

## EFFECT OF SELF-ESTEEM, MAJOR SELECTION MOTIVATION, AND COMMUNICATION ON NON-COMMISSIONED OFFICERS AND STUDENTS

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### ABSTRACT

The general purpose of this work is to elicit and maintain the self-preferences of an individual, in Non-commissioned Officers and Students, for letting him/her choice motives and communication. Participants were 104 respondents to a call for participants on the college conferencing system for students. We used common factor analysis to seek the least number of factors which can account for the common variance (correlation) of a set of variables. The Cronbach's alpha coefficients for self-esteem, major selection motivation, and communication was 0.805, 0.916, and 0.902, respectively, suggesting that the items have relatively high internal consistency. Are there any differences in self-preservation, self-esteem, major selection and communication depending on gender? There was no significant difference between men and women. There was significant difference between first grade students and second in major selection motivation. The results of the correlation analysis showed that all the explanatory variables are correlated. The coefficient of determination ( $R^2$ ) is 0.511 and the appropriate regression formula accounts for 51.1% of the total. The Durbin-Watson value is 1.862, which is close to 2, which makes it satisfactory for independence.

**Keywords:** Communication, major selection motivation, non-commissioned officer academy, self-esteem.

### INTRODUCTION

Leadership is probably the most frequently studied topic in the organizational sciences (Browning, 2018). Thousands of leadership studies have been published and thousands of pages on leadership have been written in academic books and journals (Lowney, 2005). Self-leadership refers to and includes individuals to manage and affect themselves and direct themselves to their self motivating task outputs naturally (Manz, 1986:589). Self-leadership is beyond self management (Ay et al., 2015). At management there is always an approach seeking answers to "what-why-how" questions and all employees should be seen as knowledge workers (Pearce and Manz, 2005; Semerci et al., 2010). Self-esteem is an attractive psychological construct because it predicts certain outcomes, such as academic achievement, happiness, satisfaction in marriage and relationships, and criminal behaviour (Marsh, 1990; Baumeister et al., 2003; Orth and Robbins, 2014). From the late 1970s to the early 1990s many Americans assumed as a matter of course that students' self-esteem acted as a critical factor in the grades that they earn in school, in their relationships with their peers, and in their later success in life. Under this assumption, some American groups created programs which aimed to increase the self-esteem of students.

High levels of industrial society lack regular jobs. In particular, two-year universities, not four-year universities, have a narrow range of job options. College student's choice of major has a

large impact on their post-graduation labor market outcomes (Kirkebøen et al., 2016). Deciding whether going to college and which college major to matriculate in is one of the most important life decisions and perhaps the first important life decision for students in Western industrialized countries (Galotti, 2007). In addition to economic considerations, recent studies suggest that students choose their field of study according to their tastes and abilities (Altonji et al., 2016). In fact, according to Holland's (1996, 1997) vocational theory, students are expected to flourish as long as there is a good fit between personality and environment characteristics.

Communication (from Latin *communicare*, meaning "to share") is the act of conveying meanings from one entity or group to another through the use of mutually understood signs, symbols, and semiotic rules. In simple terms, interpersonal communication is the communication between one person and another (or others). Self-Communication is the most important of all communication skills, for the way we talk to ourselves will determine our beliefs, actions and even the way we live.

Non-commissioned Officer Academy (NCO) is an officer in the army and an officer in the middle of an officer's position and a soldier's, a professional soldier, who combines discipline with leadership, professional skill and knowledge. The NCO corps usually includes all grades of corporal and sergeant; in some countries, warrant officers also carry out the duties of NCOs. Dong-Pusan College in the South Korea has a non-commissioned officer department. They learn many courses over two years, including culture and physical strength. The emotional leadership curriculums are readiness, leadership, training management, communications, operations, and program management.

The research aim of this study was to investigate the reliability and factorial validity of the revised self-esteem, major selection motivation, and communication for NCO students in a South Korea sample. The purpose of this study was to examine how an individual's self-evaluation of EI was related to the use of three self-leadership strategies: self-esteem, major selection and communication. Diverse leaders are tasked with making decisions, problem solving, and leading organizations.

## **METHODOLOGY**

### **Study design**

This research was used to analyse effect of self-leadership on self-preference data which were collected from 104 students (the number of man is 57 and that of women is 47) from non-commissioned officer academy in Korea. The 71 research questions (16 for self-esteem, 10 for major selection and 45 for communication) were addressed through the use of a questionnaire (Appendices 1, 2, 3). Students who did not complete the questionnaire or who did not submit a report, either a single item or no answer, were excluded from the analysis. Participants were 104 respondents to a call for participants on the college conference system for students.

### **Factor analysis**

A factor analysis was performed to determine whether the questions made up of each variable can be used as a function of the relationship between the variables. We used common factor analysis to seek the least number of factors which can account for the common variance (correlation) of a set of variables.

### **Statistical analyses**

Analyzing questionnaires used in mixed-method research that blends qualitative and

quantitative data requires an approach that distinguishes between closed questions in which responses are provided in an easily quantified format and open questions that seek qualitative responses. Data were analyzed using the SPSS version 21 (SPSS Inc, Chicago, IL) statistical software package (IBM Corp, 2012).

## RESULTS

The results of the self-esteem obtained by performing the factor analysis are given in Table 1. Because the first factor (factor 1) for all variables in the analysis of factors has positive values, the questions corresponding to each variable were averaged (or summed) and then scaled to the value of that variable. Question 7 (I think I am as valuable as others.) was the lowest at 0.008, and paragraph 4 (I think I have many good points.) was the highest at 0.882.

**Table 1. Analysis of first factor loading for self-esteem by variable**

Question	Factor loading	Question	Factor loading
1	0.871	6	0.019
2	0.801	7	0.400
3	0.867	8	0.008
4	0.882	9	0.164
5	0.865	10	0.434

The results of the major selection motivation obtained by performing the factor analysis are given in Table 2. Question 14 (I don't get angry when I feel the barrier in relation to my career, and I do my job properly.) was the lowest at 0.451, and Question 2 (I know clearly what kind of job I can enjoy working for.) was the highest at 0.808 and the average was 0.668.

**Table 2. Analysis of first factor loading for major selection motivation by variable**

Question	Factor loading	Question	Factor loading
1	0.687	9	0.686
2	0.808	10	0.656
3	0.731	11	0.681
4	0.751	12	0.611
5	0.745	13	0.461
6	0.607	14	0.451
7	0.686	15	0.724
8	0.679	16	0.721

The results of the communication obtained by performing the factor analysis are given in Table 3. Question 34 (My mind sometimes goes somewhere else during conversation.) was the lowest at 0.033, and Question 25 (I create an environment in which I can concentrate when talking.) was the highest at 0.815 and the average was 0.444.

**Table 3. Analysis of factor loading for communication by variable**

Question	Factor loading	Question	Factor loading	Question	Factor loading
1	0.631	16	0.281	31	0.474
2	0.671	17	0.235	32	0.716
3	0.300	18	0.339	33	0.560
4	0.639	19	0.643	34	0.033
5	0.625	20	0.690	35	0.436
6	0.561	21	0.271	36	0.178
7	0.306	22	0.136	37	0.518
8	0.622	23	0.661	38	0.276
9	0.665	24	0.518	39	0.132
10	0.419	25	0.815	40	0.164
11	0.377	26	0.078	41	0.256
12	0.014	27	0.474	42	0.479
13	0.525	28	0.334	43	0.274
14	0.694	29	0.712	44	0.620
15	0.599	30	0.284	45	0.737

The average of the technical statistics for each variable was 3.5 to 3.9 (Table 4). The Cronbach's alpha coefficients for Self-esteem, major selection motivation, and communication was 0.805, 0.916, and 0.902, respectively, suggesting that the items have relatively high internal consistency.

**Table 4. The description statistic and Cronbach's alpha coefficient for the items**

Variable	No. of question	N	Mean±SD	Cronbach's alpha
Self-esteem	10	104	3.70±0.60	0.805
Major selection motivation	16	104	3.90±0.55	0.916
Communication	45	104	3.50±0.37	0.902

Are there any differences in self-preservation, self-esteem, major selection and communication depending on gender? There was no significant difference between men and women (Table 5). An ANOVA test to compare the means found that there was no significant difference by self-esteem ( $F$  value = 2.902,  $p < 0.576$ ).

**Table 5. Analysis of technical statistics by gender**

Variable	Gender	N	Mean±SD	$F$	$t$	$P$
Self-esteem	Man	57	3.67±0.65	2.902	-0.561	0.576
	Woman	47	3.74±0.55			
Major selection motivation	Man	57	3.87±0.57	0.084	-0.611	0.542
	Woman	47	3.93±0.53			
Communication	Man	57	3.46±0.42	1.971	-1.187	0.238
	Woman	47	3.54±0.31			

Are there any differences in self-preservation, self-esteem, major selection and communication depending on grade? There was no significant difference between men and women in self-esteem and communication (Table 6). However, there was significant difference between first grade students and second in major selection motivation.

**Table 6. Analysis of technical statistics by grade**

Variable	Grade	N	Mean±SD	F	t	p
Self-esteem	First	59	3.68±0.62	0.472	-0.434	0.333
	Second	45	3.73±0.58			
Major selection motivation	First	59	3.97±0.60	3.884*	1.537	0.064
	Second	45	3.80±0.47			
Communication	First	59	3.50±0.41	1.024	0.146	0.442
	Second	45	3.49±0.32			

\* :  $p < 0.10$ .

The results of the correlation analysis showed that all the explanatory variables are correlated (Table 7). In such cases, there is a high probability of having multiple coherence, so the review of multiple coherence has shown that there is multiple coherence (above 30 in the status index, 97% in the variance ratio). Therefore, when performing multiple regression analyses, multiple regression analyses were performed using the step-by-step method as a variable selection.

**Table 7. Pearson's correlation analysis**

Variable		Self-leadership	Self-esteem	MSM	Communication
Self-esteem	Pearson's correlation	0.405**	1	0.585**	0.553**
	Two-sided test p-value	0.000		0.000	.000
	N	104	104	104	104
Major selection motivation	Pearson's correlation	0.671**	0.585**	1	0.687**
	Two-sided test p-value	0.000	0.000		0.000
	N	104	104	104	104
Communication	Pearson's correlation	0.640**	0.553**	.687**	1
	Two-sided test p-value	0.000	0.000	0.000	
	N	104	104	104	104

\*\* : The correlation is significant at the 0.01 level (both sides).

The path diagram presented in Figure 1. Each oval represents a variable. Self-leadership was endogenous variable in this model. Its variance is considered to be explained in part by other variables in the model.

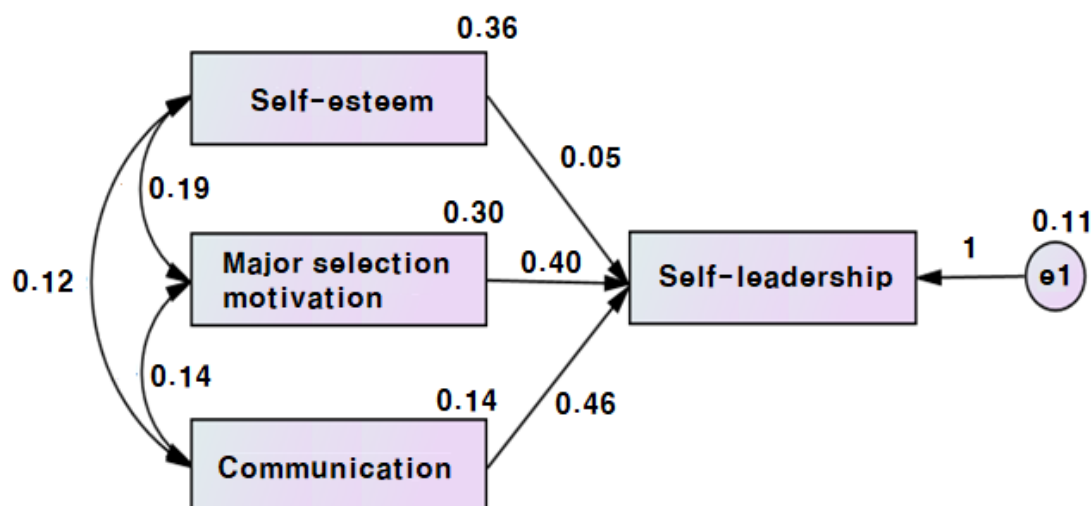


Figure 1. Modified path model diagram

For our analysis, let us make one change in Figure 1 (Table 8). Our diagram indicates that self-leadership is directly affected by self-esteem, major selection motivation, and communication.

Table 8. Parameter estimates for predicting self-leadership

Target	Path	Variable	Parameter estimate	S.E.	C.R.
Self-leadership	<---	Self-esteem	0.403	0.088	4.591***
Self-leadership	<---	Major selection motivation	-0.050	0.070	-0.714
Self-leadership	<---	Communication	0.462	0.126	3.660***

The coefficient of determination ( $R^2$ ) is 0.511 and the appropriate regression formula accounts for 51.1% of the total (Table 9). The Durbin-Watson value is 1.862, which is close to 2, which makes it satisfactory for independence.

Table 9. Multiple linear regression analysis for hypothesis testing by the stepwise method

Step	R	$R^2$	Modified ( $R^2$ )	SE	Durbin-Watson
1	0.671	0.450	0.444	0.35820	-
2	0.715	0.511	0.501	0.33939	1.862

## DISCUSSION

Self-leadership is a self-influence process through which individuals control their own behaviour by the use of a defined range of behavioural and cognitive strategies. It primarily concerns the development of interpersonal skills (self-esteem, major selection motivation, and communication). The conceptual model in Figure 1 depicts self-leadership as having a direct, positive effect on self-esteem, major selection motivation, and communication (Table 9).

There was significant difference between first grade students and second in major selection motivation (Table 6). In Noncommissioned officers, first grade students can think of many

other jobs besides noncommissioned officers. However, by the second grade, they find it almost impossible to get a job other than noncommissioned officers. It is assumed that there has been a significant difference. Job satisfaction is defined as the attitude of an employee towards the job, negative and positive evaluation of different aspects of the working environment and overall degree to which an individual likes his/her job (Iverson & Maguire, 2000). There are many studies on the factors affecting the job satisfaction of individuals (Locke, 1976; McFarlin & Sweeney, 1992). In Korea, a career soldier is a national official. Therefore, although a large salary cannot be expected, the preference for young people is gradually increasing due to a stable job. In particular, career soldiers can live with their families because they have a lot of old pensions and, unlike officers, do not move their work sites to most other areas. Such non-commissioned officers will choose schools and departments that are prone to appointment. Noncommissioned officers cannot become officers even when they are older, so self-esteem is a very important factor, and communication with soldiers and officers is very important, according to this study.

Self-leadership is directly affected by self-esteem, major selection motivation, and communication (Tables 8 and 9). Self-leadership strategies are distinct from the selected personality traits was supported through structural equations modeling analyses examining competing models combining the hierarchical factor structures of self-leadership and personality (Houghton et al., 2004). Model fit increased significantly through a progression of models that showed increasingly greater distinction between self-leadership dimensions and personality traits (Table 8).

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### Appendix 1. Ten questionnaires of society and adolescent self-image on Non-commissioned Officer Academy Students.

No.	Question	①	②	③	④	⑤
1	I think positive (good) of myself.					
2	I can do my job as well as others.					
3	On the whole I am satisfied with myself.					
4	I think I have many good points.					
5	I think I am as valuable as others.					
6	I don't have much to brag about.					
7	My life is not very useful.					
8	I wish I had more respect for myself.					
9	Sometimes I feel I'm not a good person at all.					
10	All in all, I think I'm a failure.					

① : It's not like that at all. ②: That is not the case in general. ③: It's normal. ④: In general, yes. ⑤: Very so.

### Appendix 2. Sixteen questionnaires of major selection motivation on Non-commissioned Officer Academy Students.

No.	Question	①	②	③	④	⑤
1	Now I have a clear goal about my future career.					
2	I know clearly what kind of job I can enjoy working for.					
3	I know what the ability is to get the job I want.					
4	I have a distinct sense of value for my job.					
5	I have a distinct award for my professional position.					
6	I know my strengths and weaknesses in the field of work.					
7	I considered my ability realistically in setting my career goals.					
8	I accurately recognize my strengths and weaknesses and set					



9	realistic expectations for my career. I can draw up a specific plan for career goals based on information about my strengths and weaknesses.					
10	I take into account the information and circumstances I have in amending my career goals.					
11	I know many things to consider to achieve my dream.					
12	I can adapt well to the changing work environment.					
13	I have my own way of dealing with difficulties in my career.					
14	I don't get angry when I feel the barrier in relation to my career, and I do my job properly.					
15	I am confident that I can achieve my future dream.					
16	I can control what may happen to me in choosing my career path.					

### Appendix 3. Forty-five questionnaires of communication on Non-commissioned Officer Academy Students.

No.	Question	①	②	③	④	⑤
1	I let the other person know who I really am.					
2	I think of the other side's position first.					
3	My communication is usually descriptive and not evaluative.					
4	I listen to my opponent's words with concentration.					
5	My conversation moves smoothly from one topic to another.					
6	I easily recognize the purpose of the other person's conversation during the conversation.					
7	If I am treated unfairly, I confront a person who is wronged.					
8	I have an efficient conversation.					
9	I speak comfortably in various social situations.					
10	I block as much as possible elements that interfere with the conversation.					
11	The other party can notice when I am happy or sad.					
12	I sometimes say things that don't add up.					
13	When I talk, I tell you by a nod that I understand well.					
14	The other side really believes that I am interested in the other side.					
15	I use a language that fits the situation.					
16	Others know what I'm thinking.					
17	I don't know exactly what other people are feeling.					
18	I think people are all the same and communicate with them.					
19	I listen to my opponent's story carefully when I talk.					

20	I lead the conversation by consulting on the subject to be dealt with.					
21	I notice not only what the opponent says, but also what he doesn't.					
22	I am on the side of being unable to assert myself.					
23	I achieve my goal of conversation in most conversations.					
24	I feel comfortable in a small group meeting.					
25	I create an environment in which I can concentrate when talking.					
26	It's hard to find a proper word to express myself.					
27	I hear people say things in a coherent manner.					
28	I answer them in words or nonverbal terms.					
29	When I talk to the other person, I talk in their eyes.					
30	I don't have the proper use of high and low words.					
31	I reveal what I feel to others.					
32	Others think I understand them.					
33	People say I'm a warm-hearted person.					
34	My mind sometimes goes somewhere else during conversation.					
35	I know what the other person didn't say during the conversation.					
36	I tend to be insensitive to the purpose of the conversation.					
37	I assert my rights clearly.					
38	My conversation is often not efficient.					
39	I feel uneasy when I am in strangers.					
40	I can't feel much of the noise when I talk.					
41	I express my assets in words or in nonverbal terms.					
42	I tend to speak logically.					
43	I'm told I'm expressionless and unresponsive when I talk.					
44	I express that word to my opponent when I feel close to him.					
45	I always talk with courtesy.					