Study on Self-worth and University Life Adaptation of Paramedicine Department Students

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응급구조학과 학생들의 자기가치감과 대학생활적응

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Abstract This study identified the degree of self-worth and college life adjustment of students in the department of paramedicine, and analyzed whether there was a difference according to the presence or absence of religion and the intimacy of family members. An online survey was conducted on 183 students in department of paramedicine students attending a university, and the subject's gender, religious affiliation, and intimacy with family members were analyzed by frequency and percentage. Self-worth and adjustment to college life according to the presence or absence of religion and intimacy with family members were analyzed by mean, standard deviation, t-test, and ANOVA. As a result, there was a difference in self-worth according to religion status and family closeness. According to intimacy with family members, there was a significant difference in academic adjustment among the sub-factors of college life adjustment. Through the results of this study, it is necessary to consider the existence of religion and intimacy with family members in setting up a counseling strategy tailored to the factors of personal self-worth improvement and college life adjustment. It is proposed to develop a college life adjustment promotion program to improve various self-worth, apply it to department of paramedicine students, and verify its effectiveness.

Key Words : Self-worth, University life adaptation, department of paramedicine, Religion, Family member intimacy

요 약 본 연구는 응급구조학과 학생들의 자기가치감과 대학생활적응의 정도를 파악하고, 종교의 유무와 가족구성원의 친밀도에 따라 차이가 있는지를 분석하였다. 대학교에 재학 중인 응급구조학과 학생들을 183명을 대상으로 온라인 설문을 실시하였으며, 대상자의 성별, 종교의 유무, 가족구성원과의 친밀도는 빈도와 백분율로 분석하였다. 종교의 유무 및 가족구성원과의 친밀도에 따른 자기가치감과 대학생활적응은 평균, 표준편차와 t-test와 ANOVA로 분석하였다. 연구 결과, 종교의 유무 및 가족구성원과의 친밀도에 따라 자기가치감에 차이가 있었으며, 가족구성원과의 친밀도에 따라 대학생활적응의 하위요인 중 학업적응에 유의한 차이가 있는 것으로 나타났다. 본 연구의 결과를 통해 개인의 자기가치감 향상과 대학생활적응 요인에 맞도록 상담전략을 세우는 데에 있어 종교의 유무와 가족구성원과의 친밀도를 고려할 필요가 있으며, 자기가치감 향상을 위한 다양한 대학생활적응 증진 프로그램을 개발해 응급구조학과 학생들에게 적용하고 그 효과를 검증할 것을 제안한다.

주제어 : 자기가치감, 대학생활적응, 응급구조학과, 종교, 가족구성원 친밀도

1. Introduction

1.1 Research necessity

An emergency medical technician refers to a person who conducts consultation, rescue, and transfer duties for emergency patients at the site where an emergency patient occurs, and who can engage in first aid when on-site, in transit, or in a medical institution to the extent prescribed by the Ordinance of the Ministry of Health and Welfare. Also, under the remote guidance of emergency medicine specialists, they are personnel who can provide resuscitation and necessary first aid to emergency patients, and are the primary emergency medical service personnel who deal with precious lives[1,2]. They adapt to the diversified environment in various emergencies that can occur anywhere, decide the transfer hospital according to the emergency patient's condition, and judge and perform first aid, so their own choice and responsibility are more required.

Because of the job characteristics of emergency medical technicians, students in the department of paramedicine have a heavy curriculum and academic burden compared to students in other departments, and they develop interpersonal relationships with subjects or guardians with complex and different psychological characteristics in various clinical practices at a relatively early age. Throughout the training course, as emergency medical technicians, they are trained to take independent first aid and decision-making in emergency situations, to perform tasks accurately and quickly, and to inspire strict ethical awareness and responsibility. As a result, department of paramedicine students may find it more difficult to adapt to college life[3].

College students choose their career paths relatively independently, form relationships with others, and begin their roles as responsible, mature adults[4]. The first task that students face after entering college is to adapt safely to the university environment. Most of them make their own choices and take responsibility, so they often complain of difficulties adapting to college life[5]. College students need to use their resources appropriately in the face of challenges such as academic achievement and interpersonal relationships in the new fence of university. College life has a big difference from previous life in terms of the quantity and quality of study, and requires spontaneity and initiative in various areas of life, such as forming relationships with the opposite sex, forming interpersonal relationships, exploring career paths, and collecting various information necessary for study. College students' school adjustment problems can be seen as a typical adaptation crisis experienced during the transition period when they have to get out of their dependence in adolescence and take on roles as adults[6].

There is a research result that says that if you do not adapt to college life, negative thoughts such as anxiety, regret, dissatisfaction, and hostility are formed instead of positive thoughts such as joy, satisfaction, hope, and confidence[7]. In addition, research results have shown that a significant number of students experience discrepancies with their majors when making decisions based on practical issues rather than considering their own talents and aptitudes in the major selection process, and show problems that they cannot easily adapt to after entering college[8]. In particular, it was found that college students in Korea experience frustration and conflict due to career problems and confusion in adapting to college life only after entering college[9].

Most college students do not have a sense of

self-identity, or even if they have a sense of self-identity, they are in an unstable period because a clear social role is not created or provided. It leads to negative thinking, and the problem that it is difficult to develop competent talent not only in the person concerned but also in the surrounding family, friends, school, and nationally is exposed[10]. Previous studies have also reported that college life adjustment disorder occurs at the individual, situational, and institutional levels[11]. As such, it is difficult for all college students to adapt to college life, but not all college students experience the same difficulties, and there are individual psychological variables in between.

Self-worth, which accepts oneself positively and recognizes oneself as a valuable human being, influences an individual to adapt to a given environment and form relationships with others. It is a basic internal factor[3]. Self-worth is the degree to which one respects oneself or considers oneself a worthy person[12]. Because they are negative and unsure of the situation, they often feel anxious and depressed and show passive and unstable behavior[5, 13]. Since self-worth is a major factor to be considered to understand individuals and help psychological adaptation, there are many studies that suggest that it is related to college life adaptation, but no studies on the relationship between self-worth and college life adaptation targeting department of paramedicine students have been conducted. Therefore, in this study, we tried to determine paramedicine student' self-worth and college life adjustment and to find out if there were differences depending on religion and family closeness. This provide basic data to find policy measures to improve the ability to live a more efficient and healthy college life.

1.2 Study Purpose

The purpose of this study was to find out the degree of self-worth and college life adjustment of department of paramedicine students, and to find out if there was a difference depending on the presence or absence of religion and the intimacy of family members.

2. Method

2.1 Research Design

This study is a descriptive research to determine the sense of self-worth and degree of adaptation to college life among paramedicine students and to analyze whether there are differences depending on religion and closeness to family.

2.2 Study Participants

The purpose and method of the study were explained to department of paramedicine students attending a university in C city, and 183 people who agreed to the survey were conducted. The questionnaire was distributed through the URL on April 8 and collected by April 12 in 2022 and all 183 copies were used for analysis because there were no insincere questionnaires.

The study was conducted after obtaining written consent from those who wanted to voluntarily participate. Participants were informed that they could withdraw at any time if they did not wish to participate.

2.3 Instruments
2.3.1 Self-worth

The Korean version of the Contingencies of Self-Worth Scale (CWCS) developed by Crocker, et al. [14], modified and supplemented by Lee Su-ran [15] (K-CSWS) was modified and used. This tool consisted of 35 items in 6 domains:

self-esteem, superiority, love of God, morality, approval of others, support of family. When the tool was developed Cronbach's α was .88, and in this study it was .92.

2.3.2 University life adaptation

The scale (Student Adaptation to College Questionnaire: SACQ) developed by Baker and Siryk [16] was modified and supplemented by Kim [17] to suit the purpose of the study. This tool (SACQ) consists of 35 questions in four areas: academic adaptation, social adaptation, personal-emotional adaptation, and university environment adaptation. When the tool was developed Cronbach's α was .92, and in this study it was .89.

2.4 Analysis

The collected data was analyzed using SPSS 20.0. The subject's gender, religious affiliation, and intimacy with family members were analyzed by frequency and percentage. Religious status and closeness to family were analyzed by means and standard deviations. The resulting differences in self-worth and adaptation to college life were analyzed using mean, standard deviation, t-test, and ANOVA.

3. Results

3.1 General Characteristics

The average age of the subjects was 20.5 years old, and by gender, 82 males (44.8%) and 101 females (55.2%) was. 81 (44.3%) had a religion, and 102 (55.7%) had no religion. In the case of intimacy of family members, 16 (8.7%) were not close, 24 (13.1%) were normal, and 143 (78.1%) were close. ⟨Table 1⟩

Table 1. General Characteristics

Characteristics	Category	n	%
Sex	Male	82	44.8
	Female	101	55.2
Religion	Yes	81	44.3
	No	102	55.7
Family member intimacy	not close	16	8.7
	normal	24	13.1
	close	143	78.1

3.2 Self-worth and university life adaptation of Participants

The average self-worth of the subjects in this study was 3.25 points overall, 3.05 points for self-esteem, 3.49 points for superiority, 2.19 points for God's love, 3.61 points for morality, 3.27 points for others' approval, and 3.91 points for family support. The average score for adaptation to college life was 3.42 points overall, 3.48 points for academic adaptation, 3.88 points for social adaptation, 2.86 points for personal emotional adaptation, and 3.48 points for adaptation to the university environment.⟨Table 2⟩

Table 2. Self-worth and University life adaptation

Variables	Mean	SD
Self-worth	3.25	0.39
Self-esteem	3.05	0.40
Superiority	3.49	0.62
God's love	2.19	1.19
Morality	3.61	0.74
Others' approval	3.27	0.69
Family support	3.91	0.69
University life adaptation	3.42	0.46
Academic adaptation	3.48	0.56
Social adaptation	3.88	0.74
Personal emotional adaptation	2.86	0.66
Environmental adaptation	3.48	0.51

3.3 Self-worth and university life adaptation by religion and family member intimacy

Differences in self-worth according to the religious status of the research subjects were significant in superiority (t=2.402, p=0.017), love of God (t=11.179, p=0.000), and family support (t=2.119, p=0.035). As for the difference in

self-worth according to family member intimacy, there were significant differences in morality (F=4.781, p=0.009) and family support (F=10.377, p=0.000).〈Table 3〉

Also, the difference in college life adjustment according to the subject's family member intimacy was significantly different in academic adjustment (F=6.627, p=0.002).〈Table 4〉

Table 3. Self-worth by religion and family member intimacy

	Religion			Family member intimacy		
	Category	M±SD	t (p)	Category	M±SD	F (p)
Self-esteem	Yes	3.09±0.42	1.176 (0.241)	Not close	3.28±0.30	3.035 (0.051)
				Normal	3.04±0.41	
	No	3.02±0.38		Close	3.03±0.40	
Superiority	Yes	3.61±0.63	2.402 (0.017*)	Not close	3.30±0.85	0.927 (0.398)
				Normal	3.49±0.64	
	No	3.40±0.60		Close	3.52±0.59	
God's love	Yes	3.07±1.07	11.179 (0.000**)	Not close	1.90±0.98	0.568 (0.568)
				Normal	2.16±1.38	
	No	1.50±0.74		Close	2.23±1.18	
Morality	Yes	3.72±0.78	1.853 (0.066)	Not close	3.25±0.92	4.781 (0.009**)
				Normal	3.33±0.72	
	No	3.52±0.70		Close	3.70±0.71	
Others' approval	Yes	3.19±0.80	−1.421 (0.158)	Not close	3.10±0.79	1.631 (0.199)
				Normal	3.10±0.59	
	No	3.34±0.58		Close	3.32±0.69	
Family support	Yes	4.03±0.66	2.119 (0.035*)	Not close	3.31±0.91	10.377 (0.000**)
				Normal	3.65±0.67	
	No	3.81±0.70		Close	4.01±0.63	
Self-worth	Yes	3.45±0.37	6.719 (0.000**)	Not close	3.02±0.46	5.248 (0.006**)
				Normal	3.13±0.46	
	No	3.10±0.34		Close	3.30±0.36	

$^*p < .05$, $^{**}p < .01$, $^{***}p < .001$

Table 4. University life adaptation by religion and family member intimacy

	Religion			Family member intimacy		
	Category	M±SD	t (p)	Category	M±SD	F (p)
Academic adaptation	Yes	3.51±0.53	0.694 (0.488)	Not close	3.07±0.51	6.627 (0.002**)
				Normal	3.33±0.41	
	No	3.45±0.58		Close	3.55±0.56	
Social adaptation	Yes	3.85±0.80	−0.475 (0.635)	Not close	3.82±0.74	2.577 (0.079)
				Normal	3.57±0.78	
	No	3.90±0.70		Close	3.93±0.73	
Personal emotional adaptation	Yes	2.76±0.68	−1.753 (0.081)	Not close	2.93±0.54	0.148 (0.862)
				Normal	2.82±0.75	
	No	2.93±0.64		Close	2.86±0.66	
Environmental adaptation	Yes	3.45±0.54	−0.669 (0.504)	Not close	3.33±0.58	1.423 (0.244)
				Normal	3.38±0.34	
	No	3.50±0.49		Close	3.51±0.53	
University life adaptation	Yes	3.39±0.48	−0.8 (0.425)	Not close	3.29±0.38	2.555 (0.081)
				Normal	3.27±0.44	
	No	3.45±0.44		Close	3.46±0.46	

$^*p < .05$, $^{**}p < .01$, $^{***}p < .001$

4. Discussion

As a result of analyzing the difference in self-worth according to the presence or absence of religion, there was a significant difference in the 'superiority' scale. Religious people are usually confident about the religion they believe in. This confidence manifests itself in values and actions, and when faced with a choice, it moves in a firm direction that one wants to follow and achieve. People with religion often overcome trials and difficulties with faith compared to those without religion, and it is thought that the purpose and direction of life given by religion contributes to increasing one's own value. If you consider what you live for in your life, you will follow God and make only the right choices in order to reach the ultimate things[18]. Belief in religion is expressed as belief and confidence in oneself. I think that the actions you follow to be recognized by God act as confidence, grow yourself, and increase your self-esteem.

There was a significant difference in the 'God's love' scale according to the presence or absence of religion. Religious people view faith itself as the highest value and seek to find the meaning of life every day through a relationship with God, and all aspects of life are influenced by religion. In general, religious people have strong faith in their religion, live it in their daily life, and feel loved by that god[18]. Also, when God's love follows, I feel good, I think of myself as a person of worth, and my faith in myself becomes stronger, while I feel bad when I don't follow God. By having a religion that matches their values, people feel comforted and become more confident about other things. It has been shown that people who have religion are supported by God's love when they expect to achieve or obtain something.

There was a significant difference in the 'family support' scale according to the presence or absence of religion. One's own religion is often influenced by parents[19], and just as values and ethical ideologies are formed from families, beliefs about religion are also formed from parents. Family members having the same religion and living a religious life together affects the formation of a bond, and faith from religion leads to faith in the family. I think that the fact that family members have a place to rely on in common will naturally build trust with each other and support and support their steps forward[20].

On the other hand, it was found that there was a significant difference in the scale of 'family support' according to the degree of intimacy with family members. When a person is born, the first thing they meet is their family, including their parents, brothers and sisters. The family is the most basic and smallest unit of society, living in the same place with their own unique culture and learning care and social interaction in the process[20]. Also, since it is a place where character formation takes place and cognitive, emotional, customary, and physical development and growth, amicable relationships among family members also affect the formation of moral values. Within a family, there are relationships such as parents and children, brothers and sisters, and these relationships help us learn how to communicate according to how we treat someone[2]. Family members learn beliefs, convictions, and promises through the process[21]. In addition, by being considerate of each other, you learn how to deal with conflicts among family members and practice them in society. Without interaction with family members, you may not know how to treat others and commit moral errors. In other words, sociality and morality are developed according to intimacy with family members.

As a result of examining differences in college life adjustment according to family member intimacy, there was a significant difference in the 'academic adjustment' scale. Academic life usually starts at home and takes up most of the teens, and sometimes continues to study in one field. At this time, I think that the more dependent on parental advice or help, the higher the academic achievement. For example, if the parents' expectations were high, the child would have tried to do well, and the parents would have actively supported and paid attention to the child's studies as much as the high expectations[22]. In addition, understanding, adaptation, and management of stress from study also affect academic life. The level of study increases as the grade goes up, and the amount increases greatly. If you do not relieve the gradually increasing academic burden, it will soon return as stress[23]. However, if you share the stress and psychological burden from your studies with your family members, you will have a close family whenever you face a difficult task, so you can gain positive strength to overcome it and effectively work on your academic adjustment. In addition, it is thought that family members can help individuals find their interests and aptitudes, and thereby better adapt to their studies.

Previous studies have shown that college students choose on-campus college life activities according to the area of self-value and spend more time related to them[12]. Among the sub-factors of the concomitant sense of self-worth, approval from others has been reported to have a particularly strong influence on an individual's emotions and life satisfaction[21], so it is necessary to further analyze other influencing factors.

5. Conclusion

This study attempted to provide basic data to identify emergency response college students' perceived self-worth and degree of adaptation to college life and to seek ways to improve their adaptation to college life. Through the results of this study, It is necessary to consider the existence of religion and intimacy with family members in setting up a counseling strategy tailored to the factors of personal self-worth improvement and college life adjustment. Since the sample group is a subset of subjects, there are limitations in extending interpretation. It is proposed to develop various college life adjustment promotion programs to improve self-worth, apply them to department of paramedicine students, and verify their effectiveness.

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