

A Study on the Empowerment of Self-Sufficiency Project Participants

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Abstract

This study was conducted to identify the relationship between self-esteem, self-efficacy, self-sufficiency, and empowerment of self-sufficiency project participants, and to verify the mediating effect of self-sufficiency will in the process of influencing empowerment. The participants in the self-sufficiency project were from District G of G Metropolitan City.

As a result of the study, it was found that the self-esteem and self-sufficiency will of the participants directly affect empowerment and self-sufficiency plays a partial mediating role in the process of self-esteem and self-efficacy affecting empowerment.

Based on these research results, self-esteem and interpersonal skills improvement programs should be provided so that participants can actively participate in their work with confidence and ability, and self-confidence should be restored to enhance self-efficacy through continuous interest and case management. In addition, psychological support should be provided to improve the willingness to supply and demand through participation in self-support projects to eliminate psychological and emotional instability factors such as depression, mental health, social environment, and exclusion.

Keywords: *Self-esteem, self-efficacy, self-sufficiency will, empowerment.*

1. INTRODUCTION

It takes self-support projects to cultivate self-sufficiency through economic independence through job creation for low-income people who have the ability to work, and to promote poverty alleviation and economic independence through systematic self-support policies.

However, in addition to the net function of providing economic assistance and contributing to social integration by providing various jobs and labor opportunities to low-income people who lack personal skills and job competitiveness in the labor market, there is a negative function that the effectiveness of self-sufficiency is low despite the implementation of national self-sufficiency support policies.

In order to improve these problems, the central government is continuously striving to improve the quality of self-support programs by evaluating the self-support policies that have been implemented and improving the system and policies to ensure their effectiveness, as well as education and training for participants in self-support programs and case management.

In addition to these institutional improvements and efforts, the importance of the will and personal capabilities of the participants in the self-help projects is being raised to

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maximize the success and effectiveness of the self-help projects targeting low-income people such as National Basic Livelihood Recipients. Participants in self-support programs need to be passionate about self-support, willing, capable, and committed.

Empowerment, the process of building self-sufficiency to increase an individual's positive attitude toward life and willingness to be self-sufficient,[1] is an important mechanism for improving personal capabilities, enabling individuals to perform tasks with responsibility and confidence and maintain positive relationships with others.

This empowerment can lead to increased confidence in performing self-care tasks, better interpersonal relationships with others, and increased self-regulation, which can lead to successful task completion. Therefore, it is necessary to make efforts to improve empowerment, which is very important for participants in self-help programs.

Empowerment research has also shown that recipients who engage in self-empowerment programs are more likely to be motivated to become self-sufficient and actively engaged in self-empowerment programs when they have higher levels of self-esteem, which is the ability to love and accept oneself and feel comfortable with oneself [2].

Nursing students' self-esteem and self-efficacy have been found to influence empowerment, raising the need to operate related programs to help them understand their strengths and value themselves [3], and it has been shown that increasing the self-esteem of the elderly living alone helps them to live a positive daily life by enhancing their empowerment [4].

In addition, self-esteem as a personal factor among adolescents affects empowerment [5], and it has been shown that age, health status, social capital, and self-esteem have a significant effect on the self-reliance of recipient workers participating in self-reliance projects, and the higher the self-esteem, the higher the self-reliance because they are inclined to take responsibility for themselves [6].

Research on the relationship between self-efficacy and empowerment among married migrant women has also shown that empowerment has a high impact on improving self-efficacy [7], and that self-efficacy enhancement programs are necessary as a psychological factor that can promote motivation based on the positive effects of research on self-efficacy and self-reliance among participants in self-help projects [8].

Some suggest that it is necessary for participants in self-help programs to accept the existence of various people they meet when participating in self-help programs as important, and to have the ability to express their feelings of gratitude and regret in specific interpersonal processes [9].

Self-efficacy is an individual's belief in his or her own abilities and desire to be an active participant in accomplishing tasks and solving problems in a new environment.

Participants with high self-efficacy have been shown to gain social support through a variety of social relationships, resulting in improved job satisfaction and positive attitudes toward performance and economic activity in self-directed employment [10]. In addition, participants' self-confidence and self-regulatory efficacy have been shown to influence empowerment [11].

Self-reliance is an attitude of life in which participants in self-reliance projects take initiative and voluntarism, and live in cooperation with others and rely on each other, and it is said to be an active and proactive effort and mindset to achieve goals.

This self-determination is an important resource for participants to become emotionally, socially, and economically self-reliant, which has been shown to have a positive impact on empowerment [12].

Research on self-help programs has focused on the effectiveness of self-help programs [13], perceived participation [14], [15], social support [16], self-efficacy [17], [18], self-

resilience [19], self-esteem [20], family resilience [21], family cohesion [22], and self-reliance [23].

In addition, research on the empowerment of participants in self-help projects has focused on positive psychology [24], humanities programs [25], and the realization of social value [26].

Based on these findings, it can be concluded that psycho-emotional factors such as self-efficacy, self-esteem, and empowerment are important factors in the self-reliance and self-sufficiency of the participants in self-support programs.

However, while most of the studies can identify single factors as influential factors in self-help programs, there is a lack of research on the complex aspect through the relationship between factors, and there is a lack of research on the mediating effect of direct factors and self-help will on empowerment, which is a key factor in self-help success of participants in self-help programs.

Therefore, this study focused on empowerment, which is a positive psychological resource of participants in self-employment programs, and tried to suggest ways to secure the driving force of self-employment by developing their abilities and promoting empowerment through positive thinking and correct understanding of themselves.

To accomplish these research objectives, the following research questions are posed.

1. Does self-esteem affect empowerment among self-help project participants?
2. Does self-efficacy affect empowerment?
3. Does participants' willingness to self-support affect their empowerment?
4. Does willingness to self-support mediate the relationship between self-esteem, self-efficacy, and empowerment among participants in self-support programs?

2. THEORETICAL BACKGROUND

2.1 Willingness to Self-Support and Empowerment

Empowerment means to authorize, empower, or give the ability to do something. It is commonly interpreted to mean delegation of authority, but its meaning is debated.

The concept of empowerment is predicated on a state of economic, social, and psychological deprivation and disempowerment. In social work practice, empowerment refers to the process of addressing clients' deficits and incapacities so that they can exercise their capacities.

In other words, it includes the concept of the process of changing from an incapacitated state to one in which the client's potential is enhanced and maximized, and the concept of the outcome of owning and controlling one's abilities.

Thus, empowerment can be understood as an increase in self-efficacy and control, a state and process in which individuals experiencing disempowerment recognize their abilities and are able to actively engage in change and make decisions about their own lives.

The components of empowerment include confidence, improved interpersonal skills, problem solving, self-efficacy, self-care, building inner strengths, and self-advocacy.

Furthermore, empowerment can be categorized as personal, interpersonal, and social. The personal aspect refers to one's perception of oneself and feelings about judgment; the interpersonal aspect refers to the knowledge and skills needed to relate to others, to assert, help, solve problems, and develop new resources; and the community and political aspect refers to one's political behavior and participation, and community activities and relationships.

The meaning of empowerment as used in social work practice is to enable people who need capacity or self-determination to change their behavior to address a problem.

Empowerment has been described as an essential component of mental health. It is the ability of an individual to cope with a challenging environment or situation, and it varies by empowerment.

In self-help programs targeting the low-income poor, empowerment has been suggested as the most effective way to lift recipients out of poverty or off welfare.

Empowerment as a factor affecting poverty outcomes may depend on individual and family strengths and community support for the psychological stability and adjustment of victims of violence in urban low-income neighborhoods.

Personal empowerment can also help poor women who have experienced social isolation and abuse to overcome feelings of helplessness, dependence on welfare services, and lack of self-esteem.

People who recognize the importance of a task and have the ability to do it will not only work well with others, but also find the task challenging, interesting, and enjoyable.

Empowerment of human service workers, such as nurses and childcare workers, is strongly associated with job satisfaction, and patients and families of patients with illnesses report that their empowerment leads to improvements in life satisfaction and quality of life.

In particular, the economic, social, and psychological independence of participants in self-reliance projects requires various educational and vocational training programs, as well as internal empowerment and empowerment processes.

In addition, there is a need to combine empowerment approaches or psycho-emotional support programs for successful self-employment [27].

Therefore, in order for participants to successfully achieve self-sufficiency, it is important for them to have the internal motivation to accomplish something, and they should be provided with various opportunities to demonstrate their abilities in the process of participating in self-sufficiency projects.

In this respect, the empowerment approach to the participants of the self-help projects will require an internal transformation in terms of overcome social and economic deprivation through poverty and underemployment. They will also need to actively participate in various work motivation programs. The premise of all these approaches will be the degree of empowerment of the participants in the program.

As negative evaluations of the performance of self-help programs aimed at de-subsidization through economic self-sufficiency have emerged, approaches to the psycho-emotional self-sufficiency of participants in self-help programs are required.

Therefore, the willingness to participate in self-help projects, subjective evaluation of changes in their life attitudes, and psychological factors of participants in self-help projects, such as self-reliance, confidence, self-control, and work motivation, are recognized as important factors in the success of self-help.

Emotional self-sufficiency as hope, a powerful enabler of work, has been recognized as an important factor in achieving the goal of lifting people out of poverty. In particular, the factors that affect the empowerment, which is an important factor to successfully perform a task with the personal capacity of the participants in the self-support project are demographic characteristics of the participants, personal characteristics, and job characteristics.

Demographic factors included age, gender, income, job title, tenure, promotion status, promotion period, and job history; personal characteristics included the need for

achievement and internal locus of control; and organizational characteristics included employee development, compensation, and leadership. We analyzed personal empowerment as a function of skill diversity, task identity, and task importance, and found that there were group differences in empowerment components based on gender, and that job history variables had a defining relationship with empowerment components such as self-determination and influence.

2.2 Self-Esteem

It can be categorized into economic self-sufficiency, which refers to improving an individual's income and getting out of poverty through employment; emotional self-sufficiency, which refers to the confidence, ability, and willingness to solve problems on one's own; and social self-sufficiency, which refers to the degree of interpersonal relationships with others and social adjustment.

In particular, in order to achieve the ultimate goal of self-sufficiency, emotional self-sufficiency, which is the psychological and emotional aspect of the poor, rather than the environmental factors surrounding them, will be the most important. For this emotional self-reliance, it seems that the degree of self-esteem, which refers to the degree to which one considers oneself to be worthwhile, either positively or negatively, is crucial.

Self-help project participants, who are often low-income poor people who have been exposed to feelings of helplessness through negative experiences and life failures, need to have a positive view of their abilities, attitudes, appearance, and ability to perform tasks. However, this assessment of their abilities can be altered by others.

Therefore, it is important for participants to have faith in their own ability to adequately perform the tasks assigned to them, and this faith may depend on their relationships with self-directed support practitioners and peer participants with whom they are in close contact. Byung-Ha Lee (2003) pointed out the need for self-esteem enhancement programs to increase the willingness of participants in self-help projects [28].

Self-esteem is more about an individual's subjective evaluation and perception of themselves rather than an objective measure. This self-esteem is likely to have a significant impact on participants' self-efficacy, which is important for improving the outcomes of self-employment participation. In other words, self-reliance as emotional self-reliance may be influenced by how participants perceive and accept their current situation [29].

This self-esteem continues to develop through interpersonal interactions with others, and interactions with others are an important factor in the development of healthy self-esteem. People with high self-esteem feel positive and valuable about themselves and act with confidence in order to live a rewarding life. In addition, through an accepting attitude toward others and a correct perception of their own abilities, they strive to adapt to their environment and form good social relationships.

This creates a sense of belonging, confidence in solving problems, a challenging and high sense of accomplishment, and a high sense of responsibility for one's actions.

However, people with low self-esteem have doubts about their own worth, so they perceive themselves as unworthy, which leads to anxiety, depression, and passive behavior. They also tend to be less adventurous, fearful of failure, overly concerned and dependent on others, and unable to solve their own problems [30].

Given that practices based on empowerment of participants in the process of participation in self-help programs are more closely related to participants in self-help programs than other social work practices, it can be inferred that higher participant satisfaction with self-help practitioners' interventions will improve participants' self-esteem. In addition, the support of staff and fellow participants can have a useful effect on psychological stability

and adaptation by strengthening the emotions and self-esteem of participants who are experiencing various stresses in the process of participating in self-help projects.

2.3 Self-Efficacy

Self-efficacy is a personal belief in one's ability to achieve a desired outcome and is a context-specific expression of confidence. Self-efficacy is also synonymous with self-confidence, a positive expectation that one's appropriate behavior in a given situation will solve the problem, and provides an evaluation of one's self and positive beliefs to pursue in order to achieve a goal.

In the field of social welfare, it has been suggested that self-efficacy, along with self-esteem, functions as an internal locus of control for active behavior in employment-related activities for low-income individuals through workfare programs [31].

Therefore, self-efficacy is crucial for self-employment program participants to develop their lacking skills and increase their motivation to work to achieve the ultimate goal of poverty reduction. In an uncertain future, one's own judgment of how well one understands and understands and proceeds with the necessary actions to achieve one's goals is crucial [32]. In this ambiguous environment, the self-efficacy of participants is an important factor affecting their success in self-sufficiency.

Self-efficacy is a psychological resource that affects job hunting, and it is the accurate judgment of an individual's ability to successfully perform a given task to determine the direction of the necessary behavior required to achieve the desired outcome [33].

The higher the perceived self-efficacy, the better people can judge how much effort they need to continue to put in for the goals they want to achieve, which is a factor that enables them to make sustained efforts, and the more challenging their goals become, the more they have a firm and positive effect on themselves [33]. However, low self-efficacy can take a negative form as difficulties in following norms and rules in community life with coworkers, not fulfilling working hours or work rules, etc.

Therefore, it can be seen that self-efficacy is an absolutely necessary and important part of self-reliance, along with the abilities, personality, and attitudes of each participant in self-reliance projects, to promote motivation for self-reliance and work, and to alleviate welfare dependence.

3. RESEARCH METHODS

3.1. Research Hypotheses

In this study, the following research hypotheses were set to test the effects of self-esteem, self-efficacy, and self-will on empowerment and the mediating role of self-will in the relationship between self-esteem, self-efficacy, and empowerment among participants in a self-help project.

1. Participants' self-esteem will influence empowerment.
2. Participants' self-efficacy will affect empowerment.
3. Participants' willingness to self-support will influence their empowerment.
4. Willingness to self-support will mediate the causal relationship between participants' self-esteem, self-efficacy, and empowerment.

3.2. Research Target

This study collected data through a self-completion questionnaire by selecting 457 people who were participating in self-support projects at community self-support centers in G-gu, Gwangju Metropolitan City.

The gender breakdown is 294 (64.3%) females and 163 (35.7%) males, and the age breakdown is 150 (32.8%) between 51 and 60, 119 (26.0%) between 41 and 50, and 79 (17.3%) over 60.

The education level was 241 (52.7%) high school graduates and 89 (19.5%) college graduates, and the health status was 170 (37.2%) in need of treatment and 144 (31.5%) in good health.

The duration of participation in the self-support project was 125 (27.4%) for more than one year and 133 (29.1%) for more than three years, and the average monthly income was 194 (42.5%) in the 100-130K won range, followed by 76 (16.6%) in the 130-150K won range.

In terms of religion, 218 (47.7%) were Other, 118 (25.8%) were Christian, and 362 (79.2%) worked less than 40 hours per week, and 67 (14.7%) worked 41-45 hours per week.

Debt was 164 (35.9%) under 1 million won, 106 (23.2%) over 10 million won, marital status was 164 (35.9%) divorced, 120 (26.3%) married, 104 (22.8%) unmarried, and welfare recipient type was 290 (63.5%) conditional recipients, 73 (16.0%) self-supporting.

3.3. Measurement Tools

3.3.1. Empowerment

The dependent variable of this study, empowerment, is the ability to direct one's life and behavior as a process of achieving and utilizing one's purpose, where power means the ability to influence the space of one's life for one's benefit, and to measure it, the 23-item scale developed by Parsons (1998) and used by Lee (2016) was modified and used for this study.

The items are on a 5-point Likert scale, with higher total scores indicating higher levels of empowerment. Reliability was found to be .700 in Lee et al.'s (2016) study and .692 in this study. The total variance explained by each factor was 51.175%, with a KMO value of .745 and a Bartlett's test of sphericity χ^2 value of 937.162 ($p=.001$), indicating good factor fit.

3.3.2. Self-Esteem

Self-esteem, which is the independent variable of this study, is an important factor for the participants of the self-support program to decide all things on their own as a subject of their own life without the help of others, and to measure it, the 8-item scale of Lee Sang-mi (2016), which is a translation of the scale developed by Rosenberg (1979), was modified and used for this study.

The questions are on a 5-point Likert scale, with negative questions reversed, and a higher total score indicates higher self-esteem. Reliability was found to be .680 in Lee et al. (2016) and .754 in this study.

The total variance explained by each factor was 60.429%, with a KMO value of .813 and a Bartlett's test of sphericity χ^2 value of 1133.880 ($p=.001$), indicating good factor fit.

3.3.3. Self-Efficacy

Self-efficacy, the independent variable of this study, is a major psychosocial variable that is linked to the 'adaptation' mechanism in human behavior and predicts task accomplishment, performance, and success, and to measure it, the scale developed by Rosenberg (1979) was modified to fit the scale used by Park (2016).

The questionnaire consists of 8 items and is measured on a 5-point Likert scale. The higher the total score, the higher the self-efficacy. The reliability was found to be .740 in Park's (2016) study, and .768 in this study.

The total variance explained by each factor was 58.947%, with a KMO value of .803 and a Bartlett's test of sphericity χ^2 value of 1363.006 ($p=.001$), indicating good factor fit.

3.3.4. Willingness to Self-Support

Willingness to self-support, a parameter of this study, is an attitude of self-support project participants to live their lives by solving their own problems, and it is used in the same sense as self-reliance and work motivation as an active and proactive effort and movement of the mind to achieve the purpose voluntarily and independently, and the scale of Lee (2016) was used to measure it.

The questionnaire consists of 11 items and is measured on a 5-point Likert scale. A higher total score indicates higher self-reliance. Higher scores indicate lower self-reliance. Reliability was found to be .870 in Lee et al.'s (2016) study and .907 in this study.

The total variance explained by each factor was 58.225%, with a KMO value of .936 and a Bartlett's test of sphericity χ^2 value of 2139.382 ($p=.001$), indicating good factor fit.

3.4. Data Analyze Methods

To conduct this study, the data collected were analyzed using the SPSS 20.0 program.

First, frequency and descriptive statistical analyses were conducted to identify the general characteristics of the subjects.

Second, t-test and ANOVA analyses were conducted to identify differences in variables according to the general characteristics of the subjects.

Third, reliability and factor analysis were conducted to verify the internal consistency and validity of the variables.

Fourth, correlation analysis was conducted to determine the relationship between the main variables.

Fifth, multiple regression analysis was conducted to determine the effects of self-esteem, self-efficacy, and Willingness to self-support on empowerment and the mediating effect of willingness to self-support.

4. RESEARCH RESULTS

4.1. Variation in Variables Based on General Characteristics of the Survey Population

The results of analyzing the differences in the main variables according to the general characteristics of the survey participants, such as gender, age, education, religion, health status, family size, debt, marital status, household monthly income, length of participation in self-help projects, average weekly working hours, and type of benefits are shown in Table 1.

When analyzing the mean differences in key variables according to the general characteristics of the respondents, we found mean differences in health status, family size, average weekly work hours, and average monthly total expenditures.

Self-esteem, self-efficacy, willingness to self-support and empowerment all showed differences in health status. For self-esteem, "good" had the largest gap, followed by "fair" and "needs treatment".

Willingness to self-support to be self-sufficient had the largest difference of "good" and empowerment had the largest difference of "good". This confirms that self-esteem, self-efficacy, self-determination, and empowerment all have the most significant differences.

Table 1: Variation in variables based on general characteristics of the survey population

Categories	variables		M	S E	F/p	Sch effe	Categories	variables		M	S E	F/p	Sch effe
health status	self-esteem	good	3.439	.527	11.630***	a>b>c	family number	self-esteem	1 person	3.157	.520	3.809**	d>a
		moderate	3.211	.474					2 person	3.279	.572		
		requires medical attention	3.172	.542					3 person	3.269	.478		
	self-efficacy	good	3.212	.437	3.509*	a>b			4 person	3.493	.491		
		moderate	3.087	.332					5 person	3.166	.537		
		requires medical attention	3.124	.452					6 or more	3.179	.460		
	willingness to self-support	good	3.769	.668	4.600*	a>b>c	empowerment	empowerment	1 person	3.217	.412	3.547**	d>e
		moderate	3.579	.508					2 person	3.254	.444		
		requires medical attention	3.587	.631					3 person	3.325	.383		
	empowerment	good	3.434	.453	18.815***	a>b>c			4 person	3.431	.439		
		moderate	3.284	.356					5 person	3.100	.506		
		requires medical attention	3.142	.440					6 or more	3.267	.591		
weekly Average Worked Hours	empowerment	Less than 40 hours	3.297	.438	3.970**	a>c>d	average total monthly spend	self-efficacy	under \$800,000	3.313	.426	4.007**	a>c>d
		41 to 45 hours	3.281	.400					over 80~less than \$100	3.149	.340		
		46 hours to 50 hours	2.916	.431					over 1.00~under \$1.3 million won	3.092	.376		
		51 to 55 hours	3.167	.207					over 1.3~under \$1.5 million won	3.032	.476		
		Over 55 hours	3.567	.513					over 1.5~under \$1.8 million won	3.090	.391		
											more than 1.8 million won		

Average weekly hours worked showed the largest difference in empowerment for "less than 40 hours," followed by "46-50 hours," and "51-55 hours."

The number of family members made the most difference in self-esteem and empowerment, with "4" making the most difference and "1" making the least difference.

The average total monthly expenditure showed the largest difference in self-efficacy for "less than \$80", followed by "more than \$100 to less than \$130" and "more than \$130 to less than \$150".

4.2. Relationship between Key Variables

Pearson's correlation test was used to analyze the correlation between the main variables such as self-esteem, self-efficacy, willingness to self-support, and empowerment of the participants in the self-help project, and the analysis results are as follows [Table 2].

Self-esteem is positively correlated with empowerment ($r=.426^{**}$) and willingness to self-support ($r=.238^{**}$), while self-efficacy is positively correlated with self-will ($r=.368^{**}$), empowerment ($r=.152^{**}$), and willingness to self-support, is positively correlated with empowerment ($r=.379^{**}$).

Table 2: Relationship between key variables

A	self-esteem	self-efficacy	willingness to self-support	empowerment
self-esteem	1			
self-efficacy	.072	1		
willingness to self-support	.238**	.368**	1	
empowerment	.426**	.152**	.379**	1

* $p<.05$, ** $p<.01$

4.3. The mediating effect of willingness to self-support on the relationship between self-esteem, self-efficacy, and empowerment among active program participants.

In order to verify the mediating effect of willingness to self-support on self-esteem, self-efficacy, and empowerment of participants in the self-help program, a bootstrap test was conducted using the SPSS process macro proposed by Hayes.

As a result, both the independent variable to parameter regression model ($F=49.915$, $p<.001$) and the independent variable and parameter to dependent variable regression model ($F=54.178$, $p<.001$) were statistically significant, and the explanatory power of the regression models was 18.0% (modified R-squared was 17.7%) for the independent variable to parameter regression model and 26.4% (modified R-squared was 25.9%) for the independent variable and parameter to dependent variable regression model.

The Durbin-Watson statistic was 1.950, which is close to 2, indicating that the assumption of independence of the residuals was not challenged, and the variance inflation factors (VIF) were all less than 10, indicating that multicollinearity was not a problem.

The results of the significance test of the impact of the independent variables on the parameters showed that willingness to self-support was positively and significantly related to self-esteem ($\beta=.213$, $p<.001$) and self-efficacy ($\beta=.353$, $p<.001$).

In other words, the higher the self-esteem and self-efficacy, the higher the willingness to self-support. On the other hand, the results of the significance test of the effects of independent variables and mediators on the dependent variable showed that willingness to self-support had a positive effect on empowerment, and self-esteem had a significant effect on empowerment, so it was determined that self-will played a partial mediating role in the effect of self-esteem on empowerment.

Table 3: Examining the mediating effects of self-determination on self-esteem, self-efficacy, and empowerment

Dependent variable	독립변수	B	SE	β	t	p	F	R2(adjR2)
self-sufficiency will	(Constants)	1.205	0.247		4.877***	.001	49.915***	.180 (.177)
	self-esteem	0.246	0.049	.213	4.991***	.001		
	self-efficacy	0.520	0.063	.353	8.247***	.001		
empowerment	(Constants)	1.506	0.171		8.795***	.001	54.178***	.264 (.259)
	self-esteem	0.294	0.034	.357	8.592***	.001		
	self-efficacy	0.021	0.046	.020	0.469	.649		
	willingness to self-support	0.204	0.032	.287	6.449***	.001		
Paths				B	SE	LLCI	ULCI	
self-esteem → willingness to self-support → empowerment				.0578	.0171	.0275	.0948	
self-efficacy → willingness to self-support → empowerment				.1446	.0314	.0897	.2118	

* $p < .05$, ** $p < .01$, *** $p < .001$

Based on the results of the regression analysis, the bootstrap indirect effect test showed that all of the regression coefficients did not contain zero within the confidence interval, confirming the mediating role of willingness to self-support between self-esteem, self-efficacy, and empowerment ($\beta = .287$, $p < .001$).

Self-esteem also had a significant direct effect on empowerment ($\beta = .357$, $p < .001$), suggesting that willingness to self-support is a partial mediator between self-esteem and empowerment.

On the other hand, self-efficacy does not have a significant direct effect on empowerment, thus confirming the full mediating role of willingness to self-support in the relationship between self-efficacy and empowerment.

Based on the results of the analysis so far, it is found that self-esteem and self-efficacy have a major impact on the empowerment of participants in the self-help program. It is also found that willingness to self-support has a mediating effect on the improvement of empowerment.

5. CONCLUSION

The results of the previous studies on the effects of self-esteem, self-efficacy, and willingness to self-support on empowerment and the mediating effect of willingness to self-support on the causal relationship between self-esteem, self-efficacy, and empowerment among participants in self-help programs are as follows.

First, participants' self-esteem and willingness to self-support were found to have a positive effect on empowerment, which can be interpreted to mean that as self-esteem and willingness to self-support increase, participants' empowerment improves. These findings are consistent with the results of Kim, Myungja, and Hyunyoung (2014).

Second, as the willingness to self-support was found to play a partial mediating role in the process by which participants' self-esteem and self-efficacy influenced their empowerment, it is recommended that participants should be able to increase their

willingness to self-support based on their self-awareness and self-confidence in order to improve their empowerment. These findings are consistent with the findings of Jin, Lee, Jongwoon, and Kim (2015).

Based on these findings, here are some practical suggestions for improving the empowerment of participants in self-help programs.

First, it is necessary to provide programs to improve self-esteem and interpersonal skills so that participants can become emotionally self-sufficient by actively participating with confidence in their work and belief in their abilities, thereby increasing participants' emotional stability and desire for self-sufficiency. In addition, appropriate intervention and support from self-sufficiency practitioners are required to enhance the effectiveness of program operations.

Second, it is necessary to provide services based on the characteristics and needs of the participants to increase their self-efficacy through continuous attention to the participants and case management, and to strive to restore their faith and confidence in themselves. For this purpose, it is necessary to improve accessibility by securing various communication platforms for the development and operation of self-efficacy improvement programs and active and efficient use of the developed programs.

Third, psychological support is required to improve the willingness of participants to engage in self-sufficiency projects to eliminate psycho-emotional instability factors such as depression, mental health, social environment, and exclusion that may weaken their will to self-sufficiency.

Fourth, in order to increase the empowerment level of the participants, it is necessary to provide opportunities to participate in various social activities such as running interpersonal improvement programs to maintain positive interpersonal relationships so that they can be supported by peers and practitioners, encouraging participation in various volunteer activities in the community, religious activities, and self-help groups among participants.

In addition, in order to strengthen the capacity of participants in self-support projects, it is necessary to establish the system and organizational structure of self-support project institutions to form partnerships with practitioners, consult on practical grievances in the participation process, and expand the right to self-determination.

In this study the factors affecting the empowerment of participants in self-help programs and the mediating effect of self-determination were examined. However, there are limitations to generalizing the findings due to the selection of participants centered on a specific region. In addition, future studies should attempt to expand the region and reflect various environmental factors of participants.

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