

The Effects of Image Making Education Perceived by Students in Airline Service Department on Their Self-Efficacy and Department Loyalty

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Abstract

This study was performed to examine the relationship among image making education, self-efficacy and department loyalty for students in airline service departments in Korea. The survey questionnaire was given to 250 students in airline service departments from June 3 to 24, 2016. 240 copies of the questionnaire were retrieved. Excluding 18, 222 copies in total were used for analysis. To analyze the data, statistical packages SPSS 21.0 and AMOS 22.0 were used. To test validity of variables, confirmatory factor analysis was done. Using structural equation modeling (SEM), the hypotheses of this study were tested. First, image making education was classified with external image training, basic personality training, and basic attitude training. Hypothesis 1 which image making education will have significant positive effects on self-efficacy was partially accepted. Specifically, hypothesis 1-1 which external image training will have significant positive effects on self-efficacy out of image making education was rejected. Basic personality training (H 1-2) and basic attitude training (H 1-3) were shown to impact self-efficacy positively. Second, the hypothesis 2 was accepted which self-efficacy will have a significant positive effect on loyalty. That means the loyalty to the department would be enhanced more as they recognized the belief on their capacity to perform their tasks and problems successfully more. Hence, as self-efficacy is greater, they tell their relatives and friends the department more positively resulting in the active recommendation. In fact, the students who have higher self-efficacy can participate in the activities to promote the department actively and voluntarily, resulting in many cases to recommend the department actively by a variety of media. It is necessary to attach importance to image making education as an indispensable element to increase self-efficacy of students in airline service department and to enhance department loyalty of them.

Keywords: Image making education, self-efficacy, loyalty, airline service department, sem.

1. Introduction

With the development of domestic air transportation industry, lots of departments related to aviation have been generated in Korea. In case of the students in airline service departments, they are in-depth trained from the freshmen on attitudes, images, and conversation as the service providers. According to the study results on the determinants of the person's image, appearance shared with 55%, voice with 38%, while the contents of the speaking only with 7%¹. As the person is sensitive to his or her own image making more, he or she can be changed and developed more seamlessly². Communication skill, image, and harmonization ability to the organization are important factors to hire the talents in the companies³. Although we cannot determine the people with their outer image, the image of the service providers might play a crucial role in the development of the company loyalty if they can provide the clients with favorable impression and trust.

Image making classes conducted in airline service departments include a variety of contents such as general attitude training containing greeting, posture, and motion; facial expression practices; business etiquettes; social image training for harmonious interpersonal relationship; internal image training to improve positive thinking; and the training of make-up, fashion coordination, and so on. Most of the students in the domestic airline service departments wear the department uniforms and face the tasks to follow and adapt the strict rules. In addition, they should invest their time and efforts to cultivate the basic knowledge and the quality which are required for the service providers in the future. Due to the nature of the airline service departments, they should perform lots of group activities and participate in the external volunteering activities. Hence, they experience interpersonal relationship problems, psychological conflicts, anxiety, stress, and so on not only in the specialized knowledge on the airline services but also in various service conditions. However, these are accepted by the students not evenly but variously depending on the individual characteristics of the students. Some students can overcome their environment with individual belief or internal resources, while others choose temporary absence, change of academic courses, or voluntary resignation due to the mal-adaptation to the university lives⁴. Although image making education and the related studies are essential to develop the qualified service providers for the future, no study on the image training had been performed for the university students in airline service departments in Korea yet.

Self-efficacy is one of the important concepts which had been emerged on the adaptation to the university lives. It is defined as the belief on the individual capability to perform the required tasks to achieve the goals successfully⁵. The main sources of self-efficacy are past experiences, vicarious learning, persuasion from peers, emotional arousal, and so on. This means self-efficacy can be improved upon accumulation of the past successful experiences and various indirect success experiences of peers⁶. Self-efficacy influences not only

to the current behaviors but also to the future ones, and affects strongly how long the human-beings can endure the challenging situation⁴. In addition, it is a variable to influence the behavior significantly, which is crucial for initiation and persistence of the behavior⁷. With the improvement of self-efficacy, he or she can control himself or herself emotionally, perform the tasks well⁵, and be satisfied with his or her major participating in the university lives actively⁴. Also, self-efficacy had been worked as the leading variable of the performances in most of the situations⁸, and showed higher satisfaction level on the work in the higher self-efficacy group than in the lower one⁹. Hence, after examining theoretical discussions, the following hypotheses were drawn.

H 1: Image making education will have a positive effect on self-efficacy.

H 2: Self-efficacy will have a positive effect on loyalty.

The studies on the education services in the tourism area were tended to be neglected more than in the other areas and few studies had been conducted on the effects of image making education with the subjects of aviation departments. Moreover, multiple studies had been conducted on the satisfaction level in view of consumers, while there were few studies on the performance variables of image making education in the subjects of university students majoring in airline service. With the recent growth of domestic air transportation industry, the developments of reserved aviation human resources are urgent due to the demand of the industrial resources. In case of service providing businesses, the images of the employees are directly related to the company image and its loyalty, which requires the development of talents who have both positive image and excellent personality. The importance of image making education has been emerged in alignment with this trend, and it is high time to conduct the study on self-efficacy and loyalty as the performance variables.

2. Materials and Methods

This study used students in airline service departments aiming to become flight attendants and office workers of airlines. The importance of image making courses provided by airline service department was examined and it was designed to identify the effect of image making education on self-efficacy and loyalty. Based on theoretical discussion, the research model was set up, and two hypotheses were made. The survey questionnaire was given to 250 students in total in airline service departments for three weeks from June 3 to 24, 2016. 240 copies of the questionnaire were retrieved. Excluding 18 of them which had problems like lacking answers for some questions, 222 copies in total were used for analysis.

To analyze the data, statistical packages SPSS 21.0 and AMOS 22.0 were used. To test validity of variables, confirmatory factor analysis was done. Using structural equation modeling (SEM), the hypotheses of this study were tested.

3. Findings of Empirical analysis

Demographic Characteristics of the Sample

Among all respondents, 170 (76.6%) were females, revealing that females took up a large portion of them because of the characteristics of airline service department. In age distribution, the largest group was those of 20 years old (58.6%), followed by those of 21 years old (27.0%) and those of 22 years old (9.9%), showing that those of 20 years old took up the majority of them. It seems to be the phenomenon resulting from the fact that most of aviation-related departments arrange the image making course as the essential course for freshmen. As for education, ‘2-year college Graduates’ is 36 (16.2%), ‘undergraduate school graduates’ is 186 (83.8%), which is larger. Among the respondents, the freshman was the most (55.9%). Also most of the students wanted to work for legacy airlines in the future as seen in table 1 (66.7%).

Table 1: General Characteristics

Distinction		Frequency	Percentage
Gender	Female	170	76.6
	Male	52	23.4
Age	20	130	58.6
	21	60	27.0
	22	22	9.9
	23 and above	10	4.5
Education	2-year college graduates	36	16.2
	Undergraduate school graduates	186	83.8
Grade	Freshman	124	55.9
	Sophomore	54	24.3
	Junior	32	14.4
	Senior	12	5.4
Preferred Airlines	Legacy Airlines	148	66.7
	Low Cost Carrier	47	21.2
	Foreign Airlines	27	12.1
Desired Occupation	Flight Attendants	176	79.3
	Airline Ground Staffs	46	20.7
Total		222	100

Reliability and Validity

To empirically measure the model proposed in this study, unidimensionalities of structural concepts and goodness-of-fit and validity of the model were tested using confirmatory factor analysis (CFA). CFA results are shown in table 2. Construct reliabilities were over 0.7 in all factors, and average variance extracted (AVE) of all structural concepts were over 0.5, suggesting high reliability and internal consistency¹⁰. Test goodness-of-fit of variables, CMIN/DF, RMR, GFI, AGFI, CFI, NFI, and IFI values were used. To enhance goodness-of-fit of the model, in the first questions, latent variables of which SMC (squared multiple correlations) values were lower than those of other

variables were excluded. Excluded questions are ‘I am confident to find out the solution analyzing the problems’ (0.392) and ‘I am confident to use what I learned in the class effectively’ (0.376) in self-efficacy category.

The overall goodness-of-fit of the model was shown as $\chi^2=325.225$ (df=147, p=0.000), $\chi^2/df=2.212$, RMR=0.022, GFI=0.891, AGFI=0.853, NFI=0.951, IFI=0.918, and CFI=0.920. Even if the GFI value was 0.891, somewhat low, the goodness-of-fit of the model was acceptable, considering that other criteria of goodness-of-fit satisfy requirements¹¹. Factor loadings of measurement items were high in the range of 0.679-0.887.

Table 2: Confirmatory Factor Analysis (CFA)for the Measurement Model

Factor	Measurement Category	Std. factor loading	t Value	SMC
External Image Training	Face and facial expression	.887	---	.779
	Makeup	.807	13.118**	.720
	Color image	.826	12.472**	.724
	Hair	.748	11.113**	.678
	Walking	.723	15.887**	.699
Basic Personality Training	Personality training	.714	---	.709
	Human relations	.812	12.798**	.711
	Leadership/ Greetings	.798	11.708**	.612
Basic Attitude Training	Telephone manner/ Table manner	.771	---	.668
	Global manner	.814	13.004**	.689
	Communication skill	.830	11.467**	.732
Self-efficacy	When I am in trouble, I am confident that I can cope with difficulties.	.765	---	.678
	I am confident to be helpful very much when I discuss my study matters.	.780	18.923**	.669
	I am confident to help the students set their goals in the department.	.835	16.332**	.812
	I am confident to perform the education in the department.	.689	12.998**	.823
	I am confident on the capability to practice at the site what I learned in the class.	.679	13.678**	.772
Loyalty	I will recommend my department to my peers and surrounding people.	.715	---	.715
	I like my department regardless of others’ opinion.	.705	11.321**	.689
	I will tell my department to my peers and surrounding people favorably.	.835	15.667**	.658
$\chi^2=325.225$ (df=147, p=0.000), $\chi^2/df=2.212$, RMR=0.022, GFI=0.891, AGFI=0.853, NFI=0.951, IFI=0.918, CFI=0.920, **:P<.01				
AVE: External image training 0.667, Basic personality training 0.604, Basic attitude training 0.633 Self-efficacy 0.623, Loyalty 0.821				
Construct reliability: External image training 0.907, Basic personality training 0.883, Basic attitude training 0.903 Self-efficacy 0.892, Loyalty 0.903				

Discriminant validity between construct concepts is secured when correlation coefficient squared value between construct concepts is smaller than AVE values of each factor¹². In the test of discriminant validity between construct concepts in this study, correlation coefficient squared value of each factor was lower than AVE value as shown in Table 3, showing that all the construct concepts are mutually different.

Table 3: Correlation Matrix

	A	B	C	D	E
External image training: A	.816				
Basic personality training: B	.322	.777			
Basic attitude training: C	.455	.521	.795		
Self-efficacy: D	.447	.335	.301	.789	
Loyalty: E	.409	.512	.389	.501	.906

All correlations are significant at $p < 0.01$ (2-tailed), diagonal value: square root AVE

Structural Model and Hypothesis Test

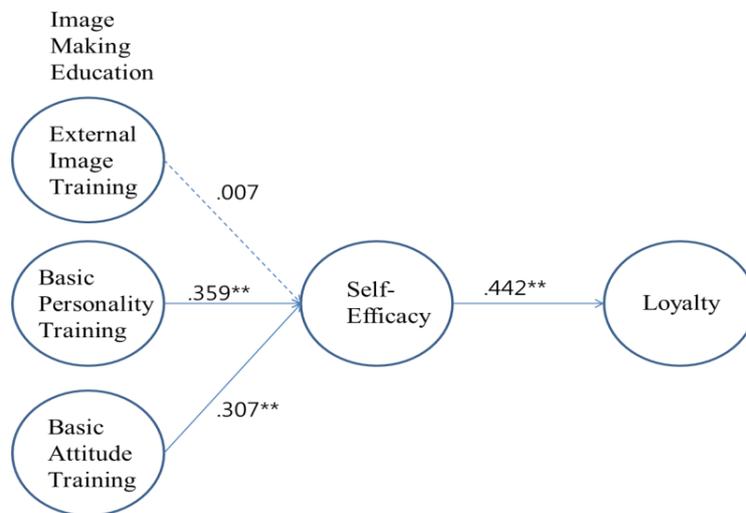
To test goodness-of-fit of the model and causal relationship among construct concepts, structural equation model analysis was done. The goodness-of-fit of the model was shown as $\chi^2=374.019$ ($p=0.000$), $GFI=0.921$, $AGFI=0.867$, $NFI=0.912$, $IFI=0.937$, $CFI=0.901$, and $RMR=0.025$. Among these indexes, GFI , NFI , IFI , and CFI values are over 0.9 and RMR value was smaller than 0.05 which is considered appropriate¹¹. Thus, this model is considered appropriate considering the general fitness standards.

Figure 1 shows the path coefficient results. And table 4 shows the results of the path analysis where, among sub-dimensions of image making education, external image training did not make significant effect on self-efficacy (H1-1). It was found that basic personality training proposed in hypothesis 1-2 shows a significant path coefficient, and have significant effect on self-efficacy. So, it was accepted. Basic attitude training proposed in hypothesis 1-3 was also found to have significant positive (+) effect on self-efficacy. Specifically, the effect of basic personality training on self-efficacy (H1-2) was .359 ($t=4.128$), and the effect of basic attitude training on self-efficacy (H1-3) was .307 ($t=3.121$). However, the effect of external image training on self-efficacy (H1-2) was .077 ($t=1.275$), which was not significant. Lastly, it was found that path coefficient between self-efficacy and loyalty was .442 ($t=4.620$), and significant. In conclusion, all the hypotheses were adopted at 0.05 significance level excluding hypothesis 1-1.

Table 4: Structure Model Path Analysis

H	Path	Estimate	S.E	C.R	p value
1-1	External image training→ Self-efficacy	.077	.022	1.275	.262
1-2	Basic personality training→ Self-efficacy	.359	.028	4.128**	.000
1-3	Basic attitude training→ Self-efficacy	.307	.032	3.121**	.000
2	Self-efficacy→ Loyalty	.442	.024	4.602**	.000

**:=t-statistic (≥ 1.96) sig. level of $p < 0.05$



** : $p < 0.05$

Figure 1: Structural Model Testing of the Conceptual Model

4. Conclusion

Currently, Korean universities are facing the environment for the new development. As the educational environment was changed rapidly such as the decline of educational service demands from the decrease of the student population, the projects to support university characterization, organization changes of the universities, and so on, they faced unlimited competition status. Hence, it is essential for each university to perform, promote, and practice the educational services which are satisfied with the students' taste. This is because students' satisfaction level, and the images on the university or the department are developed and the loyalty is formed according to the level of educational services that are provided by the universities. Especially domestic airline service department had been established with the purpose to develop the persons for airline services, therefore, the image making education is very important. The results of empirical analysis are as follows.

First, exogenous variable was classified with external image training, basic personality training, and basic attitude training by theoretical background. Hypothesis 1 which image making education will have a significant effect on self-efficacy was partially accepted. Specifically, hypothesis 1-1 which external image training will have a positive effect on self-efficacy out of image making education was rejected. Basic personality training (hypothesis 1-2) and basic attitude training (hypothesis 1-3) were shown to impact self-efficacy significantly. Therefore, hypothesis 1-1 was rejected while 1-2 and 1-3 were accepted among hypotheses 1. That means, self-efficacy will be increased as they recognize personality training, interpersonal relationship training, leadership training, greeting training, basic attitude training, and so on to be important. Also, self-efficacy will be increased as they recognize the importance of phone manners, table manners, international manners, communication skill, wine manners, etc. On the other hand, external image training such as facial expression practice, make-up training, diagnosis of personal image, hair designing, walking training, and so on was not shown to be influential to self-efficacy. This seems to be the case that they took lots of external image training before entering the universities to prepare to enter airline service department. External image training revealed not to affect self-efficacy upon the empirical analysis results, however, the importance should not be overlooked for hair design, make-up training, and facial expression practices that help the neat impression.

As they recognize the basic personality and basic attitude training to be important more, they can develop confidence more to use effectively what they learn from the training and to apply them at the site. It could be found that they would get confidence to respond what they had difficulties in the universities and this would be helpful when they discuss the matters related to the department, from the personality training. That means the belief on individual capability to perform their own tasks successfully can be enhanced by basic personality and attitude training. Therefore, it is necessary to allocate the in-depth subjects in the curricula on interpersonal relationship, leadership, basic etiquette, table manners, communication skill, and so on, and the students' self-efficacy can be improved by assigning the proficient instructors with abundant experiences.

Second, the hypothesis 2 was accepted which self-efficacy will have a positive effect on loyalty. That means the loyalty to the department would be enhanced more as they recognized the belief on their capacity to perform their tasks and problems successfully more. Hence, as self-efficacy is greater, they tell their relatives and friends the department more positively resulting in the active recommendation. In fact, the students who have higher self-efficacy can participate in the activities to promote the department actively and voluntarily, resulting in many cases to recommend the department actively by a variety of media.

The importance of image had been growing as the visual communication was generalized with the developments of information and communication and supply of various media. Image has the crucial meaning as the tool of communication to express themselves. First impression in the interpersonal relationship can influence the development of good relationship and affect not only performances in the businesses but also achievement of life goals that the individuals pursue, demonstrating the positive appearance to others. As the results of empirical analysis, it is required to practice the appearance, facial expression, posture, manner of talking, behaviors, and so on, routinely since image making education helps develop good interpersonal relationship with enhancement of positive images such as improvement of self-efficacy and overcome sense of inferiority.

Airline companies hire the flight attendants with a series of interviews empathizing the selection of excellent talents as a critical factor to impact the company performances. To provide the university students with successful hiring upon differentiated strategy, image making education should contribute them to feel the loyalty to their department upon enhancements of self-efficacy and positive image. Considering self-efficacy as the personal belief to get it done successfully, it is necessary to treat it as the essential factor to improve their self-efficacy efficiently and to enhance the loyalty to the department. From these results, it reveals that the students' loyalty to their department as a leading factor with image making education was affected by internal resources like self-efficacy.

The limitation was to extract samples only from a few universities in Chungbuk Province in Korea. Further studies are required to conduct on image making education in a variety of universities. Also, the studies on a variety of consequential variables other than self-efficacy are anticipated to compare with the results of this study so as to suggest effective curricula or methods for the students of airline service departments.

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