

# Effects of DISC Behavior Types on Education Recognition, Satisfaction and Job Preference of College Students Majoring in Beauty

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## DISC 행동유형에 따른 미용전공 대학생들의 교육인식, 만족도 및 직업선호도에 미치는 영향

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**Abstract** This study was designed to understand the Education recognition, satisfaction, and job preferences of college students majoring in beauty through the DISC behavior type, and to be used as customized career and beauty education data considering individual tendencies through the DISC behaviour type. From September 20 to October 11, 2017, the final questionnaire was analyzed for students of beauty education who lived in South Chungnam Province and Gyeonggi Province. Significant differences in the Education recognition and job preferences of the study participants were shown, followed by D, I, S, and C, and were found to be satisfactory for their majors. Through this study, it is believed that it will be possible to identify the Education recognition, satisfaction and job preferences of college students in beauty education and use them as basic data that can help them decide their career path after beauty education.

**Key Words** : Beauty education, Behavior type analysis, DISC, Major satisfaction level, Vocational preference

**요약** 본 연구는 DISC행동유형을 통해 미용 전공 대학생들의 미용교육 전공인식과 만족도, 직업 선호도에 대하여 파악하고자 하였으며, DISC행동유형을 통한 개인별 성향을 고려하여 맞춤형 진로 및 미용교육 자료로써 활용하고자 하였다. 2017년 9월 20일부터 10월 11일까지 충남과 경기도에 거주하는 미용교육 대학생을 대상으로 최종 설문지 225부를 분석하였다. 연구 대상자들의 전공에 대한 만족도가 D, I, S, C 순으로 확인되었고, 전공인식과 직업 선호도는 유형별로 유의한 차이가 확인되었다. 본 연구를 통하여 미용 교육 대학생들의 전공인식과 만족도, 직업 선호도를 파악하여, 미용 교육 후 진로 결정에 도움이 될 수 있는 기초자료로써 활용이 가능할 것으로 사료되어진다.

**주제어** : 미용교육, 행동유형분석, DISC, 전공만족도, 직업선호도

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Received August 20, 2019

Revised September 16, 2019

Accepted October 20, 2019

Published October 28, 2019

## 1. Introduction

The DISC behavior type was developed in 1928 based on Marston's theory, and human behavior is classified into four types of behavior, depending on how he views the environment he faces and how he perceives his personal strength in light of that environment[1]. The first D (Dominance) is the dominant, self-assertive, independent enemy. Get results quickly through high thrust, focus on work and results. Decision making is quick and exercise leadership. However, he is self-centered, selfish and likes to have others agree with him. Sometimes they're aggressive[2-4]. The second I (Influence) type is sociable and person-centric, with an optimistic and sensitive view of things or the world[5]. He always entertains others and has freewheeling thoughts that easily get along with people in attractive ways, likes to participate in social activities, but sometimes seems to act distracted and impatient according to emotional stimuli[6]

Third, the type S (Steadiness) type is stable, which puts stability, an orderly environment, and cooperation first. It is suitable for repetitive tasks because it is well suited to a job that requires stability and harmony by being loyal and patient and soothing the excited. However, it tends to be relaxed, dependent, lacking leadership, and tends to avoid fear of uncertain situations and changes and challenges[3].

Fourth, type C (Conscientiousness) is the type of person who is meticulous, logical, high-standard, self-governing, analytical and correct. He is highly analytical, very cautious, and interested in thinking fully before acting, and then dealing with anything accurately and correctly. It is very meticulous in processes and procedures and feels secure in objective statistics or data, but it is slow in its work, important in form, and has an introverted side[3,4]. Students at local beauty colleges experience career stress during training sessions to become

professional educators who offer beauty education [7]. One out of every 10 Korean college graduates was found to have a very low level of awareness of their values, aptitude and interests. However, in the United States, two-thirds of college students were found to be engaged in areas consistent with their aptitude or interest [8]. Given these findings, finding a career path for college students to match their values, aptitude, interest, personality or ability is an important issue.

This study uses the personal profile system (PPS), which can be observed through external expression of internal tendency of beauty majors, to maximize the type and strength of their behavior, so that beauty majors can select their own values, aptitude, interest, personality, or ability to develop their own professionalism and professional awareness. In addition, the purpose of beauty training was to be used as the basic data for career and beauty education maps, considering individual tendencies, in order to enable systematic career counseling and education.

## 2. Research Method

### 2.1 Subjects and Periods of Study

The study was conducted from September 20 to October 11, 2017, and was conducted on college students majoring in beauty in South Chung cheong Province and Gyeonggi Province. The survey method used a self-published questionnaire that was prepared by the students themselves. A total of 290 questionnaires have been collected by distributing 310 questionnaires, and 225 were selected as final questionnaires, excluding 65 non-responsive ones.

### 2.2 Survey Configuration

The overall composition of the questionnaire includes four general characteristics, one demographic characteristic according to the DISC

behavior type, four Education recognition questions, six major satisfaction questions and six occupational preferences.

### 2.3 Technical Statistics and Reliability and Feasibility Verification of Measurement tools

#### 2.3.1 Technical Statistics and Reliability

The assessment of technical statistics and reliability was carried out as shown in Table 1, and it was found that the reason and the sharpness were suitable for the reference and that there was no abnormality in normality.

#### 2.3.2 Validation of Professional Recognition

In order to verify the validity of the Education recognition, the results of an exploratory factor analysis of the 12 questions are shown in Table 2. Sub-factories appeared in textbook recognition, relationship recognition and environmental awareness, eigenvalue was 3.571, 2.571, 2.557 and distributed explanatory power was 72.493%. KMO figures. It was verified that the measuring instrument is suitable with 905. In addition, the significant probabilities of the Barrett's test results were statistically significant.

**Table 1. Technical Statistics**

Division	Average	Standard Deviation	Skewness	Kurtosis	Reliability
Education recognition	3.79	.57	-.05	.18	.925
Curriculum recognition	3.75	.64	-.18	.43	.885
Relationship recognition	3.87	.69	-.08	-.52	.874
Environmental recognition	3.80	.67	.10	-.51	.875
Major satisfaction level	3.82	.67	-.18	.64	.934
vocational preference	3.26	.40	-.06	3.04	.749
Honorary preference	2.85	.76	.07	-.11	.833
Aptitude and Interest	3.45	.71	.09	.37	.783
Stability	3.77	.63	-.75	2.85	.711
Working environment	3.14	.60	-.21	.66	.787

**Table 2. Validation of Professional Recognition**

Question	Factor		
	Curriculum recognition	Relationship recognition	Environmental recognition
The subject I learned in my major education fits me well	.645		
The composition of the curriculum was well organized in general	.812		
There is a moderate proportion of theoretical and practical subjects	.741		
Satisfied with the education and level of theoretical and practical classes	.748		
Using classroom aids (PPT, video, etc.) The class is interesting	.652		
In school, evaluation is taught to each student. be properly used to determine the level of achievement	.678		
A good map of the way is being done.		.739	
You can get the professor's advice on how to study or what to study.		.828	
There is a smooth communication between professors and students.		.805	
The size and location of the teaching room have been properly assigned			.809
All facilities related to one's major are equipped for convenient for use			.866
In addition to the lecture hall in my major, I have a good facility and equipment for practice			.788
Total	3.571	2.571	2.557
% Variance	29.759	21.428	21.306
% Accumulated	29.759	51.181	72.493
KMO=.905, Bartlett's test=1642.575, df=66, p<.001			

### 2.3.3 Feasibility Study of Major Satisfaction

In order to verify the validity of the major satisfaction level, the results of a exploratory factor analysis of the six questions are shown in Table 3. eigen value was 4.544, with a dispersion capacity of

75.731%. The KMO level is .874 and the measurement tool is verified as appropriate. In addition, the significant probabilities of the Barrett's test results were statistically significant.

**Table 3. Feasibility Study of Major Satisfaction**

Question	Factor
	Major satisfaction level
Satisfied with the training course	.878
Satisfied with the method of education	.918
I'm satisfied with the training.	.901
I am satisfied with the teaching method.	.887
Satisfied with the relationship between professor and student	.850
Satisfied with the school facilities and environment	.781
Total	4.544
% Variance	75.731
% Accumulated	75.731
KMO=.874, Bartlett's test=1211.541, df=15, p<.001	

### 2.3.4 Validation of Occupational Preference

The results of a exploratory factor analysis of 19 questions are shown in Table 4 to verify the validity of the major preference. Sub-factories were shown with honor preference, work environment, aptitude and interest and stability, eigen value was 2.813,

2.616, 2.228 and 2.791 with a dispersion capacity of 65.302%. The KMO level is .874 and the measurement tool is verified as appropriate. In addition, the significant probabilities of the Barrett's test results were statistically significant.

**Table 4. Validation of Occupational Preference**

Question	Factor			
	Honorary preference	Aptitude and interest	Stability	Working environment
I prefer a job that is socially acceptable, even though I don't have any aptitude for it.	.712			
I prefer a job that is socially acceptable, even if work is not a little fun.	.837			
It's okay to be recognized socially even if there's no development in the future.	.798			
The working environment is not good, but it's okay if you get social recognition	.827			
It's okay if you're fit for aptitude, you don't need to get a little social recognition		.721		
It's okay if work is fun even if you don't get social recognition.		.777		
It's okay if you're fit for the job and you're interested in the job, even if the working environment isn't too good.		.785		
Even if the future is a little shaky, it's okay if you're fit for aptitude and interested.		.779		
When choosing a job, I prefer a job that has the potential to develop into a professional.			.852	
As a lifelong skill, I prefer what I can do for a long time.			.883	
It doesn't matter if it's a little less socially acceptable, if it's a future development possibility and a stable job to do for a long time.			.682	
When choosing a job, a job with a small workload is important.				.520
Even with less social recognition, the working environment should be good.				.684
Even if you don't fit in, you should have a good working environment.				.876
The working environment should be good even if work is a little boring				.832
It's okay if the working environment is good even if the future is a little shaky.				.657
Total	2.813	2.616	2.228	2.791
% Variance	17.582	16.347	13.926	17.446
% Accumulated	17.582	51.376	65.302	35.029
KMO=.874, Bartlett's test=1211.541, df=15, p<.001				

## 2.4 Analytical Method

The analysis of statistical data in this study was performed using the SPSS 22.0 program.

To identify the general characteristics of the subjects, cross-test was performed to identify the frequency analysis and the general characteristics of each type of DISC behaviour. ANOVA was conducted to find out the differences among research spokespeople according to the type of DISC behaviour. Pearson's relationship analysis was conducted to analyze the correlation between the study spokespeople and the multiple regression analysis was performed to find out the impact between the study spokespeople. All statistical significance verification in this study was analysed at level .05.

## 3. Results

### 3.1 General Characteristics

The general characteristics of the people surveyed in this study are shown in Table 5. According to the survey, 84.9% of female students were female students, and 76.4% were first-year students. The number of students who have yet to obtain a license was 44.4%, while hair certificates were high at 22.6% in the field in obtaining certificates. It was found that 71.6% of the students knew some of their aptitude and aptitude.

**Table 5. Demographic Characteristics**

Item	Choice	N	(%)
Gender	Male	33	(14.7)
	Woman	191	(84.9)
	Nonresponse	1	(.4)
School year	First grader	172	(76.4)
	The second grade	44	(19.6)
	3rd grade	4	(1.8)
	4rd grade	5	(2.2)
Certificate status	Skin	38	(15.3)
	Hair	56	(22.6)
	Nail art	20	(8.1)
	Make up	24	(9.7)
	None	110	(44.4)
Aptitude and aptitude	Know a little	161	(71.6)
	Have no Idea	62	(27.6)
	Nonresponse	2	(.9)
Total		225	(100.0)

### 3.2 Distribution Charts and Demographic Characteristics of Different Types of DISC Behavior

The distribution chart according to the type of DISC behaviour of the participants in this study is shown in Table 6. According to the survey, 40.9% of college students in beauty major showed the highest frequency of DISC behavior. Second, 29.8% of stable S type, 15.1 percent of cautious C type, and 14.2 percent of lead-type D type were investigated. According to a previous study, type I was the most popular among hotel employees at 52.1%[9], and type I was the most popular among college students who majored in beauty at 40.2%[6]. Beauty has resulted in a similar study of prior papers showing a high percentage of sociable I types, as they are professions serving services.

**Table 6. DISC Behavior Distribution Plot by Characteristics**

Item	Choice	N	(%)
Type	Dominance	32	(14.2)
	Influence	92	(40.9)
	Steadiness	67	(29.8)
	Conscientiousness	34	(15.1)
Total		225	(100.0)

### 3.3 Analysis of Difference by Types of DISC Behavior

#### 3.3.1 Difference of Professional Recognition according to the Types of DISC

It can be said that recognition is shaped by personal characteristics and interactions with the environment surrounding the major within the major to which it belongs and is closely related to the pleasant emotional state, attitudes, values, beliefs and desires gained through this process[10]. In this study, the surveyors wanted to analyze differences in the perception of majors according to the type of DISC behaviour, and the analysis results were shown in Table 7. As a result of the survey, they were statistically significant in the recognition of their majors and relationships. Among the Education recognition, the recognition

of curriculum recognition and related recognition is high in D, I, S, and C, while environmental awareness is high in D, S, I and C. The previous study of the service industry was similar to that of the lowest level of recognition and satisfaction

according to the type of DISC behaviour[11], and it is believed that the results of the type C were lower than other types because of its precision, logical, and high standards.

**Table 7. Difference of Professional Recognition according to the Types of DISC**

	D	I	S	C	F	p-value	Tukey
	Average (Standard Deviation)						
Education recognition	3.98 (.61)	3.81 (.57)	3.79 (.57)	3.58 (.50)	2.770	.043	a)d
Curriculum recognition	3.94 (.62)	3.76 (.68)	3.73 (.63)	3.56 (.52)	1.975	.119	
Relationship recognition	4.03 (.76)	3.92 (.71)	3.88 (.66)	3.58 (.55)	2.815	.040	
Environmental recognition	4.01 (.74)	3.78 (.69)	3.82 (.62)	3.62 (.62)	1.943	.124	

3.3.2 Differences in Major Satisfaction by Types of DISC Behavior

It can be defined as the result of a combination of subjective pleasure and positive thinking about a person's future and career while studying the curriculum, and the higher the degree of satisfaction with a major, the more positive the impact on career decisions[12]. In this study, the survey participants wanted to identify differences in major satisfaction levels according to the type of DISC behaviour, and the survey results were shown

in Table 8. The survey showed that the satisfaction level of the major was high in D, I, S and C. The difference between Type D and Type I is higher than Type C because of the nature of the beauty education subject, there is a lot of mutual practice and cooperative learning, and since Type D and Type I, who study with friends and act actively, are interested in the major and enjoy learning more than Type C, which is careful before they act alone.

**Table 8. Differences in Major Satisfaction by Types of DISC Behavior**

	D	I	S	C	F	p-value	Tukey
	Average (Standard Deviation)						
Major satisfaction level	4.02 (.64)	3.84 (.69)	3.83 (.67)	3.56 (.56)	2.729	.045	

3.3.3 Difference of Occupational Preference according to the Type of DISC

The difference in occupational preferences according to the type of DISC behaviour of the participants in this study was analyzed and the results are shown in Table 9. The survey found that there were statistically significant differences in

occupational preferences. Among job preferences, the honor preference was high in D, S, C and I, and aptitude, interest, stability, and work environment were all identified in D, S, I and C.



Environmental recognition	.91***	.75***	.73***						
Major satisfaction level	.71***	.62***	.65***	.66***					
vocational preference	.00	.08	-.09	-.06	.23				
Honorary preference	-.09	.03	-.18	-.17	.02	.71***			
Aptitude and interest	-.07	-.07	-.13	.02	.11	.52**	.18		
Stability	.51**	.42*	.52**	.47**	.54**	.25	-.06	-.22	
Working environment	-.25	-.11	-.27	-.36*	-.09	.62***	.32	-.03	.05

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

### 3.5. The Influence of Professional Recognition on Major Satisfaction and Job Preference

Table 11 shows the results of an analysis on the influence of the person's perception of the major on the major satisfaction level and job preferences. As a result of the survey, the R<sup>2</sup> value is described as .638 and the significance is that the F value is 129.91 (p<.001) and is significant at the 5% significance level, so there is no problem with the model.

If you look at the relationship between Education recognition and overall major satisfaction, you can see that both textbook recognition, relationship recognition, and environmental awareness have static effects, and if your Education recognition level is high, your satisfaction level will increase. This is similar to the previous study's results of a high level of

relationship satisfaction and high level of satisfaction with education content, good satisfaction with educational facilities and the classroom environment, and a higher level of awareness of career education[13,14]

Next is the result of professional recognition on job preferences. The R<sup>2</sup> value is described as .055, and the significance is that the F value is 4.32 (p<.001) and is significant at the 5% significance level, so there is no problem with the model.

Then, if you look at the relationship between Education recognition and overall job preferences, it turns out that there are no significant factors that affect the overall job preference. This shows that the higher the perception of majors, the more positively influenced college students' career choices, but not which job they prefer.

**Table 11. The Influence of Professional Recognition on Major Satisfaction and Job Preference**

Education recognition	Unstandardized coefficients		Standardized coefficients	t	p-value	VIF
	B	Standard Error	$\beta$			
(Statistical constant)	.33	.18		1.83	.068	
Curriculum recognition	.39	.06	.37***	6.32	.000	2.09
Relationship recognition	.35	.06	.36***	6.17	.000	2.06
Environmental recognition	.18	.05	.18**	3.50	.001	1.70
R <sup>2</sup>	.638					
F	129.91***					
Durbin-watson	2.131					



Vocational preference	Unstandardized coefficients		Standardized coefficients	t	p-value	VIF
	B	Standard Error	$\beta$			
(Statistical constant)	2.69	.17		15.43	.000	
Curriculum recognition	.11	.06	.18	1.86	.064	2.09
Relationship recognition	.05	.05	.09	.93	.354	2.06
Environmental recognition	-.01	.05	-.01	-.16	.877	1.70
R <sup>2</sup>				.055		
F				4.32***		
Durbin-watson				1.941		

\*\*p<.01 \*\*\*p<.001

#### 4. Conclusion

A survey of 225 college students majoring in beauty engineering was conducted from September 20 to October 11, 2017 to find out the impact of the type of DISC behavior on the perception of major, major satisfaction, and job preferences among college students majoring in beauty.

These studies show that beauty majors tend to be more sociable, such as type I, as they are in the service industry. Differences were found in the influence of variables in the perception of majors on the degree of major satisfaction, and differences in the perception of majors, major satisfaction, and job preferences were found to be different for each type of behavior. Therefore, beauty college students will be able to improve their job satisfaction and develop their own expertise by identifying individual tendencies and presenting specific and diverse jobs in career decisions after education. Also, it is believed that a career search will be necessary to suit the individual's interest, personality and abilities. As such, it is believed that the awareness and satisfaction of the major in beauty education will increase if the courses are selected suitable for each type by presenting systematic and diverse jobs through the DISC Behavioral Type Test to identify individual tendencies in the career choice of the college students majoring in beauty.

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