

A Study on the Causal Relationship between the Motivation to Participate in Local Cultural Welfare Centers and intention to Re-participate

Jeong-bae Park¹, Mi-Kyung Shin²

Abstract

Local cultural centers' culture and arts education programs address critical needs by enhancing creativity, problem-solving skills, and personal growth. These programs bolster local identity and pride, fostering re-participation intention. This study explores the re-participation intention of participants in these programs, aiming to understand outcomes and assess program management and sustainability. A sample of 209 participants was analyzed using descriptive statistics, reliability tests (Cronbach's α : 0.951 for participants, 0.943 for re-participation intention), and validity tests (KMO: 0.967 for participants, 0.940 for re-participation intention). Re-participation intention is significantly influenced by activity-oriented ($r = 0.834$), learning-oriented ($r = 0.606$), and goal-oriented ($r = 0.493$) motivations, with activity-oriented being the most influential. The findings suggest that enhancing goal-oriented programs can boost participation rates. The study emphasizes the importance of the operational system and institutional environment in shaping these motivations, which positively impact re-participation intention. Regression analysis ($R^2 = 0.703$, $F = 160.426$, $p < 0.001$) provides insights into the causal impacts among variables and the applicability of the findings. The study offers a theoretical framework and practical applications for increasing participation in local culture and arts.

Keywords: *Local Cultural Center, Participants, Re-Participation, Intention, Culture and Arts Education, Participation Motivation.*

Introduction

Local cultural centers' culture and arts education programs address various critical needs in contemporary society. They serve as a vital platform for introducing and promoting diverse cultural and artistic practices within communities, offering an excellent way to enhance creativity and artistic skills across all age groups. Notably, these programs encourage creative thinking, improve problem-solving skills, and provide opportunities for acquiring new knowledge and fostering personal growth. Additionally, they bolster local identity and pride, cultivating re-participation intention among participants through meaningful participation. Consequently, local cultural centers play a critical role in their communities, with their impact anticipated to grow even further in the future.

Accordingly, this study aims to explore and analyze the re-participation intention of participants in culture and arts programs provided by local cultural centers. The goal is to understand the ongoing outcomes and assess the effective management and sustainability of these programs to foster continuous participation. To this end, the study examines the motivations of re-participants, assessing their impact to establish a theoretical framework aimed at fostering sustained participation and offering practical applications for real-world use.

Theoretical Background

Theoretical Background and Research Methods

Local cultural centers serve as vital platforms for providing learning opportunities to community residents through diverse culture and arts education programs [1][2][3]. They also encourage community participation and support local artists by hosting cultural events and performances [4], fostering diversity and cultural exchange within the local community [5]. Moreover, by nurturing artistic

¹ Chungwoon University, Chungnam, Korea, Email: pjb@chungwoon.ac.kr (Corresponding Author)

² Chungwoon University, Chungnam, Korea. (First Author)

creativity across all age groups and imparting artistic skills through education, these centers play a critical role in enhancing cultural richness and fostering creativity within their communities [6][7][8][9]. Culture and arts education programs are designed to foster creativity while offering participants immersive experiences and exposure to diverse artistic forms through comprehensive activities. These programs support artistic development and strengthen social connections. As a result, culture and arts education programs deliver both personal and social benefits, creating opportunities for enriching experiences and meaningful growth. Additionally, creative and artistic activities enhance emotional well-being and contribute to positive experiences [10][11][12][13][14][15][16]. Re-participation intention at local cultural centers is significantly enhanced when participants attain higher learning outcomes, benefit from high-quality educational services from instructors, and develop new knowledge and skills, as satisfaction and meaningful learning experiences across various dimensions play a key role in driving this motivation [17][18][19][20]. Consequently, re-participation intention at local cultural centers depends largely on positive personal experiences, satisfaction, interest, and the recognition of value. By delivering sustainable and fulfilling experiences through high-quality culture and arts education programs and services, participants are more likely to cultivate re-participation intention for the same programs.

This study involves a comprehensive literature review of key concepts central to its focus, aiming to explore theoretical insights and previous research. Specifically, references from papers addressing the derivation of the theoretical background were collected, and an exploratory research approach was widely employed. Subsequently, the study design includes developing a research model and hypothesis, designing a survey questionnaire, conducting the survey, and collecting and analyzing the data [21]. A sample of around 209 participants was selected to examine the re-participation intention of individuals participating in local cultural centers, which constitutes the central objective of this study. The survey analysis method employs descriptive statistics to assess general characteristics, while reliability (Cronbach's α coefficient) and validity are verified through exploratory factor analysis. Using regression analysis, the study investigates the causal impacts among latent variables associated with the re-participation intention of local cultural center participants, as specified in the research model, to fulfill its specific research objectives and assess the adoption of the proposed hypothesis.

Hypothesis and Relationship Analysis of Re-Participation Intention Among Local Cultural Center Participants

For the relationship analysis of re-participation intention among local cultural center participants, the study proposed the hypothesis: "Local cultural center participants have a significant impact relationship with re-participation intention through culture and arts education programs."

Using prior studies as foundational data, the study proposes the following model and hypothesis to examine the causal relationship between participation motivation and re-participation intention[17][18][19][20] of local cultural center[1][2][3][4][5][6][7][8][9] culture and arts education program participants[10][11][12][13][14][15][16].

Re-participation intention at local cultural centers is significantly influenced by participation motivations such as activity orientation, learning orientation, and goal orientation. Notably, the activity-oriented factor emerged as the most influential in driving re-participation intention, whereas the goal-oriented factor showed only partial adoption. The findings suggest that developing and implementing programs with a focus on goal-oriented participation motivation can lead to increased participation rates. The reliability and validity analysis for the hypothesis, "Local cultural center participants will have a significant impact on re-participation intention (difference) through culture and arts education programs," is summarized in Table 1.

Table 1. Reliability Analysis

Question	Validity Test (KMO Measure)	Cronbach's alpha
Local cultural center participants	.947	.951
Re-participation intention	.940	.943

Reliability measures the extent to which a variable's true value is accurately assessed, with Cronbach's α coefficient ranging from 0 to 1. The higher the coefficient, the greater the reliability. A Cronbach's α coefficient of 0.5 or higher is considered reliable for the entire set of items, whereas a coefficient of 0.6 or higher is deemed acceptable for individual items.

The Cronbach's α coefficients for the items addressing re-participation factors at local cultural centers were 0.951 and 0.935, demonstrating high reliability. Similarly, the validity test (KMO analysis) indicated excellent suitability, with values of 0.967 and 0.940. Regression analysis conducted to verify the research model confirmed that local cultural centers (motivations for participating in culture and arts programs) significantly impacted re-participation intention, leading to the adoption of the hypothesis.

Correlation Analysis_ Regional Cultural Centers, participative motivation ,and Intention to Re-participate

The results of the correlation analysis between regional cultural centers, participative motivation, and the intention to re-participate are shown in <Table 1>. The correlation coefficient represents Pearson's correlation coefficient, which ranges from -1 to +1 with 0 as the center. Generally, a correlation coefficient of $|r| \geq 0.46$ is considered Big, $0.30 \leq |r| < 0.46$ is considered moderate, and $0.10 \leq |r| < 0.29$ is considered small (Lee Hoon-young, 2017). Correlation analysis is a method for evaluating the interrelationship between two variables. The correlation coefficient "r" derived from correlation analysis indicates the degree of linear (straight-line) association between two variables.

Table 2. Correlation Analysis Results

Classification	Activity-Oriented	Goal-Oriented	Learning-Oriented	Intention to Re-participate
Activity-Oriented	1			
Goal Oriented	.493**	1		
Learning Oriented	.646**	.726**	1	
Intention to Re-participate	.834**	.493**	.606**	1

Note : * $=p<.05$, ** $=p<.01$

Among the significant correlation factors, the highest positive correlation was found between activity orientation and the intention to re-participate ($r = .834$), while the lowest was between goal orientation and the intention to re-participate ($r = .493$). The strongest positive correlation for goal orientation was with learning orientation ($r = .726$), while the weakest was with the intention to re-participate ($r = .493$). Learning orientation also showed a positive correlation with the intention to re-participate ($r = .606$).

Verification of the Causal Relationship Between Participative Motivation and Intention to Re-participate

The hypothesis "Participation motivation at local cultural welfare centers will significantly impact the causal relationship with re-participation intention" was tested and the regression model was significant ($F = 160.426$, $p<.001$), with a total explanatory power (R^2) of 0.703. Multiple regression analysis was conducted, using participation motivation factors (activity-oriented, goal-oriented, learning-oriented) as independent variables and the intention to re-participate as the dependent variable.

In multiple regression analysis, multicollinearity occurs when there is a high correlation between independent variables. However, if the tolerance value is close to 1 and the Variance Inflation Factor (VIF) is less than 10, multicollinearity is not a concern (Choi Hyun-cheol, 2016). In this study, the tolerance values ranged from 0.363 to 0.474, and VIF values ranged from 2.110 to 2.755, indicating that multicollinearity is not an issue. Additionally, the Durbin-Watson statistic was 1.925, which falls within the acceptable range of 1.8 to 2.6, confirming that there is no autocorrelation and that the data is independent. Therefore, this dataset is suitable for regression analysis (Lee Il-hyun, 2014). The results of the multiple regression analysis on participation motivation and intention to re-participate are presented in Table 2.

Table 3. Causal Relationship Between Participative Motivation and Intention to Re-participate.

Dependent Variable	Independent Variable (Participative Motivation)	Unstandardized Coefficient		Standardized Coefficient β	t-Value	Significance percentage (P)	Collinearity Statistics	
		B	Standard Error				(Tolerance)	VIF
Intention to Re-participate	(Constant)	.789	.157		5.027	.000		
	Activity-Oriented	.724	.048	.750	15.039	.000**	.587	1.703
	Goal-Oriented	.052	.034	.084	1.507	.133	.474	2.110
	Learning-Oriented	.045	.045	.063	1.001	.318	.363	2.755

R2=.703, Adjusted R2=.699, F=160.426(df=3/206), sig.=.000, Durbin-Watson=1.925

Note : *= $p<.05$, **= $p<.01$

Conclusion

In this study, an empirical analysis of re-participation intention among local cultural center participants was conducted by verifying reliability and validity. Regression analysis for validating the research model confirmed that local cultural center participants significantly impacted re-participation intention through culture and arts education programs.

The study highlighted that culture and arts education programs at local cultural centers enhance residents' quality of life and significantly influence re-participation intention. These findings offer valuable insights into the future development of local cultural centers and operational strategies for their culture and arts education programs. Accordingly, the study conducted foundational statistical analyses, verified the validity of individual measurement variables, assessed the reliability of their consistency in representing latent variables, and employed regression analysis to examine causal impacts among variables for hypothesis adoption. These steps proved meaningful in evaluating the applicability of this research to the re-participation intention of participants at local cultural centers. Hypothesis testing demonstrated that the operational system of culture and arts education programs and the institutional environment significantly influence the activity-oriented and learning-oriented aspects of participation motivation. These results were substantiated through the reliability and validity analysis of the cultural centers. Furthermore, the three participation motivation factors—activity-oriented, learning-oriented, and goal-oriented—were confirmed to have a significant impact on re-participation intention. Notably, the activity-oriented factor emerged as the most influential on re-participation intention, whereas the goal-oriented factor was only partially adopted. These findings imply that developing and operating programs with a focus on goal-oriented participation motivation may result in increased participation rates. Overall, the study demonstrated that the operational system of culture and arts education programs and the institutional environment—key components of local cultural centers—significantly impact the three key factors for participation motivation. These factors were further shown to have a positive impact on re-participation intention. Notably, the study offers critical foundational data for the development and operational strategies of culture and arts education programs at local cultural centers. By fostering higher re-participation intention among participants, it is anticipated to support advancements in the culture and arts sector while also aiding the management strategies and operational efficiency of local cultural centers, providing both a theoretical framework and practical applications for real-world use. Despite its contributions, the study faced certain limitations. First, it employed a convenience sampling method targeting participants in culture and arts education programs at local cultural centers in the Seosan region, which limited the representativeness of the sample, as participants were not evenly distributed across districts. A more refined sample, with systematically organized and detailed variables, could have yielded more comprehensive results by linking causal relationships through difference analyses. Second, there is a need for further classification of participant characteristics and types to better understand the partially adopted values in greater detail. Future studies should address these limitations and explore whether relationships differ based on background variables.

Acknowledgement

This research was supported by the ChungWoon University research grant in 2025.

References

- [1] E. Sparks and M.J. Waits, New Engines of Growth: Five Roles for Arts, Culture, and Design, NGA Center for Best Practices, 2012. <https://www.nga.org/publications/new engines of growth five roles for arts culture and design/>.
- [2] K.H. Lee, "Environment of Future Education and Enhancement of School Role as an Education Welfare Center," *The Journal of Local Education Management*, vol. 21, no. 3, pp. 20-43, 2018.
- [3] Y.S. Jang, "A Reflection of Dance Art Instructor's Teaching Experience through Autoethnography," *KRSDS*, vol. 73, no. 1, pp. 161-174, 2019.
- [4] B.S. Kim and Y.Y. Jeon, "Effects in Response to Nature of Selection on Performance Type and Quality of Service Affects to Post Behavior - Focusing on Jeon-ju, Sori Arts Centers Event Program," *The Journal of the Korea Contents Association*, vol. 15, no. 12, pp. 106-120, 2015.
- [5] Y.S. Kim, A Case Study of Social & Cultural Art Education Program for Promoting Culture Diversity - Focusing on Rainbow Project -, Ph.D. dissertation, Dept. of Cultural Studies, Graduate School of Chosun University, 2016.
- [6] E. Sparks and M.J. Waits, New Engines of Growth: Five Roles for Arts, Culture, and Design, NGA Center for Best Practices, 2012. <https://www.nga.org/publications/new engines of growth five roles for arts culture and design/>.
- [7] Y.S. Jang, "A Reflection of Dance Art Instructor's Teaching Experience through Autoethnography," *KRSDS*, vol. 73, no. 1, pp. 161-174, 2019.
- [8] Huwie and S.G. Kang, "A Study on the Revitalization Plan Based on Analysis of the Current Status of Culture and Arts Programs in Regional Museums in China - Focusing on 'Henan Museum' of China," *KSDC*, vol. 28, no. 4, pp. 543-560, 2022.
- [9] J.U. An, "An Exploratory Case Study on the Resilience of the Urban Aging Population through the Intermediary Activities of Urban Convergence Arts Education - Orientation toward a Cultural Lifelong Learning City," *KSAF*, vol. 41, no. 3, pp. 163-178, 2023.
- [10] N. Dabbagh, "The Online Learner: Characteristics and Pedagogical Implications," *Contemporary Issues in Technology and Teacher Education*, vol. 7, no. 3, pp. 217-226, 2007.
- [11] J.H. Lee and J.B. Park, "Study in the Revitalization Plan of Customer-Improvement throughout Art Education," *Media and Performing Arts Research*, vol. 4, no. 2, pp. 168-193, 2009.
- [12] C.S. Lee and J.H. Kim, "The Effect of Art and Culture Education Program on Regional Image: Focusing on Brand Experience and Service Quality," *Journal of Cultural Industry Studies*, vol. 14, no. 1, pp. 69-79, 2014.
- [13] D.R. Lee and J.N. Kim, "Advancing Local Culture and Art Education - The Case of Supporting Programs in Gwangju Art and Culture Education Center," *KJCAES*, vol. 10, no. 1, pp. 31-50, 2015.
- [14] L.K. Kim, "Investigation on Educational Objectives for Creativity of Expressive Activity at Elementary School," *KRSDS*, vol. 59, no. 2, pp. 37-56, 2016.
- [15] M.H. Hwang, A Study for Effects of Cultural Arts Education Program for Local Cultural Foundation for Citizens, Chungwoon University Graduate School, Dept. of Cultural Arts Management and MICE, 2022.
- [16] M.K. Shin, A Study on the Influence of Participation Motivation on Re-Participation Intention in Cultural Arts Education Programs, Chungwoon University Graduate School, Dept. of Cultural Arts Management and MICE, 2023.
- [17] J.M. Lee, "Impact of Image of Regional Festival on Satisfaction of Tourists and Their Intention for Revisit - With Focus on Firefly Festival of Youngyang," *The Journal of the Korea Contents Association*, vol. 8, no. 12, pp. 424-432, 2008.
- [18] C. Manning and I. Verenikina, "Learning with the Arts: What Opportunities Are There for Work-Related Adult Learning?" *Journal of Vocational Education and Training*, vol. 62, no. 3, pp. 209-224, 2010.
- [19] Y.S. Kim, Study on the Effects of Culture and Arts Education Programs on Learners' Creativity and Personality Development: Focusing on the Mediating Effect of Social Self-Efficacy, Graduate School at Chugye University for the Arts, Division of Culture & Arts Administration and Management, Dept. of Culture & Arts, 2016.
- [20] S.O. Lee and G.W. Yun, "The Effect of Satisfaction with the Educational Environment on the Achievement Level in Outreach Programs for Coffee Barista and Baking," *JCCT*, vol. 8, no. 6, pp. 185-190, 2022.
- [21] J.B. Park and C.H. Choi, *Art Management Survey Methodology*, Communication Books, 2020.