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Spring 2023 Capstone

**A Study on Motivators and Satisfaction in Arts and Culture Public Programs  
: Implications for Policy Implementation**

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## **Executive Summary**

This study examines individuals' motivations related to their participation in arts and culture activity programs and their support for the active roles of the government in cultivating such programs in South Korea. In doing so, this study suggests policy implications that help policymakers and stakeholders develop effective arts and culture programs in the public sector.

Arts and culture programs refer to structured activities or courses focused on artistic or cultural pursuits, involving active participation in creative disciplines such as music, theater, visual arts, or dance rather than passive observation or appreciation. The government can proactively support public arts and culture programs, which enhance civic behaviors and contribute to civil society's health. Specifically, cultural and arts activities have a positive impact not only on the individual level (e.g., emotional stability, healthy enjoyment of leisure time, and improving the quality of life aiming for well-being and mental health) but also on the collective level (e.g., effective communication within a community and promoting intergenerational understanding). In light of these benefits, the government develops various policy ideas that increase opportunities for all people to encounter and participate in public arts and culture programs, such as expanding public access to arts education programs, building capacity and infrastructure for arts education, producing research and statistics about the benefit of the arts and culture programs, and redesigning the contents of the programs.

In particular, when designing public arts activity programs, policymakers need to consider incorporating participants' motivations and satisfaction into the program design process in order to create more effective and engaging programs for citizens. Currently, South Korea's arts and culture policy has been guided by social welfare approach and has primarily targeted and developed for populations with a disability or low incomes while disregarding the needs of

all citizens as policy beneficiaries or the quality of the programs. This current approach may lead to reduced levels of policy participation and satisfaction, as well as limited opportunities and benefits available to all citizens. This is because the focus is solely on determining who is eligible to receive these benefits, rather than how to develop effective and satisfying arts programs.

This study claims that redesigning the program contents reflecting sociopsychological motivations, expanding the policy target to the general public, and embracing the concept of lifelong arts and culture education will ensure inclusive accessibility and promote lifelong learning opportunities for all citizens.

Guided by intrinsic and extrinsic psychological theories of motivation, this study differentiates (a) intrinsic motivation implying love or interest in the arts and culture activities, internal rewards, or pleasure from participating in that program and (b) extrinsic motivation referring to gains, external rewards, or goals one wants to achieve through participating in the arts and culture programs. This study examines whether and how individuals' intrinsic and extrinsic motivations are associated with the level of satisfaction towards their participation in arts and culture programs. Also, this study investigates whether and how individuals' two types of motivations are associated with their support for the government's arts and culture policy and funding.

The regression analysis using the 2020 Korea Arts and Culture Education Survey data showed that both intrinsic motivation (i.e., interest in arts and culture programs) and extrinsic motivation (i.e., improvement of quality of life and self-development achieved through participating in the programs) were positively associated with the levels of satisfaction with participating in the arts and culture programs and support for the government's arts and culture

policies. These findings suggest that, when targeting all citizens as beneficiaries of arts and culture programs, policymakers consider designing the contents of the programs in the direction of nurturing beneficiaries' interest in arts and culture and improving their quality of life and self-development through participating in the programs.

## **Introduction**

People have been interested in arts and cultural activities (e.g., music, drawing, photo, musicals, plays, and museums), and human interests in arts are constant, persistent, and increasing. Nowadays, beyond watching movies, writing an essay, and drawing a picture as a hobby or leisure time activities at the individual level, they produce arts and cultural content of their own at the social or commercial level, such as personal publishing or composition with personal equipment and online software.

Previous studies have examined the impact of arts and cultural activities on the quality of life perceived by individuals. Choi (2008) analyzed the association between the quality of life and an individual's artistic experience, controlling for diverse demographic backgrounds (e.g., education, occupation, and income). This study found that cultural and artistic activities positively affect all three aspects of the quality of life measured by subjective well-being, life satisfaction and emotional response, and psychological well-being. Although education, occupation, and income also affect the quality of life, there were no variables affecting all three areas of quality of life presented in the paper. These findings suggest that other factors like income or educational background can affect the quality of life, but its effect is shown in only one or two aspects of the quality of life. This study highlights the importance of arts and cultural

activities or experience in determining an individual's quality of life as they only affect all three aspects of quality of life.

Also, according to the article by Chris Hand (2017), McCarthy et al. (2004) review the evidence on the benefits of arts and culture-related activities and reported several critical individual- and community-level benefits (e.g., community benefits, economic benefits, cognitive benefits, and intrinsic benefits). McCarthy et al. (2004) argue that compared to the other types of activities experienced by individuals, arts and culture-related activities provide intrinsic benefits, such as captivation, expanded capacity for empathy, and the creation of social bonds, which positively relate to happiness.

In light of such diverse benefits that can be nurtured through participating in arts and culture programs and activities, this study examines public arts and culture activity policies to encourage more people to access easily and enjoy arts and cultural programs, which aim to improve individuals' quality of life, and the benefits and potential of culture and arts at the collective or community level (Mulcahy, 2021).

International organizations have also emphasized the positive association between participating in arts and culture activities and quality of life/happiness measured by the global happiness level (UN Sustainable Development Solution Network) and the quality of life (WHO). As of 2020, South Korea's suicide rate ranked first among OECD countries, and the rate in the teens and 20s increased significantly (Lim & Jung, 2017). South Korea has 23.5 suicides per 100,000 people, more than double the average of 10.9 in OECD countries.

Many studies have proven that cultural activities greatly enhance the quality of life and spiritual value. In the analysis of the economic effects of cultural financial support as a

determinant factor in the quality of life, Park (2019) suggested that higher satisfaction with the cultural sector among the determinants of quality of life (e.g., housing, education, living infrastructure, arts and culture, and medical care), the easier it is to improve the quality of life. Moreover, he argued that increased government investment in the cultural sector could expand cultural facilities, thereby improving access to and satisfaction with cultural activities. This study focused on psychological factors that the government should consider in encouraging cultural activities and establishing effective measures to improve people's quality of life.

According to the book entitled *America's Commitment to Culture* (Mulcahy, 1995), several surveys and studies have demonstrated positive public regard for the support of public arts and culture programs. Periodic opinion polls and national surveys show that Americans desire increased access to arts experience for their children and are willing to pay higher taxes to support these programs. Furthermore, there is a growing demand for expanded opportunities to participate in a broader range of artistic activities.

### **Background of the Public Arts and Culture Activity Programs in Korea**

According to Article 3(2) of the Support for Arts and Culture Education Act in Korea, all citizens, regardless of age, gender, disability, social status, economic conditions, physical condition, or region of residence, shall be guaranteed equal opportunities to systematically study and receive education in culture and arts throughout their lives according to their interests and aptitudes. It suggests that encouraging arts activities and more sufficient and effective arts education policies are one of the government's responsibilities.



This study focuses on the public arts and culture activity program as a lifelong education opportunity rather than a music or an art class as a regular school curriculum. The target of this policy is adults, not school students. The Promotion of Culture and Arts Education Act in Korea (2017) defines culture and arts includes literature, art, music, dance, play, film, entertainment, traditional music, photography, architecture, publishing, and comics.

The policy of implementing arts activity in South Korea started with the underprivileged, disadvantaged, and low-income groups, not the general public, in 2006 (e.g., arts activity for the elderly, the military, out-of-school juvenile, and social welfare facilities). Because of the budget constraints, the priority of the policy target has been given to the groups that are restricted from freely experiencing cultural and arts programs due to economic and poor living conditions (Kim, 2019). It means lifelong arts participation opportunities for the general population may have a lower priority when compared to the underprivileged policy targets.

The Korea Arts and Culture Education Survey in 2021 showed that Children and adolescents have a participation experience rate of 49.1% in culture and arts activities, while 19-year-old and above who have completed school education is 29.5%. The arts activity rate dropped sharply, and by the elderly (50~64 years old), it decreased to 19.4%. It can be inferred that the institutional foundation of culture and arts programs for general adults is very weak.

In line with the observations discussed above, Yang (2015) pointed out that by now, public arts and culture activity programs are overly biased towards some groups and facilities and have not been carried out for the general public who need more culture and arts participation for healthy leisure plans and improvement of the quality of life. In addition, due to focusing on low-income groups, the general public prevented the arts program due to the stigma effect, which means the disapproval of, or discrimination against, an individual or group based on perceived

characteristics that serve to distinguish them from other members of society. So, beyond the perspective of universal welfare, there is a need to expand opportunities and access to art and cultural policy to the general public.

When considering expanding policy targets beyond underprivileged groups, it is crucial to focus on designing and implementing effective and high-quality arts activity programs. This approach should include improving the overall quality of the policy-making process to ensure that all beneficiaries receive the benefits they deserve.

Therefore, this study suggests policy considerations when developing public cultural and arts programs reflected by individual needs and characteristics. It analyzed how an individual's psychological motivation is associated with the levels of satisfaction with participating in arts programs and the support for art-related public policies.

## **Literature Review**

Many studies have highlighted the positive impact of cultural and arts activities on an individual and collective level. Wheatley and Bickerton (2017) presented that a higher frequency of arts attendance is associated with greater happiness. In the article entitled Subjective Well-being and Engagement in arts, culture, and sport, the authors explored the relationship between engagement in arts, culture, and sport, and the subjective value of these activities. They provide evidence in support of a wide range of cultural goods generating positive leisure experiences, reflected in overall (life, general happiness) and domain (leisure) satisfaction. Frequency of engagement is central to certain activities: only regular participation in arts activities. Similarly, McCarthy et al. (2004) found that the effect of the arts arises from the inherent effects of arts

attendance, such as pleasure. In the book entitled *The Art of Regeneration*, Landry et al. (1996) presented that arts and culture education has social effects such as the development of individuals and communities, the development of the creative abilities of the community, and the promotion of communication between various groups. It said that arts and culture activities had become an increasingly important part of urban regeneration in Britain, and arts programs have been shown to be effective routes to a wide range of social policy objectives. Arts activities are a mechanism to trigger individual and community development.

In the context of South Korea, according to the 2017 Detailed Index Establishment and Survey on the Culture and Arts Education Effect, impacts of arts experience include arts sensitivity (e.g., inspiration, emotion), empathy (e.g., understanding of the perception and attitudes of others), and self-expression. This 2017 Korean study also details the practical impact of public culture and arts programs, including all layers of the effect of arts activities (e.g., individual and collective levels).

Studies show that participating in culture and arts programs and activities positively impacts individuals and society. However, according to the 2021 National Leisure Activity Survey in South Korea, 93.6% of leisure activities are related to rest, while participation in cultural and arts activities accounts for a mere 11.2%. These statistics indicate that voluntary engagement in arts and cultural pursuits remains low in South Korea. On the other hand, the desired leisure space was the highest at 6.9% in movie theaters, and the percentage of performance venues was 4.0%, which is not low compared to the highs, such as a mountain (6.8%) and restaurants (5.2%). Considering the positive effects on the individual and community, the government should provide strong policy support so that people can participate more actively

in culture and arts. This study examines the psychological factors that policymakers take into account to enhance the satisfaction levels of arts activity programs.

### ***Intrinsic and Extrinsic Motivation.***

Motivation is often used to improve organizational performance and learning performance (Wright, 2007; Vandenameele, 2007; Corduneanu et al., 2020). Culture and arts participation can be viewed as an individual's learning process of culture and arts, and the levels of satisfaction with their participation in those activity programs are one of the results of such learning processes (Perales & Arostegui, 2021; Hunter-Doniger & Berlinsky, 2016). Cultural and arts activities are non-economic goods or necessities of life, and it is one of the ways of making leisure time healthy. It is not possible to engage in arts activities by priority, after objective conditions, such as income and education level, are at certain status. It is the choice of people from several options of leisure activities according to an individual's psychological decision. In this sense, just as actively participating in learning and immersing oneself in organizational performance are active choices based on the psychological motivation of people, culture and arts activities can be seen as a choice based on psychological motivation (Godwyn & Gittell, 2012).

Among several psychology-based theoretical perspectives explaining individual motivators and performance, the discussion on intrinsic and extrinsic motivators provides a basic idea of what increases an individual's satisfaction with arts activity programs (Harackiewicz, 2000). According to Deci and Ryan (1985), when a man feels intrinsic motivation or internal rewards, he or she voluntarily participates in the act, and in the future, he or she voluntarily and continuously repeats it due to the pleasure and happiness of the act itself.

According to Ryan & Deci's study (2000) about intrinsic motivation, a perceived locus is internal and includes interest and enjoyment. Generally, it means interest, preference, challenge,

effort, and pleasure, referring to the inherent psychological state or desire that comes through an activity. Intrinsic motivators can facilitate active and voluntary participation in cultural and arts programs. According to Mihaly and Kim (1995), in *The Interest and Effort in Education* (1913), John Dewey described the importance of individual interest. Students not genuinely interested in learning a particular subject do not identify with the material and only put out a temporary, marginal effort.

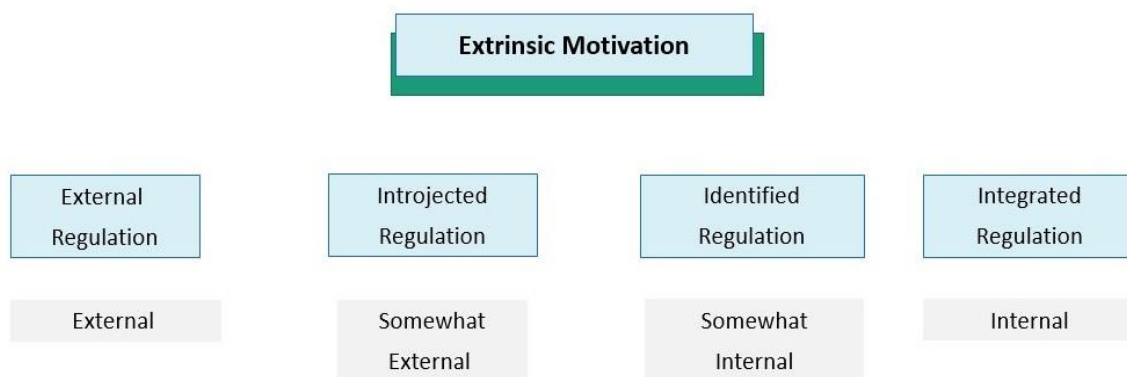
This study views individuals' interests in arts and cultural programs as an intrinsic motivator and hypothesizes the positive relationships between individuals' interests and levels of satisfaction in participating in arts and cultural programs. Moreover, this study further examines whether individuals' interests in arts and cultural programs as an intrinsic motivator are positively associated with their support for the programs since public policies can be implemented with appropriate levels of citizens' support.

Extrinsic motivation is driven by external factors and implies gains, external rewards, or goals one wants to achieve through the activities. They can be tangible (e.g., money, grades, and punishment) or intangible (e.g., honor or fame gained through the activities) (Ryan & Deci, 2000). Previous studies have analyzed various types of extrinsic motivators, such as expectations for performance and pressure on performance (Eisenberger & Aselage, 2009), useful feedback from colleagues, and giving help to colleagues with expertise (Zhou & George, 2001).

This study operationalizes extrinsic motivation as goals one wants to achieve through participating in the arts and culture programs: (a) the perceived improvement of quality of life and (b) self-development achieved from participating in the arts and culture activity programs. Following Ryan and Deci's (2002) self-determination continuum of extrinsic motivation, the perceived quality of life and self-development is conceptualized as an expectation or goal

through arts and culture activity programs. As shown in Figure 1, extrinsic motivation has a wide range of regulations, and quality of life and self-development can belong to the category of 'identified regulation.' It is not motivated by the enjoyment of the arts activity itself but by internalizing one's own agreement or judgment about the value and importance of the art activity.

**Figure 1. The self-determination continuum** (Ryan & Deci, 2000)



Regarding the relationship between intrinsic and extrinsic motivation, there is a view that extrinsic motivation can increase intrinsic motivation (Kasof et al., 2007). In this perspective, Hwang and Jung (2018) explained that extrinsic motivation does not directly enhance creativity but can positively affect performance in interaction with intrinsic motivation.

***Satisfaction with arts activity and support for Policy implementing***

Hume (208a) claimed satisfaction is a key concept within the marketing discipline and specifically within consumer behavior. This is about consumer behavior decisions, but if we look at it from the perspective of participation in cultural and arts activities such as performing the orchestra, the perceived value and satisfaction associated with artistic performances or activities are significant factors that lead to continuous and stable participation in culture and arts events.

Few studies have examined the direct effects of intrinsic motivation on satisfaction. In the study of the Effects of Self-Determination on the Educational Performance of Culture and Art Education, Lee (2016) analyzed the impact of self-determination factors, such as psychological needs, on the enjoyment, satisfaction, and educational outcomes of cultural and artistic activities. However, Lee (2016) focused on autonomy and relationships as psychological factors and did not examine the relationship between interest and satisfaction. Moreover, the extrinsic motivation of participants in arts activity programs is rarely referred to or examined.

This study examines whether and how individuals' intrinsic and extrinsic motivations are associated with the level of satisfaction towards their participation in arts and culture programs. Also, I will examine whether and how individuals' two types of motivations are associated with their support for the government's arts activity policy and funding. Therefore, my research hypotheses are as follows:

**Intrinsic Motivation and Satisfaction: Hypothesis 1.** The more a participant shows interest in arts and cultural activity programs, the higher the participant will have levels of program satisfaction.

**Extrinsic Motivation and Satisfaction: Hypothesis 2.** The more positively a participant perceives the enhanced quality of life through participation in arts and cultural activity programs, the higher the participant will have levels of program satisfaction.

**Extrinsic Motivation and Satisfaction: Hypothesis 3.** The more positively a participant perceives self-development through arts activity programs, the higher the participant will have the level of program satisfaction.

**Intrinsic Motivation and Policy Support: Hypothesis 4.** The more a participant shows interest in arts and cultural activity programs, the more the participant will support the government's arts and culture policy and funding.

**Extrinsic Motivation and Policy Support: Hypothesis 5.** The more positively a participant perceives the enhanced quality of life through participation in arts and cultural activity programs, the higher the participant will have levels of support for the government's arts and culture policy and funding.

**Extrinsic Motivation and Policy Support: Hypothesis 6.** The more positively a participant perceives self-development through participation in arts and cultural activity programs, the higher the participant will have levels of support for the government's arts and culture policy and funding.

## **Problem statement**

In South Korea, policy consideration in the design of culture and arts activity programs for the general public has been insufficient. Currently, South Korea's arts and culture program policy has been guided by social welfare approach and has primarily targeted and developed for underprivileged populations with a disability or low incomes while disregarding the needs of all citizens as policy beneficiaries or the quality of the programs. Such approaches may reduce the levels of policy participation and satisfaction and restrict the opportunities or benefits that all citizens are eligible to receive. The well-designed quality of arts activity programs will increase participants' satisfaction with arts programs, and result in support for policies and funding, which means that more of the public can attend arts activity programs.



The objective of this study is to consider and develop the methodologies and the evidence that might be used to enhance the arts and cultural value or effectiveness, which can help policymakers design arts activity programs. So, this study analyzes the factors to increase the satisfaction of art attendants, especially focusing on the psychological factors of participants in arts activity programs.

## **Research Question**

This study examined what positively correlates with an individual's satisfaction levels with arts and culture activity programs and support the related government programs, focusing on an individual's intrinsic and extrinsic motivators. Specifically, my research questions are: (1) "how is an intrinsic motivator (i.e., interests in arts and culture activity) associated with satisfaction with arts activity programs and the support for arts activity policy and funding?" and (2) "How is an extrinsic motivator (i.e., improvement of quality of life and self-development achieved through participating in the programs) associated with satisfaction with arts activity programs and the support for arts activity policy and funding?"

## **Data Plan**

I used the 2020 Korea Arts and Culture Education Survey data conducted by the Ministry of Culture, Sports, and Tourism, which is publicly available from the Micro Data Integrated Service (MDIS). MDIS is an archive for all kinds of data from the federal government, local governments, and research institutes.

The Korea Arts and Culture Education Survey was conducted to understand the present situation of people's participation in culture and arts activity programs and to develop policies for arts activity programs accordingly. This survey consists of 53 questions; however, five survey questions are employed for this study, except for demographic variables. The respondents are South Korean people who are over 18 years old, and the population is 4,000. They responded to the survey from November 2020 to February 2021.

This study focused on the following questions in the survey questionnaire: ‘How interested are you in culture and arts activities?’ ‘What is your overall satisfaction with the arts and culture activity programs you have participated in over the past year?’ ‘How positively do you think it has had on the quality of your life, such as empathetic communication?’ ‘How much do you think it helped you with your self-development or career development after participating?’

## **Data analysis**

OLS regression analyses were employed to test six research hypotheses. For the first three hypotheses, the dependent variable is (1) the levels of satisfaction with arts and culture activity participation. The independent variables are (1) intrinsic motivators measured by the levels of interest in arts and culture activity programs and (2) extrinsic motivators referring to the expected benefits of participating in arts and culture activity. They are measured in two ways: the perceived level of improvement in quality of life and the level of self-development through participating arts and culture activity programs. Regarding the latter three hypotheses, the dependent variable is the levels of support for the government's arts and culture activity policy and funding. The independent variables are the same as those in hypotheses 1, 2, and 3. As part

of the analysis, I controlled an individual's gender, age, education level, and income, as well as community factors where the individual is located (e.g., size of the community and province), which are used as control variables. The linear regression equations used to perform this analysis are as follows.

$$\text{For H1, H2, and H3: } Y \text{ (satisfaction with arts and culture activity participation)} = \alpha + \beta_1(\text{interest in arts and culture activity}) + \beta_2(\text{improved quality of life}) + \beta_3(\text{self-development}) + \beta_4(\text{gender}) + \beta_5(\text{age}) + \beta_6(\text{education}) + \beta_7(\text{province}) + \beta_8(\text{the size of community}) + \beta_9(\text{income}) + \varepsilon$$

$$\text{For H4, H5, and H6: } Y \text{ (levels of support for the government's arts and culture activity policy and funding)} = \alpha + \beta_1(\text{interest in arts and culture activity}) + \beta_2(\text{improved quality of life}) + \beta_3(\text{self-development}) + \beta_4(\text{gender}) + \beta_5(\text{age}) + \beta_6(\text{education}) + \beta_7(\text{province}) + \beta_8(\text{the size of community}) + \beta_9(\text{income}) + \varepsilon$$

As shown in Table 1, two dependent variables are (1) satisfaction of participants and (2) support for arts activity policy. Independent variables are intrinsic motivators (i.e., the level of interest in arts programs) and extrinsic motivators (i.e., the level of quality of life and self-development). Moreover, the other factors affecting the dependent variables, such as survey respondents' demographic background (e.g., gender, age, location, education, income), are controlled.

**Table 1. Regression Variables**

	<i>Name</i>	<i>Definition</i>	<i>Measure</i>
<i>Dependent Variable (DV)</i>	DV1: Satisfaction	Participants' satisfaction with the arts activity	Seven-level Likert item (1) strongly disagree (4) agree

<b>Independent Variable (IV)</b>		program after participating in it.	(7) strongly agree
	DV2: Support for policy and funding	The level of support for arts activity policy and budget expansion to expand the target to the general public	Seven-level Likert item (1) strongly disagree (4) agree (7) strongly agree
	IV1 (intrinsic motivator): The level of interest	The level of interest in arts and culture activity	Seven-level Likert item (1) strongly indifferent (4) moderate interested (7) strongly interested
	IV2 (extrinsic motivator): Quality of life	Perceived degree of Improvement in their quality of life	Seven-level Likert item (1) strongly disagree (4) agree (7) strongly agree
	IV3 (extrinsic motivator): Self-development	Perceived degree of improvement in their quality of life	Seven-level Likert item (1) strongly disagree (4) agree (7) strongly agree
<b>Control Variables</b>	Gender	Gender of participants	(1) Male (2) female
	Age group	Age of participants	(1) 3-6 (2) 7-18 (3) 19-34 (4) 35-49 (5) 50-64 (6) 65-79
	Province	Where participants live	Fourteen provinces
	Size of community	Size identified by population	Three-level *Big, medium, small size
	Education	Participants' educational background	Four-level (1) elementary (2) middle (3) high (4) college

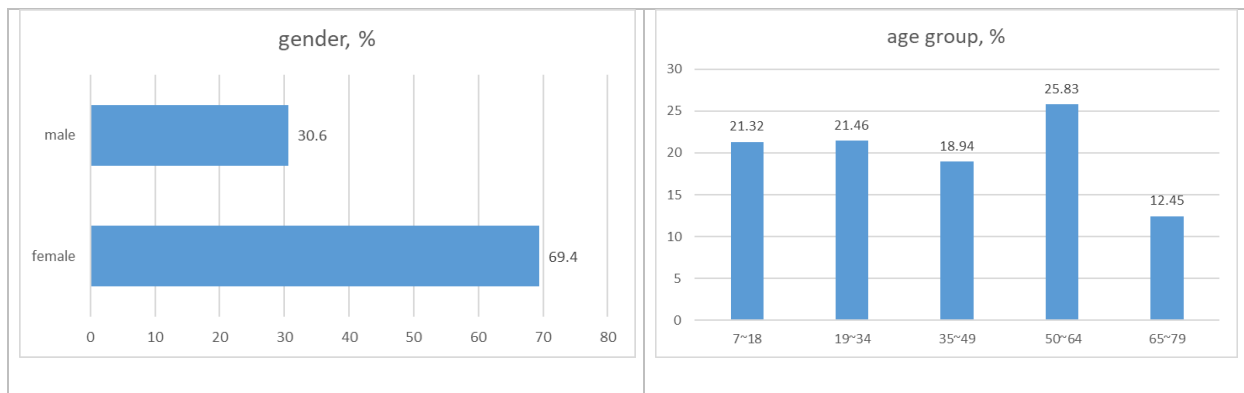
	Participant's income	Monthly income of the participant	Seven-level (1) below \$1,000 (2) \$1,000~\$2,000 (3) \$2,000~\$3,000 (4) \$3,000~\$4,000 (5) \$4,000~\$5,000 (6) \$5,000~6,000 (7) \$6,000~7,000
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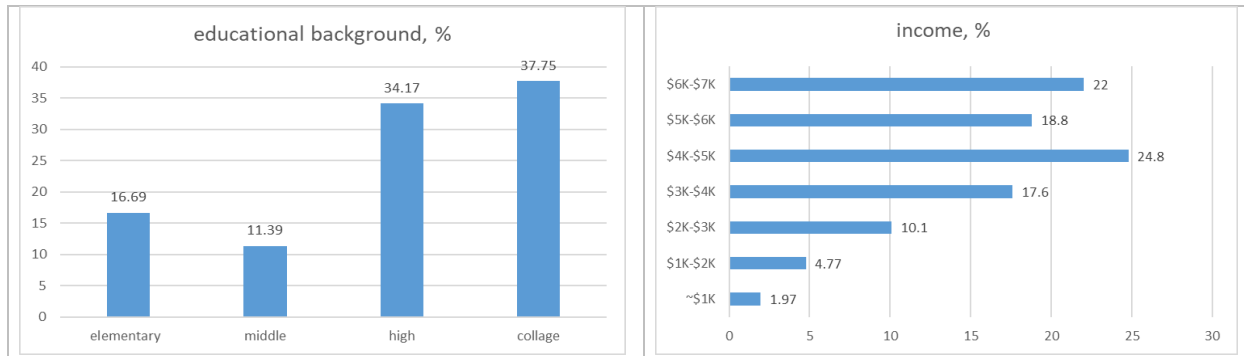
## Findings

### Descriptive Analysis

As can be seen from the figure, after analyzing the general characteristics of the survey participants, out of a total of 755 people, 30.6% are men and 69.4% are women, and the distribution by age group is about 20% of all age groups except for 65 years old or older, and specifically, 50~64 years old is the highest at 25%. As for the educational background, about 72% of respondents with a final level of education above high school and college combined. Analyzing the distribution of income levels, 65.6% of all respondents indicated an income level of \$4,000 or higher, and 83.2% of those expanded to \$3,000 or more.

**Figure 2. General Characteristics of Survey Subject**





## Results

A regression analysis is conducted to test whether the level of interest in arts and culture activity programs, improvement of quality of life through participating in the programs, and improvement of self-development are positively associated with satisfaction with arts activity program and support for arts policy while controlling for gender, age group, educational background, province, the size of the location, and individual's income.

Regarding hypothesis 1, as shown in Table 2, I found that the coefficient on the level of interest in arts and culture activity programs is positive and statistically significant (Coef. =.215,  $p < 0.01$ ). A one-unit increase in the seven-point Likert scale of the level of interest leads to .215 increase in the Likert scale of satisfaction levels of art activity programs. It suggests that an individual's higher level of interest in arts and culture activity programs is positively associated with perceived satisfaction with a program. Hypothesis 1 is supported.

Regarding hypothesis 2, Table 2 presents that the coefficient on the level of perceived improvement in their quality of life through participation in arts and culture activity programs is positive and statistically significant (Coef.=.201,  $p < 0.01$ ). In particular, a one-unit increase in the seven-point Likert scale of the level of perceived improvement of quality of life leads to .201 increase in the Likert scale of satisfaction levels of art activity programs. This finding suggests

that an individual's higher level of perceived improvement in the quality of life is positively associated with the perceived levels of satisfaction with a program. Hypothesis 2 is supported.

Next, concerning hypothesis 3, Table 2 shows that the coefficient on the level of perceived self-development through arts activity programs is positive and statistically significant (Coef.=.128,  $p<0.01$ ). In particular, a one-unit increase in the seven-point Likert scale of the level of perceived self-development leads to .128 increase in the Likert scale of satisfaction levels of art activity programs. It suggests that an individual's higher level of perceived self-development is positively associated with the perceived levels of satisfaction with a program. The finding supports Hypothesis 3.

**Table 2. Relationships between intrinsic (IV1) /extrinsic motivators (IV2), (IV3) and satisfaction with arts activity program (DV1)**

	Coef.	SE.	t
The level of interest	.215 ***	.038	5.55
Quality of life	.201 ***	.042	4.78
Self-development	.128 ***	.037	3.43
Gender	.071	.055	1.28
Age group (19-34)	.126	.148	0.85
(35-49)	.150	.151	0.99
(50-64)	.149	.138	1.08
(65-79)	.186	.134	1.38
Education (middle)	-.078	.105	-0.74
(high)	-.151	.136	-1.11
(college)	-.157	.149	-1.06
Size of the community	-.071	.077	-0.92
Income	controlled		
Province	controlled		
Constant	2.476		
R-squared	0.294		
Adj R-squared	0.261		
N	755		

\*  $p<.10$ ; \*\* $p<.05$ ; \*\*\* $p<.01$

Note: 17 of the provinces (names of provinces) and income are controlled.

About the last three sets of research hypotheses, we examined how intrinsic motivation, the level of interest (IV1), and extrinsic motivations, the quality of life (IV2) and self-development (IV3), are associated with the (DV2) support for policy and funding.

Regarding hypothesis 4, as shown in Table 3, I found that the coefficient on the level of interest in arts and culture activity programs is positive and statistically significant (Coef. =.186,  $p < 0.01$ ). A one-unit increase in the seven-point Likert scale of the level of interest leads to .186 increase in the Likert scale of levels of support for arts activity policy. It suggests that an individual's higher level of interest in arts programs is positively associated with support for the government's arts and culture activity policy and funding. Hypothesis 4 is supported.

Also, with respect to hypothesis 5, Table 3 presents that the coefficient on the level of perceived improvement in their quality of life through participation in arts and culture activity programs is positive and statistically significant (Coef.=.093,  $p < 0.05$ ). A one-unit increase in the seven-point Likert scale of the level of perceived improvement of quality of life leads to .093 increase in the Likert scale of levels of support for arts activity policy. It suggests that an individual's higher level of perceived improvement in the quality of life is positively associated with the support for the government's arts and culture activity policy and funding. Hypothesis 5 is supported.

Regarding hypothesis 6, as shown in Table 3, I found that the coefficient on the level of perceived self-development through arts activity programs is positive and statistically significant (Coef.=.182,  $p < 0.01$ ). A one-unit increase in the seven-point Likert scale of the level of perceived self-development leads to .182 increase in the Likert scale of levels of support for arts



activity policy. It suggests that an individual's higher level of perceived self-development is positively associated with support for the government's arts and culture activity policy and funding. Hypothesis 6 is supported. The self-development variable is more strongly associated with support for policy than perceived enhanced quality of life.

**Table 3. Relationships between intrinsic (IV1)/ extrinsic motivators (IV2) (IV3) and support for policy and funding of arts activity program (DV2)**

	Coef.	SE.	t
The level of interest	.186 ***	.042	4.44
Quality of life	.093 **	.045	2.06
Self-development	.182 ***	.040	4.49
Gender	.150**	.060	2.49
Age group (19-34)	.141	.160	0.88
(35-49)	.190	.164	1.16
(50-64)	.247	.149	1.65
(65-79)	.095	.145	0.66
Education (middle)	-.256**	.114	-2.25
(high)	-.320**	.148	-2.16
(college)	-.234	.161	-1.46
Size of the community	.0198	.083	0.24
Income	controlled		
Province	controlled		
Constant	3.341		
R-squared	0.293		
Adj R-squared	0.260		
N	755		

\*  $p < .10$ ; \*\*  $p < .05$ ; \*\*\*  $p < .01$

Note: 17 of the provinces (names of provinces) and income are controlled.

Taken together, both intrinsic motivation (IV1), and extrinsic motivation (IV2 and IV3), are found to be positively associated with satisfaction with arts and culture activity programs (DV1) and support for arts and culture activity policy (DV2).

## **Discussion and Conclusion**

This study aims to provide policy suggestions for redesigning the contents of public arts and culture activity programs while reflecting psychological motivations, expanding the policy target to the general public, and embracing the concept of lifelong arts and culture activity for the inclusive opportunity of arts experience for all citizens. Guided by intrinsic and extrinsic psychological theories of motivation, this study examines how individuals' intrinsic and extrinsic motivations are associated with their satisfaction with participating in arts and culture programs and support for arts and culture policy.

The results of the analysis using the 2020 Korea Arts and Culture Education Survey data conducted by the Ministry of Culture, Sports, and Tourism, and collected from MDIS (Micro Data Integrated Service) are summarized as follows: The higher participant has a level of intrinsic (i.e., interest in arts and culture activities) and extrinsic motivation (i.e., improvement of quality of life and self-development achieved through participating in the programs), the more participants are satisfied with the arts and culture activity programs and support for the public arts and culture policy. These findings suggest that, when targeting all citizens as beneficiaries of arts and culture programs, policymakers consider designing the contents of the programs in the direction of nurturing beneficiaries' interest in arts and culture and improving their quality of life and self-development through participating in the programs.

Specifically, to better reflect policy beneficiaries' intrinsic and extrinsic needs in the design of arts and activity programs, policymakers and stakeholders (e.g., arts and culture programs planners, nonprofit arts program providers, cultural and arts education instructors) need to develop institutions that help program designing processes be carried out in a democratic

way. For example, citizens need to be included as primary policy planners or policymakers from the initial phase of developing arts activity programs where objectives, scope, and resources are identified and defined. In this process, the goal and the way of implementation are specified by the individual's psychological needs (i.e., interests and expected benefits), and then participants can choose the customized curriculums, taking into account their interests, abilities, or lifestyle among various options. As the analysis has shown, policymakers should make public arts and culture programs by considering the participants' interests and trying to get participants to improve their quality of life and self-development through the open policy planning process, which is transparent, accessible, and inclusive with all stakeholders and participants.

So far, most public arts and culture programs in South Korea have been guided by social welfare approach and have primarily targeted and developed for populations with low economic and social status, such as low-income families and underprivileged groups of people (e.g., people in prison or children in foster care). A few arts and culture activity vouchers or subsidy programs target the general public. The existing art activity policy highlighted identifying and prioritizing individuals or groups with specific needs or challenges, such as low-income households, single-parent families, or socially isolated individuals, in order to allocate resources and did not pay much attention to the contents of the programs. Based on this study's findings, the future public arts and culture activity policy in Korea needs to prioritize the development of effective and high-quality arts programs while reflecting individual motivation as an essential factor that is positively associated with the satisfaction of participants and expanding the target to include the general public.

Participants in the arts and culture activity programs have been passive enjoyers in the process of planning and implementing arts activity policies. There have been few pre-surveys or

consultation systems for collecting opinions from citizens before creating specific arts activity programs. The government needs to consider developing an institutional platform where citizens can voluntarily and proactively engage in planning processes and share their opinions and policy ideas regarding public arts and culture programs.

Concerning the relative significance of the two types of motivations, the findings cannot be concluded that intrinsic motivation is more associated than extrinsic motivation with satisfaction and support for the policy. Two kinds of motivation are all positively and significantly related to satisfaction and support for the policy.

### **Limitations of this Study**

While this study's findings provide valuable insights into arts and culture policies, some compelling questions and limitations remain. First, since this study's analysis with cross-sectional data does not reveal the causal relationship, it is difficult to conclude that these independent variables increase satisfaction with arts programs and support for policies. Nevertheless, the concern for individual citizens' interests and expected goals throughout arts activities can be an essential factor in making the policy more effective and satisfying, strengthening the policy's performance and increasing funding for it. Thus, further research is needed to clarify the causal relationship with longitudinal data.

Second, the research findings are limited by the self-reported, perceived quantitative survey data conducted by the Korean government in 2020. The self-reported data can have inaccuracies and may not perfectly represent individuals' psychological factors. I also noted that since the data were limited to Korean participants and policy contexts in 2020, it might be

difficult to generalize this study's findings to other countries, such as the United States and other European countries that do not share socioeconomic and cultural characteristics. The 2020 COVID-19 pandemic-related environmental factors might have influenced the survey results. Thus, further study may consider cross-country or comparative studies with longitudinal data analysis, which will help precisely describe the policy circumstances and generalize the findings to different policy contexts.

Lastly, as this study's findings rely on quantitative survey data, it would be advisable to expand on this work through in-depth interviews and qualitative data analysis to unpack the meanings behind the intrinsic and extrinsic motivations and the contents of arts and culture programs.

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