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Article

## Investigating the Effects of Course Satisfaction and Career Decision-Making Efficacy on Intrinsic Motivation of Undergraduates in Beauty Health Major

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### Abstract

When college students majoring in beauty are admitted with low Intrinsic Motivation, Course Satisfaction and Career Decision-Making are frequently lowered. To solve this problem, this study aimed to investigate how intrinsic motivation affects Course satisfaction and career decision-making efficacy in 4-year college students majoring in Beauty Health in Gangwon-do and the metropolitan area. The survey was conducted during November 11 to 20 in 2018, and 253 students participated. SPSS 21.0 software was used to analyse the data. The results revealed that factors of intrinsic motivation such as enjoyment effort and competence made a meaningful effect on awareness satisfaction, future planning, and job information among factors of course satisfaction. Other factors of intrinsic motivation such as competence, strain, and enjoyment effort were found to have a meaningful effect on problem solving and goal selection among factors of career decision-making efficacy. Considering the above results, it was concluded that when students in beauty major experience an increased intrinsic motivation, they become more satisfied with the course and their increased intrinsic motivation had a higher effect on their career and job decision making process. This implicates that their course satisfaction and career decision-making efficacy should be improved when the classes are designed to improve their intrinsic motivation rather than applying the standardized teaching methods.

### Keywords

Beauty Health, Intrinsic Motivation, Course Satisfaction, Career Decision-Making Efficacy, Job

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As the education level in Korea has gradually increased, many students decide to go to university to study the major they are interested in, though several students fail to adapt to university life and classes and finally decide to drop out. It is therefore important to identify measures to increase their aptitude and intrinsic motivation to maximize their efficiency of course education (Lepper & Chabay, 1985; Williams & Williams, 2011). When their intrinsic motivation about their course is low, the will to learning and confidence in a future career also decreases, which results in giving up their studies halfway. They sense an uncertainty of their course education and career (Kang, 2010). This suggests that if their intrinsic motivation is increased, it can help them choose the right major that fits well their interests as well as their future career.

A few students do not recognize the importance of intrinsic motivation and face a lower course satisfaction and career decision-making efficacy. These problems occur since students themselves cannot exactly recognize their aptitude and intrinsic motivation and rely on their teachers and parents passively even while selecting the university and their major (H, 2005). On the other hand, students with higher levels of intrinsic motivation demonstrate a high efficiency of their major, become more rational and active in deciding their career, and adapt to their major as well (Kim & Kim, 1997). Choosing the right major for their interests plays a critical role in the efficiency of their course education and career. Therefore, it is necessary to investigate how level of intrinsic motivation of students in Beauty Health major affects their course satisfaction and career decision-making efficacy.

Previous studies on intrinsic motivation, course satisfaction and career decision-making self-efficacy show that students' intrinsic motivation affects students' career exploration, and as well as their career decision-making and self-efficacy (Cho & Jang, 2010; Choi, 2016). A synergistic effect was evident in studies on Course satisfaction and career decision-making through the security-related college students' motivation to choose their major, and the intrinsic motivation of students taking ski classes, affecting their learning flow and educational satisfaction (B et al., 2020; Kim, 2019; Perdrix et al., 2012). The intrinsic motivation and career maturity of Taekwondo major students also showed a similar effect (Kim, 2018). Likewise, in another study, it was found that intrinsic motivation of students majoring in a consignment course affected their degree of satisfaction with the major (Betz & Hackett, 1986; Kim, 2019). These studies suggest that intrinsic motivation of students in Beauty Health major might also depict similar significant relationship with their course satisfaction and career decision-making efficacy. Hence, this study aimed to analyze the effect of intrinsic motivation level on class satisfaction and career decision efficacy of beauty and health majors.

The current research study investigated the relationship between intrinsic motivation, course satisfaction, and career decision-making efficacy of students in Beauty Health major. The hypotheses for the study were established as follows. First, the intrinsic motivation of students in Beauty Health major will affect their course satisfaction. Second, the intrinsic motivation of students in Beauty Health major will affect their career decision-making efficacy. Through the results, it was suggested that students could improve their attachment and interests in major by recognizing the level of intrinsic motivation for their major. In addition, it was to determine how much their improved course satisfaction had a positive effect on their career decision-making efficacy. It is expected that the students in Beauty Health major will perform their job well at work while showing their potential in their career after successfully getting a job in the industry.

### **Research Framework and Hypothesis Development**

In this study, research hypothesis and research framework were established to prove the relationship between intrinsic motivation, course satisfaction, and career decision-making efficacy among students in Beauty-Health major. Similar studies have been carried out confirming the influence of intrinsic motivation on selection of a course (B et al., 2020; Kim D. W. et al., 2009); however, there has been no study to investigate the effect of intrinsic motivation on course satisfaction and career decision-making efficacy, particularly on students in Beauty-Health major.

The research framework for the current study was reconstructed based on previous research studies. For example, the

intrinsic motivation framework was based on the research model found in (Kim, 2014), the course satisfaction research framework was derived from (Al-Mansoori & Koç, 2019; Park et al., 2016) and the career decision-making efficacy framework was based on (Sandler, 2000). The hypotheses and research framework reconstructed in this study are shown in Figure 1. The framework shows intrinsic motivation as an independent variable, and course satisfaction and career decision-making efficacy as dependent variables to analyze their relationship and influences.

H1. The intrinsic motivation of students in Beauty Health major will affect their course satisfaction.

H2. The intrinsic motivation of students in Beauty Health major will affect their career decision-making efficacy.

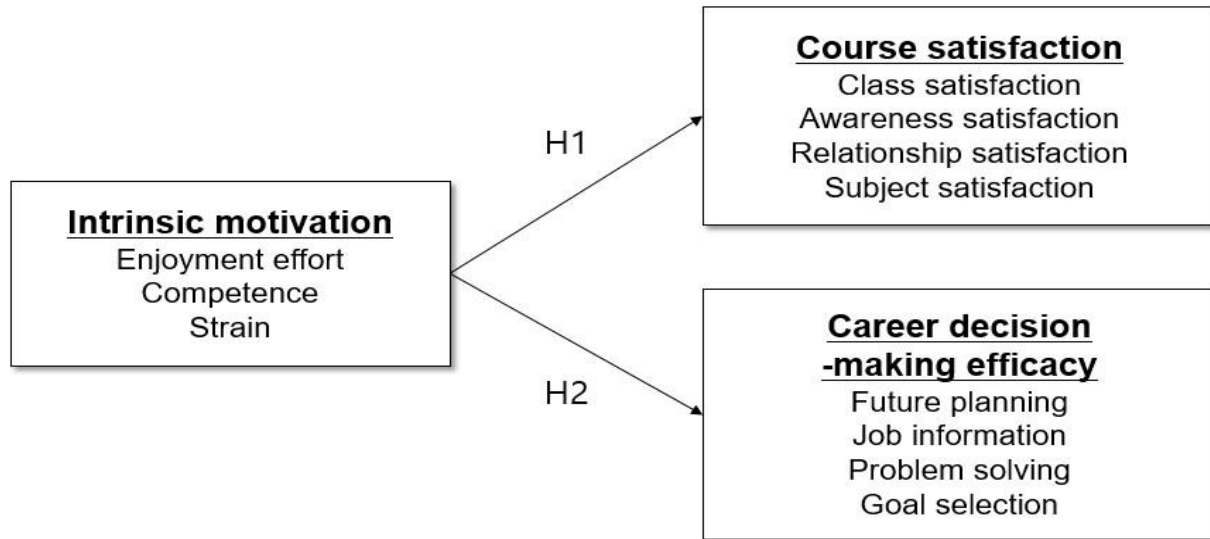


Fig. 1. Research Framework

## Method

### Participants

The research was conducted on university students in Beauty Health major in Gangwon-do Province, Korea and metropolitan area. The survey was conducted for 20 days in 2018, and 253 students finally participated in the research, which included 36 males and 217 females who volunteered to participate in this study.

### Instruments

The survey questionnaire carried 68 items, including 3 questions about demographic characteristics. These questions were adapted out of 21 questions found on intrinsic motivation in (Kim, 2014) 28 questions on course satisfaction in (Choi, 2016; Park et al., 2016), and 27 questions on career decision-making efficacy in (H, 2005; Sandler, 2000). In order to increase reliability in Cronbach's  $\alpha$ , a few questions with similar characteristics were excluded. As a result, a total of 68 questions were finalized in the survey. The variables were also classified as follows: intrinsic motivation was classified into pleasure effort (0.943), intrinsic motivation (0.857), and process satisfaction (0.511). Course satisfaction was classified into class satisfaction (0.966), recognition satisfaction (0.934), relationship satisfaction (0.961), and subject satisfaction (0.945) factors. Career decision efficacy was classified into future planning (0.945), job information (0.922), problem solving (0.945), and goal selection (0.866) factors. The results are shown in Table 2.

**Table 2.** *The composition of the measuring instruments*

<i>Section</i>	<i>Content</i>	<i>Questions</i>	<i>Final questions</i>	<i>Measure</i>	<i>References</i>
Demographic characteristics	Gender, grade, classification of university	-	3	Multiple-choice	
Intrinsic motivation	Enjoyment effort, competence, strain	21	15		(Kim, 2014)
Course satisfaction	subject satisfaction, class satisfaction, relationship satisfaction, awareness satisfaction	28	25	Likert 5-point scale	(Choi, 2016. Park et al., 2016)
Career decision-making efficacy	Job information, goal selection, future planning, problem solving	27	25		(Kim D. W. et al., 2009. Sandler, 2000)

### Data Analysis

SPSS 21.0 for Windows was utilized to analyze the result of the research under the following analysis pattern. First, a frequency analysis was performed to test the percentage and frequency of the demographic characteristics of the subjects. Second, a factorial analysis was performed to test the reliability and factor structure of Intrinsic Motivation, course satisfaction, decision-making efficacy. Third, a correlation analysis was performed to analyze and interrelation of course satisfaction and career decision-making efficacy according to intrinsic motivation, and a multiple linear regression analysis was also performed for the analysis of multiple linear regression.

### Results

#### Demographic Characteristics of Survey Subjects

The result of the demographic characteristics of survey participants is shown in Table 3. There were 36 males (14.2%) and 217 females (85.8%) who participated in the survey. There were 49 first grade students (19.4%), 99 second grade students (39.1%), 74 third grade students (29.2%), and 31 fourth grade students (12.3%). Among those in Beauty Health major, there were 101 students from a 2-year college (39.9%) and 152 students from a 4-year university program (60.1%).

**Table 3.** *General characteristics of research participants*

<i>Category</i>	<i>Item</i>	<i>Frequency (N)</i>	<i>Percentage (%)</i>
Gender	Male	36	14.2
	Female	217	85.8
Grade	First grade	49	19.4
	Second grade	99	39.1
	Third grade	74	29.2
	Fourth grade	31	12.3
Beauty school	2-year college	101	39.9
	4-year university	152	60.1
Total		253	100.0

#### Validity and Reliability of Measuring Tools

A verimax rotation and principal component analysis was performed to analyze the exploratory factors of questions about intrinsic motivation, course satisfaction and career decision-making efficacy. According to the Bartlett's test of sphericity, the evaluation of intrinsic motivation was  $\chi^2=2642.404(p=0.000)$ , the

evaluation of career satisfaction was  $\chi^2=7485.909(p=0.000)$ , and the evaluation of career decision-making efficacy was  $\chi^2=5460.353(p=0.000)$ . This shows that there exists an appropriate correlation between the factors based on variables. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy shows the intrinsic motivation at 0.926, course satisfaction at 0.960, and career decision-making efficacy at 0.935 which were all considered appropriate for factor analysis.

**Validity and Reliability of Intrinsic Motivation**

The reliability in Cronbach's  $\alpha$  increased with 21 similar questions of intrinsic motivation excluded. As a result, 3 factors were derived from 15 criteria. The cumulative variance was 69.666%, and the reliability was from 0.511 to 0.943 which proved the appropriate internal consistency as shown in Table 4. Factor 1 was named as 'enjoyment effort' which means people get interested and enjoy learning. Factor 2 was named as 'competence' to shows students' level of beauty skills was high. Factor 3 was named as 'strain' to represent the challenges in beauty education.

**Table 4.** Factor analysis of intrinsic motivation

Factor	List	Factor loading	Eigenvalue	Dispersion rate	Accumulated dispersion rate	Reliability
Enjoyment effort	I want to say I'm interested in beauty.	0.848	5.860	39.069	39.069	0.943
	I think time really flies when I'm involved in beauty.	0.813				
	I like to be get involved in beauty.	0.797				
	I enjoy beauty.	0.763				
	I work hard during beauty classes.	0.754				
	I put a lot of efforts in beauty skills.	0.753				
	I think I enjoy beauty classes.	0.747				
Competence	I think I like beauty.	0.703	3.069	20.462	59.531	0.857
	My beauty skills are quite good.	0.743				
	I think my beauty skills are always improving.	0.725				
	I think I'm good at beauty more than others.	0.724				
Strain	I think I'm quite good at beauty.	0.585	1.520	10.135	69.666	0.511
	Beauty classes put pressure on me.	0.836				
	I think I should do better than others.	0.670				
	I feel the strain when I'm involved in beauty.	0.577				

KMO=0.926, Bartlett tses  $\chi^2=2642.404(df=105, Sig.=0.000)$

**Validity and Reliability of Course Satisfaction**

The reliability in Cronbach's  $\alpha$  increased when a few similar questions of course satisfaction were excluded. As a result, 4 factors were derived from 25 criteria. The cumulative variance was 80.985%, and the reliability was between 0.934 to 0.966 which proves its internal consistency as shown in Table 5. Factor 1 was named as 'class satisfaction' to suggest that students are satisfied with the content and method of theoretical and practical classes. Factor 2 was named as 'awareness satisfaction' to show students' high self-esteem in the major they belong to. Factor 3 was named as 'relationship satisfaction' which shows a smooth communication with professors and students. Factor 4 was named as 'subject satisfaction' which means their satisfaction with

classes.

**Table 5.** Factor analysis of course satisfaction

<i>Factor</i>	<i>List</i>	<i>Factor loading</i>	<i>Eigen value</i>	<i>Dispersion rate</i>	<i>Accumulated dispersion rate</i>	<i>Reliability</i>
Class satisfaction	Practical and theoretical classes are well structured.	0.801				
	I'm satisfied with the level of theoretical classes.	0.800				
	I'm satisfied with the level of practical classes.	0.785				
	I'm satisfied with the content of theoretical classes.	0.767	6.076	24.305	24.305	0.966
	I'm satisfied with the methods of class progress.	0.705				
	I'm satisfied with the feedback during practical classes.	0.701				
	I'm satisfied with the content of practical classes.	0.662				
Awareness satisfaction	I proudly say about the department to others.	0.838				
	Many people want to join the department.	0.812				
	I think I'm proud of the department.	0.806				
	The department is worth attending.	0.800	5.197	20.789	45.094	0.934
	I think my department is popular.	0.798				
	Graduating from the department will be beneficial to your social life.	0.790				
	The communication between professors and students is smooth.	0.767				
Relationship satisfaction	Professors give advice on study methods and content.	0.767				
	Professors understand the students' ability of the course.	0.746	5.021	20.083	65.177	0.961
	Professors can solve questions about Beauty Health major.	0.720				
	Professors give advice about career.	0.659				
	Professors communicate about theoretical and practical classes.	0.634				
	The curriculum of the department fits well with me.	0.714				
	I'm satisfied with the major.	0.711				
Subject satisfaction	The subjects of the department are interesting.	0.708	3.952	15.808	80.985	0.945
	The textbooks provide me with what I want to learn.	0.659				
	The subjects of the department are well organized.	0.583				
	There are many types of subjects.	0.566				

KMO=0.960, Bartlett tses  $\chi^2=7485.909$ (df=300, Sig.=0.000)

### Validity and Reliability of Career Decision-Making Efficacy

The reliability in Cronbach's  $\alpha$  increased when a few similar questions of course satisfaction were excluded. As a result, 4 factors were derived from 25 criteria. The cumulative variance was 72.158%, the reliability was between 0.866 to 0.945 which proves the internal consistency as shown in Table 6. Factor 1 was named as 'future planning' to suggest that what students plan for their career. Factor 2 was named as 'job information' to show students' having the information about their desired job. Factor 3 was named as 'problem solving' to show problem-solving power was related to their desired career. Factor 4 was named as 'goal

selection’ to refer to their future career goals.

**Table 6.** Factor analysis of career decision-making efficacy

Factor	List	Factor loading	Eigenvalue	Dispersion rate	Accumulated dispersion rate	Reliability
Future planning	I’ll continue to pursue the chosen career path in difficult circumstances.	0.814	6.850	27.400	27.400	0.945
	I can choose the major and career I’m interested in.	0.810				
	I can choose one job among several majors.	0.775				
	I can decide which job is the most important to me.	0.743				
	I know the lifestyle I want.	0.723				
	I know what job is right to me.	0.717				
	I’ll decide on the career path that fits my lifestyle.	0.713				
	Currently I know the career path I want.	0.697				
	I can overcome difficult situations at work after graduation.	0.675				
	I work hard for my career path.	0.644				
	I don’t regret the time when I decided my career.	0.582				
	I know the major that fits with the desired job.	0.820				
	I can ask about the career that I’m interested into a person who’s involved in the field.	0.792				
	I can find the information on the Internet.	0.775				
I can look for jobs that fit my aptitudes and interests.	0.696					
Job information	I can predict the beauty jobs emerging in the next 10 years.	0.682	5.474	21.895	49.294	0.922
	I can know the job interviews and related processes.	0.628				
	I can find out the monthly income for the job I want.	0.607				
	I know the curriculum necessary to complete the major.	0.601				
	I can take another career path when the desired career path is possible to achieve.	0.945				
Problem solving	When I’m not satisfied with the major, I can change it.	0.927	2.972	11.886	61.181	0.945
	When I’m not satisfied with the job, I can change the career.	0.926				
Goal selection	I can write my resume well.	0.728	2.744	10.977	72.158	0.866
	I have set my future goals.	0.640				
	I can evaluate my abilities exactly.	0.632				

KMO=0.935, Bartlett tses  $\chi^2=5460.353(df=300, Sig.=0.000)$

**Correlation Between Intrinsic Motivation, Course Satisfaction and Career Decision-Making Efficacy**

A correlation analysis was performed to investigate the correlation between intrinsic motivation, course satisfaction and career decision-making efficacy, and the results were analyzed as shown in Table 7. Among the factors of intrinsic motivation, ‘enjoyment effort’ was found to have the strong correlation with ‘awareness satisfaction’(r=0.723), ‘subject satisfaction’(r=0.664), ‘class satisfaction’(r=0.554), and ‘relationship satisfaction’(r=0.542) in sequence which were factors like ‘course satisfaction.’

Among the factors of intrinsic motivation, ‘competence’ was found to have a strong correlation with

‘awareness satisfaction’(r=0.646), ‘subject satisfaction’(r=0.541), ‘relationship satisfaction’(r=0.447), and ‘class satisfaction’(r=0.436) in sequence which were factors of ‘course satisfaction.’

Among the factors of intrinsic motivation, ‘enjoyment effort’ was found to have a strong correlation with ‘future planning’(r=0.764), ‘job information’(r=0.619), and ‘goal selection’(r=0.539) in sequence which were factors of ‘career decision-making efficacy.’

Among the factors of intrinsic motivation, ‘competence’ was found to have the strong correlation with ‘future planning’(r=0.656), ‘goal selection’(r=0.558), ‘job information’(r=0.528), and ‘problem solving’(r=0.258) in sequence which were factors of ‘career decision-making efficacy.’ Among the factors of intrinsic motivation, ‘strain’ was found to have the weak correlation with ‘problem solving’(r=0.282) and ‘future planning’(r=-0.143) in sequence with factors of ‘career decision-making efficacy.’

**Hypothesis Test**

A multiple linear regression analysis was also performed to investigate how the intrinsic motivation of students in Beauty Health major affects their course satisfaction and career decision-making efficacy. As a result of the multiple linear regression analysis of course satisfaction and career decision-making efficacy as factors of intrinsic motivation, the variance inflation factor (VIF) values of multi-collinearity test results were 2.688, 2.628, and 1.039 in common which satisfied the assumption of independence of variables. Among the factors of course satisfaction, the values of Durbin-Watson statistic were 2.169, 1.722, 1.784 and 1.737 respectively. Since they were close to 2.0, the reference value, the residuals showed a low correlation which indicated the model was appropriate.

**Table 7.** *The correlation between intrinsic motivation, course satisfaction and career decision-making efficacy*

Factor	Intrinsic motivation			Course satisfaction				Career decision-making efficacy			
	1	2	3	4	5	6	7	8	9	10	11
1 Enjoyment effort	1										
2 Competence	.784**	1									
3 Strain	-.158*	-.054	1								
4 Class satisfaction	.554**	.436**	.075	1							
5 Awareness satisfaction	.723**	.646**	-.088	.556**	1						
6 Relationship satisfaction	.542**	.447**	.107	.857**	.572**	1					
7 Subject satisfaction	.664**	.541**	.026	.821**	.651**	.814**	1				
8 Future planning	.764**	.656**	-.143*	.548**	.705**	.581**	.652**	1			
9 Job information	.619**	.528**	-.024	.733**	.627**	.725**	.742**	.722**	1		
10 Problem solving	.086	.258**	.282**	.187**	.198**	.167**	.101	.152*	.182**	1	
11 Goal selection	.539**	.558**	.053	.589**	.561**	.568**	.542**	.653**	.729**	.355**	1

**H1.** *The intrinsic motivation of students in Beauty Health major will affect their course satisfaction.*

The results show how the intrinsic motivation of students in Beauty Health major affects their course satisfaction are shown in Table 8. A multiple linear regression analysis was performed to see how intrinsic motivation affects course satisfaction. The model was explained by ‘class satisfaction’(R<sup>2</sup>=0.335), ‘awareness satisfaction’(R<sup>2</sup>=0.539), ‘relationship satisfaction’(R<sup>2</sup>=0.332), and ‘subject satisfaction’(R<sup>2</sup>=0.090). Among factors of intrinsic motivation, ‘enjoyment effort’ (β=0.602, p<0.001) and ‘strain’ (β=0.169, p<0.01) were found to affect ‘class satisfaction’ of course satisfaction in sequence. Among factors of intrinsic motivation, ‘enjoyment effort’ (β=0.566, p<0.001) and ‘competence’ (β=-0.203, p<0.01) were found to affect ‘awareness satisfaction’ of course satisfaction in sequence. Among factors of intrinsic motivation, ‘enjoyment effort’



( $\beta=0.556$ ,  $p<0.001$ ) and ‘strain’ ( $\beta=0.196$ ,  $p<0.001$ ) were found to affect ‘relationship satisfaction’ of course satisfaction in sequence. Among factors of intrinsic motivation, ‘enjoyment effort’ ( $\beta=0.661$ ,  $p<0.001$ ) and ‘strain’ ( $\beta=0.132$ ,  $p<0.01$ ) were found to affect ‘subject satisfaction’ of course satisfaction in sequence.

This is consistent with the findings of previous research studies like of (Park et al., 2016) who also found the intrinsic motivation of students was higher and that they were more satisfied with classes. The research study of (Madrid, 2002) also showed similar results revealing that the intrinsic motivation of students in Beauty Health major was higher and that they tend to be more satisfied with classes. This suggests that as students are interested in their courses and when they make more efforts to learn, ‘subject satisfaction’ factor in course satisfaction plays a significant role.

**Table 8.** Effect on factors of career decision-making efficacy in accordance with the Course satisfaction factors

Independent variable	Course satisfaction							
	Class satisfaction		Awareness satisfaction		Relationship satisfaction		Subject satisfaction	
	Beta	t	Beta	t	Beta	t	Beta	t
Enjoyment effort	0.602	1.416***	0.566	8.018***	0.556	1.132***	0.661	8.650***
Competence	-0.027	-0.326	-0.203	2.917**	0.021	1.852	0.030	0.391
Strain	0.169	3.205**	0.013	0.291	0.196	1.462***	0.132	2.786**
	R <sup>2</sup> =0.335		R <sup>2</sup> =0.539		R <sup>2</sup> =0.332		R <sup>2</sup> =0.090	
	Modified R <sup>2</sup> =0.327		Modified R <sup>2</sup> =0.534		Modified R <sup>2</sup> =0.324		Modified R <sup>2</sup> =0.071	
	F=41.744***		F=97.094***		F=41.200***		F=4.704**	
	Durbin-Watson 1.383		Durbin-Watson 2.002		Durbin-Watson 1.496		Durbin-Watson 1.613	

\*\*\*:  $p<0.001$ , \*\*:  $p<0.01$ .

*H2. The intrinsic motivation of students in Beauty Health major will affect their career decision-making efficacy.*

The results of testing this hypothesis showing how intrinsic motivation of students in Beauty Health major affects their career decision-making efficacy are shown in Table 9. A multiple linear regression analysis was performed to see how intrinsic motivation affects career decision-making efficacy. The model was explained by factors like ‘future planning’(R<sup>2</sup>=0.593), ‘job information’(R<sup>2</sup>=0.393), ‘problem solving’(R<sup>2</sup>=0.172), and ‘goal selection’(R<sup>2</sup>=0.352). Among factors of intrinsic motivation, ‘enjoyment effort’ ( $\beta=0.639$ ,  $p<0.001$ ) and ‘competence’ ( $\beta=0.153$ ,  $p<0.001$ ) were found to affect ‘future planning’ of career decision-making efficacy in sequence. Among factors of intrinsic motivation, ‘enjoyment effort’ ( $\beta=0.555$ ,  $p<0.001$ ) was found to affect ‘job information’ of career decision-making efficacy. Among factors of intrinsic motivation, ‘competence’ ( $\beta=0.445$ ,  $p<0.001$ ), ‘strain’ ( $\beta=0.271$ ,  $p<0.001$ ), and ‘enjoyment effort’ ( $\beta=-0.221$ ,  $p<0.01$ ) were found to affect ‘problem solving’ of career decision-making efficacy. Among factors of intrinsic motivation, ‘competence’ ( $\beta=0.329$ ,  $p<0.001$ ), ‘enjoyment effort’ ( $\beta=0.300$ ,  $p<0.001$ ), and ‘strain’ ( $\beta=0.118$ ,  $p<0.01$ ) were found to affect ‘goal selection’ career decision-making efficacy. These results reveal that intrinsic motivation of students in Beauty Health major is higher, and their career-decision-making attitudes play a significant role. These findings are similar to another study (Kim, 2014) which showed intrinsic motivation of students in dance major was higher, and their career-decision-making attitude also played a significant role.

**Table 9.** Effect on factors of career decision-making efficacy in accordance with the Course satisfaction factors

Independent variable	Career decision-making efficacy							
	Future planning		Job information		Problem solving		Goal selection	
	Beta	t	Beta	T	Beta	t	Beta	t
Enjoyment effort	0.639	9.640***	0.555	6.856***	-0.221	-2.334**	0.300	3.589***
Competence	0.153	2.336***	0.096	1.201	0.445	4.766***	0.329	3.976***
Strain	-0.034	-0.819	0.070	1.382	0.271	4.611***	0.118	2.266**
	R <sup>2</sup> =0.593 Modified R <sup>2</sup> =0.588 F=121.069*** Durbin-Watson 2.169		R <sup>2</sup> =0.393 Modified R <sup>2</sup> =0.386 F=53.714*** Durbin-Watson 1.722		R <sup>2</sup> =0.172 Modified R <sup>2</sup> =0.162 F=17.292*** Durbin-Watson 1.784		R <sup>2</sup> =0.352 Modified R <sup>2</sup> =0.344 F=45.018*** Durbin-Watson 1.737	

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

Table 9 reveals that students in Beauty Health major are more interested in their course, they put more efforts, and feel the strain. They are more satisfied with the theories of the course, practical classes, and communication with professors. It was also found that they believed their skills were higher and made them more competent, they felt more pride in the department and were found more satisfied with classes in their course. It was also found that students in Beauty Health major had higher career and job-decision-making abilities. In addition, it was found that they possessed more information about searching for their future job. They also depicted higher problem-solving skills in their future career and higher ability of goal selection.

### Conclusion

This research was conducted on university students majoring in Beauty Health in Gangwon-do Province and metropolitan area to investigate how their intrinsic motivation affected their course satisfaction and career decision-making efficacy. The survey was conducted for 20 days in 2018, and 253 students were finally participated in the research. SPSS 21.0 software was used to calculate the frequency of variables and percentages. A factor analysis was performed to test reliability and validity of intrinsic motivation, course satisfaction and career decision-making efficacy before performing a correlation analysis and a multiple linear regression analysis.

The results of the study reveal that students in Beauty Health major have a high their intrinsic motivation, they become more satisfied with the course and their increased intrinsic motivation has a higher effect on their career and job decision making process. This clearly shows that their course satisfaction and career decision-making efficacy would increase when the classes are designed to improve their intrinsic motivation rather than applying the standardized teaching methods. The limitation of this study was that it was confined to investigating only a specific area. In future research, results may be derived from various educational dimensions by examining universities in various regions of Korea.

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