structure of the questionnaire.

Name of variable	Details of the structure	No. of questions
General characteristics	Gender, grade year, and marital status	3
External motivation	Outside, reward	8
Academic adjustment	Adjustment	5
Educational satisfaction	Facility/administration, professor/class	7
Total		23

## 2.3. Data processing and the measurement method

The data processing of this study was statistically verified as follows according to the purpose of data analysis using the SPSS 23.0.

First, the frequency analysis was performed to identify the general characteristics.

Second, the Cronbach's  $\alpha$  coefficient was calculated to verify the reliability of the questionnaire, which was the measurement tool of this study.

Third, the factor analysis was performed to classify the factors of external motivation, academic adjustment, and educational satisfaction.

Fourth, the correlation analysis was performed to find out the conventions between the variables.

Fifth, the multiple regression was used to examine the effect of external motivation factors on academic adjustment factors and educational satisfaction factors, and the significance level was .05.

## 3. Result

### 3.1. Validation of the questionnaire's validity, reliability, and correlation

In this study, the factor analysis was conducted to find out the factors forming the variables, and the principal component analysis(PCA) was used to highlight the mutual independence between factors during factor analysis. For the factor rotation, the Varimax method, which is an orthogonal rotation, was used. For the factor extraction, only the factors with an eigenvalue of 1.0 or higher were selected. In the case of the factor loading indicating the degree of correlation between the variables and factors, only the items with a factor loading of 0.5 or higher were limited. Reliability was calculated as the Cronbach's  $\alpha$  coefficient, which provides the reliability of all variables for a single concept.

**Table 3.** Factor analysis and reliability of the external motivation.

Questions	Reward	Outside
Q. I will actively promote the college or university I attend.	<b>.861</b>	.208
Q. I will recommend going to my university to those around me.	<b>.843</b>	.201
Q. I feel proud of the university I attend.	<b>.825</b>	.075
Q. After graduating from university, I will participate in a reunion or alumni association.	<b>.661</b>	.174
Q. My major helps me a lot in getting a job.	.157	<b>.805</b>
Q. I think my department is among the popular departments.	.147	<b>.797</b>
Q. After graduating from my major, I will get a job in a place related to my major.	.134	<b>.766</b>
Q. Many people want to come to my department.	.170	<b>.746</b>
Eigen value	2.873	2.801
Pct of var	31.927	31.927
Cum pct	31.927	63.050
<i>Cronbach's <math>\alpha</math></i>	.832	.806

<Table 3> illustrates the fact that, as a result of the factor analysis and reliability verification performed for the external motivation, they were classified into reward factors and external factors, and the eigenvalue and reliability of the reward factors were 2.873( $\alpha$ =.832) and 2.801( $\alpha$ =.806) external factors, and the ratio of two factors explaining all variables turned out to be 63.050%.

**Table 4.** Factor analysis and reliability of the academic adjustment.

Questions	Adjustment
Q. Securing of good academic opportunities (master's program and PhD program, etc.)	.808
Q. Securing of good job opportunities	.777
Q. Expansion of Korean language skills	.766
Q. Interaction with people from various backgrounds	.747
Q. Academic experience	.736
Eigen value	2.942
Pct of var	58.835
Cum pct	58.835
<i>Cronbach's <math>\alpha</math></i>	.825

<Table 4> illustrates the fact that, as a result of the factor analysis and reliability verification performed for the academic adjustment, the eigenvalue and reliability were 2.942( $\alpha$ =.825), and the ratio of factors explaining all variables turned out to be 58.835%.

**Table 5.** Factor analysis and reliability of the educational satisfaction.

Questions	Facility/ administration	Professor/class
Q. Administrative support	.796	.186
Q. Other financial support such as scholarships	.761	.094
Q. Student medical services	.761	.060
Q. Educational facilities(libraries, laboratories and lecture rooms, etc.)	.663	.331
Q. Professors' communication skills	.118	.838
Q. Quality of major and liberal arts classes	.267	.791
Q. Korean language education program for international students	.129	.751
Eigen value	2.531	2.149
Pct of var	31.635	26.860
Cum pct	31.635	58.494
<i>Cronbach's <math>\alpha</math></i>	.776	.766

<Table 5> illustrates the fact that, as a result of the factor analysis and reliability verification performed for the academic satisfaction, they were classified into the facility/administrative factors and the professor/class factors, and the eigenvalue and reliability of the facility/administrative factor turned out to be 2.531( $\alpha=.776$ ) and the teaching/class factor 2.149( $\alpha=.766$ ), and the ratio of two factors explaining all variables turned out to be 58.494%.

**Table 6.** Correlation analysis.

	Reward	Outside	Adjustment	Facility/ administration	Professor/class
Reward	-				
Outside	.431**	-			
Adjustment	.317**	.290**	-		
Facility/ administration	.231**	.233**	.394**	-	
Professor/class	.225**	.288**	.453**	.319**	-

Note: \*\* $p<.01$ .

<Table 6> is the result of the correlation analysis performed using SPSS, and given the fact that the relationship between all the constituent concepts turned out to be positive(+), the direction of the relationship between the variables suggested in the research hypothesis was consistent, and such results mean that the multiple regression may be used to investigate the influence of external motivation on academic adjustment and educational satisfaction.

### 3.2. The effect of external motivation on the academic adjustment

**Table 7.** The effect of external motivation on the adjustment.

Independent variable	Dependent variable	Non-standardized coefficient		Standardized factor	<i>t</i>	$R^2$	<i>F</i>
		<i>b</i>	<i>Std.E</i>	$\beta$			
Reward	Adjustment	.367	.052	.386	7.047***	.231	45.729***
Outside		.159	.050	.173	3.156**		

Note: \*\*\* $p<.001$  \*\* $p<.01$ .

<Table 7> illustrates the fact that the external motivation's reward factors and external factors have significant effects on the adjustment factors of academic adjustment at 0.1% and 1% levels, each respectively, with a coefficient of determination  $R^2=.231$ , which is 23.1% of explanatory power.

### 3.3. The effect of external motivation on the educational satisfaction

**Table 8.** The effect of external motivation on the facility/administration.

Independent variable	Dependent variable	Non-standardized coefficient		Standardized factor	<i>t</i>	$R^2$	<i>F</i>
		<i>b</i>	<i>Std.E</i>	$\beta$			
Reward	Facility/administration	.295	.067	.259	4.404***	.116	19.759***
Outside		.153	.064	.141	2.390*		

Note: \*\*\* $p<.001$  \* $p<.05$ .

<Table 8> illustrates the fact that the external motivation's reward factors and external factors have significant effects on facility/administrative factors of educational satisfaction at 0.1% and 5% levels, respectively, with a coefficient of determination  $R^2=.116$ , which has 11.6% of explanatory power.

**Table 9.** The effect of external motivation on the professor/class.

Independent variable	Dependent variable	Non-standardized coefficient		Standardized factor	<i>t</i>	$R^2$	<i>F</i>
		<i>b</i>	<i>Std.E</i>	$\beta$			
Reward	Professor/class	.232	.058	.235	3.986***	.107	18.258***
Outside		.146	.056	.153	2.605*		

Note: \*\*\* $p<.001$  \* $p<.05$ .

<Table 9> illustrates the fact that the external motivation's reward factors and external factors significantly affect the teaching/class factors of educational satisfaction at 0.1% and 5% levels, each respectively, with a coefficient of determination  $R^2=.107$ , which is 10.7% of explanatory power.

### 3.4. The effect of the academic adjustment on the educational satisfaction

**Table 10.** The effect of external motivation on the facility/administration.

Independent variable	Dependent variable	Non-standardized coefficient		Standardized factor	<i>t</i>	$R^2$	<i>F</i>
		<i>b</i>	<i>Std.E</i>	$\beta$			
Adjustment	Facility/administration	.270	.067	.225	4.039***	.051	16.311***

Note: \*\*\* $p<.001$ .

<Table 10> illustrates the fact that the adjustment factor of academic adjustment has a significant effect on the facility/administrative factor of educational satisfaction at 0.1% level, and has an explanatory power of 5.1% with the coefficient of determination  $R^2=.051$ .

**Table 11.** The effect of external motivation on the professor/class.

Independent variable	Dependent variable	Non-standardized coefficient		Standardized factor	<i>t</i>	<i>R</i> <sup>2</sup>	<i>F</i>
		<i>b</i>	<i>Std.E</i>	<i>β</i>			
Adjustment	Professor/class	.303	.057	.288	5.289***	.083	27.975***

Note: \*\*\**p*<.001.

<Table 11> illustrates the fact that the adjustment factor of academic adjustment has a significant effect on the teaching/class factor of educational satisfaction at 0.1% level, and has an explanatory power of 5.3% with a coefficient of determination  $R^2=.083$ .

## 4. Discussion & Conclusion

### 4.1. Discussion

In this study, it turned out that the external motivational factors for studying abroad affect the academic adjustment factors and the educational satisfaction factors. Such research results are consistent with the research results of Woojung Park and Choi Paul(2020) that the external motivation such as social reputation and future employment prospects have significant differences in the college life adaptation and the major satisfaction. It turned out that the external motivation for academic performance, academic adjustment, and educational satisfaction for both domestic and international students are not only the basic and essential factors for college studies, but also contribute to improving the academic performance. Furthermore, the study of Youngjoo Joo, Jonghee Lee, Seonhee Kim(2011), Youngjoo Joo, Youngran Jung, and Yookyeong Lee(2011) demonstrated the fact that the external motivation affects the interest and academic and subject achievement, and the same results were also found in the study of Geonhwan Han and Yoongi Min(2007), which has a sufficient explanatory power for the results of this study.

That is, the possibility of admission, recommendation from others, employment potential, social perception, popularity of major, and university reputation, etc., affect the academics and daily experience of the international students and their academic adjustment, and hence, the motivation outside of study abroad must be considered with priority in managing the international students. Furthermore, since the external motivation is also significant for the educational satisfaction such as administrative and financial support, educational facilities, quality of classes, and international student programs, it is considered that the focus must be placed on providing various infrastructure services for the international students.

Such research results carry the characteristics such that studying abroad is not just for learning the language of the country or acquiring advanced knowledge, but also choosing to live an independent life with independent and independent thinking abilities by experiencing and understanding the culture of another country. Hence, it is considered that the 'external motivation', 'study adaptation', and 'educational satisfaction' of international students are not separate factors, but are in a virtuous cycle and cannot be neglected[24][25][26]. Furthermore, the enhancement of external motivation such as the educational support related infrastructure service for the international students not only reduces the dropout rate of international students who fail to adapt to academic work and drop out due to their academic achievement, but also return or illegally reside in Korea. Furthermore, it may be inferred that the international students' academic adjustment leads to the quality of educational service, which will significantly affect the perception of national image[27][28].

This study is meaningful in that it examined the correlations between 'motivation to study abroad', 'study adaptation', and 'educational satisfaction' of international students from the perspective of transnationalism which leads to 'study-employment-immigration'. However, there are limitations in generalizing only the results of analysis of specific questions, and hence, it is expected that the follow-up studies will add more questionnaire questions to suggest the successful experiences of the international students studying in Korea and the directions for new education abroad in the future society.

## 4.2. Conclusion

The purpose of this study is to not only explore, in regards to the international students studying in Korea, the influence of external motivation for studying abroad on the academic adjustment and the educational satisfaction, but also the infrastructure services, which are currently various external motivations for the international students at each university, thereby preparing the basic data needed to build the customized practical cases appropriate for the future society.

In this study, from November 2019 to January 2020, 450 international students enrolled at universities in Daegu and Gyeongbuk were surveyed, and the cluster sampling method was used, and the survey was conducted using the self-administration method. Among the collected questionnaires, 322 questionnaires were used as a valid sample, excluding the data in which the responses were insincere or some of the contents of the survey were omitted.

The measurement tool was a questionnaire, and for the data processing, the frequency analysis was performed to examine and understand the general characteristics using the SPSS statistical program, and the Cronbach's  $\alpha$  coefficient was calculated to verify the reliability of the questionnaire. The factor analysis was performed to classify the factors of external motivation, academic adjustment, and educational satisfaction, while the correlation analysis was performed to examine and understand the conventions between the variables, and the multiple regression analysis was used to examine and understand the effect on the educational satisfaction factors.

Based on such research methods and research process, the following conclusions were reached.

First, the external motivation affects the academic adjustment.

Second, the external motivation affects the educational satisfaction.

Third, the academic adjustment affects the educational satisfaction.

Based on such research results, in order to achieve academic adjustment and educational satisfaction of the international students, the infra-service, which is the external motivation for studying abroad, needs to be strengthened. The educational contents within the subject and extracurricular contents(comparative subject program) must be prepared in detail to grow the desire for achievement such as learning motivation and academic self-concept of the international students. Furthermore, by enhancing the factors that directly or indirectly affect the international students' academic adjustment and educational satisfaction, such as the professors' education or various experiential activities, diversified education and study abroad programs for international students, such as a counseling center for international students, exclusive courses for international students, and the international students' migration-employment programs, recommendations are made for the diversified international student education and study abroad policy[29][30].

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# 6. Appendix

## 6.1. Author's contribution

	Initial name	Contribution
Author	YL	-Set of concepts <input checked="" type="checkbox"/> -Design <input checked="" type="checkbox"/> -Getting results <input checked="" type="checkbox"/> -Analysis <input checked="" type="checkbox"/> -Make a significant contribution to collection <input checked="" type="checkbox"/> -Final approval of the paper <input checked="" type="checkbox"/> -Corresponding <input checked="" type="checkbox"/> -Play a decisive role in modification <input checked="" type="checkbox"/> -Significant contributions to concepts, designs, practices, analysis and interpretation of data <input checked="" type="checkbox"/> -Participants in Drafting and Revising Papers <input checked="" type="checkbox"/> -Someone who can explain all aspects of the paper <input checked="" type="checkbox"/>

## 6.2. Funding agency

This thesis was conducted in 2021 with support from the Ministry of Education of the Republic of Korea and the National Research Foundation of Korea(NRF-2021S1A5B8096275).

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# Public Value

Publisher: J-INSTITUTE  
ISSN: 2435-3337

Website: j-institute.org  
Editor: admin@j-institute.org

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DOI Address:  
dx.doi.org/10.22471/value.2022.7.2.124



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## The Effect of Saeteomin's Selective Attributes of North Korean Tteok on the Satisfaction and Repurchase Intention

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### Abstract

**Purpose:** The purpose of this study was to explore the selective attributes of North Korean Tteok, examine and articulate the causal relationship between selective attributes, satisfaction and repurchase intention, and suggest practical implications for management.

**Method:** In order to achieve the purpose of the study, the data were collected using Saeteomin, who have their experiences in purchasing Tteok as a sample group. A nationwide survey of 400 Saeteomins was conducted from January 2022 for about 4 weeks. As a result, 370 copies (effective rate of 92.5%) were used for the empirical analysis. Frequency analysis, reliability analysis, factor analysis, and simple (multiple) regression analysis were performed for the analytical methods of the collected data.

**Results:** The research results and implications through the empirical analysis are presented as follows. First, as North Korean Tteok's selective attributes, the 4 factors of price, taste, nostalgia, and diversity were derived. Second, among the selective attributes factors, diversity, taste, and nostalgia turned out to have a positive effect on satisfaction. Through which, in order to increase satisfaction after purchasing North Korean Tteok, it is necessary to stimulate the nostalgia of North Korean Tteok for the consumers, develop various types, and manufacture Tteok that improves health and taste. Third, among the selective attributes factors, diversity and taste turned out to have an effect on repurchase intention in a positive direction. Through which, in order to induce the consumers to repurchase North Korean Tteok, it is necessary to promote and manufacture various North Korean Tteoks and make products that emphasize health and unique taste of North Korean Tteok. Fourth, satisfaction turned out to affect repurchase intention in a positive direction. That is, in order to increase the repurchase rate, North Korean Tteok must have manufactured the products that increase satisfaction with nostalgia, variety, and taste.

**Conclusion:** This study sought to examine and articulate the North Korean Tteok's selective attributes of Saeteomin, but an in-depth North Korean Tteok investigation was insufficient given the lack of data and information on North Korean Tteok, and studies on such are insufficient. Hence, it can be said that future research is necessary to study the ways to enable the Korean people to consume and purchase North Korean Tteok with interest.

**Keywords:** Saeteomin, North Korean Tteok, Selective Attributes, Satisfaction, Repurchase Intention

## 1. Introduction

It can be said that Tteok has developed along with the historical development of the Korean people. In the agricultural era, shipments of grains mainly focused on the rice increased, and Tteok using grains other than rice also diversified [1]. Hence, Tteok was recognized as an important food during and for the ceremonies of the agricultural era, rituals, prayers, rites, ceremonies, and gathering of local beliefs, fasting, holidays, first birthday, 60th birthday, and birthdays, etc. [2].

And in modern times, the demand for Tteok as a convenience food and eating out is increasing due to the rise in single-person households, the elderly living alone, dual-income couples, and busy social life. According to such a change in the social structure, Tteok, which uses rice and grain as the basic ingredients, is not inadequate unlike other instant foods in terms of health and nutrition for the Koreans whose staple is the rice, and provides convenience, saves time, promotes health, while providing snack and meal replacement functions[3].

In a survey on Saeteomins' acceptance and preference for South Korean food by Eunjeong Lee et al.(2013), Saeteomins(North Korean defectors) had difficulties adjusting to the South Korean food[4], because the food was sweeter than the North Korean food, and the ingredients were unexperienced. It is said that it is because of the strong cooking method used, sweet, and strong seasoning[5]. Furthermore, Tteok eaten in North Korea is a food that Saeteomins have a strong perception of as a food that evokes their childhood memories and nostalgia for their hometown, but it is a disappointment that they do not see it often. As of 2020, Saeteomin were counted to be 33,752(male: 9,435, female: 24,317)[6]. They have lived in South Korea for over 20 years and have a longing for the North Korean food and feel nostalgic for Tteok, but they are still diverse, and there are few opportunities to taste food from their hometown, and there are a few research or Tteok specialty stores. And since the diversity and change of the specialized consumption market depends on the demand of consumers, it can be said that the research to maximize the satisfaction of Tteok products desired by Saeteomins and to understand consumption patterns is much needed.

In this background, the purpose of this study is as follows. First, it is sought to explore selective attributes of North Korean Tteok. Second, the North Korean Tteok's selective attributes examine the effect of satisfaction, repurchase intention, and satisfaction on repurchase intention. Third, it is intended to suggest practical implications in terms of management based on the research results.

## **2. Theoretical Background**

### **2.1. North Korean tteok's selective attributes**

As for the definition of selective attributes, Kotler, Makens, & Bowens(1996) defined the unique characteristics or properties that comprise the essence of things, and generally said that they are the tangible and intangible characteristics of goods or services[7], while Daehee Lee and Hyunhee Lee(2016) said that it is the starting point of a repurchase marketing strategy and that it is essential for understanding customers[8]. And it becomes a direct and psychological purchasing standard for the consumers to purchase goods or services[9]. And Youngseon Roh(2020) said that when obtaining goods or services, it is a decision-making process that selects the best brand according to individual tastes and circumstances[10].

As a result of the study applying such selective attributes to Tteok, the following components of Tteok selective attributes were derived. Yeonsook Son(2016) developed aesthetics, texture, diversity, standardization, and functionality through the Delphi analysis[11]. Geumrye Shin(2019) derived diversity, price, packaging, and taste as the factors of Tteok selective attributes in a study on the effect of Tteok product selective attributes on satisfaction and relationship continuity[12], and Seongran Ahn(2013) found that freshness, taste, quality, nutrition, temperature, variety, and price were studied as the factors of selective attributes of Tteok products[13]. And Eunhee Jeon(2014) found material, awareness, influence, and manufacturing time as essential factors as the essential factors in the study of Tteok perception, purchase motive, and selective attributes, and psychological factors such as the recommendation of neighbors, employee recommendation, expert recommendation, information, etc., and as for the environmental factors, explanation, packaging, color, and tradition, and modern and traditional colors as aesthetic factors were derived[14].

In this study, 4 factors(16 items) were defined as North Korean Tteok's selective attributes

based on the previous studies, which are taste, price, variety, and nostalgia.

## 2.2. Satisfaction and repurchase intention

Satisfaction means a feeling of pleasure or disappointment felt by comparing the perceived function of the product in relation to people's expectations, and the level of satisfaction refers to the difference between the perceived function and expectations. Hence, satisfaction means that an individual's subjective experience and cognitive results reach or exceed the original expectations[15][16].

And satisfaction varies from a person to a person, so satisfaction can be viewed as a very personal experience. Hence, it is difficult to clearly articulate what satisfaction is and when it is felt[17]. Such satisfaction is strongly influenced by the past and present experiences of the individual and the individual's expectations[18][19]. Furthermore, satisfaction can be seen as an achievement or a fulfillment of something, yet customer satisfaction is defined as the customer's achievement response, meaning that he or she meets the customer's expectations beyond a set level[20]. Sisook Park(2006) defined the meaning of satisfaction as a state in which customer satisfaction with a product or service exceeds their expectations, and at the same time, increases the customer's repurchase intention, and the reliability of the product or service can be sustained[21]. Furthermore, Yoonhee Lee(2010) stated that post-purchase satisfaction measures the extent of reflection of intentions according to the customer's taste or desire or the overall satisfaction consumers feel after purchasing a product. It can be said that satisfaction with a product is related to the expected value of the product, so it may be affected by past experiences or advertisements. However, it is said that it is an important variable for consumers to make repurchase decisions and to determine satisfaction[22].

Repurchase intention means a reinforced pattern obtained through the formation of a favorable post-purchase attitude based on the satisfaction of repurchasing the product or service after receiving a product or a service[23].

Oliver(1980) stated that satisfaction is affected by expectation agreement, which is the difference between the expected level and actual performance before using a product or service, and that consumer satisfaction affects the consumers' repurchase behavior. Compared to the level that consumers initially expected rather than the satisfaction of the product based on the performance level alone, satisfaction affects the intention to reuse the product. Examining these studies, it is shown that satisfaction is the leading factor that has the most significant influence on consumers' intention to reuse[24]. Repurchase intention is the most direct indicator of the consumers' evaluation of whether to purchase or use the product or service, and many companies measure it[25].

## 2.3. North Korean tteok

Tteok is defined as a food made by kneading grain flour, steamed or boiled[26], and Tteok is a food using grain, which is divided into Tteok, which is made by grinding grains and cooked in a rice cooker, and Tteok, which is made by cooking grains and beating them with a bar. Changes in society since the modern times changed the color, shape, and taste of Tteok in various ways, which has changed the people's perception of Tteok, which was used as a side dish or a substitute for rice[12]. And Saeteomins comforted the pain of separation by making memories of the local food they had in North Korea at the time. In particular, the nostalgia for Tteok, which was eaten at feasts such as ancestral rites, first birthday, birthdays, and 60th birthdays, would have increased[27].

The characteristics of North Korean food are such that the food tastes particularly good, its aroma attracts people's taste buds, and its color and shape are beautiful. And it was said that it is a great food with science and cultural hygiene guaranteed[28], and Tteok would have the same taste and aroma. Among the representative North Korean Tteoks are White Seolgi Tteok, Yakseolgi Tteok, Thick Teok, Red Bean Seolgi Tteok, Tail Teok, Cornbread Tteok, Songpyeon,

Jeolpyeon, Gaepi Tteok, Songgu Tteok, Leechal Tteok, Chalsusu Tteok, Gijangchwi Tteok, Gijangkong Tteok, Jeonjupyeon, Persimmon Tteok, Shiwoom Tteok, Gyeongdan, and Potato Songpyeon, etc.[29]. Among them, Songgu Tteok is made by soaking the inner bark of a pine tree in water for several days to make rosin, then beating it to make it look like cotton and mixing and steaming it when making Tteok. Tail Tteok is a Tteok made from white Tteok made from uncooked rice flour and made into flat rounds so that the corners stick out like a tail. And Horseradish Tteok is a Tteok made by mixing horseradish powder with white rice flour, kneading it, steaming it, and hitting it on a Tteok plate.

### 3. Research Method

#### 3.1. Composition of measuring tools

A fill-in questionnaire was used as a measurement tool for this study. Among the questionnaire items, Tteok's selective attributes were Taeseok Yang, Gyeyoung Park, Myeongjin Han(2007)[30], Sangran Ahn(2013), Hodong Choi(2016)[31], Yeonsook Son(2016), Jaehee Kang and Jinhee Kang(2017)[32], Geumrye Shin (2019), Jungkwan Ahn and Jongseok Cha(2019), and Soonbok Won and Youngbae Kim(2021)[33], etc., which were supplemented and corrected based on the measurement items of country of origin, taste, freshness, price, packaging, nutrition, texture, health, type, and eco-friendliness of ingredients. The selective attributes of North Korean Tteok finally derived were 16 items of taste(4 items), diversity(5 items), price(4 items), nostalgia(3 items), satisfaction and repurchase intention(2 items), and demographic(gender, age, education, average monthly income, marriage, occupation, current residence, years of service, place of birth) consisted of 9 items and for a total of 27 items. And for selective attributes, an interval scale of 5 points(Not at all - Average - Absolutely) was used, and for the demographic items, a nominal scale was used. Specific questionnaires are shown in <Table 1>.

**Table 1.** Measuring tool's composition.

Item	No. of questions	Sub factors	Standard	Previous studies
North Korean tteok's selective attributes	16	Taste(4), Diversity(5), Price(4), Nostalgia(3)	Interval scale (5 points Likert)	Taeseok Yang, Gyeyoung Park, Myeongjin Han(2007), Sangran Ahn(2013), Hodong Choi(2016), Yeonsook Son(2016), Jaehee Kang and Jinhee Kang(2017), Geumrye Shin(2019), Jungkwan Ahn and Jongseok Cha(2019), and Soonbok Won and Youngbae Kim(2021)
Satisfaction and repurchase intention	2	Satisfaction, Repurchase intention	Interval scale (5 points Likert)	Taeseok Yang, Gyeyoung Park, Myeongjin Han(2007), Sangran Ahn(2013), Hodong Choi(2016), Yeonsook Son(2016), Jaehee Kang and Jinhee Kang(2017), Geumrye Shin(2019), Jungkwan Ahn and Jongseok Cha(2019), and Soonbok Won and Youngbae Kim(2021)
Demographic characteristics	9	Gender, age, education, monthly income, marriage, occupation, residence, years of continued service, place of birth	Nominal scale	-

### 3.2. Data collection and analytical method

The study subjects were Saeteomin as the population, and Saeteomin, who had experience in purchasing Tteok, was used as the sample group to collect the data. In the survey, 27 items of North Korean Tteok's selective attributes, satisfaction, and repurchase intention were directly filled in. For the sample selection, a nationwide survey was conducted for about 4 weeks from January 2022 with 400 Saeteomins using the convenient sampling method among the non-probability sampling methods. As a result, 380 copies were recovered (recovery rate of 95%), of which 10 copies of the questionnaire were removed, and 370 copies (effective 92.5%) were used for the empirical analysis.

The analytical method of the collected data is as follows. First, frequency analysis was performed to identify the demographic characteristics of the sample. Second, reliability analysis was performed to analyze the reliability of the measurement items, and third, factor analysis was performed to derive Tteok's selective attributes. Fourth, simple regression analysis and multiple regression analysis were performed to analyze the causal relationship between selective attributes and satisfaction and repurchase intention. For the analytical tool, the SPSS 23.0 statistical package program was used.

## 4. Empirical Analysis

### 4.1. Demographic characteristics

<Table 2> shows the demographic characteristics of 370 effective samples of Saeteomin, the subject of this study.

**Table 2.** Demographic characteristics of the sample.

(N=30)

Classification	Item	Frequency (people)	Ratio (%)	Classification	Item	Frequency (people)	Ratio (%)
Gender	Men	83	22.4	Marriage	Married	276	74.6
	Women	287	77.6		Single	94	25.4
Age	20's	22	5.9	Monthly income	Less than 2 million won	241	65.1
	30's	53	14.3		2 million won	78	21.1
	40's	130	35.1		3 million won	37	10.0
	50's	116	31.4		4 million won	13	3.5
	Over 60s	49	13.2		Over 5 million won	1	.3
Occupation	Student	18	4.9	Education	Less than high school graduate	256	69.2
	Self-employed	39	10.5		Community college graduate	74	20.0
	Sales/ service positions	43	11.6		College graduate	38	10.3
	Public official	7	1.9		Graduate school or higher	2	.5

	Technical/ professional	36	9.7	Years of continued service	Less than 1 year	67	18.1
	Office/manage- ment positions	20	5.4		Less than 1-3 years	36	9.7
	Housewife	128	34.6		Less than 3-5 years	91	24.6
	Unemployed	29	7.8		Less than 5-10 years	119	32.2
	Others	50	13.5		Over 10 years	57	15.4
Place of residence	Seoul	52	14.1	Place of birth	Pyongyang	14	3.8
	Gyeonggi-do	88	23.8		Gangwon-do	36	9.7
	Incheon	30	8.1		Hwangdae-do	28	7.6
	Busan	44	11.9		Pyeongang-do	24	6.5
	Gangwon-do	6	1.6		Jagang-do	16	4.3
	Chungcheong-do	44	11.9		Hamgyeong-do	169	45.7
	Gyeongsang-do	81	21.9		Ryanggang-do	74	20.0
	Jeolla-do	9	2.4		Others	9	2.4
	Others	16	4.3				

As for gender, women accounted for 77.6%. The most common age was those in their 40s accounting for 35.1%, and monthly income of less than 2 million won(65.1%). And by occupation, full-time housewives accounted for the most at 34.6%, and as for education, those with a high school diploma or lower had the highest distribution at 69.2%. As for the number of years of service, those with less than 5-10 years of service accounted for the most at 32.2%. As for residence, Gyeonggi-do, Gyeongsang-do, and Seoul accounted for 59.8%. Lastly, the place of birth was Hamgyeong-do(45.7%), followed by Ryanggang-do, Gangwon-do, Hwangdae-do, Pyeongan-do, Jagang-do, and Pyongyang.

#### 4.2. Reliability analysis

Reliability is intended to evaluate the extent of consistency when a variable is measured in several ways or measured several times, and there are re-measurement methods and internal consistency methods. In this study, analysis was performed by using the Cronbach's alpha coefficient, which evaluates the internal consistency among the most widely used items.

In general, the reliability coefficient ought to be .90 or more in applied research fields and .80 or more in basic research fields. However, in the exploratory research field or the level of analysis of the operational unit, it is considered good if it is .60 or more[34].

As a result of analyzing the reliability of 16 measurement variables of North Korean Tteok's selective attributes, the overall reliability of importance was .959, which was very good. When items were removed, the Cronbach's alpha coefficient was .957-.958, indicating that there was no variable that lowered the reliability. Hence, the measurement variables of North Korean Tteok's selective attributes are reliable.

#### 4.3. Exploratory factor analysis

Exploratory factor analysis is an analytical method which extracts concepts or factors in the absence of existing theories or prior knowledge about research models. The analysis was performed by using the correlation matrix of principal component analysis, and for factor rotation, the variable max rotation method of orthogonal rotation was used. For the number of common

factors, factors greater than 1 were extracted based on the eigen value, which shows the explanatory power of variables for common factors extracted from factor analysis. The higher the factor load related to the influence of variables on common factors, the better. However, as the number of samples and measurement variables tends to decrease as the number of samples and measurement variables increases, there is no absolute standard, and 0.4 is generally regarded as a suitable standard.

As a result of exploratory factor analysis by applying the above criteria, 5 factors were extracted from 16 measurement variables of selective attributes. In practice, 4 factors were generated with 13 variables, and the results are shown in <Table 3> below.

As a result of the analysis, 4 factors were extracted, and the variance explanatory power of 77.56% of the total variance was shown. As a result of Bartlett's sphericity test and Kaiser-Meyer-Olkin's sample fitness test to determine the suitability of the factor analysis model, at the approximate  $\chi^2=7176.539$ ,  $df=190$ ,  $p<.001$  level of Bartlett's sphericity test, the null hypothesis that 'the correlation matrix between variables is zero' was rejected.

In the sample suitability test of KMO, factor analysis is possible when it is 0.5 or more, and it can be said that it is suitable for factor analysis when it is 0.7 or more. In this study, .934 was appropriately presented. The common value showing the variance explanatory power for all factors of individual items was presented as .605-.890.

**Table 3.** Analytical results of exploratory factors of selective attributes.

Name of variable	Factor loading capacity	Eigenvalue	Variance explanatory power
<Factor 1: price> The price of the purchased tteok was reasonable Recommendable price Affordable price for repurchase	.874 .865 .825	5.01	24.04
<Factor 2: taste> Healthy taste Unchanging taste Taste of nature Excellent ingredients	.749 .722 .717 .697	4.25	21.23
<Factor 3: nostalgia> Taste from home Taste known since childhood Taste evoking memories	.840 .832 .621	3.77	18.84
<Factor 4: diversity> Available for purchase whenever desired Available for purchase for any quantity desired Various types of tteok	.726 .680 .517	2.49	12.45
Cumulative value of explanatory variance=77.56%, KMO=.934, Bartlett's sphericity test Approximation $\chi^2=7176.539(df=190, Sig=.000)$			

Note: Measurement standard. 1=Not at all, 5=Absolutely.

The factor loadings related to the influence of the factor component variables ranged from 0.825 to 0.874 for factor 1, from 0.697 to 0.749 for factor 2, 0.621 to 0.840 for factor 3, and 0.517 to 0.726 for factor 4, suggesting that the scale is suitable. became Factor eigenvalues were 5.01 for factor 1, 4.25 for factor 2, 3.77 for factor 3, and 2.49 for factor 4.

The variance explanatory power of each factor was 25.04% for factor 1, 21.23% for factor 2,

1.84% for factor 3, and 12.45% for factor 4.

Based on the results analyzed in the above, the extracted factors were named. Considering the conceptual relevance of the variables, factor 1 is 'price', factor 2 is 'taste', factor 3 is 'nostalgia', and factor 4 is 'diversity' as they were named.

#### 4.4. Analysis of the causal relationship between selective attributes and satisfaction and repurchase intention

##### 4.4.1. Analysis of the causal relationship between selective attributes and satisfaction

Multiple regression analysis was performed with the selective attributes factor as the independent variable and satisfaction as the dependent variable, and the results are shown in <Table 4>.

**Table 4.** Analysis of the causal relationship between selective attributes and satisfaction.

Dependent variable	Independent variable	Non-standardized coefficient		Standardization coefficient	t-value	Significant probability	Collinearity statistics	
		B	Standard deviation	$\beta$			Tolerance	VIF
Satisfaction	(Constant)	2.387	.220		10.848	.000		
	Diversity	.154	.064	.180	2.403	.017*	.520	2.382
	Taste	.112	.078	.135	2.105	.039*	.538	2.281
	Nostalgia	.225	.067	.241	3.339	.001**	.553	2.207
	Price	-.034	.085	-.033	-.392	.695	.429	3.036

$R^2=.238$ , Adjusted  $R^2=.228$ ,  $F=24.596(df=4/365)$ ,  $sig.=.000$

Note: \*= $p<.05$ , \*\*= $p<.01$ , \*\*\*= $p<.001$ .

The regression model was significantly ( $F=24.596$ ,  $p<.001$ ), and the total explanatory power  $R^2$  was .238. In multiple regression analysis, when the correlation coefficient between independent variables is large, the problem of multi-collinearity occurs. If the tolerance is close to 1 and the VIF is less than 10, multi-collinearity is considered not to occur. As a collinear statistic, the tolerance was .429-.553 and the VIF was 2.207-3.036, and no multi-collinearity occurred.

Among the selective attributes factors, diversity ( $t=2.403$ ,  $p<.05$ ), taste ( $t=2.105$ ,  $p<.05$ ), and nostalgia ( $t=3.339$ ,  $p<.01$ ) turned out to affect satisfaction in a positive direction. This means that satisfaction increases as diversity, taste, and nostalgia increase.

Furthermore, it turned out that nostalgia ( $\beta=.241$ ) had the greatest effect on satisfaction among the selective attributes factors.

##### 4.4.2. Causality analysis of selective attributes and repurchase intention

Multiple regression analysis was performed with the selective attributes factor as the independent variable and repurchase intention as the dependent variable, and the results are shown in <Table 5>.

**Table 5.** Analysis of the causal relationship between selective attributes and repurchase intention.

Dependent variable	Independent variable	Non-standardized coefficient		Standardization coefficient	t-value	Significant probability	Collinearity statistics	
		B	Standard deviation	$\beta$			Tolerance	VIF

Repurchase intention	(Constant)	2.136	.216		9.868	.000		
	Diversity	.154	.077	.144	2.003	.046*	.520	2.382
	Taste	.197	.063	.189	2.432	.015*	.538	2.281
	Nostalgia	.067	.066	.071	1.008	.314	.553	2.207
	Price	.145	.084	.143	1.727	.085	.429	3.036

$R^2=.277$ , Adjusted  $R^2=.268$ ,  $F=29.609$ ( $df=4/365$ ),  $sig.=.000$

Note: \*= $p<.05$ , \*\*= $p<.01$ , \*\*\*= $p<.001$ .

The regression model turned out to be significant( $F=29.609$ ,  $p<.001$ ), and the total explanatory power  $R^2$  turned out to be .277. In the multiple regression analysis, when the correlation coefficient between independent variables is large, the problem of multi-collinearity occurs. If the tolerance is close to 1 and the VIF is less than 10, multi-collinearity is considered not to occur. As a collinear statistic, the tolerance was .429-.553 and the VIF was 2.207-3.036, and no multi-collinearity occurred.

Among the selective attributes factors, diversity( $t=2.403$ ,  $p<.05$ ) and taste( $t=2.105$ ,  $p<.05$ ) turned out to affect repurchase intention in a positive direction. This means that as the variety and taste increase, the repurchase intention also increases.

Furthermore, it turned out that taste( $\beta=.189$ ) has the greatest effect on repurchase intention among the selective attributes factors.

#### 4.4.3. Causality analysis of satisfaction and repurchase intention

A simple regression analysis was performed with satisfaction as an independent variable and repurchase intention as a dependent variable, and the results are shown in <Table 6>.

**Table 6.** Analysis of the causal relationship between satisfaction and repurchase intention.

Dependent variable	Independent variable	Non-standardized coefficient		Standardization coefficient	t-value	Significant probability
		B	Standard deviation	$\beta$		
Repurchase intention	(Constant)	.916	.133		6.889	.000
	satisfaction	.779	.033	.774	23.419	.000***

$R^2=.598$ , Adjusted  $R^2=.597$ ,  $F=548.463$ ( $df=1/368$ ),  $sig.=.000$

Note: \*= $p<.05$ , \*\*= $p<.01$ , \*\*\*= $p<.001$ .

The regression model turned out to be significant( $F=548.463$ ,  $p<.001$ ), and the total explanatory power  $R^2$  turned out to be .598.

It turned out that satisfaction( $t=23.419$ ,  $p<.001$ ) has a positive effect on repurchase intention. This means that, as satisfaction increases, repurchase intention also increases.

Furthermore, satisfaction( $\beta=.774$ ) turned out to have a significant effect on repurchase intention.

## 5. Conclusion

The purpose of this study was to explore the selective attributes of North Korean Tteok, examine and articulate the causal relationship between selective attributes and satisfaction and repurchase intention, and suggest practical implications for management. In order to achieve

the purpose of the study, the data were collected using Saeteomin, who had experience in purchasing Tteok as the sample group. A nationwide survey of 400 Saeteomins was conducted from January 2022 for about 4 weeks. As a result, 380 copies were recovered (recovery rate of 95%), of which 10 copies of the questionnaire were removed, and 370 copies (effective 92.5%) were used for the empirical analysis. The analytical method of the collected data is as follows. First, frequency analysis was performed to identify the demographic characteristics of the sample. Second, reliability analysis was performed to analyze the reliability of the measurement items, and third, factor analysis was performed to derive Tteok selective attributes. Fourth, simple regression analysis and multiple regression analysis were performed to analyze the causal relationship between selective attributes and satisfaction and repurchase intention. For the analytical tool, the SPSS 23.0 statistical package program was used.

The research results and implications acquired through the empirical analysis are presented as follows. First, as North Korean Tteok's selective attributes, the 4 factors of price, taste, nostalgia, and diversity were derived. Nostalgia is a theoretical implication derived from this study due to the characteristics of the sample. Second, among the selective attributes factors, diversity ( $t=2.403$ ,  $p<.05$ ), taste ( $t=2.105$ ,  $p<.05$ ), and nostalgia ( $t=3.339$ ,  $p<.01$ ) turned out to have the largest impact in positive directions on satisfaction. It turned out that nostalgia ( $\beta=.241$ ) had the greatest effect on satisfaction among the selective attributes factors. Through which, in order to increase satisfaction after purchase of North Korean Tteok, it is necessary to stimulate the nostalgia of North Korean Tteok to consumers, develop various types, and manufacture Tteok that improves health and taste. Third, among the selective attributes factors, diversity ( $t=2.403$ ,  $p<.05$ ) and taste ( $t=2.105$ ,  $p<.05$ ) turned out to affect repurchase intention in a positive direction. Among them, taste ( $\beta=.189$ ) turned out to have the greatest influence on repurchase intention. Through which, in order to induce the consumers to repurchase North Korean Tteok, it is necessary to promote and manufacture various North Korean Tteok and the production of products that emphasize health and unique taste of North Korean Tteok. Fourth, satisfaction ( $t=23.419$ ,  $p<.001$ ) turned out to have a positive effect on repurchase intention, and satisfaction ( $\beta=.774$ ) turned out to have a significant effect on repurchase intention. That is, in order to increase the repurchase rate, North Korean Tteok must have manufactured the products that increase satisfaction with nostalgia, variety, and taste.

This study was intended to examine and articulate the North Korean Tteok's selective attributes of Saeteomin, but an in-depth North Korean Tteok investigation was inadequate given the lack of data and information on the North Korean Tteok. The studies on the spread of North Korean Tteok by limiting the study subject to Saeteomin were insufficient. Hence, it may be said that future research is needed to study the ways to enable the Korean people to consume and purchase North Korean Tteok with interest.

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## 7. Appendix

### 7.1. Author's contribution

	Initial name	Contribution
Lead Author	SW	-Set of concepts <input checked="" type="checkbox"/> -Design <input checked="" type="checkbox"/> -Getting results <input checked="" type="checkbox"/> -Analysis <input checked="" type="checkbox"/> -Make a significant contribution to collection <input checked="" type="checkbox"/> -Final approval of the paper <input checked="" type="checkbox"/> -Corresponding <input checked="" type="checkbox"/> -Play a decisive role in modification <input checked="" type="checkbox"/>
Corresponding Author*	YK	-Significant contributions to concepts, designs, practices, analysis and interpretation of data <input checked="" type="checkbox"/> -Participants in Drafting and Revising Papers <input checked="" type="checkbox"/> -Someone who can explain all aspects of the paper <input checked="" type="checkbox"/>

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## Public Value

Publisher: J-INSTITUTE  
ISSN: 2435-3337

Website: j-institute.org  
Editor: admin@j-institute.org

Corresponding author\*  
E-mail: bluewrap@osan.ac.kr

DOI Address:  
dx.doi.org/10.22471/value.2022.7.2.136



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### An Analysis of the Effects of University Freshmen's Extracurricular Programs for the Public Value

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#### Abstract

**Purpose:** The purpose of this study is to provide the basic data for the operation of the extracurricular program by examining whether it is effective for university life adjustment and student competency improvement according to the motivation to participate in the extracurricular program and the participation in the extracurricular program.

**Method:** As for the data collection, a survey was conducted with freshmen in the natural science department of O University O located in in the metropolitan area.

1. To analyze as to whether the motivation for participation in the extracurricular program has an effect on the university life adjustment, the validity of the motivation to participate and the university life adaptation factors was verified, then the inter-individual effect was verified.

2. Group statistics were analyzed to analyze as to whether the participation in the extracurricular program has an effect on the university freshmen's adaptation to the university life.

3. To verify the effect of participation in the extracurricular program and the student competency enhancement, the O University's 5L Core Competency Diagnostic Tool(2021) was used, and the competency evaluation scores for the 4 competencies except for L3 were compared on an ex ante and ex post basis.

**Results:** The motivation to participate in the extracurricular program for Research Question 1 was verified to have an effect on the university freshmen's adaptation to the university life, and consequently, it was apparent that motivation is more important before publicity or program improvement for the participation in extracurricular program. As a result of analysis as to whether to participate in the extracurricular program for Research Question 2 and the university life adjustment of freshmen, the participation in the extracurricular program was effective for all questions about university life adaptation. As a result of analyzing the effect of the extracurricular program for Research Question 3, it was apparent that the extracurricular program related to the auditory personality competency L1, future learning competency L2, and job-based competency L3 was effective in enhancing the student competency, and it is considered that the extracurricular program related to the competency L5 needs to be improved for quality control to strengthen the student competency.

**Conclusion:** This study was conducted with freshmen in the natural science department, and hence, there are limitations to generalizing to all university students. In the future studies, if factors such as segmentation by category and program learning efficacy are considered together, it will be possible to present a more specific way to activate the extracurricular program.

**Keywords:** Freshman, Motivation to Participate, University Life Adjustment, Student Competency, Effect of the Extracurricular Program

## 1. Introduction

Many universities are reorganizing their curricula into the competency centric curricula in line with the university's talent requirements[1][2], but the reality is that it takes a long time to materialize as an educational outcome and requires trials and errors in the process[3]. Under such circumstances, the extracurricular curriculum has a positive effect on learning outcomes and the enhancement of core competencies[4], and can also provide opportunities for various competency trainings[5][6][7].

In particular, it is claimed that, freshmen, unlike in high school, are required to have an active lifestyle by the university[8], and hence, they are stressed out due to many concerns including self-awareness, establishment of identity, and setting of life goals[9], the main causes of which are related to the academic stress[10]. Experiencing negative emotions such as depression or anxiety[11][12][13][14][15] increases the likelihood of taking leave of absence or drop out[16][17]. Over 50% of the drop-outs drop out during the 2nd semester of their freshmen year[18], as it has been claimed[19]. It is apparent that the freshman year is important for the development and operation of extracurricular programs that require the students' voluntary participation[20], while it is important that the adjustment to university life during the freshman year is a crisis of adaptation[21].

Recently, many universities are developing and operating extracurricular programs, and the studies to verify their effectiveness are increasing[22][23][24][25], yet there are no studies that analyzed the effects of extracurricular programs on freshmen. Hence, it was inferred as an important variable in this study because students' participation in the extracurricular program can affect the college life adaptation and student competency enhancement. It is intended to provide basic data for the operation of non-examination programs by examining whether it is effective, and there is public value in suggesting implications for future program design and revitalization.

## 2. Research Method

### 2.1. Research questions

1. Is the motivation to participate in the extracurricular program effective in adjusting to university life?
2. Is the participation in the extracurricular program effective in the university freshmen's adaptation to university life?
3. Is the participation in the extracurricular program effective in enhancing the student competency?

### 2.2. Research method

For the data collection, a survey was conducted with freshmen in the natural science department of O University located in the metropolitan area and have known or experienced the extra-curricular program in the first semester of 2021, and the questionnaire questions were modified and reorganized according to this study by referring to the previous studies[26][27][28]. A total of 230 copies were distributed from September 27, 2021 through October 29, 2021, and 224 copies were analyzed using the SPSS 25.0 program, excluding 6 test papers that were not accurately marked.

## 3. Research Results

### 3.1. General characteristics of the subjects

The subjects of the study were 50 male students(22.3%) and 174 female students(77.7%) out of a total of 224 freshmen in the department of natural sciences, with a high percentage of female students, while 159(71.0%) students participated in the extracurricular programs and 65(%) students did not participate in any <Table 1>.

**Table 1.** General characteristics.

Classification	Item	Frequency(N)	Ratio(%)
Gender	Male	50	22.3
	Female	174	77.7
Department	Natural science	224	100
Participation in extracurricular program	Participated	159	71
	Not participated	65	29
Total		224	100

### 3.2. Analysis of the motivation to participate in extracurricular program and the effect of university life adaptation

<Table 2> illustrates the results of the exploratory factor analysis performed to verify the validity of the motivation to participate factor. The motivation to participate, which is an independent variable, is consisted of the 3 subfactors of goal orientation, activity orientation, and emotion orientation, and is also consisted of five goal orientation questions, four activity orientation questions, and three emotional orientation questions. The overall variance explanation ratio of the motivation to participate was 71.035%, and the KMO measure was .860, which was appropriate. The Bartlett's sphericity test also turned out to be significant( $p < .001$ ), and the factor analysis model was determined to be appropriate.

In addition, in previous studies, the motivation to participate factor were classified into goal orientation, activity orientation, and learning orientation [28]. The learning orientation factor shows a difference from the emotional orientation of the researcher, which is thought to be the result related to the stress of college life of freshmen.

**Table 2.** Validation of the motivation to participate.

NO	Motivation to participate	Measurement factor	Component		
			1	2	3
1	Because it would be helpful for my career path or the job I desire	Goal orientation	.453	.658	.268
2	To develop skills that differentiate myself from others		.448	.558	.435
3	To acquire various knowledge and skills		.202	.863	.128
4	To acquire licenses and certificates		.306	.508	.280
8	To improve the ability to participate in community work		.284	.780	.126
5	To receive scholarship system(mileage) benefits	Activity orientation	-.100	.193	.864
6	To make new friends		.461	.321	.593
7	Because there are so many activities I can do with friends		.223	.170	.818
12	Because I enjoy learning		.468	.088	.636
9	To escape from the boredom of the repetitive daily life	Emotional orientation	.850	.319	.118
10	To make use of class time and leisure time		.820	.374	.147
11	To satisfy intellectual curiosity		.722	.329	.186
Eigenvalues			6.275	1.418	.831
% Dispersion			52.295	11.819	6.921
Cumulative %			52.295	64.114	71.035
KMO=.860, Bartlett $\chi^2=1709.242$ , Degree of freedom 66(p<.001)					
Method of factor extraction : principal component analysis.    Method of rotation: Verimex with Kaiser regularization.					

<Table 3> illustrates the results of the exploratory factor analysis performed to verify the validity of university life adaptation factor. The independent variable of university life adaptation, consists of the 4 sub-factors of academic adaptation, social adaptation, emotional adaptation, and stress adaptation, and also consists of 4 questions for academic adaptation, 5 questions for social adaptation, 6 questions for emotional adaptation, and 5 questions for stress adaptation. The overall variance explanation ratio of the motivation to participate turned out to be 70.633%, and the KMO measure was .864, which was appropriate. The Bartlett's sphericity test also turned out to be significant( $p<.001$ ), and the factor analysis model was determined to be appropriate.

**Table 3.** Validation of the university life adaptation factor.

NO	University life adaptation	Measure- ment factor	Component			
			1	2	3	4
1	I enjoy writing assignments for the subjects I am taking.	Academic adaptation	-.257	.009	-.101	.783
2	I am satisfied with the quality and quantity of the lectures I can take at the university.		-.156	-.109	.161	.796
3	I am satisfied with the subjects I take for this semester.		-.068	-.148	.284	.811
4	I am very satisfied with the professors who are lecturing now.		.107	-.162	.374	.647
5	I meet a lot of people at school and make friends without Reservations.	Social adaptation	-.054	-.242	.766	.289
6	I am well adjusting to the university life.		-.266	-.189	.780	.263
7	I have enough social skills to get along with people at the University.		-.442	-.042	.702	.326
8	I have a few good friends or acquaintances at the university with whom I can discuss any problem.		-.451	.140	.764	.066
9	I am satisfied with my relationships at the university.		.078	-.342	.601	-.079
10	I have felt tense or nervous lately.*	Emotional adaptation	.636	.470	-.241	.008
12	I have been tired lately.*		.800	.199	-.088	-.088
13	Taking responsibility for myself is not easy.*		.797	.068	-.125	-.040
15	I have been having a headache lately.*		.558	.350	-.001	-.378
18	Sometimes my thoughts are very confusing.*		.703	.420	-.314	-.056
19	I am very worried about the cost of studying.		.802	.285	-.169	-.193
11	I feel very depressed these days.*	Stress adaptation	.247	.786	-.185	-.039
14	I cannot control my emotions very well these days.		.178	.767	-.035	-.186
16	I'm thinking about getting help from the school counseling center these days.		.318	.720	-.252	-.065
17	I have been sick lately.		.577	.581	-.074	-.231
20	I have difficulty coping with the stress of university life.*		.545	.576	-.175	-.382
Eigenvalues			8.588	2.360	1.759	1.420
% Dispersion			42.942	11.799	8.793	7.099
Cumulative %			42.942	54.741	63.534	70.633
KMO=.864, Bartlett $\chi^2=3425.368$ , Degree of freedom 190(p<.001)						
Method of factor extraction : principal component analysis.						
Method of rotation: Verimax with Kaiser regularization. * indicates inverse questions						

To analyze as to whether the motivation to participate in the extracurricular program in the study subject 1 has an effect on the university life adaptation, the results of inter-individual effect verification demonstrated the statistically significant results for all factors <Table 4>.

Among the goal-oriented factors, the motivation to participate 1 had the most positive effect on the university life adaptation 2 and 16, and the motivation to participate 6 had the most positive effect on the university life adaptation 1 and 14( $p<.001$ ). It is apparent that the students who think that their motivation to participate will be helpful in their desired career path or desired job are satisfied with university lectures, are well adjusting to the university life without the help of school counseling centers or psychological counseling agencies, and the students who want to meet new friends are responsible for themselves and can control my emotions well.

Among the activity-oriented factors, the motivation to participate 5 had the most statistically positive effect on the university life adaptation 17, 19, the motivation to participate 6 on the university life adaptation 1, 2, 9, 19, the motivation to participate 7 on the university life adaptation 9,13,19, and the motivation to participate 12 had the most statistically positive effect on the university life adaptation 11, 16( $p<.001$ ). The students motivated to seek the scholarship system were healthy and did not have to worry about the cost of studying at the university. The students who wanted to meet new friends enjoyed writing assignments, were satisfied with university lectures and relationships, and did not have to worry about the cost of university studies. Furthermore, the students who like activities with their friends do not have to worry about their personal relationships and self-esteem and the cost of studying, and those who enjoy learning are well-adjusted to university life without depression or psychological counseling.

Of the emotional orientation factor, the motivation to participate 9 had the most statistically positive effect on the university life adaptation 16, 17, the motivation to participate 10 on the university life adaptation 1, and the motivation to participate 11 on the university life adaptation 8 and 19( $p<.001$ ). It was apparent that the students who want to escape from the boredom of daily life with repeated motivation to participate are healthy and well adjusted to the university life without the help of school counseling centers or psychological counseling agencies, and the students who want to meet can find good friends they can talk to and not worry about the cost of studying in university.

Gathering the results above, they are consistent with the study results of the previous paper[29][30] which claimed that the motivation to participate in the extracurricular program is a positive psychological state where they voluntarily want to participate in the program, and it is a behavioral factor that determines the direction and level of learning and has an important effect on academic achievement, which also has a direct effect on the freshmen's adaptation to the university life.

**Table 4.** Validation of the inter-individual effect of the motivation to participate in extracurricular program and the university life adaptation factors.

Factor	Item	Measurement factor	Degree of freedom	Mean square	F	Significance probability
Goal orientation	Motivation to participate 1	University life adaptation 2	3	3.325	13.066	.000***
		University life adaptation 5	3	1.224	3.574	.015*
		University life adaptation 6	3	.678	3.500	.017*
		University life adaptation 8	3	.992	3.696	.013**
		University life adaptation 9	3	1.032	2.706	.047*
		University life adaptation 14	3	1.740	3.243	.023*
		University life adaptation 15	3	2.480	4.472	.005**
		University life adaptation 16	3	3.712	6.897	.000***
		University life adaptation 17	3	1.604	2.944	.034*
		University life adaptation 20	3	2.055	4.687	.004**
	Motivation to participate 2	University life adaptation 1	3	1.081	2.980	.033*
		University life adaptation 2	3	.780	3.066	.029*

Activity ori-entation		University life adaptation 5	3	1.253	3.658	.014**
		University life adaptation 15	3	1.755	3.165	.026*
		University life adaptation 16	3	2.229	4.142	.007**
		University life adaptation 18	3	1.328	2.830	.040*
	Motivation to participate 3	University life adaptation 1	4	1.217	3.354	.011**
		University life adaptation 2	4	1.051	4.131	.003**
		University life adaptation 3	4	.827	2.913	.023*
		University life adaptation 4	4	1.225	3.600	.008**
		University life adaptation 5	4	1.075	3.139	.016*
		University life adaptation 6	4	.530	2.736	.030*
		University life adaptation 7	4	.842	3.155	.016*
		University life adaptation 11	4	1.217	3.354	.011**
		University life adaptation 13	4	1.337	3.158	.015*
		University life adaptation 16	4	1.656	3.078	.018*
		University life adaptation 18	4	1.123	2.393	.052*
	Motivation to participate 4	University life adaptation 1	4	1.645	4.533	.002**
		University life adaptation 5	4	1.006	2.938	.022*
		University life adaptation 6	4	.723	3.734	.006**
		University life adaptation 16	4	2.352	4.370	.002**
		University life adaptation 17	4	1.521	2.793	.028*
		University life adaptation 18	4	2.077	4.426	.002**
	Motivation to participate 8	University life adaptation 1	3	1.037	2.859	.038*
		University life adaptation 5	3	1.147	3.349	.020*
		University life adaptation 6	3	.585	3.022	.031*
		University life adaptation 8	3	1.180	4.399	.005**
		University life adaptation 13	3	2.538	5.997	.001***
		University life adaptation 14	3	4.008	7.470	.000***
		University life adaptation 18	3	1.289	2.748	.044*
	Motivation to participate 5	University life adaptation 1	3	1.220	3.363	.020*
		University life adaptation 2	3	.756	2.971	.033*
		University life adaptation 4	3	1.436	4.220	.007**
		University life adaptation 10	3	1.539	3.115	.028*
		University life adaptation 13	3	1.242	2.934	.035*
		University life adaptation 15	3	2.201	3.970	.009**
		University life adaptation 17	3	3.440	6.317	.000***
		University life adaptation 18	3	2.295	4.891	.003**
		University life adaptation 19	3	3.409	5.374	.001***
		University life adaptation 20	3	1.721	3.927	.010**
	Motivation to participate 6	University life adaptation 1	4	2.486	6.852	.000***
		University life adaptation 2	4	2.711	10.652	.000***
		University life adaptation 4	4	1.051	3.088	.017*
		University life adaptation 7	4	.702	2.632	.036*
		University life adaptation 9	4	2.300	6.032	.000***
		University life adaptation 14	4	1.539	2.869	.025*
		University life adaptation 17	4	1.690	3.103	.017*
		University life adaptation 19	4	3.029	4.774	.001***
		University life adaptation 20	4	1.124	2.563	.040*
	Motivation to	University life adaptation 5	4	1.238	3.613	.007**

Emotional orientation	participate 7	University life adaptation 9	4	1.908	5.004	.001***
		University life adaptation 13	4	2.064	4.877	.001***
		University life adaptation 19	4	4.649	7.329	.000***
		University life adaptation 20	4	1.326	3.024	.019*
	Motivation to participate 12	University life adaptation 1	4	1.168	3.219	.014**
		University life adaptation 3	4	1.076	3.791	.006**
		University life adaptation 10	4	2.060	4.169	.003**
		University life adaptation 11	4	2.791	5.415	.000***
		University life adaptation 13	4	1.779	4.204	.003**
		University life adaptation 14	4	2.092	3.899	.005**
		University life adaptation 16	4	3.277	6.090	.000***
		University life adaptation 18	4	1.869	3.982	.004**
		University life adaptation 19	4	1.588	2.503	.044*
		University life adaptation 20	4	1.040	2.371	.054*
	Motivation to participate 9	University life adaptation 1	3	.961	2.648	.050*
		University life adaptation 3	3	1.221	4.300	.006**
		University life adaptation 9	3	1.504	3.945	.009**
		University life adaptation 11	3	1.626	3.155	.026
		University life adaptation 15	3	2.635	4.752	.003**
		University life adaptation 16	3	3.342	6.209	.000***
		University life adaptation 17	3	4.628	8.498	.000***
		University life adaptation 18	3	1.792	3.819	.011**
		University life adaptation 20	3	2.068	4.717	.003**
	Motivation to participate 10	University life adaptation 1	3	2.371	6.534	.000***
		University life adaptation 10	3	1.785	3.614	.014**
		University life adaptation 13	3	1.547	3.655	.014**
		University life adaptation 14	3	2.102	3.917	.010**
		University life adaptation 17	3	1.947	3.574	.015*
		University life adaptation 19	3	3.373	5.317	.002**
	Motivation to participate 11	University life adaptation 1	4	.901	2.483	.045*
		University life adaptation 6	4	.758	3.912	.005**
		University life adaptation 7	4	.740	2.775	.029*
		University life adaptation 8	4	1.419	5.288	.000***
		University life adaptation 14	4	1.717	3.201	.014**
		University life adaptation 15	4	2.541	4.582	.002**
		University life adaptation 19	4	3.105	4.894	.001***
		University life adaptation 20	4	1.089	2.485	.045*

Note: p<.05 \*p<.01 \*\* p<.001 \*\*\*

### 3.3. Analysis of whether to participate in the extracurricular program and the effect of the freshmen's adaptation to the university life

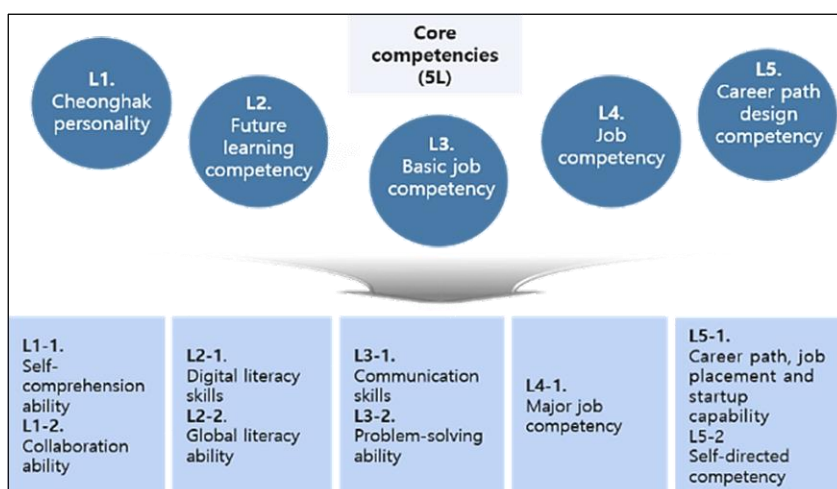
According to the research question 2, the results of the group statistics analysis performed to examine the effects of the university freshmen's participation and their university life adaptation are as illustrated in <Table 5>, and since the average score of the students who participated in all the questions about adjusting to the university life was high, it is apparent that the participation in the extracurricular program is effective for the university freshmen's adaptation to the university life.

**Table 5.** Group statistical analysis of the university life adaptation factor according to the participation in extracurricular program.

Participation		N	Average	Standard deviation	Standard error of mean
University life adaptation 1	Participation	159	3.3585	.78178	.06200
	Non-participation	65	2.9846	.76019	.09429
University life adaptation 2	Participation	159	3.7610	.58956	.04676
	Non-participation	65	3.4000	.68007	.08435
University life adaptation 3	Participation	159	4.0440	.64969	.05152
	Non-participation	65	3.3231	.79270	.09832
University life adaptation 4	Participation	159	4.2264	.64557	.05120
	Non-participation	65	3.8000	.75416	.09354
University life adaptation 5	Participation	159	4.0629	.74363	.05897
	Non-participation	65	3.4923	.66434	.08240
University life adaptation 6	Participation	159	4.2075	.55204	.04378
	Non-participation	65	3.4769	.58916	.07308
University life adaptation 7	Participation	159	4.0566	.60844	.04825
	Non-participation	65	3.3231	.66398	.08236
University life adaptation 8	Participation	159	4.0252	.62591	.04964
	Non-participation	65	3.4769	.61511	.07630
University life adaptation 9	Participation	159	3.9119	.88863	.07047
	Non-participation	65	3.2462	.75064	.09311
University life adaptation 10*	Participation	159	2.3208	.80600	.06392
	Non-participation	65	3.3231	.81217	.10074
University life adaptation 11*	Participation	159	2.1509	.84336	.06688
	Non-participation	65	2.7077	.94742	.11751
University life adaptation 12*	Participation	159	2.7925	.95517	.07575
	Non-participation	65	3.8000	.90485	.11223
University life adaptation 13*	Participation	159	2.6415	.94322	.07480
	Non-participation	65	3.4923	.73150	.09073
University life adaptation 14*	Participation	159	2.0503	1.01756	.08070
	Non-participation	65	2.8923	.93747	.11628
University life adaptation 15*	Participation	159	2.1635	.98002	.07772
	Non-participation	65	3.2154	1.03821	.12877
University life adaptation 16*	Participation	159	1.7296	.84708	.06718
	Non-participation	65	2.8615	1.19735	.14851
University life adaptation 17*	Participation	159	1.9308	.97513	.07733
	Non-participation	65	3.4000	.91515	.11351
University life adaptation 18*	Participation	159	2.1006	1.00123	.07940
	Non-participation	65	3.4769	.86797	.10766
University life adaptation 19*	Participation	159	2.1950	1.04626	.08297
	Non-participation	65	3.7692	1.02727	.12742
University life adaptation 20*	Participation	159	1.8994	.93589	.07422
	Non-participation	65	3.3538	.99107	.12293

### 3.4. Analysis of the effect of participating in the university's core competency based extracurricular programs

**Figure 1.** O university's 5 core competencies.



According to the research question 3, in order to verify as to whether the participation in the extracurricular program is effective in enhancing the student competency, the O University's 5L Core Competency Diagnosis Tool(2021) was used for the measurement tool <Figure 1>. The competency evaluation scores for the 4 competencies - except for L3 - which are the major competencies that evaluate competencies based on credit hours, were compared on an ex ante and ex post basis, while the table which statistically verified the differences between the ex ante and ex post evaluation results of each competency is as follows(the sample's response differences is the score obtained by subtracting the secondary score from the primary score <Table 6>.

**Table 6.** Validation of matching sample(ex ante and ex post) for the core competency diagnostic evaluation.

Student competency		Response difference					t	Degree of freedom	P-value (both sides)
		Mean	Standard deviation	Standard error of mean	95% confidence interval of difference				
					Min.	Max.			
L1	L1-1	-.11822	.98469	.02464	-.16655	-.06989	-4.798	1596	.000***
	L1-2	.00150	.84515	.02115	-.03998	.04298	.071	1596	.943
L2	L2-1	-.36009	.97314	.02435	-.40786	-.31233	-14.787	1596	.000***
	L2-2	-.34214	1.04989	.02627	-.39367	-.29061	-13.023	1596	.000***
L3	L3-1	-.32181	1.01132	.02535	-.37153	-.27209	-12.697	1591	.000***
	L3-2	-.17432	.96718	.02420	-.22179	-.12685	-7.201	1596	.000***
L5	L5-1	-.00417	.97390	.02437	-.05197	.04363	-.171	1596	.864
	L5-2	.01039	.98567	.02466	-.03798	.05877	.421	1596	.673

Note: p<.001\*\*\*

Examining the analytical results, it was apparent that the competency evaluation scores of auditory personality competency self-understanding L1-1, future learning competency L2, and job basic competency L3 were significantly improved(p<.001). Whereas, there was no significant difference in the auditory personality competency L1-2 collaboration ability and the career design ability competency L5. Accordingly, in the extracurricular program review process, the rel-

evant ministries should improve or develop the program contents to enhance the target competencies of L1 and L5, and the feedback is also required to secure the validity and reliability of the student competency evaluation tool that evaluates 5L student competency.

## 4. Conclusion and Discussion

According to the research topic 1, it is apparent that the inter-individual effect was tested to examine if the motivation to participate in the extracurricular program was effective in adjusting to university life, and consequently, the motivation is more important before publicity or program improvement for the participation in extracurricular program.

As a result of analyzing the group statistics to examine as to whether the university freshmen participated in the extracurricular program according to research topic 2 and the effect of university life adaptation, it was apparent that the participation in the extracurricular program had an effect on all questions on the university life adaptation( $p < .001$ ).

As a result of analyzing the effect of the extracurricular program according to the core competency diagnostic evaluation(ex ante and ex post) according to the research question 3, it was apparent that the extracurricular program related to the auditory personality competency L1, future learning competency L2, and job basic competency L3 was effective in enhancing the student competency. It also seems that the extracurricular programs related to the auditory personality competency L1-2 collaboration ability and the career path design ability competency L5 need to be improved and managed qualitatively to strengthen the student's competency.

There are concerns that the extracurricular programs operated by each university do not have a direct impact on the enhancement of core competencies required of the students[31]. It implies that it is necessary to design and operate the educational program appropriate for the characteristics of the university in connection with the major and liberal arts curriculum in the extracurricular curricula. Since this study was conducted with freshmen in the natural science department in the metropolitan area, there are limitations to generalizing the university students as a whole. In the future studies, if the factors such as segmentation by class and grade level, learning efficacy, and satisfaction are considered together, it will be possible to present a more specific way to activate the extracurricular program.

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## 6. Appendix

### 6.1. Author's contribution

	Initial name	Contribution
Lead Author	SS	-Set of concepts <input checked="" type="checkbox"/> -Design <input checked="" type="checkbox"/> -Getting results <input checked="" type="checkbox"/> -Analysis <input checked="" type="checkbox"/>
Corresponding Author*	YP	-Make a significant contribution to collection <input checked="" type="checkbox"/> -Final approval of the paper <input checked="" type="checkbox"/> -Corresponding <input checked="" type="checkbox"/> -Play a decisive role in modification <input checked="" type="checkbox"/>
Co-Author	JL	-Significant contributions to concepts, designs, practices, analysis and interpretation of data <input checked="" type="checkbox"/> -Participants in Drafting and Revising Papers <input checked="" type="checkbox"/> -Someone who can explain all aspects of the paper <input checked="" type="checkbox"/>

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## Public Value

Publisher: J-INSTITUTE  
ISSN: 2435-3337

Website: j-institute.org  
Editor: admin@j-institute.org

Corresponding author\*  
E-mail: poshop99@naver.com

DOI Address:  
dx.doi.org/10.22471/value.2022.7.2.148



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### Verification of the Regulatory Effect of Individual Personality in the Relationship between the Characteristics of Short-Form Beauty Contents and Behavioral Intention: With a Focus on the Generation MZ

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#### Abstract

**Purpose:** In this study, the purpose is to, by analyzing the MZ subjects to verify the regulatory effect of individual personality in terms of the relationship between the characteristics of short-form beauty contents and the behavioral intention, and by studying how individual personality affects short-form characteristics of beauty contents and the behavioral intention, present the basic data for the effective digital scalability that provides an optimal experience to Generation MZ and a strategy to induce the users to consume beauty contents while feeling the curiosity and interest of users about planning, producing and sharing form beauty contents.

**Method:** The subjects of this study were analyzed by using the SPSS 25.0, AMOS 22.0 program for 406 online questionnaires in Seoul, Gyeonggi, Incheon metropolitan area and non-metropolitan area to verify the research problem targeting Generation MZ who used short-form beauty contents at least once. The exploratory factor analysis and reliability analysis were performed to secure the validity and reliability of the scale, and the Pearson correlation analysis was performed to confirm the correlation between the major variables. To verify the regulatory effect, the hierarchical regulation regression analysis was performed, and the test was confirmed with a simple slope graph according to the significant interaction effect.

**Results:** As a result of the analysis performed, significant results were confirmed with a focus on the three stages in which all variables were input together. In the first stage, the characteristics of short-form beauty contents of the independent variables were static, all in playfulness, information, reliability, creativity, and interactivity. As the influence of individual personality on the behavioral intention in the second stage, it was confirmed that extroversion, affinity, and neurosis were significant. It was verified that the interaction variables that can confirm the regulatory effect in the third stage were the interaction between playfulness and sincerity(=.114,  $p<.05$ ), the interaction between playfulness and neurosis(=.091,  $p<.05$ ), reliability and the interaction of affinity(=.096,  $p<.05$ ) was positively significant, and the interaction of information and affinity was negatively significant(= -.156,  $p<.01$ ).

**Conclusion:** Based on the results of this study, it was possible to learn that, playfulness and reliability reinforce the behavioral intention in the characteristics of short-form beauty contents. Behavioral intention increases as individual personality integrity, neurosis, and evolution are regulated, whereas informationality deteriorates as the evolutionary nature increases, and it was also found that a strategy of creating and planning useful information that may be enjoyed or shared is necessary to provide an optimal experience of content, considering the characteristics and individual personalities of Generation MZ users, and accordingly, offers a meaning for the basic data for digital marketing.

**Keywords:** Short-Form, Characteristics of Beauty Contents, Behavioral Intention, Individual Personality, Generation MZ

## 1. Introduction

Recently, the largest change in the social media is that the running time of video content is consistently becoming shorter, and the number of digital platforms is increasing in society due to the pandemic situation, and as a lot of content is provided, the viewing patterns of the consumers are also changing rapidly[1]. In Korea, as of October 2020, the number of the YouTube app users reached 43.19 million. In particular, in connection with the media commerce business, which emerged as a new revenue model[2], in the modern society, as the level of disinfection increases, the purchase of beauty products is the longing for function, personal satisfaction, and value[3] and the growth of ideas and industries that pursue youthful looks and individuality are attracting many issues and attracting attention from consumers[2][4]. The beauty content videos inform consumers of beauty-related information from various angles, and demand and supply are rapidly spreading[5].

Among which, the 'short-form contents' is a short-form platform that shares short videos of about 15 seconds, and has led many studies on the types and marketing effects of short-form contents. Beyond the pursuit of interest of Generation MZ, which pursues 'short term performance achievement', it is also connected to the culture of cultural life and communication[6]. The 1st place for the purposes of using social media of generation M is to watch interesting content, and in the survey on the preference amount, 6-10 minutes accounted for 54%[7], which is a period in which continuous expansion of ability and knowledge of the environment are expected[8]. Furthermore, an individual's personality has an important influence on the media usage, and personality types can have a complex effect on social media usage patterns. In particular, he or she can form a relationship with other people and have practical values beneficial to information sharing and life[9]. Among which, it may be seen that a user's personal orientation can influence the intention to recommend to others by recognizing the value of media content use by one person, and it may be seen that the behavioral intention is also affected according to the individual orientation[10].

As such, the users who use contents have not only different attitudes and satisfaction according to their thoughts, interests, and desired information[11], yet can also easily influence the information retrieval and consumption behavior and the behavioral intention. Furthermore, messages and information are transmitted between content users, and the active interactivity of opinions and reviews includes personal characteristic factors and content[12]. Hence, as the growth and interest of the short-form video platform is amplified, research related to the use of industrial, social, and advertising business is also starting, and the effect of the motive of using the short-form video social media platform on the intention to continue using the short-form video, and there is also a study on the virtuous cycle of consuming form video content without knowing the passage of time, continuing to experience content immersion, and using the service, and recommending video in connection with the video users preferred or responded to[13].

Hence, examining the previous studies, in the study of "Differences in the Audience Responses by Age to Short-form Animation: with a Focus on Comparative Analysis of Teenagers and 30s", it was possible to know that, when exposed to short-form content belonging to Generation MZ, the difference in the response of the audience. In the study of "A Study on the Broadcasted Content Preferred by Generation Z: with a Focus on In-Depth Interviews with Generation Z in Their 20s", A short form like short-form is used much since it is a good content format for Generation Z to enjoy lightly, and it is used as a medium for communication by and between generations, and it is also actively used according to taste and lifestyle[7][14]. Furthermore, as a result of conducting in-depth interviews with the TikTok users in their 20s and 30s in a study on the use, motives, and reactions of Tiktok as an advertising channel, studies have been conducted that information and playfulness characteristics influence the use motives[15]. As such, there is an insufficient research conducted on the effects of various short-form beauty contents characteristics on the behavioral intention according to the Generation MZ's individual

personality in the generation that the Generation MZ seek to contain various contents promptly in a short time.

Hence, in this study, for the beauty-related content not covered in the existing short-form video platform, targeting MZ, the content characteristics, such as playfulness, information, reliability, creativity, interactivity, etc., characteristic factors such as individual personality extroversion, affinity, sincerity, the purpose of this study is to have practical significance in the beauty industry by analyzing the relationship between the whether behavioral intention is regulated according to neurosis and openness, thereby presenting it as a useful direction and index for expanding the research scope and planning, producing, and distributing short-form beauty contents.

## **2. Theoretical Background**

### **2.1. Characteristics of short-form beauty content**

Short-form video content is a term that refers to a highlight video that compresses the form or key scenes such as a notice or cookie video [16]. In the sub-factor, playfulness refers to the extent of self-perception of content use activities that make them feel pleasure [17], while informationality is defined as a message containing information about a company's product or service, and the information provided by the consumers affects their intention to repurchase [18]. Furthermore, reliability is an important factor in determining the value of information by defining the extent of persuasiveness and acceptance of the information through communication that occurs when consumers connect and exchange information in social networks [19], and creativity is the ability to create new things, and it may be seen as a type of creative thinking ability by forming a new combination based on knowledge and experience based on various environmental factors [20]. Lastly, interactivity is an action that humans perform with others in a given environment and enables social media users to actively select content [21]. Hence, it will be possible to induce the viewers' sympathy and continuous viewing in a new communication channel with the characteristics of short-form beauty content.

### **2.2. Behavioral intention**

The meaning of behavioral intention is defined as the direction of future behavior from the moment consumers' attitude is created, the will of the consumer to derive this content, and the belief to act according to what they believe [22], and is also an important factor in retaining consumers and improving the consumption value that leads to usage behavior [23], and is a step in the customer's decision-making process, and the user's intention on whether to continue to use the service [24].

### **2.3. Individual personality**

The Big 5 personality follows the constructs and definitions proposed by McCrae and Costa [25], and is the most used variable among terms to explain various individual differences in human behavior, and is also a communication area that is dealt with in a communication situation that takes on a continuous form [26]. The individual personality characteristics included here are extroversion, sincerity, affinity, neurosis, and openness, while sincerity is thoughtful, responsible, trustworthy, and goal-oriented personality traits [27]. Furthermore, affinity tends to be peaceful and tolerant of others, and neurosis is the ability to control stress or nervousness, demonstrating calm, calm, quiet, and stable characteristics. Openness is curious, interested in new things, is not afraid of change, and demonstrates innovative tendencies. Hence, individual personality does not change easily with time and circumstances, and individual differences must be considered in practical application methods [28].

### 3. Research Method

#### 3.1. Study subject

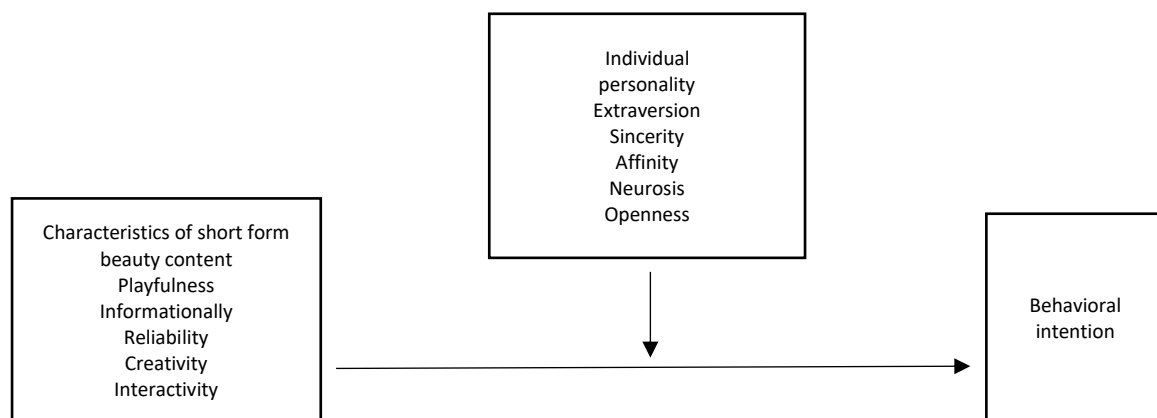
This study was conducted from September 5, 2022 through September 10, 2022 with Generation MZ's male and female subjects across 17 cities and provinces nationwide to find out whether individual personality is regulated in terms of the relationship between the characteristics of short-form beauty content and the behavioral intention. Of which, a total of 430 online questionnaires and consent forms were distributed and collected, and 406 copies were selected and analyzed, excluding the 24 insincere copies.

#### 3.2. Investigation method

In this study, the online questionnaire method was used as a research tool to empirically analyze the research problem, and the questionnaire consisted of 7 questions using a nominal scale for general characteristics, 18 questions for characteristics of short-form beauty content[29], 4 questions for the behavioral intention[30], and 15 questions for the individual personality[31], for a total of 44 questions which used a Likert 5-point scale, and the researcher modified and supplemented them according to this study.

#### 3.3. Research model

Figure 1. Research model.



#### 3.4. Research issues

In terms of the relationship between H1, short-form characteristics of beauty contents and behavioral intention, the effect of regulating individual personality will be significant.

#### 3.5. Statistical analysis method

The following statistical analysis was performed on the data of this study by using the SPSS 25.0 and PROCESS macro for SPSS programs.

First, to verify the validity and reliability of the measures used in the study, the exploratory factor analysis and the internal agreement (Cronbach's  $\alpha$ ) for each measure were calculated.

Second, the frequency analysis was performed to understand the general characteristics of the study subjects.

Third, the Pearson's correlation was performed to examine the correlation between the study variables.

Fourth, the hierarchical regression analysis was performed to verify the regulating effect of individual personality in terms of the relationship between short-form characteristics

of beauty contents and the behavioral intention, and the test was confirmed with a simple gradient graph according to the significant interaction effect.

## 4. Research Results

### 4.1. Reliability and validity testing

The exploratory factor analysis was performed to verify the validity of the variables used in this study. The principal component analysis and Varimax rotation were used as the methods. As for the factor classification, when the factor loading exceeds .40, it is classified as a relevant factor. As a result of factor analysis, there were 15 questions excluding the three questions that hindered the validity of short-form characteristics of beauty contents (3rd question of informativity, and 1st and 4th questions of interactivity), the KMO measurement turned out to be .887, and the Bartlett's sphericity test result turned out to be significant ( $\chi^2 = 1972.448$ ,  $p < .001$ ), thereby confirming that it was an appropriate form to proceed with factor analysis. The short-form characteristics of beauty contents were classified into 5 factors, and the 5 factors demonstrated 66.708 % of the factor explanatory power. The first factor is 'playfulness' with 4 questions, the second factor is 'informativity' with 2 questions, the third factor is 'reliability' with 3 questions, and the fourth factor is 'creativity' with 4 questions, while the fifth factor was named 'interactivity' with two questions, respectively.

Behavioral intention was derived with 4 questions without any excluded questions, and as a result of the factor analysis, the KMO measurement turned out to be .764, and as a result of the Bartlett's sphericity test, it turned out to be significant ( $\chi^2 = 402.710$ ,  $p < .001$ ). The factor analytical model was determined to be appropriate, and the individual personality factor analysis was performed with a total of 15 questions. As a result of the factor analysis, the KMO measurement turned out to be .729, and the result of the Bartlett's sphericity test was significant ( $\chi^2 = 2259.930$ ,  $p < .001$ ), thereby confirming that it is an appropriate form to proceed with the factor analysis. Individual personality was classified into 5 factors, and the 5 factors demonstrated the factor explanatory power of 70.566%, the first factor was 'extroversion' with 3 questions, the second factor was 'affinity' with 3 questions, and the third factor was 'sincerity' with 3 questions. The fourth factor consisted of 'sincerity' with 3 questions, the fourth factor with 3 questions as 'neuropathy', and the fifth factor as 'openness' with 3 questions. Next, as a result of reliability analysis using the Cronbach's alpha coefficient to verify as to whether the respondents responded consistently in the scale of this study, the reliability coefficient of all variables was 0.6 or higher [32], thereby confirming that the reliability is good.

### 4.2. Frequency analysis of general characteristics

The results of the frequency analysis conducted to confirm the general characteristics of the subjects of this study turned out to be 207 males (51.0%), 199 females (49.0%) by gender, in terms of the year of birth, 1980-1984 : 121 people (29.8%), 1985- 1989 : 79 (19.5%), 1990-1994 : 90 (22.2%), 1995-1999 : 69 (17.0%), 2000-2004 : 47 (11.6%), 71 students with a high school diploma or less (17.5%), 61 junior college graduates (15.0%), 247 four-year university graduates (60.8%), 27 graduates of graduate school or higher (6.7%), in terms of monthly income, 20 people (4.9%) had 2 million to less than 3 million won, 37 (9.1%) had 3 million won to less than 4 million won, 78 (19.2%), 117 (28.8%) had 4 to less than 5 million won, and 154 (37.9%) had 5 million won or more. In the metropolitan area, 246 people (60.6%) were in the metropolitan area (Seoul, Gyeonggi, Incheon), 160 people (39.4%) in the non-metropolitan areas, and in terms of the use of short-form beauty contents, 56 people (13.8%) had more than 5 times a day, 55 people had 3-4 times a day (13.5%), 92 people had 1-2 times a day (22.7%), 28 people had 5-6 times a week (6.9%), 48 people had 3-4 times a week (11.8%), 60 people had 1-2 times a week (14.8%), 46 people had 1-2 times a month (11.3%), 21 people almost never used it (5.2%), and in terms of the use of time for the short-form beauty contents, 244 people used less than

30 minutes(60.1%), 113 people used 30 to less than 1 hour(27.8%), 30 people used 1 hour to less than 1 hour 30 minutes(7.4%), 12 people used 1 hour 30 minutes to less than 2 hours(30.%), and 7 people used 2 hours or more(1.7%), respectively.

### 4.3. Correlation analysis

The Pearson's correlation analysis was performed to understand the correlation between the variables in this study <Table 1>. As a result of the analysis performed, playfulness had a significant positive(+) relationship with informationality, reliability, creativity, interactivity, behavioral intention, affinity, and sincerity. It turned out that informationality was positively and significantly related to reliability, creativity, interactivity, behavioral intention, affinity, sincerity, and reliability was positively and significantly related to creativity, interactivity, behavioral intention, extroversion, affinity, and sincerity, and creativity had a significant positive(+) relationship with interactivity, behavioral intention, extroversion, affinity, sincerity, and development, and interactivity has a significantly positive(+) relationship with behavioral intention and affinity. It turned out that behavioral intention was positively and significantly related to extroversion, affinity, and sincerity, and extroversion had a positively significant relationship with affinity, sincerity, and development, and affinity had a significant relationship with sincerity and development, sincerity has a negatively significant relationship with neurosis, and a positively significant relationship with development.

**Table 1.** Correlation analysis.

	1	2	3	4	5	6	7	8	9	10	11
1. Playfulness	1										
2. Informationality	.475***	1									
3. Reliability	.459***	.436***	1								
4. Creativity	.451***	.395***	.433***	1							
5. Interactivity	.313***	.277***	.405***	.407***	1						
6. Behavioral intention	.502***	.445***	.583***	.511***	.477***	1					
7. Intentionality	0.097	0.065	.111*	.113*	0.093	.166**	1				
8. Affinity	.127*	.222***	.158**	.188***	.139**	.221***	.159**	1			
9. Sincerity	.153**	.225***	.187***	.190***	0.078	.175***	.188***	.291***	1		
10. Neurosis	0.007	-0.040	0.001	0.004	-0.030	0.047	-0.083	-0.056	-.191***	1	
11. Openness	0.065	0.016	0.045	.166**	0.068	0.059	.324***	.244***	.282***	0.060	1

Note: \* p<.05 \*\* p<.01 \*\*\* p<.001.

### 4.4. Verification of research model

To analyze the regulatory effect of individual personality in terms of the relationship between the characteristics of short-form beauty contents and the behavioral intention, the first step is

a sub-factor of the characteristics of short-form beauty contents, which is an independent variable, and the second step is an individual, a moderating variable, and in the third stage, a sub-factor of personality, the hierarchical accommodation regression analysis was performed in which the interaction variables of the independent variable and the moderator variable were input. First, the Durbin-Watson value of the regression model turned out to be 2.055, which was confirmed to be close to 2, thereby satisfying the assumption of independence of the residual. Furthermore, it turned out that the explanatory power of the model increased to 48.9% in the 1st stage, 49.9% in the 2nd stage, and 52.2% in the 3rd stage. If we verify the significant results focused on the three steps in which all variables were input <Table 2>, first, the independent variables were playfulness( $\beta = .161$ ,  $p < .001$ ) and informationability( $\beta = .088$ ,  $p < .05$ ). , reliability( $\beta = .306$ ,  $p < .001$ ), creativity( $\beta = .168$ ,  $p < .001$ ), and interactivity( $\beta = .208$ ,  $p < .001$ ) were all statistically significant. In particular, the influence turned out to be in the order of reliability > interactivity > creativity > playfulness > informationality. Based on which, it may be seen that reliability and interactivity are relatively important in providing short-form beauty contents, and the proportion of information is low. As for the influence of individual personality on the behavioral intention, extroversion( $\beta = .103$ ,  $p < .01$ ), affinity( $\beta = .115$ ,  $p < .01$ ), and neurosis( $\beta = .082$ ,  $p < .05$ ) were confirmed to be significant.

Meanwhile, in terms of the interaction variables that can confirm the regulatory effect, the interaction between playfulness and sincerity( $\beta = .114$ ,  $p < .05$ ), the interaction between playfulness and neurosis( $\beta = .091$ ,  $p < .05$ ), and the interaction between reliability and affinity( $\beta = .096$ ,  $p < .05$ ) were positively significant, and the interaction between informationality and affinity was confirmed to be negatively significant( $\beta = -.156$ ,  $p < .01$ ). This demonstrates the fact that sincerity and neurosis reinforce the positive influence of playfulness on the behavioral intention, while affinity reinforces the positive influence that reliability has on the behavioral intention, and the affinity reinforces the positive influence of informationality on the behavioral intention. It means that the positive influence of informationality on the behavioral intention is weakened when affinity is high. The results of the simple slope test according to the significant interaction effect are as illustrated in <Figure 2> below. First, examining the first graph, it may be seen that behavioral intention tends to increase as the playfulness increases, yet the slope increases more rapidly in the group with high sincerity. The second graph also demonstrates that the higher the playfulness, the higher the behavioral intention, yet the steeper the slope of the dotted line with high neurosis. The third graph demonstrates that the group with low affinity demonstrates a higher behavioral intention as the information level increases, yet the group with high affinity does not demonstrate a tendency to increase even if the information level is high. Finally, in the fourth graph, both the low affinity group and the high affinity group demonstrated the tendency to increase the behavioral intention.

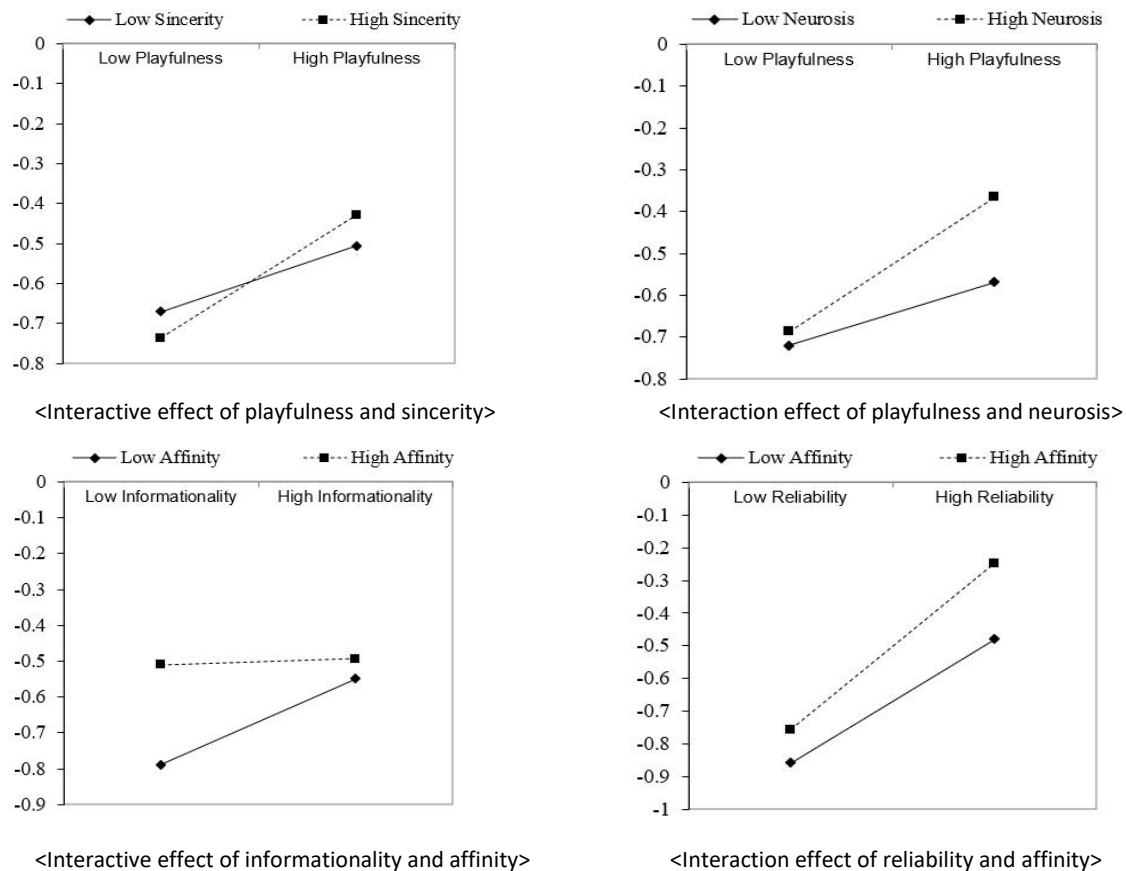
**Table 2.** Results of hierarchical regulation regression analysis.

Independent variable	Model 1		Model 2		Model 3	
Independent variable	$\beta$	p	$\beta$	p	$\beta$	p
Playfulness	0.169***	0.000	0.166***	0.000	0.161***	0.000
Informationality	0.107*	0.012	0.094*	0.031	0.088*	0.048
Reliability	0.300***	0.000	0.288***	0.000	0.306***	0.000
Creativity	0.182***	0.000	0.177***	0.000	0.168***	0.000
Interactivity	0.199***	0.000	0.197***	0.000	0.208***	0.000
Extroversion			0.085*	0.026	0.103**	0.008

Affinity		0.073	0.057	0.115**	0.004
Sincerity		0.020	0.606	0.004	0.919
Neurosis		0.073*	0.045	0.082*	0.032
Openness		-0.064	0.106	-0.073	0.073
Playfulness*extroversion				-0.059	0.247
Playfulness*affinity				-0.075	0.107
Playfulness*sincerity				0.114*	0.031
Playfulness*neurosis				0.091*	0.040
Playfulness*openness				0.031	0.588
Informationality*extroversion				-0.021	0.690
Informationality*affinity				-0.156**	0.001
Informationality*sincerity				-0.029	0.549
Informationality*neurosis				-0.079	0.102
Informationality*openness				0.013	0.805
Reliability*extroversion				0.042	0.392
Reliability*affinity				0.096*	0.036
Reliability*sincerity				-0.040	0.444
Reliability*neurosis				-0.054	0.242
Reliability*openness				-0.052	0.354
Creativity*extroversion				-0.067	0.172
Creativity*affinity				0.094	0.056
Creativity*sincerity				-0.024	0.619
Creativity*neurosis				-0.049	0.301
Creativity*openness				0.050	0.380
Interactivity*extroversion				0.065	0.150
Interactivity*affinity				-0.055	0.237
Interactivity*sincerity				-0.047	0.299
Interactivity*neurosis				0.013	0.777
Interactivity*openness				-0.059	0.204
F	78.452***	41.275***	13.652***		
R <sup>2</sup>	.489	.499	.522		
Durbin-Watson	2.055				

Note: \* p<.05 \*\* p<.01 \*\*\* p<.001.

**Figure 2.** Verification of simple slope according to the regulatory effect.



## 5. Summary and Discussion

The summary and conclusions of this study are as follows. The analysis of the regulating effect of individual personality on the characteristics of short-form beauty content and the behavioral intention relationship confirmed significant results focused on the three stages where all of the variables were input together, and the first stage was the characteristics of the independent variable's short-form beauty contents playfulness( $\beta = .161$ ,  $p < .001$ ), informativity( $\beta = .088$ ,  $p < .05$ ), reliability( $\beta = .306$ ,  $p < .001$ ), creativity( $\beta = .168$ ,  $p < .001$ ) and interactivity( $\beta = .208$ ,  $p < .001$ ), which were all statically significant, and the influence was particularly significant in the order of reliability > interactivity > creativity > playfulness > informativity, respectively. Based on which, It may be seen that reliability and interactivity are relatively important in providing beauty contents, and the proportion of information is low. In a study on the effect of brand social media immersion on brand loyalty, playfulness and interactivity create interest and enjoyment, facilitate communication, and address problems well. Informativity rather derived similar results that it can become noise among numerous online information[17]. It is desirable to satisfy the needs of users by fully understanding the ways that consumers can form preference and reliability in searching for information and changes in beauty trends, and furthermore, to provide media prosumer culture services. It was confirmed that the influence of individual personality in the second stage of behavioral intention was extroversion( $\beta = .103$ ,  $p < .01$ ), affinity( $\beta = .115$ ,  $p < .01$ ), and neurosis( $\beta = .082$ ,  $p < .05$ ). This demonstrates similar results in the study of individual personality and communication ability, and in an exploratory study on Instagram usage patterns: with a focus on the structural relationship between Instagram usage motivation and 5 personality factors(Big 5), the usage motivation is among the Big 5 personality factors,

similar results were confirmed that it may be predicted by openness, affinity, and neurosis[26][33].

The interaction variables that can confirm the regulatory effect in the third stage were the interaction between playfulness and sincerity( $\beta = .114$ ,  $p < .05$ ), the interaction between playfulness and neurosis( $\beta = .091$ ,  $p < .05$ ), the interaction between reliability and affinity( $\beta = .096$ ,  $p < .05$ ) were positively significant, and the interaction of information and affinity was negatively significant( $\beta = -.156$ ,  $p < .01$ ). Similar results were derived from a study on the effect of individual disposition on the social media attitude and the user satisfaction and the difference in the audience responses by age to short-form animation: a comparative analysis of teenagers and those in their 30s[1][11]. Hence, sincerity and neurosis reinforce the positive influence of playfulness on the behavioral intention, affinity reinforces the positive influence of reliability on the behavioral intention, and weakens the positive influence of information on the behavioral intention when affinity is high. Hence, if one plans and produces the interesting and fun short-form beauty contents, the neurotic tendencies that are concerned with the regulation and control of emotions start from the desire to try new things on their own, and one can broaden one's area by actively engaging in the self-development activities or promises one has made for oneself.

Furthermore, a person who is considerate and polite to others has many friends online, and given the nature of short-form content, it is not possible to obtain a lot of information in that it is used to consume short videos, and when affinity is high, the information behavior is inevitably low because affinity shows a strong interest in social contact. Furthermore, the Generation MZ's desire for the various content related consumption has a short running time which induces changes in terms of content format as a strength, and planning and production are necessary, and furthermore, based on the content and individual personality tendencies, it is necessary to plan a video content that users can feel curiosity, interest and immerse in, and a strategy to induce consumption of content that is continuously distributed and shared. As a limitation of this study, while it provided the academic significance and practical implications, accurate filtering was somewhat inadequate in the process of collecting online questionnaires, and in the future, it is considered that it will be meaningful to analyze the short-form contents and personal tendencies using the various analysis techniques by collecting them for the comparative analysis or for the various age groups in the future.

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## 7. Appendix

### 7.1. Author's contribution

	Initial name	Contribution
Lead	JH	-Set of concepts <input checked="" type="checkbox"/>
		-Design <input checked="" type="checkbox"/>
		-Getting results <input checked="" type="checkbox"/>
		-Analysis <input checked="" type="checkbox"/>
		-Make a significant contribution to collection <input checked="" type="checkbox"/>
		-Final approval of the paper <input checked="" type="checkbox"/>
Corresponding	EK	-Corresponding <input checked="" type="checkbox"/>
		-Play a decisive role in modification <input checked="" type="checkbox"/>
		-Significant contributions to concepts, designs, practices, analysis and interpretation of data <input checked="" type="checkbox"/>
		-Participants in Drafting and Revising Papers <input checked="" type="checkbox"/>
		-Someone who can explain all aspects of the paper <input checked="" type="checkbox"/>

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Publisher: J-INSTITUTE  
ISSN: 2435-3337

Website: j-institute.org  
Editor: admin@j-institute.org

Corresponding author\*  
E-mail: wellskin7@gmail.com

DOI Address:  
dx.doi.org/10.22471/value.2022.7.2.161



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### The Effects of Appearance Management Behaviors on Self-Esteem of Korean Beauty Salon Customers for Public Value -Focused on the Mediating Effect of Appearance Satisfaction and Body Image Recognition-

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#### Abstract

**Purpose:** This study aims to identify the factors affecting self-esteem, which is recognized as an important motive and major factor in human behavior in all areas of life for customers who use beauty services. The purpose of this study is to verify the mediating and sequential mediating effects of Appearance Satisfaction and Body Image Recognition in the relationship between Appearance Management Behaviors and Self-esteem. Through this, basic data for vitalization of the beauty industry can be obtained.

**Method:** A total of 225 questionnaires were collected online for men and women over the age of 20 who had experience using beauty salons nationwide. As the empirical analysis method, SPSS 25.0 was used, and frequency analysis, validity, reliability, correlation, and multiple regression analysis were performed. Exploratory factor analysis was performed to verify the validity of the measurement tool used in this study. In addition, in order to verify the mediating effect, it was analyzed using Process Macro No. 6 model.

**Results:** The results of the analysis conducted are as follows. First, self-esteem did not show a significant correlation with Appearance Management Behaviors( $p > .05$ ), and showed a statistically significant positive correlation with Appearance Satisfaction( $r = .563$ ,  $p < .001$ ). Self-esteem showed a statistically significant positive(+) correlation with Body Image Recognition( $r = .214$ ,  $p < .01$ ), and Appearance Satisfaction showed a statistically significant positive(+) relationship with Appearance Management Behaviors. negative correlation( $r = .180$ ,  $p < .01$ ). Body Image Recognition showed a statistically significant positive(+) correlation with Appearance Management Behaviors( $r = .381$ ,  $p < .001$ ). Second, as a result of the mediating effect verification, the self-esteem of Appearance Management Behaviors The total and direct effects were not statistically significant. Mediating effect Looking at the significance results for each pathway, it was determined that the mediating effect of Appearance Satisfaction was statistically significant in the relationship between Appearance Management Behaviors and Self-esteem. In the relationship between Appearance Management Behaviors and Self-esteem, the mediating effect of Body Image Recognition was judged to be statistically significant. Each showed a complete mediating effect. However, in the relationship between Appearance Management Behaviors and Self-esteem, the sequential mediating effects of Appearance Satisfaction and Body Image Recognition were judged not to be statistically significant.

**Conclusion:** It was found that Appearance Management Behaviors do not directly affect self-esteem, but affect self-esteem by increasing Appearance Satisfaction and Body Image Recognition. It has been further clarified that Appearance Management Behaviors affect not only the external changes of an individual, but also the internal part. In this study, we were able to integrated analyze variables and identify specific processes. Based on the results of this study, in order to increase self-esteem, which is an important need of modern people, it is necessary to help them recognize the correct body image. There is a need to inform customers who use beauty shops about obesity and health, and to diversify body shape management programs. In order to improve appearance, it is expected that various beauty industries that can enhance body image recognition as well as hair styling, makeup, face-oriented skin care, and fashion styling are expected to increase actively.

**Keywords:** *Appearance Management Behaviors, Body Image Recognition, Self-Esteem, Beauty Services, Appearance Satisfaction*

## 1. Introduction

Modern people live in a complex and rapidly changing modern society, experiencing competition and conflict. A healthy self-esteem is necessary for those who have to live a life of solving problems while adapting to a given environment[1][2][3]. Self-esteem is emphasized as a basic human need, essential for healthy growth and development, a decisive value for survival, a belief in oneself that one can overcome adversity in life, acknowledges that one is valuable, and leads to happiness. It can be defined as the mind that believes that it is possible[4]. Self-esteem is a concept that indicates the degree of evaluation of one's own worth, and its importance is increasing in social and academic research fields[5][6][7].

Studies on various variables that affect self-esteem are being actively conducted, and among them there are variables related to appearance. In modern society, Appearance is one of the silent languages that convey visual or non-verbal communication. It is generally thought that Appearance leads to positive evaluation of other qualities, such as individual abilities, and, as a result, leads to personal happiness and social success. Therefore, the visual effect of Appearance plays an important role in communication between humans, and satisfaction with Appearance affects emotions and attitudes[8][9][10]. Hakim created the concept of attractive capital[11], and consumption values related to appearance such as cosmetics, medical care, and hair are being studied[12]. As interest in the beauty and attractiveness of appearance has grown more and more, it is necessary to manage costs for various appearances. are paying Appearance cultural pressure is expressed as Appearance Management Behaviors, and there are studies on Appearance Satisfaction through Appearance Management Behaviors.

Through mass media that express visual images, interest in and importance not only on the face but also on the body is increasing. In order to satisfy people's interest in Appearance, beauty industries such as obesity and body shape management and body-related industries such as plastic surgery are expanding their influence. Body image refers to the feeling of one's appearance, body function, health status, etc.[13], and Body Image Recognition can be viewed as a concept similar to body type image. In previous studies on Body Image Recognition and Appearance Management Behaviors, the correlation was also verified[14][15][16].

The ideal body image presented socially and culturally acts as an aesthetic standard for comparing one's own Appearance. How satisfied you are with your appearance affects not only your sense of self-esteem, but also your overall life satisfaction[17]. It is expected.

In this study, by analyzing the relationship and pathways of Appearance Management Behaviors, Appearance Satisfaction, and Body Image Recognition on self-esteem, we tried to comprehensively examine the relationship between various variables compared to previous studies[18][19][20]. By understanding the influence on Body Image Recognition, we intend to contribute to planning products and services for beauty management and establishing marketing strategies. To achieve the above objectives, the following research objectives were established. The purpose of this study is to verify the mediating and sequential mediating effects of Appearance Satisfaction and Body Image Recognition in the relationship between Appearance Management Behaviors and Self-esteem to obtain basic data for vitalization of the beauty industry.

## 2. Research Method

### 2.1. The subject of the study

Data were collected online for two months from April to May 2021. The survey was conducted on customers who use the beauty shop, and the region is Korea, and it is men and women in

their 20s or older. The collected questionnaire consisted of 243 copies, and 225 copies were used for analysis, excluding the questionnaire with insincere responses and 18 copies in which responses to some questions were omitted. The contents of the questionnaire were modified and supplemented to meet the research purpose by referring to the results of previous research.

## 2.2. Survey design and definition of variables

The contents of the questionnaire were modified and supplemented to meet the research purpose by referring to the results of previous research. The questions consisted of a total of 32 questions and were measured on a 5-point Likert scale(28 questions) and Nominal scale(4 questions) on a 5-point Likert scale, with higher scores indicating higher levels of each factor.

### 1) Appearance Management Behaviors

Appearance management behavior is defined as 'subjective and objective behavior practiced to change the appearance into a favorable image and maintain beauty' [21]. Single factor, consisting of 5 items

### 2) Appearance Satisfaction

Appearance satisfaction is defined as the degree of satisfaction with appearance expressed by one's appearance and body decoration state [22][23]. Single factor, consisting of 5 items

### 3) Definition and understanding of Body Image Recognition

Body image recognition is an attitude and subjective feeling toward one's body, and includes perceptions of health and obesity [24][25]. To measure this, it consisted of a total of 4 factors and 12 items: 5 items on social perception, 3 items on health perception, 3 items on lifestyle awareness, and 3 items on self-body image recognition.

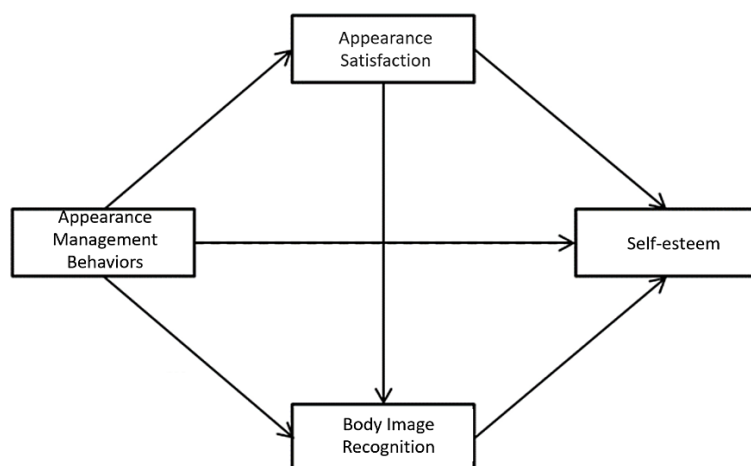
### 4) Self-esteem

Self-esteem is generally defined as a positive concept that encompasses self-worth and acceptance as an evaluation made by an individual [1][4]. It consists of a single factor and 6 items.

## 2.3. Research model

The independent variable was defined as Appearance Management Behaviors, Appearance Satisfaction and Body Image Recognition were defined as parameters, and the dependent variable was defined as Self-esteem. The research model is shown in <Figure 1>.

**Figure 1.** Research model.



## 2.4. Data analysis

For the data of this study, Exploratory Factor Analysis, Reliability Analysis, Frequency Analysis, Descriptive Statistical Analysis, and Pearson's Correlation Analysis were performed using SPSS 25.0 program. In order to verify the mediating effect, it was analyzed using SPSS Process Macro No. 6 model. In the statistical analysis, statistical significance was determined based on the significance level of 5%.

## 2.5. Validity and reliability analysis of measuring tools

Exploratory factor analysis was performed to verify the validity of the measurement tool used in this study. Factor classification consisted of one factor when the eigen value was greater than 1, and classified as a factor when the factor loading exceeded .40. To verify the reliability, Cronbach's alpha coefficient was used. In general, when the alpha coefficient is 0.6 or more, it is considered to be relatively reliable.

### 1) Appearance Management Behaviors

The KMO measure was .830, and Bartlett's sphericity test showed a significant result( $\chi^2=420.726$ ,  $p<.001$ ), so the factor analysis model was judged to be suitable. The reliability of factor exceeded 0.6, so it can be said that reliability was secured, which is shown in < Table 1> below.

**Table 1.** Factor analysis and reliability of appearance management behaviors.

Items	Factor
	1
I tend to change styles as often as possible.	0.780
I take care of my appearance with makeup, hair and fashion styling.	0.844
I take care of my appearance to look good.	0.839
I think appearance management is important in social life.	0.642
I always make sure I look good before going in front of others.	0.764
Eigen value	3.021
% of variance	60.418
Cumulative %	60.418
Cronbach's $\alpha$	0.832
KMO=.830, Bartlett $\chi^2=420.726(p<.001)$	

### 2) Appearance Satisfaction

The KMO measure was .829, and Bartlett's sphericity test showed a significant result( $\chi^2=459.381$ ,  $p<.001$ ), so the factor analysis model was judged to be suitable. The reliability of factor exceeded 0.6, so it can be said that reliability was secured, which is shown in <Table 2> below.

**Table 2.** Factor analysis and reliability of appearance satisfaction.

Items	Factor
	1
There are a lot of things I don't like about my appearance(face, height, body).	0.824
I am satisfied with my appearance(face, height, body).	0.825
When I was born, I don't think my appearance(face, height, body) was cool.	0.787
I am not ashamed of my appearance(face, height, body).	0.688
I am not confident because of my appearance(face, height, body).	0.824
Eeigen value	3.131
% of variance	62.616
Cumulative %	62.616
Cronbach's $\alpha$	0.847
KMO=.829, Bartlett $\chi^2=459.381(p<.001)$	

### 3) Body Image Recognition

Body Image Recognition was classified into four factors. The first factor was 'health awareness', the second factor was 'self-body image recognition', the third factor was 'social awareness', and the fourth factor was 'lifestyle awareness'. In this research model, the entire body image recognition was used for analysis as a mediating factor

The KMO measure was .706, and Bartlett's sphericity test showed a significant result( $\chi^2=880.718$ ,  $p<.001$ ), so the factor analysis model was judged to be suitable. The reliability of factors exceeded 0.6, so it can be said that reliability was secured, which is shown in <Table 3> below.

**Table 3.** Factor analysis and reliability of body image recognition.

Items	Factor			
	1	2	3	4
I think diet is very important for body shape management.	0.822	-0.008	-0.043	0.136
Too much body fat is bad for my health.	0.732	-0.140	0.097	-0.088
I think continuous body shape management is necessary.	0.711	-0.055	0.100	0.032
Self-control is an important factor in body shape management.	0.673	0.101	0.151	0.207
Body imbalance can be a problem.	0.667	0.171	0.095	0.277
I think I'm slim.	-0.053	0.864	0.067	-0.140
My body shape has many advantages.	0.164	0.787	-0.080	0.097
I am of a constitution that does not gain weight better than others.	-0.109	0.774	0.126	-0.137
Obesity is thought to affect interpersonal relationships.	0.111	0.050	0.899	0.090

Obesity acts as an unfavorable condition for work life.	0.145	0.048	0.878	0.049
Sleep duration is associated with obesity.	0.034	-0.081	0.030	0.925
Stress affects obesity	0.434	-0.142	0.165	0.746
Eigen value	2.879	2.059	1.688	1.617
% of variance	23.991	17.155	14.063	13.477
Cumulative %	23.991	41.146	55.209	68.685
Cronbach's $\alpha$	0.784	0.743	0.786	0.741
KMO=.706, Bartlett $\chi^2=880.718(p<.001)$				

#### 4) Self-esteem

The KMO measure was .875, and Bartlett's sphericity test showed a significant result( $\chi^2=592.290$ ,  $p<.001$ ), so the factor analysis model was judged to be suitable. The reliability of factor exceeded 0.6, so it can be said that reliability was secured, which is shown in <Table 4> below.

**Table 4.** Factor analysis and reliability of self-esteem.

Items	Factor
	1
I think of myself as a person of worth just like everyone else.	0.741
I consider myself a failure in general.	0.703
I don't have much to brag about.	0.749
I have a positive attitude about myself.	0.857
I am generally satisfied with myself.	0.811
I sometimes feel like I'm useless.	0.798
Eigen value	3.635
% of variance	60.583
Cumulative %	60.583
Cronbach's $\alpha$	0.867
KMO=.875, Bartlett $\chi^2=592.290(p<.001)$	

### 3. Results

#### 3.1. General characteristics of research subjects

For this study, 225 people were surveyed, and the general characteristics of the subjects were as follows. By gender, 52 people(23.1%) were male and 173 people(76.9%) were female, and the age group was 10 people in their 20s(4.4%), 29 people in their 30s(12.9%), 77 people in their 40s(34.2%), and 109 people in their 50s(48.4%), (24.9%), 37 people(16.4%) graduated from a junior college, 48 people(21.3%) graduated from a four-year system, 84 people(37.3%) attended

or graduated from a graduate school, and the average monthly income was less than 1~2 million won. 20 people(8.9%), 35 people(15.6%) with less than 2 to 3 million won, 47 people(20.9%) with 3 to 4 million won, 42 people(18.7%) with 4 to 5 million won or more, 5 million or more 81(36.0%) were found.

### 3.2. Descriptive statistics

The mean and standard deviation were calculated to understand the level of the research variable measured in this study, which is shown in <Table 5> below.

The average of Appearance Management Behaviors was 3.60 out of 5, and the average of Appearance Satisfaction was 3.53 out of 5. The average of Body Image Recognition was 3.60 out of 5. The average of self-esteem was 3.89 out of 5.

In addition, skewness and kurtosis were calculated to determine whether the assumption of normality of variables was satisfied. If skewness is less than 3 in absolute value and kurtosis is less than 10 in absolute value, it is judged to be close to the normal distribution(Kline, 2005), and all variables satisfy the assumption of normality

**Table 5.** Descriptive statistics.

Variables	Min.	Max.	Mean	S.D	Skewness	Kurtosis
Appearance management behaviors	1.60	5.00	3.60	0.65	0.03	0.04
Appearance satisfaction	1.40	5.00	3.53	0.72	-0.19	0.01
Body image recognition	2.50	4.93	3.60	0.37	0.45	0.67
Self-esteem	1.67	5.00	3.89	0.66	-0.42	0.45

### 3.3. Correlation analysis

Pearson's correlation analysis was performed to understand the correlation between the variables in this study, which is shown in <Table 6> below.

Self-esteem did not show a significant correlation with Appearance Management Behaviors( $p>.05$ ), and showed a statistically significant positive correlation with Appearance Satisfaction( $r=.563$ ,  $p<.001$ ). Self-esteem showed a statistically significant positive(+) correlation with Body Image Recognition( $r=.214$ ,  $p<.01$ ).

Appearance Satisfaction showed a statistically significant positive(+) correlation with Appearance Management Behaviors( $r=.180$ ,  $p<.01$ ).

Body Image Recognition showed a statistically significant positive(+) correlation with Appearance Management Behaviors( $r=.381$ ,  $p<.001$ ).

Also, as the absolute value of the correlation coefficient between the measured variables was less than .80, there was no problem of multicollinearity.

**Table 6.** Correlation analysis.

	Appearance management behaviors	Appearance satisfaction	Body image recognition	Self-esteem
Appearance management behaviors	1			
Appearance satisfaction	.180**	1		
Body image recognition	.381***	.189**	1	
Self-esteem	.102	.563***	.214**	1

Note: \* $p<.05$ , \*\* $p<.01$ , \*\*\* $p<.001$ .

### 3.4. Verification of mediating effects

To verify the sequential mediating effects of Appearance Satisfaction and Body Image Recognition in the relationship between Appearance Management Behaviors and Self-esteem, an analysis was conducted using the Process Macro No. 6 model proposed by Hayes(2012), which is shown in <Table 7>, <Figure 2> below.

First, looking at the direct effect between variables, in Model 1, the independent variable, Appearance Management Behavior, did not have a statistically significant effect on the dependent variable, Self-esteem( $p>.05$ ).

In Model 2, Appearance Management Behaviors, an independent variable, had a significant positive(+) effect on the parameter Appearance Satisfaction( $\beta=.180$ ,  $p<.01$ ), and Appearance Management Behaviors for Appearance Satisfaction The explanatory power was 3.2%.

In Model 3, the independent variable Appearance Management Behaviors( $\beta=.359$   $p<.001$ ) and the parameter Appearance Satisfaction( $\beta=.125$ ,  $p<.05$ ) had a significant positive effect on the parameter Body Image Recognition. +), and the explanatory power of Appearance Management Behaviors and Appearance Satisfaction for Body Image Recognition was 16.1%.

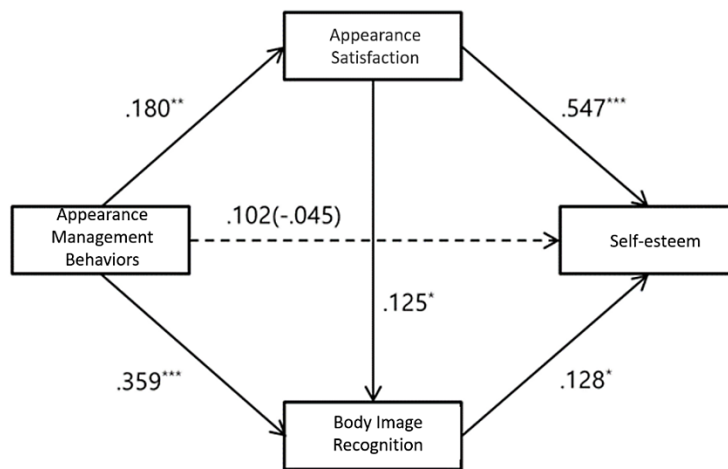
In Model 4, the parameters Appearance Satisfaction( $\beta=.547$ ,  $p<.001$ ) and Body Image Recognition( $\beta=.128$ ,  $p<.05$ ) had a significant positive effect on the dependent variable Self-esteem. , and the independent variable, Appearance Management Behaviors, did not have a significant effect on self-esteem( $p>.05$ ). The explanatory power of Appearance Management Behaviors, Appearance Satisfaction, and Body Image Recognition for self-esteem was 33.1%.

**Table 7.** Direct effect verification among appearance management behaviors, appearance satisfaction, body image recognition, and self-esteem.

Model	DV	IV	B	SE	$\beta$	t	p	F(R <sup>2</sup> )
1	Self-esteem	Appearance management behaviors	0.103	0.067	.102	1.538	.126	2.364 (.011)
2	Appearance satisfaction	Appearance management behaviors	0.197	0.073	.180	2.725**	.007	7.426** (.032)
3	Body image recognition	Appearance management behaviors	0.202	0.035	.359	5.741***	<.001	21.215*** (.161)
		Appearance satisfaction	0.064	0.032	.125	1.997*	.047	
4	Self-esteem	Appearance management behaviors	-0.045	0.060	-.045	-0.743	.458	36.451*** (.331)
		Appearance satisfaction	0.499	0.052	.547	9.695***	<.001	
		Body image recognition	0.228	0.107	.128	2.130*	.034	

Note: \*  $p<.05$  \*\*  $p<.01$  \*\*\*  $p<.001$ .

**Figure 2.** Mediating effect of appearance satisfaction and body image recognition on the relationship between appearance management behaviors and self-esteem.



Next, 5,000 samples were generated according to the bootstrap procedure and the mediating effects of Appearance Satisfaction and Body Image Recognition were verified at a 95% confidence interval, which is shown in <Table 8> below.

The total and direct effects on self-esteem of Appearance Management Behaviors were not statistically significant.

Examining the significance results for each pathway of the mediating effect, the 95% confidence interval of the indirect effect of Appearance Management Behaviors on self-esteem through Appearance Satisfaction was [0.020, 0.177], and 0 was not included between them. In the relationship between Management Behaviors and Self-esteem, the mediating effect of Appearance Satisfaction was judged to be statistically significant.

The 95% confidence interval of the indirect effect of Appearance Management Behaviors on self-esteem through Body Image Recognition was [0.001, 0.096], and 0 was not included between them. The mediating effect of recognition was judged to be statistically significant.

The 95% confidence interval of the indirect effect of Appearance Management Behaviors on self-esteem through Appearance Satisfaction and Body Image Recognition is [-0.000, 0.010], and 0 is included in between, so the relationship between Appearance Management Behaviors and Self-esteem. The sequential mediating effects of Appearance Satisfaction and Body Image Recognition were judged not to be statistically significant.

**Table 8.** Verification of appearance satisfaction and body image recognition in the relationship between appearance management behaviors and self-esteem through bootstrap.

Path	B	S.E.	LLCI	ULCI	t	p
Total effect	0.103	0.067	-0.029	0.235	1.538	.126
Direct effect	-0.045	0.060	-0.163	0.074	-0.743	.458
Total indirect effect	0.148	0.052	0.047	0.251		
Appearance management behaviors→appearance satisfaction→self-esteem	0.099	0.040	0.020	0.177		
Appearance management behaviors→body image recognition→self-esteem	0.046	0.024	0.001	0.096		
Appearance management behaviors→appearance satisfaction→body image recognition→self-esteem	0.003	0.003	-0.000	0.010		

## 4. Conclusion

It was found that Appearance Management Behaviors do not directly affect self-esteem, but affect self-esteem by increasing Appearance Satisfaction and Body Image Recognition. It has been further clarified that Appearance Management Behaviors affect not only the external changes of an individual, but also the internal part. It is similar to the results of studies on the relationship between body type perception and self-esteem in adolescents[26][27]. Also, the results of a study on college students in their 20s showed that there was a correlation [28]. This study analyzed all age groups, and in the future, we propose an integrated study of various variables that affect self-esteem in various age groups.

In this study, we were able to integrated analyze variables and identify specific processes. Based on the results of this study, in order to increase self-esteem, which is an important need of modern people, it is necessary to help them recognize the correct body image. There is a need to inform customers who use beauty shops about obesity and health [29], and to diversify body shape management programs. In order to improve appearance, it is expected that various beauty industries that can enhance body image recognition as well as hair styling, makeup, face-oriented skin care, and fashion styling are expected to increase actively [30].

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## 6. Appendix

### 6.1. Authors contribution

	Initial name	Contribution
Author	EC	-Set of concepts <input checked="" type="checkbox"/>
		-Design <input checked="" type="checkbox"/>
		-Getting results <input checked="" type="checkbox"/>
		-Analysis <input checked="" type="checkbox"/>
		-Make a significant contribution to collection <input checked="" type="checkbox"/>
		-Final approval of the paper <input checked="" type="checkbox"/>
		-Corresponding <input checked="" type="checkbox"/>
		-Play a decisive role in modification <input checked="" type="checkbox"/>
		-Significant contributions to concepts, designs, practices, analysis and interpretation of data <input checked="" type="checkbox"/>
		-Participants in Drafting and Revising Papers <input checked="" type="checkbox"/>
		-Someone who can explain all aspects of the paper <input checked="" type="checkbox"/>

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Publisher: J-INSTITUTE  
ISSN: 2435-3337

Website: j-institute.org  
Editor: admin@j-institute.org

Corresponding author\*  
E-mail: wellskin7@gmail.com

DOI Address:  
dx.doi.org/10.22471/value.2022.7.2.173



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## The Effects of Perceptions of Professionalism on Job Satisfaction of Korean Hair-Beauty Shop Workers for Public Value -Focused on the Mediation Effect of Job Stress-

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### Abstract

**Purpose:** In this study, the correlation between Job Stress, Perceptions of Professionalism, and Job Satisfaction that people in the beauty industry, where there is a steady demand for manpower even in the era of the 4th industrial revolution. It aims to increase the public value of workers who do repetitive and emotional labor together. The purpose of this study is to understand the relationship between factors through empirical analysis and to obtain effective human management data for job satisfaction.

**Method:** This study was conducted for Korean Hair-beauty Shop workers, and to verify the research question, 611 questionnaires distributed and collected nationwide were used. Empirical statistical analysis was performed using SPSS 25.0 program, and frequency analysis, factor analysis were used. To understand the relationship between variables, multiple regression analysis and mediating effect analysis were performed. In the statistical analysis, statistical significance was determined based on the significance level of 5%.

**Results:** First, in the relationship between expert perception and Job Satisfaction, Use of Reference Groups, Service Belief, and Autonomy were found to have a significant positive(+) effect on Job Satisfaction. Second, Use of Reference Groups, Service Belief, Self-regulation and Autonomy were found to have a significant positive(+) effect on Welfare and Salary Satisfaction. Third, Use of Reference Groups, Service Belief, and Autonomy were found to have a significant positive(+) effect on Relationship Satisfaction. Fourth, Job Stress of Hair-beauty shop workers had a negative(-) effect on Job Satisfaction, and played a mediating role in the relationship between Perceptions of Professionalism and Job Satisfaction.

**Conclusion:** Since the hair and beauty industry has both emotional labor and professional attributes, the stress received from customers was generally large. In order to solve this problem, it is necessary to have professional knowledge and to explain or convince the customer. In addition, creating a work atmosphere where free communication is possible will help relieve stress and boost morale among employees. In addition, by increasing the Perceptions of Professionalism of Hair-beauty Shop workers, it is possible to not only increase Job Satisfaction but also to decrease Job Stress, and the lowered Job Stress can result in raising Job Satisfaction again. Therefore, professionalism and stress management of Hair-beauty shop workers can contribute to increasing the production efficiency of the shop by increasing Job Satisfaction.

**Keywords:** Hair-Beauty Shop, Worker, Perceptions of Professionalism, Job Satisfaction, Job Stress

## 1. Introduction

The present world is entering the 4th industrial revolution, and many changes are taking place in jobs due to automation and informatization[1]. Ultimately, the 4th Industrial Revolution is expected to bring about a major change in the industrial environment[2], and it is predicted that the majority of existing jobs will be able to be dealt with by artificial intelligence. It can be seen that the part with the highest expectations was the convenience of daily life, but the most worrying part was the

problem of a job that provides a livelihood[3].

The beauty industry is an industrial product created by combining tangible and intangible facilities with a service product, and it is highly dependent on human resources and human services[4]. The human resources problem in the beauty industry cannot be replaced by robots, and since it is an industry made up of human relationships, it can be maintained even in the changing industrial environment[5]. Hair-beauty shop workers in the beauty industry are less concerned about job problems compared to other industries, but they are professionals who need technical skills and communication skills with customers[6].

As the desire for beauty grows and the beauty industry develops as one of the high value-added businesses, segmentation and diversification are proceeding at a rapid pace, and the professionalism of the beauticians is emphasized and specialized[7][8]. According to this trend, the roles and functions of beauticians have become very important, and studies on the effects of job recognition and service level on sales performance are being actively conducted. The beauty industry requires high professionalism and consideration for customers[9], as well as aesthetic sense and artistic skills[10][11]. According to previous studies, the higher the professionalism of cosmetologists, the higher the service quality for customer satisfaction and a direct influence on sales performance[12][13].

In order to enhance their professionalism, hairdressers are learning and maintaining human relationships even when social changes change, and learning and acquiring new skills and knowledge that are rapidly increasing. They are experiencing high stress as they consume a lot of energy both mentally and physically[14][15]. Stress is also an unavoidable thing experienced in the process of living in an environment related to society or work, including in daily life of an individual[16][17][18].

In this study, the correlation with Job Satisfaction according to Perceptions of Professionalism of Hair-beauty shop workers was identified, and the mediating effect of Job Stress was analyzed to find out data on effective human management for Job Satisfaction. While most of the studies analyzed customer-centered beauty services, this study is valuable in that it studied more than 600 hair and beauty shop workers residing across the country.

## **2. Research Method**

### **2.1. The subject of the study**

The survey period for data collection was from August 1, 2019 to September 30, 2019. Questionnaires were distributed to all local hair shops and beauty associations, and finally, 611 copies of responses from Hair-beauty shop workers were used for empirical analysis. The items suitable for the study were extracted and analyzed once again through validity and reliability analysis.

### **2.2. Survey design and definition of variables**

The contents of the questionnaire were modified and supplemented to meet the research purpose by referring to the results of previous research. The questions consisted of a total of 49 questions and were measured on a 5-point Likert scale(45 questions)and Nominal scale(4 questions)

#### **1) Definition and understanding of Perceptions of Professionalism**

Expertise refers to skills or knowledge in a field acquired through education, training, research, and experience[19][20]. Occupational professionalism is the attitude and ideology of the members of the profession that they feel after the fact, and it is not a profession that refers to objective requirements[21]. Therefore, in this sense, this study also tries to view professionalism as the attitude that professional members feel toward their occupation among the approaches in the scale that divides professionalism into professional and general occupations.

To measure this, a scale modified and supplemented to fit the professional consciousness of Hair-beauty shop workers was used. Use of Reference Groups 5 items, Service Belief 3 items, Self-regulation 3 items, Vocational Calling 3 items, Autonomy 4 items, total of 5 factors, 18 items. Perceptions of Professionalism is a 5-point Likert scale, with higher scores indicating higher levels of perception.

## 2) Definition and understanding of Job Satisfaction

It is defined as an emotionally positive pleasurable emotional state that is suppressed through satisfaction with work as a result of evaluation by an individual's job or experience [22].

Occupation is not a single entity because it is interrelated with various characteristics such as tasks, roles and responsibilities, or interactions and incentives and rewards [23], and job satisfaction factors also consist of various dimensions [24][25].

It consists of 2 factors, 9 items of welfare and salary satisfaction, and 3 items of Relationship Satisfaction and 12 items.

## 3) Definition and understanding of Job Stress

Stress is a complex aspect that occurs in emotional states, physical reactions, and thoughts that occur in response to external demands. indicates a threat [26].

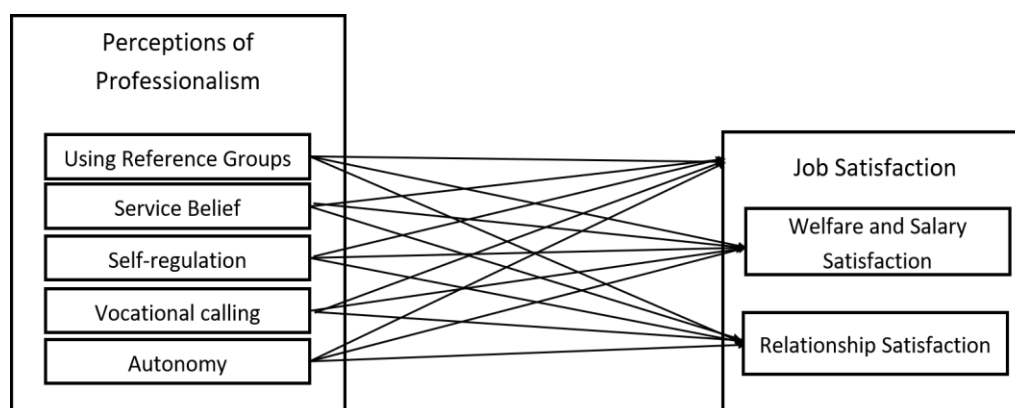
Job stress is defined as a state of dissonance that occurs when there is an excessive demand from an individual in the workplace [27], psychologically or physically, when the situation is like that, and when an action is artificially created while suppressing one's feelings [28]. Although job stress is also analyzed in several dimensions, this study consisted of 15 items of one factor as a parameter.

Job Stress is a 5-point Likert scale, with higher scores indicating higher levels of stress.

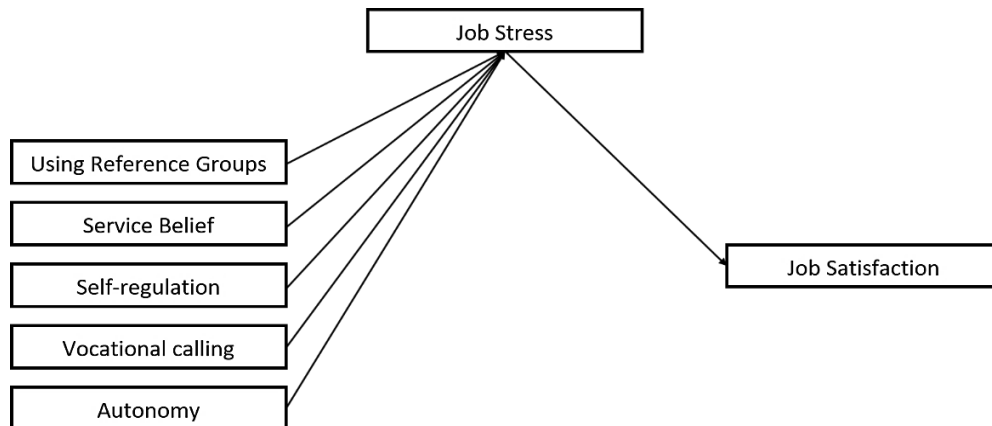
## 2.3. Research model

In this study, based on previous studies, the independent variable was Perceptions of Professionalism, and the sub-factors were the use of Use of Reference Groups, Service Belief, Self-Control, Vocational Calling, and Autonomy. The dependent variable is job satisfaction, and a multiple regression model was used to analyze the relationship. In addition, the second model was established for the purpose of examining whether Job Stress plays a mediating role between Perceptions of Professionalism and Job Satisfaction. The research model is shown in <Figure 1> and <Figure 2>.

**Figure 1.** Research model 1.



**Figure 2.** Research model 2.



## 2.4. Data analysis

The following statistical analysis was performed on the data of this study using the SPSS 25.0 program.

First, Exploratory Factor Analysis-sis was performed to analyze the validity of the measurement tool, and the reliability of factors constituting the factors was analyzed using Cronbach's alpha coefficient.

Second, frequency analysis was performed to understand the general characteristics of the study subjects, and descriptive statistical analysis was performed to understand the level of the study variables.

Third, to understand the relationship between variables, multiple regression analysis and mediating effect analysis were performed. In the statistical analysis, statistical significance was determined based on the significance level of 5%.

## 3. Results

### 3.1. General characteristics of the study subjects

The general characteristics of the study subjects are as follows.

By gender, there were 70 males(11.5%) and 541 females(88.5%), and the age was 54 people(8.8%) in their 20s, 142 people in their 30s(23.2%), and 206 people in their 40s(33.7%) and 209 people(34.2%) over 50 years old. As for the position, 27 people(4.4%) were staff, 96 people(15.7%) were middle-high(middle designer level), 230 people(37.6%) were designers(beautician, head of department, etc.), and 258 people(42.2%) were directors. 66 people(10.8%) worked in the beauty industry for less than 3 years, 69 people(11.3%) for 3 to 5 years, 186 people(30.4%) for 5 to 10 years or more, 290 people(30.4%) for 10 years or more(47.5%).

### 3.2. Validity and reliability analysis

Exploratory factor analysis was performed to verify the validity of the measurement tool used in this study. Principal component analysis and Varimax rotation analysis methods were used. The condition for factor classification is that the eigen value must be 1 or more, and when the factor loading exceeds .40, it is classified as a relevant factor. To verify the reliability, Cronbach's  $\alpha$  coefficient was calculated.

#### 1) Perceptions of Professionalism

The KMO measure was .872, and Bartlett's sphericity test showed a significant result( $\chi^2=4014.070$ ,  $p<.001$ ), so the factor analysis model was judged to be suitable. Five factors showed about 62.996% of variance explanatory power.

As a result of the reliability analysis, it can be said that reliability was secured because the reliability of all factors exceeded 0.6 with Use of Reference Groups 0.791, Service Belief 0.721, Self-regulation 0.629, Vocational Calling 0.718, and Autonomy 0.761.

## 2) Job Satisfaction

The KMO measure was .947, and Bartlett's sphericity test showed a significant result( $\chi^2=6408.302$ ,  $p<.001$ ), so the factor analysis model was judged to be suitable.

It was divided into two factors, and the two factors showed about 72.646% of variance explanatory power.

As a result of the reliability analysis, welfare and Salary Satisfaction 0.945 and Relationship Satisfaction 0.862 showed that the reliability of all factors exceeded 0.6, so it can be said that reliability was secured.

## 3) Job Stress

The KMO measure was .910, and Bartlett's sphericity test showed a significant result( $\chi^2=5479.416$ ,  $p<.001$ ), so the factor analysis model was judged to be suitable. The three factors showed a variance explanatory power of about 66.041%. As a result of the reliability analysis, it can be said that reliability is secured because the reliability of the factor exceeds 0.6. Job Stress is a 5-point Likert scale, with higher scores indicating higher levels of stress.

### 3.3. Multiple regression analysis results

#### 1) Effect of Perceptions of Professionalism on Job Satisfaction

Multiple regression analysis was performed to verify the effect of Perceptions of Professionalism on Job Satisfaction, and the results are shown in <Table 1>.

As a result of verifying the regression model, it was found that the regression equation was suitable with  $F=134.090$ ( $p<.001$ ), and the  $R^2$  of the model was .526, which was 52.6% of explanatory power. In addition, the variance expansion index(VIF) was all less than 10, indicating that there was no multicollinearity problem.

As a result of testing the significance of the regression coefficient, it was found that Use of Reference Groups, Service Belief, and Autonomy had a significant positive(+) effect on Job Satisfaction. That is, the higher the Use of Reference Groups, Service Belief, and Autonomy, the higher the Job Satisfaction.

Use of Reference Groups( $\beta=.419$ ,  $p<.001$ ), Service Belief ( $\beta=.288$ ,  $p<.001$ ), Autonomy( $\beta=.188$ ,  $p<.001$ ) The positive(+) effect on Job Satisfaction of Self-regulation and Vocational Calling was not significant.

**Table 1.** Effect of perceptions of professionalism on job satisfaction.

Independent variable	R	S F	R	t	n	VIF
(Constant)	0.207	0.210		0.988	.323	
Use of reference groups	0.473	0.040	.419	11.725***	<.001	1.631
Service belief	0.286	0.036	.288	8.001***	<.001	1.657
Self-regulation	0.072	0.041	.055	1.752	.080	1.264
Vocational calling	-0.158	0.044	-.116	-3.598***	<.001	1.333
Autonomy	0.271	0.055	.188	4.950***	<.001	1.832
$F=134.090$ ( $p<.001$ ), $R^2=.526$ , adjusted $R^2=.522$ , Durbin-Watson=1.517						

Note: \*\*\* $p<.001$ .

## 2) Effect of Perceptions of Professionalism on Welfare and Salary Satisfaction

Multiple regression analysis was performed to verify the effect of Perceptions of Professionalism on Welfare and Salary Satisfaction, and the results are shown in <Table 2>.

As a result of testing the regression model, it was found that the regression formula was suitable with  $F=116.642(p<.001)$ , and the  $R^2$  of the model was .491, which showed 49.1% explanatory power. Also, all variance inflation factors(VIFs) were less than 10, indicating that there was no problem of multicollinearity.

As a result of testing the significance of the regression coefficients, it was found that Use of Reference Groups, Service Belief, Self-regulation, and Autonomy had a significant positive(+) effect on Welfare and Salary Satisfaction. In other words, the higher the Use of Reference Groups, Service Belief, Self-regulation, and Autonomy, the higher the Welfare and Salary Satisfaction.

Use of Reference Groups( $\beta=.417$ ,  $p<.001$ ), Service Belief( $\beta=.275$ ,  $p<.001$ ), Autonomy( $\beta=.162$ ,  $p<.001$ ), Self-regulation( $\beta=.076$ ,  $p<.05$ ) was found to have an effect on Welfare and Salary Satisfaction, and the positive(+) effect of Vocational Calling on Welfare and Salary Satisfaction was not significant.

**Table 2.** Effects of perceptions of professionalism on welfare and salary satisfaction.

Independent variable	B	S.E	$\beta$	t	p	VIF
(Constant)	-0.141	0.240		-0.587	.558	
Use of reference groups	0.519	0.046	.417	11.246***	<.001	1.631
Service belief	0.301	0.041	.275	7.362***	<.001	1.657
Self-regulation	0.110	0.047	.076	2.326*	.020	1.264
Vocational calling	-0.182	0.050	-.121	-3.617***	<.001	1.333
Autonomy	0.259	0.063	.162	4.138***	<.001	1.832
F=116.642( $p<.001$ ), $R^2=.491$ , adjusted $R^2=.487$ , Durbin-Watson=1.520						

Note: \*  $p<.05$  \*\*\*  $p<.001$ .

## 3) Effect of Perceptions of Professionalism on Relationship Satisfaction

Multiple regression analysis was performed to verify the effect of Perceptions of Professionalism on Relationship Satisfaction, and the results are shown in <Table 3>.

**Table 3.** Effects of perceptions of professionalism on relationship satisfaction.

Independent variable	B	S.E	$\beta$	t	p	VIF
(Constant)	1.253	0.199		6.310***	<.001	
Use of reference groups	0.334	0.038	.338	8.763***	<.001	1.631
Service belief	0.240	0.034	.277	7.110***	<.001	1.657
Self-regulation	-0.040	0.039	-.035	-1.034	.301	1.264
Vocational calling	-0.087	0.042	-.073	-2.084*	.038	1.333
Autonomy	0.306	0.052	.242	5.913***	<.001	1.832
F=98.047( $p<.001$ ), $R^2=.448$ , adjusted $R^2=.443$ , Durbin-Watson=1.696						

Note: \*  $p<.05$  \*\*\*  $p<.001$ .

As a result of testing the regression model, it was found that the regression equation was suitable with  $F=98.047(p<.001)$ , and the  $R^2$  of the model was .448, which showed 44.8% of explanatory power. In addition, the variance expansion index(VIF) was all less than 10, indicating that there was no multicollinearity problem.

As a result of testing the significance of the regression coefficients, it was found that Use of Reference Groups, Service Belief, and Autonomy had a significant positive(+) effect on Relationship Satisfaction. can be seen to increase.

Use of Reference Groups( $\beta=.338$ ,  $p<.001$ ), Service Belief( $\beta=.277$ ,  $p<.001$ ), Autonomy( $\beta=.242$ ,  $p<.001$ ) in the order of influence on Relationship Satisfaction , and the positive(+) effect on Relationship Satisfaction of Self-regulation and Vocational Calling was not significant.

From the above results, it was found that Use of Reference Groups, Service Belief, and Autonomy had a significant positive effect on Job Satisfaction among the sub-factors of Perceptions of Professionalism of Hair-beauty Shop workers. In detail, Use of Reference Groups showed a significant positive effect on Welfare and Salary Satisfaction and Relationship Satisfaction, Service Belief showed a significant positive effect on Welfare and Salary Satisfaction and Relationship Satisfaction, and Self-regulation showed a significant positive effect on Welfare and Salary Satisfaction. It showed a significant positive effect, and Autonomy showed a significant positive effect on Welfare and Salary Satisfaction and Autonomy.

In particular, Use of Reference Groups, Service Belief, and Autonomy had a significant effect on both sub-factors of Job Satisfaction and Job Stress, and the Use of Reference Groups had the greatest influence, showing that in Perceptions of Professionalism of Hair-beauty Shop workers, was found to be the most important variable.

This is similar to Kwon's research on cooks[29], Kim, who studied casino hair-beauty shop workers[30], and Park's research on nursing officers[31]. The results of previous studies showed that Perceptions of Professionalism had a positive effect on Job Satisfaction in various occupations. Therefore, in order to make Hair-beauty shop workers more satisfied with their jobs, only those who have received professional training can open a hair salon to improve public awareness, or to make it easier to access beauty-related news or information, or You need to get advice or help. To this end, if you encourage people to join meetings or social media and create an environment that is easy to work with, it will help to raise the level of Job Satisfaction of Hair-beauty shop workers.

Also, Use of Reference Groups was found to have the greatest influence among the sub-factors of Perceptions of Professionalism on Welfare and Salary Satisfaction and Relationship Satisfaction, which are sub-factors of Job Satisfaction. will have to put effort into

Lastly, Vocational Calling was found to have an adverse effect on Job Satisfaction, which is judged to be a phenomenon that occurs when one is not satisfied with the result while the goal or standard for the job is high. This phenomenon can be viewed as a positive evaluation point, as it comes from a high sense of improvement and thorough self-evaluation.

### **3.4. Mediating effect of job stress on the relationship between perceptions of professionalism and job satisfaction**

In order to verify the mediating effect of Job Stress in the effect of sub-factors of Perceptions of Professionalism on Job Satisfaction, the bootstrap verification proposed by Hayes was conducted, and the results are shown in <Table 4>. As a result of the analysis, Use of Reference Groups(In the effects of  $B=0.385$ ), Service Belief( $B=0.341$ ), Self-regulation( $B=0.349$ ), Vocational Calling( $B=0.328$ ), and Autonomy( $B=0.535$ ) on Job Satisfaction, the confidence interval for Job Stress was 0. Since it does not include , the mediating effect was found to be statistically significant.

**Table 4.** Results of verification of mediating effect of job stress between sub-factors of perceptions of professionalism and job satisfaction.

Path	B	SE	95% CI(bias-corrected)	
			LLCI	ULCI
Use of reference groups→job stress→job satisfaction	0.385*	0.037	0.316	0.462
Service belief→job stress→job satisfaction	0.341*	0.038	0.272	0.421
Self-regulation→job stress→job satisfaction	0.349*	0.036	0.278	0.417
Vocational calling→job stress→job satisfaction	0.328*	0.049	0.235	0.425
Autonomy→job stress→job satisfaction	0.535*	0.052	0.439	0.644

Note: \* p<.05.

The Sobel test was conducted to verify the effect of sub-factors of Perceptions of Professionalism on Job Satisfaction by mediating Job Stress, and the results are shown in <Table 5>. As a result of the analysis, the Z value of Use of Reference Groups, Service Belief, Self-regulation, Vocational Calling, and Autonomy exceeded the absolute value of 1.96, indicating that the mediating effect was significant.

**Table 5.** Sobel test verification results of job stress between sub-factors of perceptions of professionalism and job satisfaction.

Path	Z	p
Use of reference groups→job stress→job satisfaction	13.060***	<.001
Service belief→job stress→job satisfaction	12.817***	<.001
Self-regulation→job stress→job satisfaction	8.883***	<.001
Vocational calling→job stress→job satisfaction	7.933***	<.001
Autonomy→job stress→job satisfaction	13.089***	<.001

Note: \*\*\* p<.001.

In the above results, in the relationship between Perceptions of Professionalism and Job Satisfaction of Hair-beauty Shop workers, a partial mediating effect of Job Stress was confirmed. Significant indirect effects were found in the relationship between Use of Reference Groups, Service Belief, Autonomy and Job Satisfaction.

The sign of the indirect effect was found to be static, and it was confirmed that Perceptions of Professionalism increased the positive influence on Job Satisfaction. This result supports the previous studies of Kim Um-kwon[30], Lee Chan-young[32], and Jung Won-young[33]. As in previous studies, Perceptions of Professionalism plays a positive role in Job Satisfaction and lowers Job Stress. Therefore, in this relationship, if the level of Perceptions of Professionalism of Hair-beauty shop workers is increased, Job Stress naturally decreases and Job Satisfaction increases, so it can be seen that Perceptions of Professionalism is very important. Or, if it is difficult to increase Perceptions of Professionalism, you can find ways to increase Job Satisfaction by resolving stressors.

Among the sub-factors of Perceptions of Professionalism, Use of Reference Groups, Service Belief, Self-regulation, Vocational Calling, and Autonomy showed significant mediating effects, and the indirect effect of Autonomy was the path that mediates Job Stress to affect Job Satisfaction. Since the size is the largest, if you choose to increase the Perceptions of Professionalism of Hair-beauty shop workers to lower the Job Stress and increase the Job Satisfaction, it will be

effective to make each individual have a sense of professionalism and ownership. In order to develop a sense of ownership, you can use incentives, empowerment, promotions according to length of service or events. If you get a reward according to your work, your authority is extended, or if you feel that the shop cares about you and takes care of you, you will feel responsible for your work and your attachment to the shop will increase. Or, if you are a founding member, you can have a sense of ownership by increasing your stake by investing in the shop.

As a measure to increase Perceptions of Professionalism, hair salons are still trying to increase their professionalism through education or seminars for designers, but there is a tendency to occasionally provide education on holidays. Although this increases professionalism, it has the potential to cause increased stress. This method should be avoided as much as possible, as it can offset the positive effect of professionalism on job satisfaction.

## 4. Conclusion

Perceptions of Professionalism of Hair-beauty had a positive effect on Job Satisfaction. Also, Job Stress had a negative effect on Job Satisfaction, and played a mediating role in the relationship between Perceptions of Professionalism and Job Satisfaction. Since the hair and beauty industry has both emotional labor and professional attributes, the stress received from customers was generally large. In order to solve this problem, it is necessary to have professional knowledge and to explain or convince the customer. In addition, creating a work atmosphere where free communication is possible will help relieve stress and boost morale among employees. In addition, by increasing the Perceptions of Professionalism of Hair-beauty Shop workers, it is possible to not only increase Job Satisfaction but also to decrease Job Stress, and the lowered Job Stress can result in raising Job Satisfaction again. Therefore, the professionalism and stress management of Hair-beauty shop workers can contribute to increasing the production efficiency of the shop by increasing Job Satisfaction.

This study aims to improve the quality of domestic Hair-beauty shop workers in the beauty industry and improve customer service by further researching the incomplete studies of Perceptions of Professionalism for domestic hair-beauty shop workers, both practically and theoretically. It is judged that it can be used as empirical data that can improve the performance and expectations of beauty companies by increasing the satisfaction of the reception, making human resource management more efficient, and through human resource management. In the future, it is suggested that research comparing the difference between the careers of hairdressers and the size of the store and expanding the research to other beauty fields is proposed.

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## 6. Appendix

### 6.1. Author's contribution

	Initial name	Contribution
Lead Author	MS	-Set of concepts <input checked="" type="checkbox"/>
		-Design <input checked="" type="checkbox"/>
		-Getting results <input checked="" type="checkbox"/>
		-Analysis <input checked="" type="checkbox"/>
		-Make a significant contribution to collection <input checked="" type="checkbox"/>
		-Final approval of the paper <input checked="" type="checkbox"/>
Corresponding Author*	EC	-Corresponding <input checked="" type="checkbox"/>
		-Play a decisive role in modification <input checked="" type="checkbox"/>
		-Significant contributions to concepts, designs, practices, analysis and interpretation of data <input checked="" type="checkbox"/>
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