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The Necessity of Individualized Education for Sharing Satisfaction

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Abstract--*Sharing, expressed as a life-to-life exchange, is a unique characteristic that only humans can have in the Fourth Industrial Age. Sharing is a concept that can achieve a co-existence society and presents a direction for the future by forming a dynamic social network with tools. The trait of sharing is satisfaction based on sharing. By measuring the satisfaction of sharing, a system of feedback can be organized to effectively provide sharing education. For effective sharing education, it is a meaningful way to apply appropriate teaching methods according to temperament.This study shows that the education of sharing that affects the satisfaction of sharing can change according to the characteristics of the learner. It also shows that the satisfaction level of sharing can be increased according to the learner's past experience or differentiated education according to current.In this studywe use the factor analysis to analyze the survey of students at K University in Seoul on the knowledge, attitude, practice and practice of sharing. We also show that the satisfaction of sharing is independently influenced by the characteristic classified according to Pythagoras' defensive studies using the regression and path analysis.*

Keywords--*Individualized education, sharing satisfaction, Pythagoras defensive study.*

I INTRODUCTION

Sharing, expressed as a life-to-life exchange, is a positive change in society and is a voluntary transfer of material and human factors to enhance public character [1]. In the era of the fourth industrial era in which humans and artificial intelligence live together, the unique characteristic of human beings is that they can realize the value of public interest and public interest for the development of the community [2]. Among the characteristics of human beings, artificial intelligence cannot imitate human beings because they have the ability to take care of others and have positive altruism to form a co-existence society [1].In a co-existence society, positive altruism appears to be the pursuit of the general interests of the society in which I belong, i.e. the public interests that are universally shared[3]. Sharing is a dynamic social network that works together and takes care of each other in the process of realizing the public good with the spirit of community [4]. Sharing, which starts from a reciprocal relationship, presents a direction to move toward a future co-existence society.

Sharing, which has a positive influence on individuals and communities and the power to change, helps them grow into a pro-social person [5]. As a co-existence society requires an individual to play a role as a member of society through sharing, it needs to be able to practice by forming a correct knowledge and attitude about sharing[6]. Competency is a psychological and behavioral characteristic that is an ability to practice internal

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motivation, value attitude in combination with knowledge or technology, and knowledge, attitude, and practice are the components [7].In order to improve community awareness and pro-social behavior, we need education to know exactly what sharing means and learn how to do it in a positive way for individuals [8]. Competency is objectively measurable and can be raised or modified through training and expressed as action [9].Sharing education improves community awareness and pro-social behavior, allowing us to be able to live together through competition and cooperation[4].

One of the unique characteristics of sharing, the Sharing Mansion, has the individual level of satisfaction that the beneficiary presents to the provider and the community level of satisfaction that can extend its own growth and understanding of others. As the sharing satisfaction has various aspects, measuring the satisfaction of sharing and providing feedback is an important process [1].

Sharing is taught in schools through education and volunteer work. Sharing will continue to be a learning experience in the course of life[10].Sharing education is designed to develop a mature community ability with participation, consideration, tolerance, and solidarity, which are key skills as a member [1]. In order to improve the effectiveness of sharing education, it is effective to identify one's tendency and conduct education through a method suitable for one's own.Because educational achievement is an interaction of aptitude, application, and interest [11].Education can improve learning effectiveness when properly harmonizing with the learner's own temperament, and since the preferred learning method varies depending on the temperament, it can be helpful to identify the individual's temperament and then apply sharing education [12].

One of the simple ways to categorize a learner's temperament or ability is in Numerology.The numerology studies initiated by Pythagoras use the learner's birth year to explain the learner's individuality or ability in nine distinct ways[13].

In this study, we would like to explain that the satisfaction of sharing varies according to the type of participants classified according to Pythagorean numerology. To that end, this study classified students from K University in Seoul according to the life path number of Pythagorean numerology,use the factor analysis and the regression analysis to explain that the knowledge, attitude and practice of sharing differ depending on the group classified by the numerology. And it is shown by using Path analysis that it does not match that the satisfaction of the present life satisfaction, family satisfaction, and human relationship satisfaction, depending on the type of learner, affect the satisfaction of sharing.

II STATISTICAL METHOD

This section introduces Pythagorean numerology and the results of a survey of 30 pieces of sharing and the factors influencing sharing satisfaction do not coincide according to the characteristics of participants divided by Pythagorean numerology using factor analysis, regression, and path analysis

2.1 Pythagorean Numerology

Numerology is the study of hidden meanings and connections between numbers and people, places, objects, and cultures and, the numerologists believe that numbers correspond to the phenomena we encounter and the laws of the universe[14]. Representative numerologies that have evolved into different systems according to time

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and place include Chaldean Numerology, Gematria numerology, and Pythagorean numerology [3]. The most representative of these is Pythagorean numerology. Pythagorean numerology gives meaning to each number and tries to understand the world based on these numbers [15]. As Pythagoras(B.C.580?~B.C.500?) said, "All concepts can be expressed in numbers," the Pythagorean school considered numbers as an essential component of all phenomena and objects[16]. The purpose of the Pythagorean school, which believes that the principle of all things can be reduced to numbers, is to discover the relationship between existing things and abstract numbers and to derive their meaning.

In this paper, we use the life path number, a key number of Pythagorean numerology, to distinguish learner's characteristics.Life path numbers, which describe an individual's aptitude and talents, are numbered from 1 to 9, depending on the date of birth. And the nine types of life path number are divided into thinking(T), emotional(E), and reality(R) [13]. Table 1 shows the life path numbers for 96 people who participated in this study.

Table 1: The result of Numerology

Main Category	Thinking			Realistic			Emotion		
Subclass	1	5	7	2	4	8	3	6	9
Frequency	11	15	9	8	12	8	13	8	12
Sum	35			28			33		

2.2 Sharing

The Sharing index developed by Yoon, Choi and Kim [1] consisted of 100 questions in sections and divisions.The category consisted of knowledge, attitude, practice and satisfaction about sharing. The divisions are divided into eight divisions, each on a community level and an individual level. Due to the need for shortening questions, 12 experts on sharing were composed of expert panels to form a shortening model for sharing 30 questions in accordance with Delphi technique. 96 learners were surveyed using the shortened sharing survey. After examining the correlation of each questionnaires' data on sharing, a factor analysis was conducted to classify the questions in common.As a result, knowledge of sharing can be divided into two divisions and attitudes of sharing into three divisions. And the practice and satisfaction of sharing were classified into one division each (Table 2). In this study, the median classification was defined as shown in Table 3 using the results of the factor analysis for the shortened questionnaire.

Table 2: The result of the factor analysis

	Knowledge(7)	Attitude(11)	Practice(6)	Satisfaction(6)
Cronbach' alpha	0.626	0.754	0.713	0.810
Bartlett's Test	0.000	0.000	0.000	0.000
KMO measure	0.578	0.839	0.726	0.819

Table 3: Questionnaires and naming of category, division and section

Category	Knowledge	Attitude	Practice	Satisfactio

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Division	Self-growth (F_{11})	Community-growth (F_{21})	Volunteer (F_{12})	Cooperation (F_{22})	Public ownership (F_{32})	Experience (B)	Happiness
Section (Item)	1,6,7	2,3,4,5	11,12,14,15,17	9,10,13,18	8,16	19,20,21, 22,23,24	25,26,27, 28,29,30

2.3 Satisfaction of the sharing by using regression and path analysis

In this study, it is explained by using the regression and path analysis that factors that affect the satisfaction of sharing can depend on the characteristics that are divided according to the numerology. First, we used regression analysis to show that sharing education affects the satisfaction of sharing. The following regression models show how knowledge, attitude and practice of sharing affect the satisfaction of sharing (S).

$$S = 0.496F_{12} + 0.285F_{22} + 0.229\,F_{32} + 0.224B\ (adjR^2 = 0.66,\ p - value = 0.000) \quad (1)$$

where $adjR^2$ is the modified coefficient of determination.The variables used in the model (1) are all standardized variables. A regressionmodel (1) induced by the stepwise selection in the regression analysisexplains the attitude of sharing and the practice of sharing influences the satisfaction of sharing.However, the regression model (S_1) for participants classified as thinking in the numerology is as follows.

$$S_1 = 0.561F_{12} + 0.324F_{22} + 0.21\,F_{11}(adjR^2 = 0.717, p - value = 0.000\ ).$$

This shows that the volunteer (F12) and the cooperation (F22) and the self-growth (F11) affect the satisfaction of sharing in the type of thinking. Similarly, the regression models for the type of realistic $(S_2)$and emotion (S_3) are as follows.

$$S_2 = 0.597F_{12}(adjR^2 = 0.332, p - value = 0.000\ ),$$

and

$$S_3 = 0.575F_{12} + 0.383F_{22} + 0.253\,F_{21}(adjR^2 = 0.667, p - value = 0.000\ ).$$

This explains that unlike the type of thinking and emotion, the only variables that affect sharing satisfaction in the type of realistic are the volunteer (F12). In other words, the factors affecting the satisfaction of sharing show that it depends on each type classified according to the numerology.This means that characterizing the education on sharing according to the learner's temperament can increase the satisfaction of sharing.Next, the path analysis was used to investigate which variables in life shape greatly influenced the satisfaction of sharing. The path model shown below was set up to investigate variables that significantly affect the satisfaction of sharing among past and present life satisfaction(N), current satisfaction of interpersonal relationships (R), and satisfaction with family (F).

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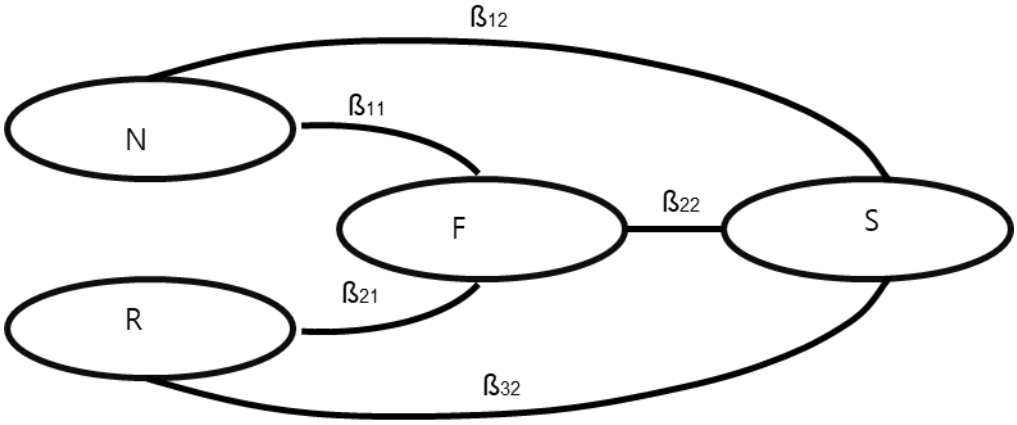

Figure 1: Path model

The direct and indirect effects and effects factors calculated by types in the numerology and the proposed path model are shown in Table 4[17].Table 4 shows that the effect coefficient on the satisfaction of sharing depends on the temperament in the numerology. This explains how the results of the type of realistic and thinkingdiffer from each differ. It also shows that the results of both realistic and emotional types do not match.Unlike other types, it shows that the biggest influence in the type of realistic is family satisfaction, followed by relationship satisfaction.From the results we know that increasing the current level of satisfaction can increase the satisfaction of sharing in type of realistic and in the type of thinking and emotion it's better to think about ways to increase your satisfaction with the past in order to improve your satisfaction with sharing.

Table 4: The result of the path analysis

	Category	Thinking(S_1)			Realistic(S_2)			Emotion(S_3)		
		N	R	F	N	R	F	N	R	F
Direct effect	F	0.385	0.503	0	0.354	0.264	0	0.387	0.323	0
	S	0.267	0.145	0.45	0.135	0.25	0.445	0.485	0.27	0.346
Indirect effect		0.37	0.037	0	0.048	0.07	0	0.188	0.087	0
Effect coefficient		0.636	0.218	0.45	0.183	0.316	0.445	0.575	0.357	0.346

III CONCLUSION

Since the satisfaction of sharing is related to the satisfaction of the community and life satisfaction, education to enhance the satisfaction of sharing is important.Therefore, this study raised the need for specialized education to enhance the satisfaction level of sharing.

To this end, the study surveyed 96 students attending K University in Korea with a survey on shortened sharing. And the survey participants were divided into thinking type, realistic type and emotion type according to the life path number of Pythagorean numerology. We confirmed that the influence of sharing knowledge, attitude, and practice on the satisfaction of sharing varies depending on a personality distinguished by the numerology. In

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particular, the realistic type was different from the thinking type and the emotional type. In addition, the three types were not matched as a result of a survey on how life forms affect the satisfaction of sharing.

The results of this study suggest that the satisfaction of sharing, which affects the satisfaction of life and community, may be better to have specialized education according to the type of learner. Since the number of people involved in this study is limited to one university, future research needs to be further expanded to include men and women, and young and middle-aged and old age.And the characteristics of the participants in the study also need to use other psychological inspection tools, not Pythagorean numerology.

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