Relation between University Life Adaptation and Future Aspiration of Art Majoring University Students

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Abstract

Background/Objectives: This study has purpose to investigate the relation between university life adaptation and future aspiration of art major university students. Methods/Statistical Analysis: Art major university students were selected as a population in which a total of 367 subjects were gathered with 122 dance majors, 87 music majors, and 158 design majors. Questionnaires were used as the investigation tool in this research as a purposive sampling method. Collected data were analyzed by exploratory factor analysis and reliability analysis, correlation analysis, one-way ANOVA, t-test, and multiple regression analysis. Findings: First, music majors showed higher difference between university life adaptation and future aspiration, university satisfaction, academic adaptation, and major job satisfaction aspiration than dance or design majors in which dance majors showed higher socioeconomic status aspiration than music majors or design majors. Also, higher family average income showed higher university satisfaction, academic adaptation, and socioeconomic status aspiration. Academic ability of fathers showed difference in academic adaptation. Students with fathers of academic ability of high school graduation or higher are showed higher academic adaptation than middle school graduation. Second, as a result of looking into the difference between university life adaptation and future aspiration according to participation in majors of art major university students. Generally, higher practice frequency showed higher academic adaptation, university satisfaction, and major job satisfaction aspiration. Third, academic adaptation and university satisfaction showed to have positive influence on socioeconomic status aspiration. Application/Improvements: The job of art majoring students already demand keen competition. Therefore this research is provided students majoring in art with new art field jobs and employments information.

Keywords: Art Major, Future Aspiration, University Student, University Life Adaptation

1. Introduction

Korean middle and high school students are used to passive and uniform studying due to the university entrance examination system and face autonomous at the same time to adapt to new environments. They must decide major subjects and elective subjects by themselves and require constant effort to maintain wide personal relationships and adapt to university life.

University life adaptation refers to appropriate reaction corresponding to university life demands in academic, personal relationship, and emotional aspects while living in the environment of university¹. The first subordinate aspect of university life adaptation is academic adaptation assessing successful adaptation to academic demands, second is social adaptation measuring thorough communication with professors or friends, management ability of new social relationships, and formation of social rela-
tionships with friends or parents who can give supportive help, third is personal, emotional adaptation meaning emotional adaptation through self exploration procedure such as essence, location, and role of self-existence that becomes the core of forming individual personality such as correlation, life direction, and self value of university, and fourth is the satisfaction on university shown in level of attachment to university, satisfaction on university quality, and level of immersion on academic goal. University students who do not actually have belief on their major and are not satisfied on their university life due to wandering are rapidly increasing. Most students who find the university student life research institute complain about career issues and the largest worry that university students feel show maladjustment of university life due to problems related to career decision.

Unlike ordinary university students, art major university students have early confidence on their major and enter university with high dreams and ambition. However, as art major university students actually enter university, they must face the reality of bearing hunger, pain, and limitation of artists compared to art major university students. In 2011, 4 university students at Korea National University Of Arts committed suicide within 5 months. There may be personal worries or sadness inside and outside school about serial suicides, but there is analysis of fear on the unstable future of artists is one reason. Also, university restructuring is taking place due to 'capital area, local university characterization business' to give additional points according to reduction of university capacity nowadays. It is reflecting employment rate as assessment indexes of university restructuring in which art universities were first place in restructuring. Therefore, art majoring university students must be more thorough on their preparation on employment due to these reasons and the confidence and aspiration on the future become one very significant factor of their major.

Factors related to future aspiration or career aspiration include education resource factors (gender, socioeconomic background, number of family), education achievement factors (academic achievement, career), education supportive factors (support of key batsman), and personal personality factors (motivation, self-efficacy, cognitive ability, statistical tendency).

Being aware of the importance of this future aspiration, active researches have been conducted in many fields. Looking into research on future aspiration related to art, research on future aspiration in dance majors, Kim's research have been conducted. However, research on future aspiration that can integrate other arts or music majors are unfortunately lacked in which research on future aspiration related to university life adaptation is still not performed. Also, it is very timely to investigate the relation between university life adaptation and future aspiration as successful adaptation in university life is considered not only to have direct relation to university life, but also in future social life.

Therefore in this study, the influence on university life adaptation and future aspiration of art majoring university students was analyzed. The research problems to reach this research goal are as follow.

Research problem 1. What difference is there in university life adaptation according to personal characteristics of art majoring university students?
Research problem 2. What difference is there in future aspiration according to participation in major of art majoring university students?
Research problem 3. What relation is there between university life adaptation and future aspiration of art majoring university students?

2. Research Methods

2.1 Study Subjects

In this research, art majoring university students were selected as a population to investigate the relation between university life adaptation and future aspiration of art majoring university students in which a total of 367 subjects were gathered with 122 dance majors, 87 music majors, and 158 design majors. The general characteristics of the research subjects are as follow in Table 1.

2.2 Investigation Tools and Procedure

Questionnaires were used as the investigation tool in this research. The survey contents were composed of 5 items on personal characteristics including major, gender, average family income, academic ability if father, and academic ability of mother. 5 items on participation in major included period of entering, number of practices, practice time, and performance & number of prizes, 7 items on university life adaptation, and 6 items on future aspiration were included.

Student Adaptation to College Questionnaire (SACQ) created by Baker were revised and supplemented to fit the purpose of this research for the items related to univer-
According to Table 2, university life adaptation is composed of 2 subordinate variables which are university satisfaction and academic adaptation. Questionnaire items adapted by  were revised and supplemented to fit the purpose of this research for the items related to future aspiration and are composed of socio-economic status aspiration and job satisfaction aspiration.

### 2.3 Procedure and Data Analysis

In this study, researcher and assistant researcher with prior experience in surveying made a visit to the department of art field in university chosen, distributed questionnaires in person and asked the respondents to fill them by themselves. SPSS Ver 20.0 statistical program was used for analysis to verify the research problems. Exploratory factor method was used for the validity of research variables and Cronbach’s a value was used for validity of questionnaire reliability. Also, correlation analysis was conducted for validity between each variable, then one-variable ANOVA, t-test, multiple regression analysis were performed, and the significance level was standard to p<.05.

| Feature                  | Level          | Frequency (N) | Ratio (%) | Feature                  | Level          | Frequency (N) | Ratio (%) |
|--------------------------|----------------|---------------|-----------|--------------------------|----------------|---------------|-----------|
| Major                    | Dance          | 122           | 33.2      | Introduction Period      | 1 year or less| 38            | 10.4      |
|                          | Music          | 87            | 23.7      | 1-3 years                | 115            | 31.3         |
|                          | Design         | 158           | 43.1      | 3-5 years                | 86             | 23.4         |
| Gender                   | Male           | 94            | 25.6      | 6 years or more          | 128            | 34.9         |
|                          | Female         | 273           | 74.4      | 1-2 days                 | 99             | 27.0         |
| Family Average Income    | 1 million won or lower | 11            | 3.0       | 3-4 days                 | 160            | 43.6         |
|                          | 1-2 million won| 25            | 6.8       | 5 days or more           | 108            | 29.4         |
|                          | 2-3 million won| 84            | 22.9      | 2 hours or less          | 129            | 35.1         |
|                          | 3-4 million won| 64            | 17.4      | 3-5 hours                | 128            | 34.9         |
|                          | 4-5 million won| 82            | 22.3      | 6 hours or more          | 110            | 30.0         |
|                          | 5 million won or higher | 101         | 27.5      | 5 times or less          | 256            | 69.8         |
|                          | 5 million won or higher | 101         | 27.5      | 5-10 times               | 46             | 12.5         |
| Academic Ability of Father | Middle school graduate | 14          | 3.8       | 10-20 times              | 42             | 11.4         |
|                          | High school graduate | 141         | 38.4      | 20 times or more         | 23             | 6.3          |
|                          | University graduate | 179         | 48.8      | 10 times or less         | 316            | 86.1         |
|                          | Graduate school graduate | 33          | 9.0       | 10-30 times              | 30             | 8.2          |
|                          | Middle school graduate | 12          | 3.3       | 30-50 times              | 12             | 3.3          |
|                          | High school graduate | 185         | 50.4      | 50 times or more         | 9              | 2.5          |
|                          | University graduate | 144         | 39.2      | 50 times or more         | 9              | 2.5          |
|                          | Graduate school graduate | 26          | 7.1       | 50 times or more         | 9              | 2.5          |
3. Results

3.1 Difference of University Life Adaptation and Future Aspiration of Art Majoring University Students According to Personal Characteristics

The result of investigating if there is difference in university life adaptation and future aspiration in art majoring university students according to personal characteristics is shown in Table 3. As seen in Table 3, it was shown that university life adaptation and future aspiration all showed difference according to their major. University satisfaction was shown to be higher in music majors ($M=3.34$) than dance majors ($M=3.11$) and design majors ($M=3.02$) and academic adaptation was also shown to be higher in music majors ($M=3.61$) than dance majors ($M=3.31$) and design majors ($M=3.27$). Socioeconomic status aspiration was shown to be higher in dance majors ($M=3.76$) than music majors ($M=3.52$) and design majors ($M=3.52$). Major job satisfaction aspiration was shown to be higher in music majors ($M=3.85$) than dance majors ($M=3.54$). According to average family income, income of 4-5 million won ($M=3.29$) showed highest university satisfaction and income of 1 million won or lower ($M=2.73$) showed the lowest university satisfaction. 4-5 million won income ($M=3.59$) showed the highest academic adaptation and 1 million or lower income ($M=2.79$) showed the lowest academic adaptation. Major job satisfaction aspiration showed generally similar results. According to the academic ability father, difference was shown only in academic adaptation. Compared to fathers with middle school graduation or lower ($M=2.74$), graduate school graduation or higher ($M=3.46$), university graduation ($M=3.38$), and high school graduation ($M=3.39$) showed higher academic adaptation. It was shown that there was no difference in gender, birthplace, and the academic ability of mother.

3.2 Difference of University Life Adaptation and Future Aspiration According to Participation in Major

The results of investigating difference of university life adaptation and future aspiration of art majoring students according to participation in majors are shown in Table 4. As seen in Table 4, it was shown that there was no difference in period of entering and practice time, and there was difference in number of weekly practice days. University satisfaction was higher in 3-4 days ($M=3.25$) than 1-2 days ($M=2.96$). Academic adaptation was shown higher in 1-2 days ($M=3.46$) than 5 days or more ($M=3.39$) and 3-4 days ($M=3.50$). Major job satisfaction aspiration was also higher in 5 days or more ($M=3.75$) and 3-4 days ($M=3.74$) than 1-2 days ($M=3.45$). University satisfaction was higher in 5-10 times ($M=3.37$) than 10-20 times ($M=3.02$). Regarding number of prizes, university satisfaction was highest in 5-10 prizes ($M=3.37$) and lowest in 10-20 prizes ($M=3.02$).
3.3 Relation between University Life Adaptation and Future Aspiration of Art Majoring University Students

The results of analysis on correlation between the research variables set in this research are shown in Table 5. Analysis on correlation between each variable is analyzing the relation between variables in which it means the level of simultaneous change of two variables. As shown in Table 5, the 4 variables set in this research mostly showed positive correlations in which it was shown that there was no correlation only in university satisfaction and socioeconomic status aspiration.

The result of conducting multiple regression analysis to verify the influence on subordinate variables on university life adaptation and future aspiration are shown in Table 3.
Table 4. Difference of university life adaptation and Future Aspiration according to participation in major

| Variable                  | Feature      | University Satisfaction | Academic Adjustment | Social Economic Status Aspiration | Job Satisfaction Aspiration |
|---------------------------|--------------|-------------------------|---------------------|----------------------------------|-----------------------------|
|                           |              | M  | SD  | M  | SD  | M  | SD  | M  | SD  |
| Introduction Period       |              |    |     |    |     |    |     |    |     |
| 0-1 year(a)               |              | 3.14 | .68 | 3.32 | .86 | 3.50 | 1.06 | 3.60 | .86 |
| 1-3 years(b)              |              | 3.09 | .73 | 3.23 | .70 | 3.50 | .89 | 3.60 | .78 |
| 3-5 years(c)              |              | 3.08 | .59 | 3.41 | .61 | 3.62 | .75 | 3.71 | .64 |
| 6-8 years(d)              |              | 3.18 | .65 | 3.47 | .66 | 3.71 | .79 | 3.71 | .81 |
| F value                   |              | 0.585 |     | 2.611 |     | 1.448 |     | 0.649 |     |
| Practice Time             |              |    |     |    |     |    |     |    |     |
| 0-2 hours(a)              |              | 3.18 | .70 | 3.40 | .69 | 3.67 | .81 | 3.64 | .77 |
| 3-5 hours(b)              |              | 3.08 | .61 | 3.31 | .68 | 3.59 | .83 | 3.61 | .79 |
| 6-8 hours(c)              |              | 3.11 | .69 | 3.38 | .69 | 3.53 | .91 | 3.76 | .74 |
| F value                   |              | .777 |     | .565 |     | .806 |     | 1.248 |     |
| Weekly Practice Days      |              |    |     |    |     |    |     |    |     |
| 1-2 days(a)               |              | 2.96 | .64 | 3.13 | .67 | 3.48 | .82 | 3.45 | .75 |
| 3-4 days(b)               |              | 3.25 | .64 | 3.42 | .65 | 3.59 | .86 | 3.74 | .75 |
| 5 days or more(c)         |              | 3.09 | .69 | 3.50 | .70 | 3.72 | .86 | 3.75 | .79 |
| F value                   |              | 5.954*** |     | 8.870*** |     | 2.001 |     | 5.292** |     |
| Scheffe                   |              | a>b |     | c,b>a |     |     |     | c,b>a |     |
| Performance or Exhibition Number |        |    |     |    |     |    |     |    |     |
| 5 times or less           |              | 3.10 | .67 | 3.33 | .707 | 3.57 | .88 | 3.68 | .73 |
| 5-10 times                |              | 3.37 | .59 | 3.51 | .619 | 3.65 | .70 | 3.69 | .79 |
| 10-20 times               |              | 3.02 | .64 | 3.34 | .628 | 3.61 | .66 | 3.47 | .74 |
| 20 times or more          |              | 3.16 | .68 | 3.40 | .703 | 3.73 | .95 | 3.65 | 1.051 |
| F value                   |              | 2.637* |     | .910 |     | .348 |     | .955 |     |
| Number of Prizes          |              |    |     |    |     |    |     |    |     |
| 5 times or less           |              | 3.09 | .67 | 3.34 | .71 | 3.57 | .89 | 3.69 | .74 |
| 5-10 times                |              | 3.37 | .60 | 3.51 | .62 | 3.65 | .70 | 3.70 | .79 |
| 10-20 times               |              | 3.02 | .64 | 3.35 | .63 | 3.62 | .66 | 3.48 | .75 |
| 20 times or more          |              | 3.16 | .68 | 3.41 | .70 | 3.74 | .96 | 3.65 | 1.05 |
| F value                   |              | 2.673* |     | .910 |     | .348 |     | .955 |     |

*p<.05, **p<.01, ***p<.001

Table 5. Correlation analysis between each variable

|                              | University Satisfaction | Academic Adjustment | Social Economic Status Aspiration | Major Job Satisfaction Aspiration |
|------------------------------|-------------------------|---------------------|----------------------------------|----------------------------------|
| 1. University Satisfaction  | 1                       |                     |                                  |                                  |
| 2. Academic Adjustment       | .466***                 | 1                   |                                  |                                  |
| 3. Social Economic Status Aspiration | .089                 | .157**              | 1                                |                                  |
| 4. Major Job Satisfaction Aspiration | .342***               | .409***             | .442***                         | 1                                |

**p<.01, ***p<.001
Table 6. Multiple regressive analysis on university life adaptation and socioeconomic status aspiration

| Classification         | B     | SE  | β    | t    | P   |
|------------------------|-------|-----|------|------|-----|
| (Constant)             | 2.906 | .250| 11.634 | .000 |
| Academic Adjustment    | .182  | .072| .148 | 2.523 | .012|
| University Satisfaction| .026  | .075| .020 | .349 | .727|

F=4.667, R = .158, R²= .025

Table 7. Multiple regressive analysis on university life adaptation and major job satisfaction aspiration

| Classification         | B     | SE  | β    | t    | P   |
|------------------------|-------|-----|------|------|-----|
| (Constant)             | 1.770 | .205| 8.624 | .000 |
| Academic Adjustment    | .356  | .059| .319 | 6.012 | .000|
| University Satisfaction| .223  | .061| .193 | 3.634 | .000|

F=44.508, R = .443, R²= .196

Table 6 and Table 7. Looking into Table 6, it shows the results of multiple regression on university life adaptation and socioeconomic status aspiration. Positive influence was shown on academic adaptation (β=.148) which is a subordinate variable of university life adaptation and there was no influence on university satisfaction. It was analyzed that the total power of explanation of university life adaptation explaining socioeconomic status aspiration was 15.8% (R²=.025).

Table 7 shows the results of multiple regression on university life adaptation and major job satisfaction aspiration. Positive influence was shown on academic adaptation (β=.148) and university satisfaction (β=.193) which are subordinate variables of university life adaptation and there was no influence on university satisfaction. It was analyzed that the total power of explanation of university life adaptation explaining major job satisfaction aspiration had a high explanation of 44.3% (R²=.196).

4. Conclusions

This study has the purpose of providing academic basic material by investigating the relation between university life adaptation and future aspiration of art majoring university students. To reach the purpose of this study, art major university students were selected as a population in which a total of 367 subjects were gathered with 122 dance majors, 87 music majors, and 158 design majors. As a result, the following conclusions were deducted.

First, as a result of difference between university life adaptation and future aspiration of art majoring university students according to personal characteristics, music majors showed higher university satisfaction, academic adaptation, and major job satisfaction aspiration than dance majors and design majors. Due to this reason, according to research by \( ^{14} \), the desired job of students majoring music are biased on musicians compared to students with other majors and there were many students who did not have interest on other jobs other than their desire job. Socioeconomic status aspiration was higher in dance majors than music or design majors. This reason is considered to be because dance majoring students who have much economic burden for dance contests or performances have higher socioeconomic background \(^{6}\). It was shown that university satisfaction, academic adaptation, and socioeconomic status aspiration was generally higher when the income of parents was high. This reason is because students can concentrate on academic studies because there is no inconvenience in preparing for studying or school life when economic support of parents is thorough. Students who have difficult home conditions must have to cover tuitions themselves in which there is limit of concentrating in studying due to part-time jobs. This was also shown in the same results of \(^{7}\) targeting the middle and high school students. In Yun’s study, career aspiration had a difference according to scores, economic status and occupation of parents, and career attitude maturity had a difference according to scores and economic status.
Second, as result of differences of university life adaptation and future aspiration of art majoring university students according to participation in majors, university satisfaction, academic adaptation, and major job satisfaction aspiration was generally higher when there was more days of weekly practice. A special point of this research is that university satisfaction was highest in 5-10 prizes rather than 10-20 prizes in which this can be cautiously interpreted that more prizes can mean more difficult university life. In many previous researches, it was shown that future aspiration according to personal characteristics and dance experience characteristics have influence on age, period of dance participation, and frequency of dance participation. It was also shown in research on the future aspiration of athletes in sports majors that future aspiration was high according to frequency and time of exercise participation.

Third, as a result on university life adaptation and socioeconomic status aspiration, positive influence was shown in socioeconomic status aspiration and academic adaptation. Also, as a result on university life adaptation and major job satisfaction aspiration, positive influence was shown in academic adaptation and university satisfaction. Therefore, it could be known that university life adaptation and future aspiration had very close correlation showed through academic achievement of indirect influence on future aspiration in which it supports the results of this research.

Summarizing the results seen above, a few implications are provided for follow-up research. First, this study was limited art majors to music, dance, and design, but research on various art majoring university students segmented according to modern society features must take place. Second, the job of art majoring students already demand keen competition in which research that can provide information required to new art field jobs and employments according to the change of art industry and art market must be preceded for art majoring university students to have larger future aspirations, dreams, and hopes.

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