



Analysis of Consumer Satisfaction on Career Guidance and Psychological Counseling at a University

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Abstract

Purpose: The ultimate purpose of this study is to analyze this survey to understand the overall contents of college career guidance and psychological counseling, and to utilize it to improve the quality of learning and provide career guidance. **Research design, data and methodology:** The research period and survey subject are approximately one month from 2020.12.01(Tue) to 2021.01.03(Sun). Convenience sampling was conducted using a structured questionnaire composed of a 5-point Likert scale and 5 open-ended questions. As the analysis method, descriptive statistics such as reliability analysis and frequency analysis of Cronbach's α coefficient of internal consistency were mainly used. Data Analysis Statistical program was analyzed using SPSS 25 version. **Results:** The item with the highest score is that the counseling and counseling-related non-specialized programs offered by the Student Counseling Center are helpful for school life (3.56 points). Conversely, the lowest question is that seminars accompanied by priests are helpful for study (3.38 points). **Conclusions:** The average score of 5 questions in the career guidance and psychological counseling areas is 3.38 out of 5.

Keywords : Major Education, University, Customer satisfaction, Students, Counselling

JEL Classification Codes : I19, I20, I21, I23, I29

1. Introduction

In Korea, universities across the country conduct surveys on the satisfaction of education consumers for students almost every year. Universities continue to feedback and improve the results of this satisfaction survey, and as a new-Hallyu-specialized university, they are striving to improve the satisfaction of education consumers by improving the quality of creative and artistic education, educational administrative services, and educational environment. The educational satisfaction survey aims to establish a virtuous cycle of student-centered education support by identifying areas with low satisfaction and improving them. In addition, this survey is being conducted by each university in order to utilize it for future government financial support projects and the establishment of future plans for universities.

At the time when the Ministry of Education's evaluation of university restructuring is in progress, education consumer satisfaction is the most important factor in university education and is linked to survival. Most of the educational consumer satisfaction models operated by universities partially reflect the educational environment (Jeong et al., 2018). The educational satisfaction-related survey system in schools may vary somewhat depending on the relevant regulations and organizational structure of each university. However, in most cases, faculty affairs include education and teacher satisfaction surveys for current students, the Office of General Affairs conducts employee satisfaction surveys, industry-academia cooperation and LINC+ project groups perform industry satisfaction surveys, Human Resources Development Institute surveys graduates' satisfaction, International Education Center surveys international students' satisfaction, and the Employment and Student Support Office surveys parents and students. Student welfare facility satisfaction surveys and dormitories are conducting dormitory satisfaction surveys.

Recognizing students as beneficiaries of education, universities are implementing various policies to manage educational quality such as curriculum, subject and non-curricular curriculum, environment, and the university's support system (Min, 2020). In fact, in the basic situation and background of the education consumer satisfaction survey in universities, it is implemented with the following necessity.

- The importance and necessity of satisfaction surveys for quality management of education are raised.
- The need for a satisfaction survey on education consumers is raised in order to establish effective university

policies and identify the actual performance of university projects.

Universities should properly provide various services related to students' academic performance so that the university's educational direction and integration among students can be achieved (Kwon et al., 2019). The expected effect of the above education demand satisfaction survey reflects the results of the education consumer satisfaction survey in the curriculum. The result is to improve the quality of education, discover educational courses that meet social needs, produce human resources needed by businesses and society, and improve the quality of administrative services. The University Education Satisfaction Survey does not only measure the level of satisfaction or awareness of current students, but also provides a wide range of detailed information about the educational experience of students (Shin et al., 2020). The educational satisfaction survey tool that reflects the characteristics of universities can be used to measure educational satisfaction in actual universities (Park, 2015).

The overall level of satisfaction with university education centered on education consumers can accurately diagnose the current status of university education and contribute to improving the quality of education (Min et al., 2020). The results of the satisfaction survey are used as data for students' sense of belonging to the school, confirmation of their identity, policy making on students' interests, and improvement of the quality of education (Han & Kim, 2003).

The education satisfaction survey measures the level of satisfaction with the overall education. For smooth two-way communication between education consumers and universities, a satisfaction survey with the right system should be conducted in parallel (Ahn & Lee, 2017). The purpose of this survey is to produce basic data for establishing development strategies such as improving educational quality and satisfaction by deriving educational problems and improvement points. The purpose of this study is to develop a research tool to improve the quality of the university curriculum according to the needs of members for the necessity of strengthening university competitiveness (Choi & Choi, 2020). And this survey is to produce reliable diagnostic data by directly measuring the satisfaction level of education consumers for the educational service of universities.

Educational service can be defined as any activity that enables the consumer to realize material and mental

satisfaction by providing relevant tangible and intangible services to students who are consumers in order to achieve educational purposes by professors and faculty members who are providers. (Seo, 2012). In addition, the purpose of this survey is to discover improvement tasks such as education service and curriculum composition centered on education consumers and explore ideas for improvement in order to improve the satisfaction of students who are the main consumers of education.

College education satisfaction reflects the needs of students who are education consumers, and should play a role in managing and improving the quality of education (Park, 2015).

The meaning of this survey is to improve the educational conditions of universities and secure data necessary for decision-making on university policies, reflecting the needs of students, who are education consumers, for their overall university life, so that professors or professors can improve customer satisfaction (Customer-Satisfaction). Promote a change in the overall perception of faculty and staff. Since college education satisfaction is a survey that reflects students' perceptions and opinions, its value can also be confirmed in that it leads a change to a student-centered education system that views students as important stakeholders of the university and recognizes them as customers (Shin & Kwon, 2012). In order to form a positive school image, universities should make efforts to actively communicate and inform students about the possibility of university development, university specialization, and investment in an educational environment, as well as external public relations (Min et al., 2020). Among the various characteristics of education consumers, we focused on learning motivation, and I would like to suggest that the higher the learning motivation level, the greater the service quality will have a greater impact on the education consumer's response (Choi et al., 2018).

Finally, the result of this survey is to secure objective evidence for university policy making. The goal of the satisfaction survey is to establish a quality management system for education, improve the quality of education policies and administrative services through systematic surveys and feedback, increase the satisfaction of education consumers with education services, and provide information on university education and administrative services based on the survey results. There is also a goal to reflect the needs of members and use them as basic data to contribute to the promotion of the development strategy. Schools are using it to improve the quality of the various educational services provided by the school as well as the level of satisfaction with the lectures (Min et al., 2020).

2. Research Methodology

2.1. Investigation Subject and Period

The subjects of this study's education consumer satisfaction survey were students enrolled in a university in the academic year of 2020. The survey period is about one month from December 01, 2020 (Tuesday) to January 03, 2021 (Sunday).

2.2. Reflection of Research Results

The survey was conducted by the Education Performance Management Center, which is an affiliated institution of the Ministry of Academic Affairs of a university. This institution established a detailed plan for the implementation of the satisfaction survey, developed questionnaire items, and prepared the evaluation result calculation criteria. In addition, this institution plans to follow-up the investigation, preparation of a report after implementation, measures to be taken according to the results of the investigation, improvement plan and improvement performance. It can be said that it is an essential condition for the quality management of education for universities to systematically investigate and analyze students' educational satisfaction with interest (Shin & Kwon, 2013).

2.3. The Way to Conduct a Survey

The survey was conducted using the university's VERUM-i system and Google docs.

A random sample was collected using a structured questionnaire consisting of a 5-point Likert scale and 6 open-ended questions.

2.4. Sample Size and Analysis Method

A total of 3,139 responses were used for analysis, excluding 1,459 missing values or non-responders for two validity questions among 4,598 people who completed the survey within the survey period. All collected data were analyzed using the statistical package program SPSS 25 version. The analysis technique used basically used descriptive statistics such as frequency analysis and reliability analysis.

2.5. Major Investigation Contents

First, the general characteristics of the subjects, such as college, gender, and grade, were investigated. And 6 items of career guidance and psychological counseling, which are

the main contents of this study, were investigated. The main content of the survey is to measure the satisfaction of education consumers for the overall education and administrative services. Table 1 shows the details of the questionnaire. The contents of career guidance and psychological counseling are questions that examine how much and to what extent they are satisfied with the difficulties and difficulties related to career guidance and psychological counseling for school authorities and

academic advisors while performing college life. In order to actively accept and judge the needs of students, who are education consumers, it is necessary to investigate how satisfied they are with the educational services provided by the school, and develop a cyclical feedback system that reflects them in policy establishment by deriving specific improvements for areas that do not meet expectations. It must be built (Ahn & Lee, 2017).

Table 1: Classification and Contents of Questions in the Education Consumer Satisfaction Survey

Contents	Codes	Survey contents
Career guidance and psychological counselling	E-1	The Accompanying Seminar helps students adjust to university life.
	E-2	The Accompanying Seminar is helpful for your studies.
	E-3	The Accompanying Seminar is helpful for employment and career advancement.
	E-4	Various information on employment, start-up and career are provided.
	E-5	Counseling and counseling-related non-curricular programs conducted by the Student Counseling Center are helpful for school life.
	E-6	If you have any requirements related to career guidance and psychological counseling, please feel free to describe them.

3. Research Results and Discussions

3.1. General Characteristics of Subjects

First, in Table 2, the total number of survey subjects is 3,139. By college, the College of Social Sciences had 623 students, 19.8%, the College of Tourism and Sports 418, 13.3%, the College of Aeronautics, 254, 8.1%, the College of Engineering, 325, 10.4%, the College of Media Arts, 337, 10.7%, the College of Education, 397, 12.6%, 240 medical students 7.6%, 470 medical convergence colleges 15%, and human service colleges 75 students 2.4%. The university with the highest participation in the survey was the College of Social Sciences (19.8%), the College of Medical Convergence (15.9%), and the College of Education (12.6%), and the university with the lowest participation was the College of Human Services (2.4%).

In terms of gender, 1,702 male students, 54.2%, and 1,437 female students, 45.8%.

Male students participated about 7% more than female students.

Table 2: Distribution by Colleges subject to survey

Colleges	Numbers	%
College of Social Sciences	623	19.8
College of Tourism and Sports	418	13.3
College of aviation	254	8.1
College of Engineering	325	10.4
Media Arts College	337	10.7
College of Education	397	12.6
Medical school	240	7.6
Medical Convergence College	470	15.0
College of Human Services	75	2.4
Total	3,139	100.0

Table 3: Gender Distribution of Survey Subjects

Classifications		Numbers	%
Gender	Male Students	1,702	54.2
	Female Students	1,437	45.8
	Total	3,139	100.0

When looking at the survey subjects by grade, 916 students 29.2% were in the first year, 844 26.9% were in the 2nd year, 763 24.3% were in the 3rd grade, 603 19.2% were in the 4th grade, and 13 were 0.4% were in the 5th grade. The higher the grade, the lower the participation rate. 5th graders are considered to be the main students of the medical school.

Table 4: Distribution of Survey Subjects by Grades

Classifications		Numbers	%
Gender	1st Grade	916	29.2
	2nd Grade	844	26.9
	3rd Grade	763	24.3
	4th Grade	603	19.2
	5th Grade	13	0.4
	Total	3,139	100.0

3.2. Results of the Survey Target's Education Consumer Satisfaction Survey

Cronbach' α coefficient is usually used for reliability of research questionnaires.

Therefore, this study calculated the Cronbach's α coefficient, which is the internal consistency reliability coefficient, to secure the reliability of the items in each satisfaction area of the questionnaire. The average reliability coefficient of career guidance and psychological counseling was 0.950, indicating a very good reliability coefficient. In order for the results of the education satisfaction survey to properly perform its role as a quality management mechanism for university education, the measurement tool must fully reflect the characteristics of the university and must have reliability and validity secured through a rigorous standardization process (Shin et al., 2020).

Table 5: Reliability Analysis by Area of Satisfaction Measurement of Questionnaire Items

Contents	Cronbach's α coefficient	Number of questions
Career guidance and psychological counseling	.950	6

3.2.1. Retaining Specifications

As for the result of the survey of educational consumer satisfaction for career guidance and psychological counseling, in which 3,139 students participated, the average value was 3.48 out of 5.0 thousand points. In general, it is judged to mean that the surveyors are satisfied. Students who evaluate educational satisfaction positively or favorably are more likely to continue attending school or to recommend them, and it has been shown that the content of education and academic achievement are related (Min et al., 2020).

Table 6: Education Consumer Satisfaction for Career Guidance and Psychological Counseling

Contents	N	Average	S.D.
Career guidance and psychological counseling	3,139	3.48	.90
Total	3,139	3.48	.90

IPA analysis showing relative satisfaction and satisfaction shows four areas: focus improvement area, improvement target area, superiority maintenance area, and status quo area. In this IPA analysis, career guidance and psychological counseling correspond to the status quo area. A useful research method that reveals the difference between expectations and performance for selected attributes is IPA (Importance-Achievement Analysis) (Son, 2011).

- Focused areas of improvement: convenience facilities, other environments
- Areas to be improved: Administrative services, dormitories, scholarship system
- Dominance maintenance area: academic system, non-curricular and learning support, lecture room, library
- Current status area: liberal arts curriculum, major curriculum, career guidance and psychological counseling

It was helpful to meaningfully improve the career sense of college freshmen who received the career guidance program as a career course for one semester (Yun, 2019). In other words, 'convenience facilities' and 'other environments' are the items that need to be improved in the results of comparison of relative satisfaction, which means satisfaction by area of education consumer satisfaction and students' expectations. In the case of 'administrative service', 'dormitory', and 'scholarship system', students' expectations and satisfaction were all low. In this respect, consumer satisfaction can be said to be a psychological state that has in common the relationship between expectations and performance (Jung et al., 2014). The effect of educational service quality on satisfaction can vary on individual learning motivation (Choi et al., 2018).

3.2.2. Specific Statistics on the Satisfaction of Educational Users for Career Guidance and Psychological Counselling

Career counseling and psychological counseling satisfaction are all five items. If we look at these five questions in detail, it is a question asking whether the seminar of companionship with priests is helpful in adjusting to college life, studying, employment, and career. Also included were questions about follow-up management and continuous management of the Priests Companion Seminar, providing various information on employment/start-up and career paths, support for schools related to employment/start-up and career paths, and the level of help provided by the Student Counseling Center program. It can be seen that common words appearing in the reflection reports of current students who participated in this program are ‘together’, ‘unity’, ‘conversation’, and ‘intimacy’ (Moon & Cheol,

2017).

It is to check how satisfied students are with the education provided by the school, and to come up with supplementary and improvement measures for areas that do not meet their expectations (Shin & Kwon, 2012). Although there is no direct influence on the level of career decision in counseling performance, it can be said that it can indirectly affect the level of career decision if the client's self-identity is established through career counseling (Cho & Joo, 2018). The average score for each item is somewhat different. The highest item, “Counseling and counseling-related non-specialized programs conducted at the Student Counseling Center are helpful for school life”, with an average score of 3.56. The lowest item was “Seminars accompanied by priests are helpful in academics”, with an average score of 3.38. The difference between the highest and lowest scores is 0.18.

Table 7: Satisfaction with Career Guidance and Psychological Counseling

Career and Counselings	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Points
Seminars are helpful in adjusting to university life. (E-1)	4.9	9.5	39.3	29.9	16.4	3.43
The Seminar is helpful for your studies. (E-2)	5.1	10.9	40.9	27.4	15.8	3.38
The Seminar is helpful for employment and career advancement. (E-3)	4.4	8.3	39.1	30.8	17.4	3.48
Various information on employment, start-up and career are provided. (E-4)	2.8	6.1	42.4	32.2	16.5	3.53
Counseling and counseling-related non-curricular programs conducted by the Student Counseling Center are helpful for school life. (E-5)	2.4	4.2	45.4	31.4	16.5	3.56

Note: The highest of the five questions in the career guidance and psychological counseling area is E-5 (3.56 points). Conversely, the lowest item is E-2 (3.38 points). Items higher than the average score (3.48 points) are E-4 (3.53 points) and E-3 (3.48 points). Items lower than the average score (3.48 points) are E-1 (3.43 points).

Table 8: Descriptive Statistics for Each Detailed Item of Career Guidance and Psychological Counseling

Contents	Codes	Response	Mean	S.D.	Skewness	Kurtosis
Career guidance and psychological counseling	E-1	3,139	3.434	1.028	-.306	-.180
	E-2	3,139	3.379	1.036	-.228	-.256
	E-3	3,139	3.485	1.014	-.331	-.120
	E-4	3,139	3.535	.933	-.239	-.060
	E-5	3,139	3.555	.897	-.150	-.150

Table 9: 2020 Education Consumer Satisfaction Survey Details and Results

(Average 3.48)	High satisfaction (Score above average)		Low satisfaction (Score below average)	
Career guidance and psychological counseling (3.48)	E-3	3.48	E-1	3.43
	E-4	3.53	E-2	3.38
	E-5	3.56		

3.2.3. Educational Consumer Satisfaction with Career Guidance and Psychological Counselling Statistics by College

In terms of satisfaction with career guidance and

psychological counseling by college, Human Service College had the highest score of 3.71. Next came the College of Education (3.56 points), the College of Aeronautics (3.56 points), and the College of Engineering (3.54 points).

Table 10: Satisfaction Results for Each Field of Education Consumers in 2020

Colleges	College of Engineering	College of Tourism and Sports	Media Arts College	College of Education	College of Social Sciences	Medical school	Medical Convergence College	College of aviation	College of Human Services
Career guidance and psychological counseling (3.48)	3.54	3.39	3.34	3.56	3.48	3.50	3.44	3.56	3.71

Among the five questions in the career guidance and psychological counseling domain, the question with the highest standard deviation of the average score is E-2. However, among the five questions in the career guidance and psychological counseling domain, the question with the lowest standard deviation of the average score is E-5.

5. Conclusions and Summary

This study is a survey of educational consumer satisfaction with career guidance and psychological counseling conducted at a university in Korea. The ultimate purpose of this study is to analyze this survey to understand the overall contents of college career guidance and psychological counseling, and to use it to improve the quality of learning and provide career guidance. Due to various social and environmental changes, domestic universities also conduct university-level education satisfaction surveys to secure basic data for improving the quality of education (Shin & Kwon, 2013). Research to evaluate the effectiveness of career counseling needs to be done comprehensively and in-depth (Son & Lee, 2017).

It is used as a career guidance and important material to help college students who are thinking about their career path (Park et al., 2019).

This study was analyzed on the basis of the career

guidance and psychological counseling education satisfaction survey conducted for current students at the educational performance management center of a university located in the province. The research period and survey subject are approximately one month from 2020.12.01.(Tue) to 2021.01.03.(Sun). The survey was conducted using the VERUM-i system and Google docs. Convenience sampling was conducted using a structured questionnaire consisting of a 5-point Likert scale and 5 open-ended questions. As the analysis method, descriptive statistics such as reliability analysis and frequency analysis of Cronbach's α coefficient of internal consistency were mainly used. Data Analysis Statistical program was analyzed using SPSS 25 version.

The total number of participants in the survey was 3,1389, which was 1,702 male students (54.2%) and 1,437 female students (45.8%). Male students participated more than female students by 7%. By college, the College of Social Sciences had 623 students, 19.8%, the College of Medical Convergence, 470, 15%, the College of Tourism and Sports, 418, 13.3%, the College of Education, 397, 12.6%, the College of Media Arts, 337, 10.7%, the College of Engineering, 325, 10.4 %, Aviation College 254 students 8.1%, Medical School 240 students 7.6%, and Human Service College 75 students 2.4%. When looking at the survey subjects by grade, 916 students 29.2% were in the first year, 844 26.9% were in the 2nd year, 763 24.3% were in the 3rd grade, 603 19.2% were in the 4th grade, and 13

were 0.4% were in the 5th grade. The higher the grade, the lower the participation rate. Cronbach's α , which is the reliability coefficient for the career guidance and psychological counseling questions, was 0.950, indicating a very good reliability coefficient.

The average score of 5 questions in the career guidance and psychological counseling areas is 3.38 out of 5. The item with the highest score is that the counseling and counseling-related non-specialized programs offered by the Student Counseling Center are helpful for school life (3.56 points). Therefore, for effective career counseling, career counseling tailored to the specific needs of college students should be designed, and it is ideal to provide career services according to the needs (Go & Kim, 2003). Various opportunities should be continuously provided to students so that they can improve their competencies in various ways by diversifying the programs required for them (Lee, 2019).

Conversely, the lowest item is that seminars with priests are helpful for academics (3.38 points). Questions higher than the average score (3.48 points) are that various information on employment, start-up and career are provided (3.53 points) and the seminars accompanied by teachers are helpful for employment and career (3.48 points).

Questions lower than the average score (3.48 points) indicate that seminars with priests help them adapt to college life (3.43 points). In terms of satisfaction with career guidance and psychological counseling by college, Human Service College had the highest score of 3.71, followed by College of Education (3.56 points), Aviation College (3.56 points), and College of Engineering (3.54 points).

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