

## The Effect of Humanities Introspection Activities and Attitude on Vitality, Anxiety-Depression, and Anger Related Emotions of the Elderly and College and University Students\*

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### ARTICLE INFO

#### Article history:

Received 28 March 2022

Revised 11 April 2022

Accepted 11 April 2022

#### Keywords:

Humanities Introspection,  
Anxiety-Depression,  
Anger,  
Vitality,  
Overcoming Depression,  
Mood State,  
Elderly People,  
College Students

### ABSTRACT

The purpose of this study is to examine and understand the effects of humanities introspection activities and attitudes on vitality, anxiety-depression, and anger related emotions in the elderly and college and university students. The number of participants in the survey conducted for this study was 149 college students in their 20s and 147 people in their 60s or older. As a result of the analysis, the elderly demonstrated a higher level of humanities introspection activity than college students, and there was no statistically significant difference in the humanities introspection activity and attitude towards the introspection between men and women. The correlation between the two variables of humanities introspection activity and attitude towards introspection was higher in women than in men and in the elderly than in college students. According to the humanities introspection activity and attitude towards introspection, both the elderly and college students could be classified into upper, middle and lower classes. Comparing the mood states between the upper and lower groups, vitality was clearly different between the three groups, and anxiety and depressive emotions were clearly different between the upper and lower groups. It turned out that the humanities introspection tendency (activity and attitude) had an effect only on vitality emotions, and it was also found that there was a relationship with anxiety-depression and anger related emotions in older women.

Among the college and university students, the humanities introspection activities and introspection attitude help to explain vitality emotions very well, and their explanatory power is similar. However, the most influential factor varies according to gender. In the case of male students, it turned out that the humanities introspection attitude had a greater effect on vitality than the humanities introspection activity. The explanatory power of the humanities introspection tendency (activity and attitude) on the vitality of the elderly turned out to be somewhat higher in males than in females, and the most influential factor was humanities introspection activities for both men and women. As for the anxiety-depression and anger of the elderly, it turned out that the humanities introspection attitude had a positive effect only on the elderly women. The results of this study suggest that it is necessary to develop a humanities program for improving the emotions customized for each generation and gender which reflects differences in the humanities introspection activities and attitude of the elderly and college and university students.

\* This work was supported by the Ministry of Education of the Republic of Korea and the National Research Foundation of Korea (NRF-2021S1A5A2A03068781)

## 1. Introduction

The Korean society today is enjoying a high standard of living due to the rapid economic growth and development of science and technology and benefit from a state-of-the-art civilization. As a side effect, however, people are experiencing serious emotional problems such as loneliness and depression, anxiety and distrust, and a rampant of frustration and anger (Kim & Hwang, 2018: 553). In order to overcome the side effects of the modern social system, it is urgently needed to take care of themselves and reflect on life to heal their weary mind. It is the humanities that which intrinsically explores human values. Humanities is defined as “a study that focuses on fundamental human problems, ideas, and culture” (Education Research Institute of Seoul National University, 2011).

While it is difficult to define in a single word as there are many different views towards the categories and contents of the humanities, it may be called “a study that explores humanity, that is, human properties” (Park, 2009: 32). The humanities are fundamental questions about the self, human being, and life, such as who am I, where people come from and where they go, what are the true values to pursue in life, what kind of life is a good and true life, and how to live such a life. In this study, the way to utilize this introspection on the humanities in real life is called the humanities introspection attitude. The humanities can help in healing more intrinsically by reflectively introspecting on the self and human being, life and society, and freeing the self from the various yokes of life (Hwang, 2012: 404).

This study analyzed the humanities questionnaire among the basic surveys conducted as part of an interdisciplinary joint research on the humanities, and in order to examine the differences by gender and age in examining the effects of humanities introspection activities and attitude on anxiety-depression, anger, and vitality, this study was conducted on the elderly subjects aged over 60 years and college students for comparative analysis. Starting with the aging population in 2000, Korea is expected to become an aged society in 2017 and a super-aged society in 2025. Korea’s rate of aging is the fastest in the world, yet the elderly’s welfare policy is not keeping up with the pace (Kim, 2011: 18-19). In the process of entering a super-aged society, multi-dimensional aging problems are raised, and among them, emotional problems such as old-age anxiety-depression appear to be very serious problems. It turned out that 13.5% of the elderly aged 65 years and older demonstrated depressive symptoms (The Korea Institute for Health and Social Affairs, 2020), and the number of the elderly who attempted suicide has also increased rapidly, and among the elderly who have contemplated suicide, 13.2% of the elderly have attempted suicide (Park et al., 2021: 674). Furthermore, in a situation where the COVID-19 situation continues even after two years have passed, people are experiencing direct and indirect emotional difficulties, such as anxiety and fear about the virus infection, and alienation and depression due to social distancing and refraining from going out (Park, 2020: 83-84). The COVID-19 outbreak is a direct threat to the elderly, a high-risk group, and indirectly affects social isolation, depression, cognitive decline, and deterioration of chronic diseases (Lee & Kang, 2020: 172). In such reality, it may be said that solving emotional problems is an essential condition for a healthy life of the elderly.

College and university students, who are the younger generation, also suffer from very serious emotional problems. The students suffer from comparative and competition-oriented entrance exam education until they enter university. They experience emotional problems such as depression, lack of self-confidence, and anger. Since the COVID-19 outbreak, college students have also experienced an emotional crisis,

feeling anxious and frustrated, giving up and resigning from the disease and the future (Noh, 2020: 331). As such, both the elderly and young people are exposed to the problems of anxiety-depression, anger, and low vitality. Hence, in this study, the humanities introspection tendency (“activity” and “attitude” when referring to two variables as “activities” and “attitude” in this study) is analyzed comparatively to understand its impact on emotion. The comparative analysis of the effects of humanities introspection activities and attitude factors on the anxiety-depression, anger, and vitality emotions of the elderly and college students may be used as the basic data to solve the emotional problems of the elderly and college students. I think it will be able to present the insights necessary for establishing effective policies to solve elderly problems and youth problems. Furthermore, it is expected that it will be used to find solutions for the emotional problems customized to each generation by presenting the differences by age group in the influence of humanities introspection tendencies on emotions.

## 2. Main Discussion

### 2.1 Research method

#### 2.1.1 Research subject and research method

In this study, the participants were limited to the college and university students in their 20s and those aged 60 years or older, and the purpose of this study was to examine the differences in the effects of humanities introspection activities and attitudes on depression-anxiety, vitality, and anger related emotions by each age group. For the young generation, college students attending a four-year university, and the elderly mainly attending welfare centers were selected for the survey. The standard age defined as the elderly in Korea was 65 years old, but in this study, people in their 60s or older were the subjects of the questionnaire.

An online questionnaire filled out in the form on Naver was applied for the college students attending a 4-year S university located in the city of C in the central region of Korea, and 149 people participated in the survey. The elderly were surveyed through online questionnaires and paper questionnaires using the Naver form from 147 people who expressed their consent to the research, centered on the elderly in the city of C. The basic information of college students and the elderly who participated in the survey is as illustrated in Table 1.

**Table 1.** Demographic information of the survey subjects

College and university students			Elderly		
		People			People
Gender	Women	94	Gender	Women	95
	Men	55		Men	52
Total		149	Total		147
Grade year	Freshman	68	Age	61-65 years old	45
	Sophomore	31		66-70 years old	40
	Junior	27		71-75 years old	29
	Senior	23		76-80 years old	18
Total		149		81 years or older	15
Total		149	Total		147

### 2.1.2 Research tool

In this study, five co-researchers conducting interdisciplinary research developed questions to confirm the humanities introspection activities and attitude towards the humanities introspection through the selection and review of questions three times and used them as a test tool ( Table 2). In the question about the humanities introspection activity, it was intended to examine and understand whether they practice humanities introspection in daily life, do they reflect on your own words and actions, plan their lives to pursue a happy life, and record their thoughts, feelings, and emotions? In the question of attitude towards the humanities introspection, it was intended to ask if they think it is important in life to reflect on themselves in connection with the values of truth, goodness, and beauty, which are fundamental questions in the eastern and western humanities, and whether they think it is important to prepare a beautiful finish.

The internal reliability of the questions measuring the humanities introspection activity was 0.754 for college students and 0.746 for the elderly, and the internal reliability of the questions measuring attitude towards activities was 0.866 for the college students and 0.800 for the elderly. Since this study was conducted as a part of a convergence study with several academic fields (music, physical education, food, biology) targeting the elderly, it was inevitable to reduce the number of questions in the questionnaire to a minimum in consideration of the subjects' fatigue in responding to the questionnaire. However, for the measure of mood, McNair et al. (McNair et al., 1992)'s mood state measurement tool (Profile of Mood States; POMS) was utilized, and the three emotions of anxiety-depression, vitality, and anger identified in the study of Shin (Shin, 1996) were classified as mood states, which were considered as a sub-element. All questionnaire items were measured on a 5-point Likert scale.

**Table 2.** Questions for the questionnaire about humanities introspection activities and attitudes

Classification	Question
Humanities introspection activities	1. I usually look back on my words and actions and reflect on myself.
	2. I usually plan a happy and meaningful life.
	3. I write down my thoughts and feelings in my daily life.
	4. I usually search books or useful programs.
Attitude towards humanities activities	5. I think it is desirable to introspect.
	6. I find it meaningful to plan a life worth living.
	7. I think life is worth bearing fruits beautifully.

### 2.1.3 Statistical analysis

The differences between subjects and genders for measurement variables were confirmed via the independent sample t-test. The correlation analysis between measurement variables was performed through the Pearson correlation coefficient measurement. The two-step cluster analysis was performed to identify group types according to the humanities introspection activities and attitudes towards the humanities activities. First, as a first step, a dendrogram was derived through a hierarchical cluster analysis using the Wards method using the Euclidean square distance and used as a criterion

for determining the appropriate number of clusters. In step 2, based on the set number of clusters, a non-hierarchical cluster analysis was applied to include individuals close to the center of the cluster one by one to determine the final cluster. As a result of checking the tolerance and VIF (variance expansion factor), it was determined that there was no problem with the collinearity between the independent variables for regression analysis because the values demonstrated acceptable levels. The multiple regression analysis was applied to analyze the explanatory power in the process of confirming the relative influence of humanities introspection activities and humanities introspection attitudes as predictive variables to explain sub-elements of mood state. All statistical analyzes were performed using the SPSS Version 21.

## 2.2 Research results

### 2.2.1 Level of humanities introspection activity and the attitude towards the humanities introspection

As a result of comparing the level of humanities introspection activity between the survey target college and university students and the elderly, the humanities introspection activity demonstrated a statistically significant difference with the elderly demonstrating slightly higher values than college students (Table 3). However, in both survey subjects, the humanities introspection activity demonstrated below-average values, indicating that the overall level of activity was low. Meanwhile, the attitude towards the humanities introspection did not demonstrate a statistically significant difference between university students and the elderly, and demonstrated a value above average, indicating that there is a tendency to perceive the humanities introspection as a general positive.

**Table 3.** Comparison of the college and university students and the elderly on humanities activities and attitudes

Factor	College and university students		Elderly		<i>t</i>	<i>p</i>
	Mean	SD	Mean	SD		
Humanities introspection activities	2.72	0.88	2.92	0.84	-1.97*	.050
Attitude towards the humanities introspection activities	3.66	1.00	3.59	0.91	.69	.489

\*  $p < .05$

As a result of comparing the humanities introspection activities and the attitudes towards the humanities introspection between the genders of the surveyed university students and the elderly (Table 4), both the college students and the elderly did not demonstrate an statistical significance in the humanities introspection activities and the attitudes towards the humanities introspection between the genders. Among the college students, male students demonstrated higher values than the female students, and among the elderly, females demonstrated higher values than males, but there was no statistically significant difference.

**Table 4.** Gender comparison of the humanities introspection activities and attitudes

Subject	Factor	Women		Men		<i>t</i>	<i>p</i>
		Mean	SD	Mean	SD		
College and university students	Humanities introspection activities	2.71	0.88	2.74	0.88	-.22	.824
	Attitude towards the humanities introspection activities	3.57	1.06	3.83	0.89	-1.55	.124
Elderly	Humanities introspection activities	2.95	0.85	2.85	0.82	.70	.484
	Attitude towards the humanities introspection activities	3.61	0.87	3.55	0.98	.36	.722

**Table 5.** Correlation coefficients between the humanities activities and attitudes towards humanities introspection according to gender of college students and the elderly

Variable	Subject	Gender	Attitude towards humanities activities	
Humanities introspection activities	College and university students	Women	.551***	.507***
		Men	.429**	
	Elderly	Women	.731***	.672***
		Men	.575***	

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

In this study, as a result of comparing the correlation coefficients between the attitudes towards the humanities activities and humanities introspection between college students and the elderly, the elderly demonstrated a larger value than college students, indicating a stronger positive correlation (Table 5). This may be said to demonstrate that when the target age group is relatively high, they participate more actively in humanities introspection activities, make more efforts, and take the humanities introspection attitude more seriously. In the comparison between the genders, for both the college students and the elderly, females had a higher correlation coefficients than males, and it was determined that the two variables demonstrated a stronger correlation among the females. That is, the stronger the positive attitude towards the humanities introspection among the elderly and women, the more the humanities introspection activity's level tends to rise.

### 2.2.2 Differences in the cluster type and mood state according to the attitudes towards the humanities introspection activities and humanities introspection

The two-step cluster analysis was performed based on humanities introspection activities and attitudes towards the humanities introspection. As a result of considering the interpretability of the dendrogram calculated in the first stage of the hierarchical cluster analysis applying the Wards method, the optimal number of clusters was determined to be three for both the college students and the elderly. As a result of conducting a two-stage non-hierarchical cluster analysis by setting the final number of clusters to 3, in college students and the elderly, group 1 was 37 (24.8%)

and 51 (34.7%), and cluster 2 was 77 (51.7%), and 71 (48.3%), respectively, and group 3 was 35 (23.5%) and 25 (17.0%) (Table 6). There was no statistically significant difference in the proportions of females and males forming the three clusters identified among the college students and the elderly.

As a result of comparing the humanities introspection activity and the attitude towards the humanities introspection for each cluster derived through cluster analysis, the three clusters of college students and the elderly demonstrated a statistically significant difference as the values of the two measurement variables were all divided into high and low. Hence, cluster 1, which had high values for both humanities introspection activities and attitudes towards introspection, was the ‘humanities introspection active execution group’, and cluster 2, where the values of two variables were in the middle, was the ‘humanities introspection interest group’, while the group 3, which demonstrated low value across the board, may be called the ‘group lacking in humanities introspection’.

As a result of comparing the differences in the mood state components of the groups typified according to the humanities introspection activity and attitude towards introspection, significant differences were clearly found between the three groups among both the college students and the elderly in vitality emotions (Table 7). There was no statistical difference between the three groups in both the college students and the elderly in anger emotion, yet there was a statistically significant difference in anxiety-depressive emotion between the groups in the elderly. The group which actively practiced the humanities introspection demonstrated significantly lower anxiety-depressive emotions than the group that lacked humanities introspection. This means that the college students and the elderly who belong to a group that positively and actively practice the humanities introspection have lower anxiety-depressive emotions.

**Table 6.** Results of the cluster analysis and one-way ANOVA according to the humanities introspection activities and attitudes towards introspection

Subject	Variable	Cluster 1		Cluster 2		Cluster 3		F(2,144)	Scheffé
		Mean	SD	Mean	SD	Mean	SD		
College and university students	Humanities introspection activities	3.91	0.50	2.50	0.50	1.94	0.53	151.63***	1>2>3
	Attitude towards the humanities introspection activities	4.52	0.53	3.87	0.66	2.30	0.57	128.14***	1>2>3
	Number of people(%)	37(24.8)		77(51.7)		35(23.5)			
Elderly	Humanities introspection activities	3.78	0.55	2.63	0.44	1.97	0.55	133.90***	1>2>3
	Attitude towards the humanities introspection activities	4.41	0.47	3.51	0.44	2.12	0.50	206.59***	1>2>3
	Number of people(%)	51(34.7)		71(48.3)		25(17.0)			

\*\*\*  $p < .001$

**Table 7.** One-way ANOVA results for mood states by cluster

Group of the elderly		Vitality		Anxiety - depression		Anger	
		Mean	SD	Mean	SD	Mean	SD
College and university students	Humanities introspection's active execution group(I)	3.21	0.85	1.90	0.78	1.48	0.69
	Humanities introspection's active interest group(II)	2.79	0.73	1.93	0.69	1.46	0.60
	Humanities introspection's lacking group(III)	2.09	0.63	1.98	0.70	1.47	0.52
F(3,145)		21.10***		.10		.01	
p		0.000		0.905		0.994	
Scheffé		I > II > III		I=II=III		I=II=III	
Elderly	Humanities introspection's active execution group(I)	2.91	0.64	1.79	0.60	1.56	0.57
	Humanities introspection's active interest group(II)	2.56	0.58	2.06	0.59	1.64	0.60
	Humanities introspection's lacking group(III)	2.14	0.52	2.23	0.83	1.72	0.83
F(2,144)		14.57***		4.66*		.54	
p		0.000		0.011		0.585	
Scheffé		I > II > III		I,II > II,III		I=II=III	

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

*2.2.3 Effect of the humanities introspection activity's level and humanities introspection on mood state of college students and the elderly*

As a result of analyzing the correlation between the elements of humanities introspection activity and attitude towards introspection and mood state according to gender, both the college students and the elderly demonstrated a significant positive correlation between humanities introspection activity and attitude towards introspection with vitality emotion. (Table 8). That is, it was determined that the humanities introspection tendency had a high relationship with vitality emotion. In the correlation between anxiety-depression and anger related emotions, only the elderly women demonstrated a significant negative correlation coefficient value for the attitude towards the humanities introspection, which indicates that in the case of elderly women, positive beliefs about the humanities introspection were positive for anxiety-depression and anger, which significates that it is related to a decrease in emotion.

**Table 8.** Correlation coefficients according to gender between the humanities introspection variables and mood states

Subject	Variable	Gender	Vitality	Anxiety - depression	Anger
College and university students	Humanities introspection activities	Women	.437***	-.079	-.036
		Men	.426**	.066	.081
	Attitude towards the humanities introspection activities	Women	.492***	-.038	-.019
		Men	.454**	-.234	-.205
Elderly	Humanities introspection activities	Women	.440***	-.147	.099
		Men	.465**	-.133	.023
	Attitude towards the humanities introspection activities	Women	.330**	-.275**	-.202*
		Men	.437**	-.250	-.167

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

As a result of performing the multiple regression analysis to compare the influence of humanities introspection activities and attitude towards introspection by gender for each sub-element of the mood state of college students (Table 9), the regression model for explaining vitality emotions demonstrated that female and male students  $R^2=0.282$  and  $0.271$ , respectively, demonstrating about 28% and 27% of the explanatory power, and it was a statistically significant model (Female students:  $R=0.531$ ,  $p<0.001$ ; Male students:  $R=0.521$ ,  $p<0.001$ ). Both independent variables were found to be influential predictors, but the predictors with greater influence were different according to gender. Among the female students, the humanities introspection activity (Beta=0.238) was more influential than the attitude towards the humanities introspection (Beta=0.137), whereas among the male students, the attitude towards the humanities introspection (Beta=0.361) was more influential than the humanities introspection activity (Beta). =0.238). Such results suggest that the actual level of introspection activity in female students and positive belief in introspection activity among the male students have a stronger effect on the promotion of vitality. Meanwhile, the regression model explaining anxiety-depression and anger related emotions was not statistically significant for both female and male college students.

As a result of performing the multiple regression analysis on the effect of humanities introspection activities and attitudes towards the introspection on the gender mood state of the elderly (Table 10), the regression model which explains vitality emotions, as in the case of college students, was found among both elderly women and men, which was statistically significant. However, unlike the college students who demonstrated a similar explanatory power between genders, among the elderly,  $R^2$  was 0.193 for females and 0.259 for males, and the explanatory power of the regression model was about 26% higher in males than in females (19%). In the influence on vitality and emotion, unlike college students, in which both humanities introspection activities and attitudes towards introspection were confirmed as significant variables, only humanities introspection activities were found to be significant variables in the elderly. That is, it may be said that the extent to which the elderly actually engage in humanities introspection activities, rather than positive beliefs about humanities introspection activities, has a strong influence on the promotion of vitality and emotions.

Meanwhile, the regression model explaining the anxiety-depression and anger related emotions was not statistically significant among the elderly men. Among the elderly women, the  $R^2$  of the regression model explaining the anxiety-depression and anger related emotions was 0.082 and 0.172, respectively, demonstrating about 8% and 17% of explanatory power, which was statistically significant. The predictive factor with the greatest influence was the attitude towards the humanities introspection (Beta=-.361) in the model for anxiety-depressive emotion. In the model for anger emotion, both the attitude towards the humanities introspection (Beta=-.591) and humanities introspection activity (Beta=.531) demonstrated influence. Hence, in the case of elderly women, it may be said that the more positive the humanities introspection, the lower the anxiety-depression and anger related emotions. However, the more positive the humanities introspection attitude, the more anger appeared, whereas the higher the humanities self-introspection activity itself, the higher the anger. It is determined that other factors such as the psychological description of feeling and reacting sensitively may be mediated. It may also be interpreted that other personal and socio-psychological factors may

mediate the relationship between humanities introspection activities and expression of anger, and additional analytical studies are required thereto.

**Table 9.** Model of humanities introspection activities and attitudes which impact mood states according to the college students' gender

	Subject	Vitality			Anxiety - depression			Anger		
		Beta	t	p	Beta	t	p	Beta	t	p
Humanities introspection activities	Women	.238	2.24*	.028	-.083	-.66	.510	-.038	-.30	.764
	Men	.283	2.16*	.035	.204	1.39	.171	.207	1.40	.166
Attitude towards the humanities introspection activities	Women	.137	3.39**	.001	.008	.06	.952	.002	.018	.986
	Men	.361	2.54*	.014	-.321	-2.19*	.033	-.293	-1.99	.052
R	Women	.531***			.079			.037		
	Men	.521***			.297			.277		
R <sup>2</sup>	Women	.282			.006			.001		
	Men	.271			.089			.077		

\*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

**Table 10.** Model of humanities introspection activities and attitudes which impact mood states according to gender among the elderly

	Subject	Vitality			Anxiety - depression			Anger		
		Beta	t	p	Beta	t	p	Beta	t	p
Humanities introspection activities	Women	.427	3.11**	.003	.117	.80	.425	.531	3.82***	.000
	Men	.319	2.12*	.039	.015	.09	.928	.178	1.05	.301
Attitude towards the humanities introspection activities	Women	.018	.13	.897	-.361	-2.47*	.015	-.591	-4.25***	.000
	Men	.254	1.69	.097	-.259	-1.53	.133	-.269	-1.58	.120
R	Women	.440***			.287*			.415***		
	Men	.509**			.250			.222		
R <sup>2</sup>	Women	.193			.082			.172		
	Men	.259			.063			.049		

\*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

### 3. Conclusion and Recommendations

This research is an analysis of the humanities aspect of the basic survey research to develop an educational program to help overcome depression based on the cooperation between various disciplines. In this study, it was sought to, after comparing the variables of humanities introspection experience and humanities introspection attitude from the viewpoint of humanities introspection propensity for the college students and the elderly over 60 years old, depression-anxiety, anger, analyze the differences among the vitality emotions and the effects of cross-cultural introspection attitudes on such emotions.

As a result of the analysis of this study, it turned out that the level of humanities introspection activity was higher among the elderly and college and university students participating in this study than among the elderly. In the gender comparison, it turned out that there was no statistically significant difference between men and women in humanities introspection activities and attitudes. This indicates that more attention and effort are put into pursuing a life of value and introspection on self and life more than after the age of 60, when experiences and years of experience are accumulated compared to the time of youth in their 20s. Such results suggest that the elderly who have a relatively high level of humanities introspection activity in the future will have a higher capacity for humanities introspection activity programs and will be easily motivated. For the college students, it suggests that the process of forming a consensus on the need for humanities reflection and voluntary motivation is first needed.

In the correlation between the two variables of humanities introspection activity and humanities introspection attitude, females demonstrated higher values than males, and the elderly demonstrated higher values than the college students. This suggests that the effect of education based on humanities introspection experience on the cultivation of humanities-friendly tendencies such as humanities introspection attitude may be greater for women than men and for the elderly than college students. In order to improve the humanities introspection propensity through humanities introspection activities, it is necessary to keep in mind the difference in the correlation between humanities introspection activities and humanities introspection tendency according to the gender of men and women and the age groups after the 20s and 60s. Hence, in the future, for men or college students who have a relatively low correlation between humanities and humanities introspection activities, it would also be necessary to expand opportunities for the humanities introspection activities or to try to find ways to combine humanities introspection activities with other fields of interest and interest to men and college students.

According to this survey analysis, both the elderly and college students could be classified into upper and lower classes according to the humanities introspection activities and attitudes towards self-introspection. Anxiety and depressive emotions were clearly different between the upper and lower groups. It turned out that the humanities introspection tendency (activity and attitude) had an effect only on vitality emotions, and it was also found that there was a relationship with anxiety-depression and anger related emotions in older women. This suggests that the effect of enhancing the vitality of both the college students and the elderly through the program that strengthens the humanities introspection propensity may be expected and for the elderly women it is a program that strengthens the tendency to reflect on the humanities. For the college students, humanities self-introspection activities and attitudes explained both vitality and emotions well, and their explanatory power was similar. Yet, there are differences in the factors that have the greatest influence by gender. Hence, in the case of female students, if activity significantly affects vitality, and in the case of male students, it can be seen that attitude has a great influence on vitality and emotion. For the college students, considering that there are differences in the factors affecting vitality and emotion between male and female students, male students strengthened their humanities introspection attitude and by providing a humanities introspection experience for the female students, it is necessary to find ways to promote vitality emotions. The explanatory power of the humanities introspection propensity for the vitality

and emotion of the elderly was somewhat higher in males, and the most influential factor was humanities introspection activities for both males and females. For the anxiety-depression and anger of the elderly, it turned out that the attitude towards the humanities introspection had a positive effect only in elderly women. In developing a humanities reflection program for the elderly, it is necessary to consider the differences in the influence of humanities reflection tendency according to men and women on vitality, anxiety-depression, and anger emotion.

The fact that this is a study which was conducted on the students at a specific four-year university and those aged 60 or older, and that it is not an experimental study that can derive direct effects, but a questionnaire analysis study using simple measurement items, there are limitations to the analytical results. However, this study examines how the relationship between humanities introspection activities and attitudes and emotions differs according to the age difference between college students and the elderly and gender differences in the search for humanities context related education directions for emotional improvement such as depression-anxiety, anger, and vitality. It is meaningful in seeking to uncover the meaning of this study, and through which, it can contribute to finding the research methods for improving emotions that reflect differences in humanities introspection activities and reflective attitudes according to age or gender. The education which reflects the humanities introspection tendency is expected to be effective for both the college students and the elderly in enhancing vitality, and it is also expected to help elderly women overcome depression and anxiety. Based on this study on the difference between the humanities introspection propensity and the relationship between emotions, it is intended to further elaborate the humanities introspection propensity study for more diverse areas in the future, and analyze the patterns of differentiated humanities introspection activities according to age and gender while conducting additional studies.

## Conflicts of Interest

The authors declare that they have no conflicts of interest.

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