



Research Paper

The Effects of Participation in RC Program of University Students on Adaptability of University Life, Interpersonal Stress, Resilience in Korea

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ABSTRACT :The purpose of this study was to investigate the effect of participating in the RC program on the relationship between college life adjustment and interpersonal stress resilience. A total of 436 students who understood and agreed on the purpose of the study participated in the survey and a total of 422 questionnaires were used for the final analysis. Participation in the RC program influenced college student life adaptation, interpersonal stress, and resilience. Typical RC programs are contributing to the cultivation of talented people that meet such social needs. It has been found that the participation in the RC program can positively influence the psychological resilience of the participants and thus cope with stress in interpersonal relationships.

Key Words: RC Program, Adaptability of University Life, Interpersonal Stress, Resilience

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I. Introduction

Amidst the crisis of reduction in quotas for college and university enrollment arising from the decline in school-age population, South Korea is implementing a wide variety of programs to help freshmen orient themselves to college life stably and promptly and to improve college life satisfaction through exchange among students¹⁾.

In this context, the residential college (RC) program for all residents of a dormitory can be cited as the typical case of the differentiated educational policies. RC is one of educational systems that combine residence and life education, and is a program to cope with changing social needs²⁾. At first, at prestige universities in Europe and major prestige private universities such as Harvard and Yale, it began as university culture that administered it together with standard curricula³⁾.

In South Korea, RC aims to cultivate excellent talent through learning and whole person education that enhance students' competences using the life space of college. Although there are differences in its operation depending on colleges and universities, it typically features various extra-curricular programs in addition to standard curricula. One private university in Gyeongsangbuk-do administered programs for enhancing residential conditions and whole person education through 10 A-RCs (residential colleges for all), programs for enhancing freshmen's stable and prompt settlement in college life through 6 F-RCs (freshman residential colleges), and programs for enhancing global language competencies through 4 E-RCs (extraordinary residential colleges); and intended to investigate what effects student exchange expanded through the operation of the various RCs had on their college life. It is said that such RC programs enhance school life satisfaction because students live together and find help; however, previous studies with respect thereto are very insufficient. Hence, this study aims to investigate, through RC programs, the effects of interpersonal stress and psychological resilience on successful adaptation to college life.

II. Subjects and Method

2.1. Study population

We conducted a cross - sectional survey using a structured self - administered questionnaire for students who participated in the RC program among dormitory residents of Gumi City, Gyeongbuk, Korea. A total of 436 students who understood and agreed on the purpose of the study participated in the survey and a

total of 422 questionnaires were used for the final analysis. Fourteen questionnaires with incomplete responses were excluded.

2.2. Questionnaire

This study intends to investigate the effects of RC program operation, interpersonal stress and psychological resilience on adaptation to college life, among students participating in RC programs. The questionnaire consists of questions about RC programs, interpersonal stress, psychological resilience, and college life.

1) Interpersonal stress

A college student's interpersonal stress relates to cognitive stimulation and interaction between the individual and environment, and its outcome varies according to individuals' dispositions or perceptions. It refers to a score obtained from applying to the research subject the life stress scale for college students that was developed by Chon, Kim, and Lee⁴⁾, and was modified and supplemented.

2) Psychological resilience

Psychological resilience refers to the cognitive ability to cope with crisis or difficult situation in life, and to return to positive status. R & S' resilience quotient was implemented after modification and supplementation⁵⁾.

3) Adaptation to college life

Adaptation to college life refers to satisfaction with college life, in terms of study, achievement, and emotional aspects. The Student Adaptation to College Questionnaire was implemented after modification and supplementation.

2.3. Data analysis

Statistical analysis was performed by frequency analysis of general characteristics and subjective opinions. Correlation analysis was done for Adaptability of University Life, Interpersonal Stress, Resilience, and independent samples t-test and one-way ANOVA. Collected data were analyzed using SPSS (SPSS 19.0 for windows, SPSS Inc., Chicago, IL., USA), with the significance level at 0.05.

III. Results

3. 1. General characteristics of subjects of all subjects

The number of study subjects was 422, with male students accounting for 37.9% and female students 62.1%. Nursing health college students were 48.3%, and aviation engineering college students were 51.7%. In the first year, 82.2% of the first grade, 12.1% of the second grade, 2.8% of the third grade and 2.6% of the fourth grade were found. 50.2% of the students participated in the RC program, and 49.5% of the students did not participate. <Table 1>.

Table 1. General characteristics of study subjects

Variable		N	%
Gender	Male	160	37.9
	Female	262	62.1
Affiliation university	Nursing health college	204	48.3
	Aviation engineering college	218	51.7
Grade	1 grade	347	82.2
	2 grade	51	12.1
	3 grade	12	2.8
	4 grade	11	2.6
Participation	Yes	212	50.2
	No	209	49.5

3.2. Subjective thinking about RC program

The subjects were voluntary, 31.8%, recommending professors 10.9%, and recommending friends 3.3%. The purpose of the program application was 27.5% of dormitory leisure life, 6.6% improvement of adaptation to university life, 4.3% confidence improvement, and 3.3% emotional growth. Among the improvement programs, 14.5% needed to open a variety of programs, and 12.8% showed an increase in activity support. In the future, 17.8% of self-development programs, 14.0% of language programs and 10.4% of certification programs are needed. The reasons for not participating were 15.6% due to lack of time, 12.6% due to lack of desired program, 10.9% due to other leisure activities, and 4.7% lack of publicity. <Table 2>.

Table 2. Subjective thinking about RC program

Variable		N	%
Reasons to join	Voluntary application	134	49.3
	Friend recommendation	14	31.8
	Professor recommendation	46	3.3
	Other	20	10.9
Purpose	Improved university life	28	6.6
	Improve your confidence	18	4.3
	Dormitory Leisure Use	116	27.5
	Emotional development	14	3.3
Improvement	Other	32	7.6
	Need a variety of programs	61	14.5
	Flexible time management	50	11.8
	Facility improvement	21	5.0
	Support for program activities	54	12.8
Required program	Other	22	5.2
	Language related programs	59	14.0
	Self-development program	75	17.8
	Emotional development program	16	3.8
	Certification Programs	44	10.4
Non-participation reasons	Other	11	2.6
	Other leisure activities	46	10.9
	Time is not right	66	15.6
	Lack of publicity	20	4.7
	No programs you want	53	12.6
Other	24	5.7	

3.3.Diversity Students' Adaptation to College Life, Stress, Psychological resilience

The result of analyzing the correlation between college life adaptation, stress, and resilience of dormitory students is as follows. There was a positive correlation with the subscale of adaptation to college life(Academic adaptation, Social adjustment, Emotional adaptation, Physical adjustment, Attachment to college) ($p<0.01$) and a negative correlation between subscale of interpersonal stress(Relationship with family, Relationship with reason, Relationship with friends, Relationship with Professor) and subscale of resilience(Self-regulation ability, Interpersonal skills, Affirmative)($p<0.01$). < Table 3>.

Table 3.Diversity Students' Adaptation to College Life, Stress, Psychological resilience

	Academic adaptation	Social adjustment	Emotional adaptation	Physical adjustment	Attachment to college	Relationship with family	Relationship with reason	Relationship with friends	Relationship with Professor	Self-regulation ability	Interpersonal skills	Affirmative
Academic adaptation	1											
Social adjustment	.384**	1										
Emotional adaptation	.417**	.603**	1									
Physical adjustment	.373**	.533**	.683**	1								
Attachment to college	.437**	.650**	.637**	.493**	1							
Relationship	.063	-.258**	-.234**	-.158**	-.207**	1						

with family												
Relationship with reason	.111*	-.277**	-.292**	-.163**	-.235**	.689**	1					
Relationship with friends	.074	-.282**	-.233**	-.132**	-.223**	.808**	.790**	1				
Relationship with Professor	-.016	-.249**	-.292**	-.143**	-.371**	.591**	.583**	.661**	1			
Self-regulation ability	.337**	.471**	.377**	.357**	.372**	-.103*	-.114*	-.108*	-.121*	1		
Interpersonal skills	.329**	.493**	.341**	.382**	.334**	-.103*	-.102*	-.106*	-.096*	.862**	1	
Affirmative	.378**	.531**	.459**	.465**	.464**	-.116*	-.109*	-.093	-.131**	.831**	.843**	1

***P < 0.01

3.4 Adaptation to college life, Interpersonal stress, resilience according to participation in RC program

Participation in the RC program influenced college student life adaptation, interpersonal stress, and resilience. As a result, the average of students in the RC program was 3.39 and the average number of nonparticipating students was 3.32 (p<0.01). In the interpersonal stress, the participant average was 1.59 and the non - participant average was 1.50 (p<0.05). The mean resilience was 3.64 for the participating students and 3.49 for the non - participating students (p<0.01). (Table 4).

Table 4. Adaptation to college life, Interpersonal stress, Psychological resilience according to participation in RC program

Variable	M	SD	F	p	
Adaptation to college life	Participation	3.39	.49	23.193	.000
	Non-Participation	3.32	.51		
Interpersonal stress	Participation	1.59	.03	5.081	.007
	Non-Participation	1.50	.03		
Psychological resilience	Participation	3.64	.05	17.033	.000
	Non-Participation	3.49	.04		

IV. Discussion

A college dormitory is a location where the period of transition from adolescent to adult begins. It is a space where students of different majors share knowledge and culture with each other, and can act as a factor that has significant influence on college life and social life. While the traditional function of college was to cultivate knowledge about majors, at present, new educational policies are required that promote self-directed learning, help career activities, and enable creative thinking⁶⁾. Typical RC programs are contributing to the cultivation of talented people that meet such social needs. While various programs can enhance college students' competencies, but it is supposed that expanded interpersonal relations may result in more conflicts. It has been found that the participation in the RC program can positively influence the psychological resilience of the participants and thus cope with stress in interpersonal relationships. Although the findings cannot be generalized due to their limited subjects of research, they may be suggested as basic data for the future operation of RC programs.

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