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## A Study on the Influence of Youth Employment Education Characteristics on Job Seeking Activities through Learning Motivation

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### **Abstract**

*The purpose of the youth employment academy is to resolve the occurrence of job miss matches due to college curriculum, which are far from the demand of industrial field. Despite the government's efforts, college students' willingness to get a job has been on the decline recently, making it also important to improve their will to get a job or desire to achieve a job, in addition to delivering expertise to job seekers. Therefore, this study investigated to identify the learning environment characteristics of the youth employment academy and examine which of these factors could improve the performance of job seeking activities by encouraging learning motivation. Therefore, significant implications could be derived through combining the field factors with theory and hypothesis verification.*

**Keywords:** Youth Employment Academy, Education Characteristics, Learning Motivation, Job Seeking Activities, Institutional Designs

### **1. Introduction**

Since the 1998 foreign exchange crisis, the nation (Korea) has seen a continued decline in employment for young people. Recently, the unemployment rate among young people has become chronic and different from that of the older generation, making the existing education road map for the labor market famously lost. Unlike the middle-aged, the youth unemployment problem can be a serious social problem in that the group entering the labor market for the first time fails to gain experience and experiences frustration. In particular, young people are more flexible in thinking and more likely to develop themselves than middle-aged people, but various phenomena such as preferring experienced workers to new employees due to the shrinking management activities of companies, which can be said to cause mid to long-term social and national losses, not just personal problems[24].

In order to solve the difficulties of entering the labor market for young people, the Korea government became aware of the need for a related incentive policy, and to provide opportunities for young people to experience jobs, support for young people's start-ups, support for overseas employment, and support for career and career guidance programs [23]. Among the employment promotion policies of the Ministry of Employment and Labor (MOEL), there are various forms of youth employment support policies such as the youth employment internship system for small and medium-sized enterprises, the administrative internship system, the youth work experience program, the global youth leader training project, the youth employment academy, and the tomorrow learning card system. Among them, the Youth Employment Academy is a representative project in

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which companies, business owners' organizations, universities, or private training institutions directly reflect the vocational skills and manpower needed at industrial sites, and cooperate with universities for young unemployed people to conduct various training courses such as accounting, finance, machinery, automobiles, and IT or creative talent courses (creation courses) and then link them to employment, creation and start-up activities. The main purpose of the youth employment academy is to solve the problem of job mismatches due to the university curriculum, which is far from industrial demand, although the number of highly educated people has increased sharply due to the current surge in the college entrance rate. Currently, many universities operate youth employment academy courses directly or indirectly.

Despite the Korea government's efforts, college students' willingness to get a job has been falling recently, making it important to improve their will to get a job or desire to get a job in addition to delivering expertise to job seekers. Various government support policies are important to solve the youth unemployment problem, but the strong will and attitude of the trainees who want to get a job is important [16]. Therefore, this study aims to identify the learning environment characteristics of the youth employment academy and see which of these factors can improve the performance of employment activities by encouraging learning motivation. The specific objectives of this study are as follows. First, we want to distinguish the characteristics of the field system called Youth Employment Academy through the field of theory and integration field. Second, we want to examine the motivation of the trainees and examine the influence of the learning environment characteristics on motivation. Third, we would like to examine how learning motivation actually affects young people's efforts to get a job. Through this, this study intends to provide implications for the academic and the industrial field.

## **2. Theoretical Background**

### **2.1 Characteristics of Employment Education**

#### **(1) Education Training Environment**

Education training environment refer to the physical and non-physical environment that has an educational and desirable impact on the overall environment, such as functional and technical quality, provided by training institutions suitable for the purpose of education training for all students who wish to receive education [11]. Lee (2012) stated that the educational environment includes educational facilities. It was viewed as a comprehensive reference to the physical conditions for achieving the purpose of education. Lee (2014) divided the learning environment into psychological and physical learning environments. The psychological learning environment could be approached in terms of teaching and learning activities, and the physical learning environment could be approached in terms of teaching tools and technology, space composition and facilities. Park (2006) emphasized the importance of an educational space for the environment of future education training. In other words, it is suggested that in addition to the basic educational environment, learning spaces are needed for individual learning spaces and convocation activities, multi-purpose spaces are needed, and social spaces between trainees are also needed.

#### **(2) Education Training Program**

Education training programs refer to organized education programs created by experts in advance by planning knowledge that must be acquired by trainees [28]. Research on education programs has been conducted since the early 20th century, and Bruner (1960) pointed out that if education training programs are planned too focused on the interests of the trainees, the quality of education could deteriorate. Joo and Soung (2014) said that programs in social education programs should be organized to improve self-realization, social relations and quality of life by students participating in the programs. Education training programs at the Employment Academy should be organized in line with the purpose of achieving these objectives, as they should in effect bridge the gap between education provided by universities and education needed by businesses.

#### **(3) Education Training Instructor**

The role of an instructor in education should not only serve to properly convey expertise to the level of the trainees, but also manage the motivation of the trainees. Therefore, the quality of education training instructors is a very important part, and various factors that appear in the instructor's words and actions can affect the

effectiveness of learning [30]. Lee (2018) suggested that the instructor also shared various feelings he felt with the trainees during education training and that he needed to take a posture to improve the learning method efficiently. Lee and Kwak (2006) suggested to the instructor that the following qualities are needed: First, clear delivery of expertise, second, flexible data presentation, third, performance management for the trainees, fourth, encouraging the participation of the trainees.

#### **(4) Education Training Organization**

In education, community-based education is being studied as more effective. Compared to the past, when only one educator unilaterally provided education to a large number of educators, there may be various methodologies for organizing to increase learning efficiency recently. Learning communities are groups of people who share learning experiences [12] that develop students' perspectives and link ideas in classrooms to the real world [7],[29]. In a similar concept, there is the concept of communities of practice, which refers to a group that collectively learns the knowledge needed in that domain in a training organization that aims for specialized areas [18]. Similarly, there is a concept called knowledge-building communities, which means groups that share and learn knowledge for the purpose of focusing on community knowledge production and accumulation, not on individual level learning [9],[35].

### **2.2 Learning Motivation**

Learning motivation is very important in learning. In general, motivation is the driving force behind learning, so it not only makes trainees choose tasks and strive to solve tasks, but it can also cause them to continue learning without giving up even if they encounter trial and error [8]. The motivation for learning is largely divided into intrinsic motivation and extrinsic motivation. First of all, intrinsic motivation is what you do because you like the activity of learning itself. If a trainee feels interesting or highly interested in what he or she is learning, he or she has a high intrinsic motivation. In contrast, extrinsic motivation is when the reason for learning means something else [5]. If the reason for learning is that it is not in itself but in the purpose of achieving something else, it can be seen as an extrinsic motivation. In general, intrinsic and extrinsic motivations exist simultaneously. High intrinsic motivations affect self-determination, curiosity, immersion, value, interest, etc. and high extrinsic motivations affect competition, evaluation, recognition, money, control and constraints of others [8].

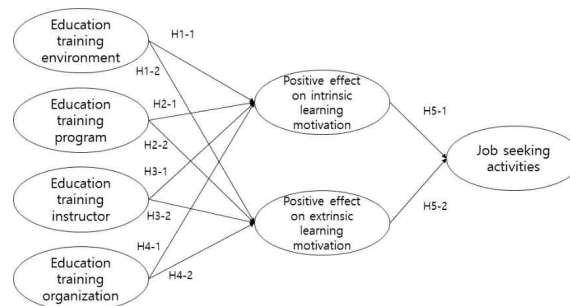
### **2.3 Job Seeking Behavior**

Job seeking behavior refers to the process of obtaining information for employment, creating alternatives and choosing one job from these alternatives [15],[34]. Some scholars define information exploration activities more centrally [13],[32], sometimes defining with a focus on specific employment arrangements [3]. Similar terms to job seeking behavior include career preparation and job finding, but in fact, they can be taken in the same meaning. However, job seeking behavior is more meaningful, so it can be distinguished from the attitude or intention of finding a job.

## **3. Research Design**

### **3.1 Research Model and Hypothesis**

This study aims to identify the impact of youth employment education characteristics on employment activities through learning motivation for students who have attended the Youth Employment Academy. There were four characteristics of employment education as independent variables, with intrinsic and extrinsic motivation for learning motivation as parameters and job seeking as dependent variables. This research is intended to verify the proposed research model and research theory by conducting and analyzing surveys. Figure 1 shows the settings of the research model.



**Figure 1. Research Model**

### **(1) The Relationship between Education Training Characteristics and Learning Motivation**

This study intended to distinguish the characteristics of education in the youth employment academy into specific main attributes. The four characteristics presented are derived from a number of studies that have been cited as important for the effectiveness of education in previous studies. Therefore, education training characteristics such as educational training environment, programs, instructors, and organizations are expected to have a positive impact on the learning motivation of the trainees. Thus, the following research theories were established.

- H1-1 Education training environment will have a positive effect on intrinsic learning motivation.
- H1-2 Education training environment will have a positive effect on extrinsic learning motivation.
- H2-1 Education training program will have a positive effect on intrinsic learning motivation.
- H2-2 Education training program will have a positive effect on extrinsic learning motivation.
- H3-1 Education training instructor will have a positive effect on the intrinsic learning motivation.

- H3-2 Education training instructor will have a positive effect on the extrinsic learning motivation.
- H4-1 Education training organization will have a positive effect on intrinsic learning motivations.
- H4-2 Education training organization will have a positive effect on extrinsic learning motivations.

### **(2) The Relationship between Learning Motivation and Job Seeking Behavior**

Humans have both intrinsic and extrinsic motivations while doing the same thing [5]. Job seeking activity is an act of finding a job that suits one's aptitude and dream, so job seeking activity can also take place more actively if the intrinsic learning motivation is actually high. In addition, job seeking activities are important for economic purposes for humans to adapt and live in society. In this case, job seeking behavior itself can be meaningful and not purposeful, but better quality of life or stability of life through this. Therefore, job seeking activity is expected to take place actively if the extrinsic learning motivation is high. We would like to establish hypothesis as the following.

- H5-1 Intrinsic learning motivation will have a positive effect on job seeking activities.
- H5-2 Extrinsic learning motivation will have a positive effect on job seeking activities.

### **3.2 Instrument Development**

Based on previous studies, this study set the survey questions about youth employment education characteristics, learning motivation, and employment activities according to the research situation. The questionnaire in this study was developed using a five-point scale of the Likert. The operational definitions of the variables in this study are shown in the table below.

**Table 1. Operational Definition**

Variable	Operational Definition	References
Education training environment	Education and training facilities or all environmental infrastructure parts	[4], [17], [21]
Education training program	The relevance of the content or composition of educational training and its relevance to actual work	[4], [17], [21]
Education training instructor	Training staff's ability to prepare and implement training programs	[4], [17], [21]
Education training organization	Educational training programs are meant to assist and assist in the various forms provided	[4], [17], [21]
Positive effect on intrinsic learning motivation	Intrinsic motivation for learners, meaning personal interests, values, and enjoyment	[26], [33]
Positive effect on extrinsic learning motivation	It means things like grades, recognition, and rewards that you get through learning	[26], [33]
Job seeking activities	For job hunting, it means using job search resources for a certain period of time to pursue job search activities.	[27]

### 3.3 Sampling and Data Collection

This study was conducted for about four weeks from August 1, 2019 to August 29, 2019 for students who attended the Youth Employment Academy, and 200 samples were finally analyzed, excluding inappropriate data and insincere responses among 210 respondents. According to the analysis of the demographic characteristics of the samples, there were respondents of 125 males (62.5%) and 75 females (37.5%). By school, 178 students (89.0%) and 22 graduates (11.0%) were distributed, followed by 77 students (38.5%) in humanities, 71 students (35.5%) in nature, 37 students (18.5%) in society and 15 students (7.5%) in engineering.

## 4. Empirical Results

### 4.1 Measurement Model Analysis

In this study, the study model was analyzed through the Structural Equation Modeling (SEM). Prior to verifying the SEM, a confirmation factor analysis was conducted for the validity test, and the concentration and discrimination were verified. Validity test in a measurement model usually involves the reliability and feasibility tests of commonly used measurement items [14]. Among these, the feasibility test of the measured items was conducted through the convergent validity and the discriminant validity. Reliability test used the Cronbach's  $\alpha$  coefficient (0.7 or higher), which is commonly used in social science studies. In addition, the factor loadings among confirmation factor analysis results were used to verify their convergent validity and the factor loadings were generally considered significant if they were  $\pm 0.4$  or higher [1].

The discriminant validity verifies the degree to which two similar concepts are distinct, and to this end, the method of average variance extracted (AVE) and Pearson correlation analysis presented by Fornell and Larcker (1981) was used. If the square value of AVE in each construct concept exceeds the value of the correlation coefficient between that and other constructions, then the discriminant validity is considered to exist [14].

Table 2 shows the reliability and validity test results of the variables used in this study. The reliability measurement results showed no items hindering reliability, and the value of Cronbach's  $\alpha$  value used for reliability test was all above the recommended value (0.7 or higher), so the reliability of the measurement item is judged to have been secured. In addition, the factor loadings that test validity also exceeded the criteria presented in the previous study, indicating that there was no problem with the validity of the measured items.

Finally, the discriminant validity using the average variance extraction value is believed to have been secured because there is no problem as well. These results statistically demonstrate the intrinsic consistency and feasibility of the questionnaire. Table 2 shows the reliability and validity of the measurement model.

After the reliability and feasibility verification of the measurement model, suitability verification was performed to verify that the collected data was suitable for the research model. The suitability verification of the initial measurement model was carried out with a total of 18 measurement items. Suitability verification is more than 0.9 GFI (Goodness-of-fit Index) commonly used in previous studies, and p values ( $\geq 0.05$ ) for NFI (Normed Fit Index) 0.9 or higher, RMR (Root Mean Square Residual) 0.05 or lower, CFI (Comparative Fit Index) 0.9 or higher were used. Validation of the measurement model suitability showed that the suitability of the measurement model was  $\chi^2 = 269.779$  (df=168),  $p = 0.000$ ,  $\chi^2/df = 1.606$ , GFI = 0.942, NFI = 0.934, CFI = 0.974, RMR = 0.028 and all indices were above the recommended values, showing no problems with the suitability. This can soon be interpreted that the collected data to verify this study model is suitable for the study model [14].

**Table 2. Factor analysis result**

Variable	Metrics	Standardization factor( $\beta$ )	Standard Error	t-value	Cronbach's $\alpha$	CR	AVE
Education training environment	ETE3	0.716	0.289	-	0.816	0.882	0.715
	ETE2	0.874	0.163	14.859			
	ETE1	0.752	0.283	13.864			
Education training program	ETP3	0.821	0.196	-	0.869	0.917	0.786
	ETP2	0.848	0.177	18.735			
	ETP1	0.820	0.189	18.147			
Education training instructor	ETI3	0.735	0.28	-	0.746	0.816	0.598
	ETI2	0.767	0.245	13.040			
	ETI1	0.632	0.501	11.272			
Education training organization	ETO3	0.831	0.294	-	0.832	0.854	0.663
	ETO2	0.843	0.235	16.564			
	ETO1	0.707	0.437	14.571			
Positive effect on intrinsic learning motivation	PI3	0.759	0.21	-	0.791	0.880	0.710
	PI2	0.730	0.242	12.533			
	PI1	0.752	0.231	12.685			
Positive effect on extrinsic learning motivation	PE3	0.832	0.193	-	0.841	0.888	0.726
	PE2	0.755	0.295	16.101			
	PE1	0.810	0.237	17.315			
Job seeking activities	JEA3	0.708	0.614	-	0.834	0.806	0.582
	JEA2	0.888	0.238	14.353			
	JEA1	0.787	0.517	14.303			

**Table 3. Correlations among Constructs**

Variable	(1)	(2)	(3)	(4)	(5)	(6)	(7)
(1) ETE	<b>0.846</b>						
(2) ETP	0.83**	<b>0.887</b>					
(3) ETI	0.394**	0.394**	<b>0.773</b>				

(4)	ETO	359**	397**	287**	<b>0814</b>			
(5)	PI	263**	291**	318**	.190**	<b>0843</b>		
(6)	PE	419**	466**	572**	278**	243**	<b>0852</b>	
(7)	JEA	.027	.062	.078	.049	.122*	.058	<b>0763</b>
Average		3.833	4.064	3.904	3.703	3.869	3.896	3.767
Standard Deviation		.688	.691	.672	.812	.604	.713	.965

\*\* p<.01, \* p<.05, number at the diagonal line is average variance extracted (AVE).

## 4.2 Structural Model Analysis and Hypothesis Test

For the final, the structural model analysis was conducted in this study, and the results are shown in [Figure 2] and [Table 4].

The results of this study model's suitability were found to be  $\chi^2 = 271.811$  (df=173),  $p = 0.000$ ,  $\chi^2/df = 1.571$ , GFI = 0.941, NFI = 0.934, CFI = 0.936, RMR = 0.028, and it was judged that there would be no difficulty in verifying the research hypothesis.

## 4.3 Hypothesis Verification

To examine the significance of hypothesis, we looked at the relationship between education training characteristics and learning motivation.

First, the education training environment showed 0.076 and 0.147 ( $p < 0.05$ ) influence on intrinsic and extrinsic learning motivation, respectively. Therefore, the hypothesis was rejected because it showed no statistically significant influence on the intrinsic learning motivation, and the hypothesis was adopted by showing significant influence on the extrinsic learning motivation.

Second, both hypotheses were adopted as the education training program showed significant influence over intrinsic and extrinsic learning motivation, respectively, with 0.130 ( $p < 0.05$ ) and 0.216 ( $p < 0.01$ ).

Third, both hypotheses were adopted because it showed that education training instructors gave significant influence over intrinsic and extrinsic learning motivation, respectively, with 0.288 ( $p < 0.01$ ) and 0.633 ( $p < 0.01$ ).

Fourth, education training organizations showed 0.008 and  $-0.005$  influence on intrinsic and extrinsic learning motivation, respectively, among the learning motivations, but this was not statistically significant, so all hypotheses were rejected.

Next, we looked at the relationship between parameters and dependent variables. The intrinsic learning motivation among the learning motivation showed a significant impact of 0.231 ( $p < 0.05$ ) on employment activities, but did not significantly affect the extrinsic learning motivation (0.052). As a result, a hypothesis was adopted because the intrinsic learning motivation had a significant impact on job seeking activities, and another hypothesis was rejected because the extrinsic learning motivation had not. The results of these studies are presented in Table 6 and are summarized as shown in Figure 2.

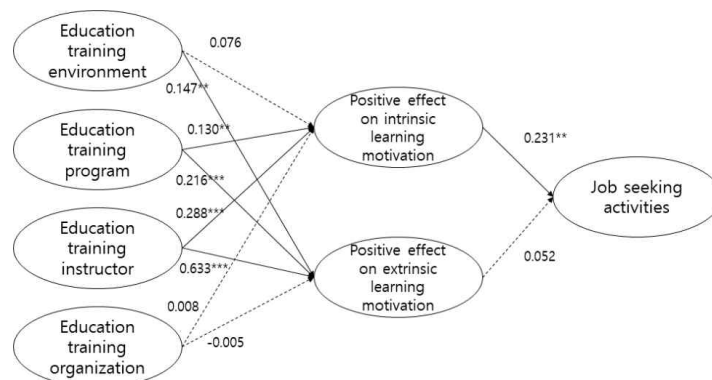


Figure 2. The result of research model

**Figure 2. Result of research model/hypotheses verification**

Hypothesis	Path	Path coefficient	Results
H1-1	ETE->PI	0.076	Reject
H1-2	ETE->PE	0.147**	Accept
H2-1	ETP->PI	0.130**	Accept
H2-2	ETP->PE	0.216***	Accept
H3-1	ETI->PI	0.288***	Accept
H3-2	ETI->PE	0.633***	Accept
H4-1	ETO->PI	0.008	Reject
H4-2	ETO->PE	-0.005	Reject
H5-1	PI->JEA	0.231**	Accept
H5-2	PE->JEA	0.052	Reject

\*\*P<0.05, \*\*\*P<0.01, ns: not significant

## 5. Conclusion

### 5.1 Implications of Research

Youth Employment Academy is a positive system that fills the asymmetry between universities and industrial sites. Unlike the past period of rapid growth in the domestic industry, the recent youth employment rate is feared to reduce the vitality of the industry along with a decrease in population, but on the other hand, if the quality of education can be improved, there is room to improve various existing problems. Therefore, this study divided the characteristics of the youth employment academy into four factor characteristics: environment, program, instructor and organization, and examined how it affects the motivation of the students' learning motivation, and how it affects job seeking activities. To this end, hypotheses were established in conjunction with the relevant theories and characteristics of the educational site and verified for being statistically significant. The implications of this study can be summarized as follows.

First, in order to enhance the intrinsic learning motivation of the trainees, education training programs and education training instructors are important and intensive management by especially excellent instructors should be done. Hypothesis verification showed that education training programs and education training instructors had a significant impact on the intrinsic learning motivation, with instructors having more than twice the influence of education programs.

Second, it may be more effective when comprehensive management of education training instructors, education training programs and education training environments is done to enhance the extrinsic learning motivation of the trainees. In particular, the influence of education training instructors appears to have the greatest impact on increasing extrinsic learning motivation. Many studies in the field of education emphasize the role of educators in virtually linking expertise with the trainees. Therefore, this shows that selection and training of education training instructors is an important factor.

Third, it is necessary to intensively manage the intrinsic learning motivation of the trainees in order to improve the employment performance of the youth employment academy. It is the motivation for intrinsic learning rather than the motivation for extrinsic learning that affects the employment activities of the trainees. Intrinsic learning motivation can occur only when learning is meaningful in itself, not as a means of employment. Since the most influential factor in intrinsic learning motivation is the influence of the instructor, it is necessary to make sure that the message delivered through the instructor is not biased to enhance extrinsic motivation, and to devise measures to enhance intrinsic motivation.

### 5.2 Limitations of Research

This research was intended to produce significant results by establishing and verifying hypotheses by combining the field program called Youth Employment Academy with theory. However, careful approach is needed in interpreting the results. In particular, this study has limitations as a longitudinal research. Unexpected factors such as the recent rapidly changing industrial environment or COVID-19 have implications at present, but this should not be misrepresented in other contexts in the future.



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