

Variables affecting self-directed learning of office workers: Focusing on hope and growth mindset

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A Study on the Variables Affecting Self-Directed Learning of Workers: Focusing on Hope and Growth Mindset

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Summary This study aims to identify the factors that influence self-directed learning of office workers. For this purpose, a survey was conducted on 335 employees in two cities in the northwestern part of Chungcheongnam-do. Analysis of results is based on general characteristics. The difference test (T-test, ANOVA) of self-directed learning, correlation analysis between major variables, and hope and growth mindset are used for self-directed learning. In order to understand the impact, a hierarchical regression analysis was conducted by dividing the group into employee level and agency level or higher. Major Research Results are as follows. First, self-directed learning showed differences according to gender. Second, as a result of correlation analysis, hope and growth mindset and treasury stock All of the rogue learning showed a positive correlation. Third, as a result of regression analysis, in the case of employee level, the path of hope and growth mindset Intelligence had an effect on self-directed learning, and it was found that the path of hope had an effect if the agency was above the agency level. finally According to the position, policy measures to increase self-directed learning were discussed.

Key words: self-directed learning, hope, growth mindset, office workers, hierarchical regression analysis

Abstract The purpose of this study was to investigate factors affecting self-directed learning of workers. For this purpose, 335 workers were surveyed in two cities in the northwestern part of Chungcheongnamdo. The research was carried out by difference test to identify the difference of self-directed learning according to general characteristics and by correlation analysis of main variables. Also in order to identify the effect of hope and growth mindset on self-directed learning, hierarchical regression analysis was conducted by dividing the group into employee-level and higher employee-level. The main results are as follows. First, Self-directed learning differed by gender. Second, correlation analysis revealed that hope, growth mindset and self-directed learning were positively correlated. Third, regression analysis showed that the pathway thinking of hope and the intelligence of the growth mindset influenced self-directed learning of employee-level workers. And it showed that the pathway thinking of hope influenced self-directed learning of higher employee-level workers. Finally, we discussed policies to enhance workers' self-directed learning based on positions.

Key Words: Self-directed learning, Hope, Growth mindset, Worker, Hierarchical regression analysis

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1. Introduction

The term Fourth Revolution refers to the 2017 World Economic Experience (WEF) System, physical environment, etc. are treated as important predictive variables. It was mentioned for the first time in [1]. The biggest characteristic is Everything is connected by a network and It can be said that all data is accumulated and applied in life. There is [2]. Artificial intelligence, virtual reality, objects Internet (IoT), and Big Data. [One]. However, this fourth revolution requires only technological change Does not. The advent of the fourth industrial era is our mindset It demands a total change in life such as politics, economy, and environment. That However, due to this transformation, many people become anxious and It is true that there is [3]. Yes how our lives will change It is very difficult to judge exactly how to respond and how to respond. It is difficult. Therefore, to prepare for and lead the 4th industrial era It should be seen that there are limits on the individual side and In preparation for the 4th industrial revolution You have to arrange a class.

These changes are essential to the foundation of science and technology. In addition, in all fields such as politics, economy, education, society, and thinking Came to demand a transformation of Especially in the field of education, In order to cultivate the talents needed in an era. It calls for a paradigm shift. Therefore, the recent education In terms of content, the books have the knowledge and knowledge required in the 4th industrial era. Focus on technology and in terms of teaching methodology Problem solving ability and creativity are compared to conventional infusion education. Including competency education, active attitude rather than passive learning attitude Is emphasized. Also, in the school field, The central axis is moving around the Nin learner [4]. therefore The most suitable form of learning for the 4th industrial era is self-directed learning It can be said that it is a habit.

Self-directed learning means that the learner can learn without the help of others. With the initiative of self-learning, by setting learning goals Choose the appropriate learning strategy and further It means evaluating as [5]. This way of learning is the learner Motivation of the child Because it is achieved by setting the All were found to be higher [6]. Especially for adult learners Compared to teenage students, systematic education programs are insufficient. Due to material and time constraints, self-directed learning is more It is emphasized.

Looking at previous studies so far, self-esteem and self-efficacy Psychological variables and human relations such as competence, hope, and growth mindset Has been brought [7-12]. These variables are largely individual characteristics, environment It can be broadly classified by enemy characteristics, etc. Respect, self-efficacy, hope, and growth mindset [7-9], and environmental characteristics include family, teachers, and classmates. Such as human support, physical education environment, etc. Appeared as [10-12]. But among these variables, adult office workers Targeting the hope and growth mindset Only one study was identified [9]. Thus seen Research focuses on hope and growth mindset as predictors. Was done. Hope is to find a path to achieve one's goals. It refers to the motive and will to use it as a wife. [13]. Snyder et al. [14] expressed this hope as a path and initiative. It was defined as the motive state of an interactive organized thinking and It has evolved into a concept that can be measured negatively. According to him Hope is divided into leading accidents and path accidents [15]. lead thinking takes various paths to achieve the goal of hope. It means awareness of one's ability to use Rosago finds ways that are applicable to pursuing its goals. It means the recognition that you can find out [15]. These hopes Let people show a challenging attitude in everything, success rather than failure Focus on positive sentiment about the possibility of achieving the goal. It plays a role to keep it. So hope is melancholy, It lowers negative emotions such as anxiety, fear, and compulsion [16], Positive emotions such as self-efficacy, self-esteem, and academic achievement are high. It gives [17]. Also, according to Lee Chang-sik and others [9], hope is self-directed learning It has been shown to indirectly affect learning. That's why hope grows in the structural process, mindset and Grit of others. And positively induces learning attitudes. Said. Therefore, considering these previous studies If so, hope is directly related to the self-directed learning attitude of adult learners. It can be concluded that it is exalted. On the other hand, self-based theory means that people And in the relationship between the surrounding environment, mainly psychological characteristics By being perceived, people Ron is invisible, but internally You will be provided with an interpretation framework [18]. This theoretical basis Tangro Bandura et al. [19] focused on the possibility of changing intelligence.

As a result, the realism and intelligence that intelligence is fixed Mindset was classified by the theory of enhancement that is improved by. It is decided.

What is the influence of Hope and Growth Mindset?

After Dweck [20], the realism is a fixed mindset, and the enhancement theory The results of this study are essential adults in the 4th industrial era. Developed as a growth mindset, and this concept is currently The theoretical basis for enhancing the self-directed learning attitude of students is widely used in related academic circles. The two reasons mentioned above policy way to develop and adapt successfully to change Hyung's mindset appears in various ways depending on the area. There will be implications in presenting the proposals. Even in the domain, they are not exclusive and compatible with each other.

It is known. However, a growth mindset and a fixed mind

One of the three tendencies is generally superior

2. Research method

It is a general view that it should be viewed from the ground level [21].

On the other hand, the biggest difference between a growth mindset and a fixed mindset is

2.1 Research subject

It is an attitude toward failure. Failure if the fixed mindset is strong The subjects of this study were 350 people working in D city and S city, Chungcheongnam-do.

Because they are afraid of themselves, they give up the challenge and Convenience was sampled for office workers. Survey period is 2016

You will try only the fields you are familiar with. On the other hand, growth mindset conducted from April to May, and among the collected questionnaires,

If you have a problem, failure itself is considered a challenge and such failure total of 335 copies, excluding questionnaires that were answered sincerely

You learn a lesson from this and you grow even more with new attempts. Used for stone.

[22]. The empirical research on this is mainly academic achievement The gender distribution of the study subjects was 300 males (89.6%) and females.

It was made out of the difference, and the students' growth mindset There were 35 (10.4%) males. Their age range is 20

Academic achievement is a student with a strong mindset to grow in the mind They ranged from age to 59 years, and the average age was 36.02 years (SD=7.993).

Were found to be superior [23]. Therefore, academic achievement Married status was 188 (56.1%) married and 147 (43.9%) unmarried.

Self-directed learning, an important predictor of appear. On the other hand, as for the job type, the sales job was 256 (76.4%).

Doo is positively influenced by the growth mindset. The highest percentage, 38 office workers (11.3%), management

To sum up the above studies, hope and growth mindset 37 jobs (11.0%) and 4 production workers (1.2%). Their will

It can be said that it has a positive effect on self-directed learning attitude. Above, the employee level was the most with 164 (49.0%), and the agency paid 81

have. However, the limitations of existing studies are first Persons (24.2%), manager grade 44 (13.1%), deputy manager grade 28 (8.4%), manager

I am in the subject of research, but the research that was conducted for students (3.9%) at the level and 5 (1.5%) at the executive level. Finally

It was part of the study, and only one study that was conducted with adults When looking at the level of education, 252 (75.2%) graduates from university or higher,

It was only. In addition, hope and sexuality as predictors of learning attitude 83 students (24.8%) were less than vocational college graduates.

Although a number of studies have been carried out on the Jang Mindset

Synthesize these variables and compare and discuss their relative influence 2.2 Research tools

There is no research conducted. Meanwhile, your position at work 2.2.1 Hope

There is a difference in learning intention and self-study attitude according to The hope scale was developed by Snyder et al. [14], and Choi Yu-hee et al.

Appeared [24]. Therefore, this study is an adult learner. [25] The modified one was used, and the path accident and the lead accident

Targeting craftsmen, the positions are assigned to employee level and deputy level. This measure is a personal characteristic of hope.

And their hope and growth mindset is self-directed It is a measure of an individual's hope by considering it as sex.

The purpose of the study is to compare the impact on learning attitudes. It consists of 8 questions. Among them, 4 questions about senior accidents, leading company

Put it. It consists of 4 high school questions. The scope of the question is "obviously

For the purpose of this research, research questions are first A total of 5 points from 1 point to 5 points for "obviously yes" Likert pretend

What is the difference in self-directed learning attitude according to general characteristics? It is a degree, and the higher the score, the higher the hope. This chunk

Han? Second, hope, growth mindset and self-directed learning attitude The degree of reliability Cronbach's α was found to be .832 path accidents,

What is the correlation of? Third, self-directed learning attitude The lead accident was .803.

2.2.2 Growth Mindset

Year correlation analysis was conducted, and the hope and growth mindset

Growth mindset is a fixed mindset and a growth mindset by individuals To analyze the impact on hostile learning,

Measuring how close you are to the set Regression analysis was performed.

It is a tool for. Growth mindset scale developed by Dweck[20]

Was used, and it is divided into sub-factors of intelligence and personality.

The total number of questions is 8, and for each sub-factor,

3. Research Results

The growth mindset consists of 2 positive questions and 2 negative

3.1 Self-directed learning according to general characteristics

Consist of questions, growth mindset about personality

Self-directed learning according to the general characteristics of the subject

Consists of 4 positive questions. The scope of the question is

A total of 5 from 1 point of "Not at all" to 5 points of "Very so"

As shown in Table 1, according to gender, men are more self-owned than women

It was measured on the dot Likert scale, and 6 positive questions and 2 negative questions are inverted and the higher the total score, the better it means the mindset is high. The reliability of this scale Cronbach's α was found to be .809 in the case of intelligence, and It turned out to be .774.

Rogue learning was significantly higher ($t=2.216, p<.05$). Others, texture Presence or absence ($t=.480, p=.631$), job type ($F=2.680, p=.070$), status ($F=.032, p=.968$) and educational background ($t=.445, p=.656$) There was no difference in hostile learning.

Table 1. Self-directed learning by general characteristics

2.2.3 Self-directed learning

Self-directed learning is the learner in the process of learning Self-planning, implementation and evaluation, and solving difficult problems It is defined as the ability to be proactively resolved. This side Guglielmino[26]'s self-directed learning readiness was also examined to determine Experts on the scale of Kim Ji-ja and Kim Seong-gyeong [27] To obtain a statement and to fit the Measured by selecting a scale. Questions related to voluntary planning There are 6 questions in total, 3 positive and 3 negative It consists of human questions. The range of the question is "not at all A total of 5 points from 1 point to "Very yes" and 5 points on the Likert scale And negative questions were inverted, and the higher the total score, the It means that the hostile learning ability is high. Trust in this scale Cronbach's α was also found to be .675.

		Self-directed learning		
		N.	Mean (SD)	t, F (Duncan)
Gender	Male	297	3.57 (.55)	2.216**
	Female	35	3.35 (.55)	
Marital Status	Married	186	3.56 (.51)	.480
	Unmarried	146	3.53 (.61)	
Working Jobs	Office Work	38	3.37 (.57)	2.680
	Sales Office	253	3.55 (.55)	
	Others	41	3.65 (.54)	
Position	Employee grade	164	3.54 (.62)	.032
	Superintendent	124	3.54 (.51)	
	Assistan Manager	44	3.56 (.41)	
Educa-tion	Under the College	83	3.57 (.54)	.445
	4 years or more	249	3.54 (.56)	

** $p<.01$

2.2.4 General characteristics

Gender, age, marital status, occupation, position, and academic The force was measured.

3.2 Correlation of major variables

The results of the correlation analysis between major variables are shown in Table 2. all There was a significant positive correlation between the variables, of which Path accident and lead accident, which are the lower variables of hope, are the highest. The correlation ($r=.669, p<.01$) was shown. Then of hope Path thinking and self-directed learning ($r=.548, p<.01$), the lower variables, Intelligence and self-directed learning, the lower variables of the growth mindset ($r=.476, p<.01$) in order. Range of overall correlation coefficient Is .167 to .669, and there is no multicollinearity of the main variable. Was judged as.

2.3 Data Analysis

The collected data was analyzed using SPSS Win 23.0. All. Of self-directed learning according to the general characteristics of the respondents, and to analyze the difference, t-test and ANOVA were used, Post-testing was performed with Duncan/Dunnet T3. Also opened To understand the correlations between the major variables used in the phrase

Table 2. Correlation coefficients of main variables

	One.	2.	3.	4.	5	
Hope	1.Path	One				
	2. Agency	.669 --	One			
Growth Mindset	3. Intelligence	.319 --	.322 --	One		
	4. Personality	.167 --	.181 --	.430 --	One	
5. Self-directed learning		.548 --	.476 --	.358 --	.223 --	
	Mean	.30	2.16	2.89	3.70	3.27
	SD	.46	.99	.53	.70	.57

** $P<.01$

Person-path accidents and lead accidents increase the overall explanatory power by 26.5% And intelligence and personality, the lower variables of the growth mindset, It was found to increase by 3.1%. All three levels of hierarchical The eight variables included in the regression analysis are self-directed at the employee level. Explains learning by 34.2% and is the lower variable of hope among the 8 variables Influenced by intelligence, which is a lower variable of human path thinking and growth mindset Power was exerted, and other variables had no influence. That is, Hee The higher the network path accident, the higher the intelligence of the growth mindset. That the higher the employee-level self-directed learning becomes. I can confirm.

3.3 Variables influencing self-directed learning

In the first stage, the gender, age, marital status, educational background, In the second stage of the job type, Dosago, in the third stage, intelligence, which is a lower variable of the growth mindset A growth mindset for and a growth mindset for personality. Each input to determine the relative influence of each variable I did.

3.3.2 Self-directed learning of office workers above the agency level

Influence on self-directed learning of office workers above the agency level Table 4 shows the results of the regression analysis for the affected variables. Was. The general characteristics of gender, age, marital status and education are large. 4.4% explained self-directed learning above ri level, hope Path accident and lead accident, which are the lower variables of Increased by 35%, and intelligence, which is the lower variable of the growth mindset,

3.3.1 Self-directed learning of employee level workers
 Influencing the self-directed learning of employee-level workers
 Table 3 shows the results of regression analysis for the variable. Work
 Sex, age, marital status, and education, which are anti-personal characteristics, are
 4.6% explained self-directed learning, the lower variable of hope
 Personality was found to increase by 3%. All three levels
 The eight variables included in the hierarchical regression analysis are
 Explains 42.4% of self-directed learning, hope among 8 variables
 Only path accident, a sub-variable of, had an influence.
 The variable had no influence. In other words, the path of hope may be high.
 It is said that self-directed learning will increase above the level of the rock employee.
 Can be confirmed.

Table 3. Factors affecting Self-directed learning of employee

<N=164>

	Self-directed learning of employee		
	B (β)	B (β)	B (β)
Step 1: General Characteristics			
Gender(1=Male)	-.259 (-.162)	-.020 (-.012)	-.035 (-.022)
Age	.012 (.155)	.010 (.135)	.011 (.139)
Marrital Status(1=Married)	.206 (.155)	.219 (.164)	.210 (.158)
Education(1=Under the College)	-.053 (-.080)	-.072 (-.109)	-.051 (-.076)
Step 2: Hope			
Path Thinking		.342 (.371)***	.300 (.326)***
Agency Thinking		.213 (.220)*	.172 (.178)
Step 3: Growth Mindset			
Intelligence			.150 (.181)*
Personality			.024 (.029)
F	1.897	11.800***	10.077***
ΔR ²	.046	.265	.031
R ²	.046	.311	.342

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

Table 4. Factors affecting Self-directed learning of senior employee or higher

<N=168>

	Self-directed learning of senior employee or higher		
	B (β)	B (β)	B (β)
Step 1: General Characteristics			
Gender(1=Male)	-.312 (-.109)	-.135 (-.047)	-.123 (-.043)
Age	-.013 (-.161)	-.005 (-.065)	-.007 (-.082)
Marrital Status(1=Married)	-.201 (-.165)*	-.077 (-.064)	-.088 (-.072)
Education(1=Under the College)	-.056 (-.088)	-.044 (-.069)	-.023 (-.036)
Step 2: Hope			
Path Thinking		.372 (.453)***	.349 (.424)***
Agency Thinking		.167 (.197)*	.133 (.157)
Step 3: Growth Mindset			
Intelligence			.077 (.115)
Personality			.071 (.104)
F	1.889	17.455***	14.650***
ΔR ²	.044	.350	.030
R ²	.044	.394	.424

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

4. Discussion and conclusion

This study used self-directed learning attitude as an outcome variable. Attitudes are determined uniformly by general characteristics
 And to compare the influence of hope and growth mindset. And it is determined by their circumstances and circumstances.
 Was carried out to Make a conclusion based on the research results. I can. On the other hand, predictive changes that are highly correlated with self-directed learning
 The discussion is as follows. As a phosphorus, Mikyung Jeong [30] suggested a sense of self-regulation. Such
 First, self-directed learning according to gender among general characteristics. Self-regulation is not so large in the case of teens, but
 Attitudes differed, but marital status, occupation, position, academic. For craftsmen, they vary greatly depending on the environment they are in.
 There was no difference depending on the power. These results are. It becomes. Therefore, the environment and self-regulation that office workers have
 Most of the previous studies were consistent with John's previous studies, but some studies. Psychological variables, including their self-directed learning attitude,
 Did not match [7-12]. Men are more self-directed than women. It is the main determining factor. Therefore, the characteristics of the learner
 Individual self-directed learning programs are needed and
 For this reason, in the region, lifelong learning institutions such as libraries, government offices,

The reason for the high learning attitude was innate ability in the past
 Was understood as the difference of [28]. However, in recent years, the learner environment
 Because it is influenced by expectations and
 On the other hand, a sense of interest, motivation and self-regulation
 The explanation is due to the difference in variables related to the included learning attitude
 There is [29]. So the reason for the gender difference is simply
 Not the influence of gender itself.
 To be understood in the interrelationship of environment and personal variables
 will be. In this regard, an evaluation targeting adult learners
 Live learning programs take into account the individual's situation comprehensively
 And a variety of individual education programs should be prepared
 to be. On the other hand, there is no difference depending on variables other than gender
 Results are inconsistent with cases consistent with existing studies.
 Are all mixed, and
 Studies are also inconsistent. Therefore, self-directed learning

Actively reviewing ways to utilize station welfare centers and universities
 You should try.
 Second, as a result of correlation analysis, hope and growth mindset and treasury stock
 All degrees of learning showed a significant positive correlation.
 These results are in direct agreement with previous studies.
 There is [9,17,23]. Therefore, the self-directed learning attitude of office workers
 Considering both hope and growth mindsets to improve the degree
 You need to do it. Recently, the determination of hope and growth mindset
 A number of studies have been conducted on academic achievement as a variable and
 [9,23]. The higher the hope and growth mindset, the more
 Responded positively to karma and was more active in learning.
 appeared to be. Although these studies are
 Although the result was for boys, it also provided implications for adult learners.
 Ball. In other words, hope and growth mindset is a psychological variable.
 Considering that there is a very significant positive relationship with learning motivation

If so, for adult learners, above all else,
 It is the need to focus on ways to improve.
 Therefore, to promote the self-directed learning attitude of office workers
 In order to be optimistic about learning, initiative to learn, external
 Appropriate compensation as an enemy variable should be provided.
 Third, as a result of hierarchical regression analysis, the explanatory power of hope is the highest
 And dual path thinking has an effect on self-directed learning.
 Appeared to be. These results are also supported by adult learners.
 Learning is more for the purpose of achieving achievement rather than the effort as a whole.
 It means done. In other words, adults are simply the purpose of learning
 Rather, for the practical purpose of applying and applying it,
 It is to be loose [31]. Therefore, adult learners
 In order to increase the learning attitude of thieves,
 B. Education programs related to obtaining certification must be prepared.
 And in the local community, human resources and material support
 It should be possible.
 Fourth, when the position is an employee, the growth mindset for intelligence
 Was influential, but growth in case of surrogate level or higher
 Mindset appeared to have no influence. Relatively
 The younger age group is highly motivated to participate in learning.
 Was reported as [32], for that reason, the younger the learner
 High correlation between the awareness of achievement of personal goals and social exchange.
 This is because [33]. Therefore, when promoting self-directed learning attitude
 According to the position in the organization he belongs to.
 Discrimination must be made.
 Finally, follow-up studies based on the limitations of this study
 Suggestions for this are as follows. First, the subject of this study
 Collected research subjects from some areas in the Chungnam region. That
 Therefore, the results revealed in this study are confirmed by general principles.
 It is unreasonable to interpret it. In the future, sampling will be conducted nationwide.
 It is necessary to do this, and it is necessary to conduct regional comparisons in parallel.
 There is. Second, in this study, hope and growth as psychological variables
 We only dealt with mindset. But still, adult learners
 Research that applied these variables as a target is very

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It was rare, and the existing research is mainly self-esteem and self-efficacy. And the like were applied. In future studies, the main Factors that have been found to have influence in previous studies It should be compared and analyzed. Third, applying the results of this study Lifelong learning programs are urgent. Therefore, the position in the workplace Lifelong learning that considers the influence of hope and growth mind according The program must be developed.

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