



Desirable Major Education through a Survey on the Needs of Education Subjects

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Abstract

Purpose: This study aims to be used as a reference for setting the direction of university major education & policy. **Research design, data and methodology:** The satisfaction survey were nine major curriculum surveys for each college, targeting students enrolled in a university. One university consisted of 9 colleges and 49 departments or majors. The survey period is approximately one month. **Results:** The highest item in the major curriculum reflects the educational goal of the department, with a score of 3.95. Conversely, the lowest item is 3.65 points, indicating that the major curriculum offers a wide range of subjects to choose from. As the questions are higher than the average score (3.83 points), the major curriculum is helping me grow my competency through academic achievement (3.90 points), the major curriculum is helping me set my career and finding a job (3.88 points), The major curriculum suggests specific performance standards for judging the achievement of a set target competency (3.88 points), and the major curriculum reflects social demands and changes (3.85 points). **Conclusions:** Students want that their major education faithfully reflects the educational goals of their major and that major education helps their ability to grow for academic achievement.

Keywords : Major, Education curriculum, Satisfaction, University, College students

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. As a means to increase the satisfaction of students who are education consumers in the field of university education, universities began to take an interest in improving the service quality of university education (Choi et al., 2018). The process of assessing satisfaction with major curriculum and examining the level of requirements among students will ultimately be able to generate a plan to improve the employment rate for them (Seo & Park, 2017). The educational satisfaction survey aims to establish a virtuous cycle of student-centered education support by identifying areas with low satisfaction and improving them.

The main reason that most universities are interested in the education consumer satisfaction survey in reality is to actively introduce the marketing concept to improve education services and reflect the voices of actual education consumers. However, this is because, in order to prevent the situation in which students who are not satisfied with their university education drop out of school in advance, it is necessary to take measures to prepare loyalty (Ahn & Lee, 2017). The education system has an open and cyclical character that is constantly influenced by the environment based on the interaction between various educational service components (Cho & Lim, 2007). 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 (Jung 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. Educational satisfaction generally refers to the degree of subjective evaluation of students in various fields related to education (Choi & Choi, 2020). In most cases, however, the Office of Education and Education and Teacher Satisfaction Survey for current students, the Office of General Affairs for employee satisfaction survey, Industry-University Cooperation Foundation and LINC+ Project Group for industry satisfaction survey, Human Resources Development Institute for graduate satisfaction survey,

International Education Center for international student satisfaction survey, Employment and Student Support Office for parents and Student welfare facility satisfaction surveys and dormitories are conducting dormitory satisfaction surveys.

In order for the educational satisfaction survey to fulfill its role as a quality management mechanism for university education, it is necessary to include a program that reflects the characteristics of the university as a component (Park, 2015).

In fact, in the basic situation and background of the education consumer satisfaction survey in universities, it is implemented with the following necessity. For the development of educational satisfaction survey tools at universities, it is necessary to continuously develop survey tools that can ensure systematic and feasibility to respond to the needs of students who are education consumers (Choi & Choi, 2020).

- The importance and necessity of satisfaction surveys for quality management of education are raised 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 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.

As educational satisfaction acts as a mechanism for improving the quality of education by itself, the educational satisfaction survey tool reflects the educational philosophy of the university and reflects the perspectives on the education and learning areas and students that are important to the university. Therefore, education satisfaction should be conducted periodically and reflected in university policy because it allows students, who are direct consumers of education, to evaluate it and acts as a channel to reflect their needs. (Shin et al., 2020).

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. In fact, there are opposing views on the causal relationship between service quality and customer satisfaction. This is the view that quality is viewed as an antecedent variable of customer satisfaction (Woodside et al., 1989). Conversely, it is divided into the view that customer satisfaction is an antecedent variable of

quality (Bitner, 1990). However, it is clear that quality and customer satisfaction are inseparable from each other. In school education, it is said that not only the functional quality, which is the interaction between service providers and customers, but also the technical quality of the curriculum and instructional content provided by the school to the students affect the students (Lee, 2018).

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 education quality and satisfaction by deriving educational problems and improvements. It shows that universities can improve student satisfaction and ultimately increase loyalty through the management of educational service quality components (Kim, 2018). And this survey is to produce reliable diagnostic data by directly measuring the level of satisfaction of educational consumers with respect to the educational services of universities by the school authorities on the students who are consumers. The University Education Satisfaction Survey does not stop at measuring the level of satisfaction or awareness of current students, but also provides extensive and detailed information about students' educational experiences (Shin et al., 2020).

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. The meaning of this survey is to reflect the needs of students, who are education consumers, for their overall college life by securing data necessary for improving the educational conditions of universities and making university policy decisions. This survey seeks to change the overall perception of professors or faculty so that customer-satisfaction can be improved. As a result of analyzing the causal relationship of the PCSI model, it is analyzed that service product quality, delivery quality, environmental quality, and social quality have a positive effect on student customer satisfaction, and customer satisfaction has a positive effect on university performance and social performance. (Jung et al., 2018).

Finally, the result of this survey is to secure objective evidence for university policy making. It is used as data for students' sense of belonging to the school, confirmation of identity, policy making on students' interests, and improvement of the quality of education (Han & Kim, 2003).

The goals of the satisfaction survey are to establish a quality management system for education, to improve the quality of education policies and administrative services through systematic surveys and feedback, and to increase the satisfaction of education consumers with education services. Based on the results of this survey, universities also have a goal to reflect the needs of members for university education and administrative services and use them as basic data to contribute to the promotion of development strategies. It is necessary to determine how satisfied education consumers are with school education in general and refer to them in setting and deciding the direction of school education and education policy (Kim et al., 2007). Universities try to understand the actual performance of university projects and strengthen their competitiveness through satisfaction surveys targeting highly effective education consumers (students, parents, graduates, industries, etc.) every year or semester (Ahn & Lee, 2017).

In particular, the university curriculum is basically organized around major department education. Centering on major departments, freshman orientation, companionship with priests while attending school, and internship employment after graduation are provided.

Also, in most cases, the curriculum for the first year of university is organized into a basic liberal arts curriculum, and the curriculum for the second, third, and fourth grades is organized into a major-centered curriculum. Undeniably, student satisfaction in higher education is one of the important key factors for university ranking and league table (Mohammad & Abdelhakim, 2019). Therefore, the satisfaction survey of major education consumers will play a decisive role and contribute to nurturing future talents in Korea, such as actually improving and improving the quality of university education and finding employment.

2. Research Methodology

2.1. Survey Subject and period

Recent trends have focused on student-centred learning instead of a traditional teacher-centred approach, and on understanding how students acquire and process information (Gurpinar, 2010). The subject of this study's education consumer satisfaction survey was conducted with students enrolled in a university in the academic year of 2020. One university consisted of 9 colleges and 49 departments or majors. The survey period is approximately one month from December 01, 2020 (Tuesday) to January 03, 2021 (Sunday).

2.2. Consumer Satisfaction Survey Department in Charge

Universities are making great efforts to meet the evaluation criteria suggested by various evaluations, and in particular, conducting an education satisfaction survey to obtain basic data for improving the quality of education (Park, 2015). 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 evaluation results calculation standards. 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.

2.3. Survey Methods

For the survey method, a random sample was collected using a structured questionnaire consisting of a 5-point Likert scale and 9 open-ended questions using the university's VERUM-i system and Google docs.

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 Investigations

First, the general characteristics of the subjects, such as college, gender, and grade, were investigated. And although the major curriculum questionnaire, which is the main content of this study, has 9 questions, there are 8 practical questions except for one that is freely written. The main content of the survey is to measure the satisfaction of education consumers for the overall major education service. Table 1 shows the details of the questionnaire. The improvement of the quality of a service/product should represent a priority strategy for the decision makers to increase the productivity and competitiveness of an organization (Rigdon, 2016). The major curriculum presents specific performance standards for judging the degree of achievement of a set target competency.

The major curriculum reflects social demands and changes. The major curriculum helps me set my career path and find a job. The major curriculum is helping me to grow my competency through academic achievement. The major curriculum offers a wide variety of subjects to choose from. The credit system for the current major curriculum (including the modular curriculum) is appropriate. Various educational materials and teaching methods are used in the major lectures. It consists of questions that can be freely described if there are any requirements related to the major curriculum.

Major education is an in-depth study of major subjects that are important to students in college life. In particular, students' psychological need satisfaction appears to be able to explain important educational outcomes such as engagement and achievement (Gilletta et al., 2019). College major is a very important matter that affects career choice as well as career direction after graduation. College students who are satisfied with their major have a high level of self-efficacy and confidence in their own decisions (Jeong, 2018).

Table 1: Specific Contents of the Major Education Questionnaire

Contents	Code	Survey contents
Major curriculum	M-1	The major curriculum reflects the educational goals of the department.
	M-2	The major curriculum presents specific performance standards for judging the degree of achievement of a set target competency.
	M-3	The major curriculum reflects social demands and changes.
	M-4	The major curriculum helps me set my career path and find a job.
	M-5	The major curriculum is helping me to grow my competency through academic achievement.
	M-6	The major curriculum offers a wide variety of subjects to choose from.
	M-7	The credit system for the current major curriculum (including the modular curriculum) is appropriate.
	M-8	Various educational materials and teaching methods are used in the major lectures.
	M-9	If you have any requirements related to the major curriculum, please feel free to describe them.

Therefore, the major education satisfaction survey is a very important survey that investigates how much and to what extent they are satisfied with the major education service as well as the school service as well as the

supervisor's overall satisfaction with the major education service while performing college life. Educational satisfaction consists of satisfaction with the quality of education such as lectures and university facilities, the relationship with professors, and the educational environment (Jeong, 2018). The contents of this questionnaire are very meaningful in terms of the quality of the major curriculum.

3. Research Results

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 College students 7.6%, 470 Medical Convergence Colleges 15%, and Human Service Colleges 75 students 2.4%. Colleges with the highest participation in the survey were in the order of social science college (19.8%), medical convergence college (15.9%), and college of education (12.6%). Among the colleges, the colleges with the largest number of majors are the College of Education and the College of Medical Convergence, each with 8 departments. The college with the smallest number of majors is the medical college school, which consists of two departments, the Department of Medicine and the Department of Nursing.

Table 2: Distribution by Department and Major

Majors in Colleges and Departments		No.	%
College of Social Sciences	Business Administration	102	3.2
	Police Administration Major	306	9.7
	Public Administration Major	63	2.0
	Department of Social Welfare	138	4.4
	Total	623	19.8
College of Tourism and Sports	Sports Management	20	0.6
	Tourism Management	86	2.7
	Sports Health Management Major	64	2.0
	Sports and Leisure Studies	69	2.2
	Culinary and Food Service Management Major	92	2.9
	Hotel Management Major	82	2.6
	Total	418	13.3
College of Aviation	Department of Unmanned Aviation	23	0.7
	Department of Aviation Management and Logistics	77	2.5
	Department of Aviation Service	77	2.5
	Department of Aeronautical Operations	29	0.9
	Department of Aviation Maintenance	48	1.5
	Total	254	8.1
College of Engineering	Architectural Engineering	42	1.3
	Architecture major	89	2.8
	Software department	69	2.2
	Electric engineering	66	2.1
	Department of Startup Intellectual Property	19	0.6
	Civil Engineering	32	1.0
	Total	325	10.4
Media Arts College	CG Design Major	59	1.9
	Advertising and Public Relations Major	44	1.4
	Broadcasting Entertainment Major	30	1.0
	Beauty Design Major	53	1.7
	Practical Music Major	66	2.1
	Contents Production Major	76	2.4
	Total	337	10.7

College of Education	Department of Home Education	10	0.3
	Department of Korean Language Education	71	2.3
	Department of Mathematics Education	73	2.3
	Department of History Education	46	1.5
	Department of English Education	51	1.6
	Geography Education Department	40	1.3
	Physical Education Department	73	2.3
	Department of Computer Education	33	1.1
Total		397	12.6
Medical School	Department of Nursing	180	5.7
	Department of Medicine	60	1.9
	Total	240	7.6
Medical Convergence College	Department of Health Care Management	124	4.0
	Department of Biomedical Sciences	61	1.9
	Department of Clinical Pathology	65	2.1
	Department of Optics	28	0.9
	Department of Medical Engineering	76	2.4
	Medical IT Department	38	1.2
	Department of Dental Hygiene	59	1.9
	Bio Convergence Engineering	19	0.6
Total		470	15.0
College of Human Services	Department of Forest Healing	12	0.4
	Department of Speech Rehabilitation Counseling	24	0.8
	Addiction Rehabilitation Department	13	0.4
	Dementia Specialized Rehabilitation Department	26	0.8
Total		75	2.4
Total		3,139	100.0

In terms of gender, 1,702 male students, 54.2%, and 1,437 female students, 45.8%, participated in the survey, and about 7% more male students than female students.

Table 3: Gender Distribution of Survey Subjects

Variables		Number	%
Gender	Male	1,702	54.2
	Female	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 grade, 844 26.9% were in the second year, 763 24.3% were in the third year, 603 19.2% were in the fourth grade, and 13 0.4% were in the fifth grade. The higher the grade, the lower the participation rate. 5th graders are considered to be medical students in the medical school.

Table 4: Distribution of Survey Subjects by Grade

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

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

Cronbach's α coefficient was usually used for the reliability of the research questionnaire. Therefore, this study calculated the Cronbach's α coefficient, which is the internal consistency reliability coefficient, in order to secure the reliability of the items in each satisfaction area of the questionnaire. The average reliability coefficient for the remaining 8 questions in the major education questionnaire was 0.961, indicating a very good reliability coefficient, except for one question that freely describes the major out of 9 questions.

Table 5: Measurement Reliability Analysis of Major Education Questionnaires

Type	Cronbach's α Coefficient	Questions numbers
Major curriculum	.961	8

3.2.1. Education Consumer Satisfaction Statistics for Major Education

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: Descriptive Statistics for Major Education and Psychological Counseling

Type	Number	Average	S.D.
Major curriculum	3,139	3.83	.76
Total	3,139	3.83	.76

3.2.2. Education Consumer Satisfaction Statistics for Major Education

The satisfaction survey of major education consists of 8 items. The subjects of the survey were all university students

in 49 majors from 9 universities. Regarding the major curriculum, items were composed of contents such as reflection of department's educational goals, presentation of performance standards, career setting and employment assistance, reflection of social demands and changes, opening of various courses, credit system for completion, and utilization of various teaching methods and equipment.

The average of the satisfaction survey of major education consumers is 3.83.

The higher-than-average questionnaires were "reflecting departmental educational goals, presenting performance standards to achieve goal competencies, reflecting social demands and changes, helping career setting and employment, and helping to grow competency through academic achievement".

In order to improve the employment rate of students after graduation, universities should establish and provide a career and counseling system so that they can develop a career path systematically from the early stage of admission and make a career plan that is satisfactory to them (Kang, 2017). Conversely, lower-than-average scores are "opening of various courses, appropriateness of the completed credit system, and various educational equipment and teaching methods". The highest major area is 3.95 reflecting the department's educational goals and 3.90 helping competency growth through academic achievement. The lowest major area is 3.65 for opening various courses and 3.76 for the appropriateness of the credit system to be completed.

Table 7: Consumer Satisfaction Survey Details and Results

Type (Average 3.48)	High satisfaction (Score above average)		Low satisfaction (Score below average)	
Major (3.83)	M-1	3.95	M-6	3.65
	M-2	3.88	M-7	3.76
	M-3	3.85	M-8	3.81
	M-4	3.88		
	M-5	3.90		

The major curriculum was the area with the highest satisfaction level (3.83 points) among the 12 areas classified in this survey. The highest item in the major curriculum reflects the educational goal of the department, with a score

of 3.95. Conversely, the lowest item is 3.65 points, indicating that the major curriculum offers a wide range of subjects to choose from. As the questions are higher than the average score (3.83 points), the major curriculum is helping me to grow my competency through academic achievement (3.90 points), the major curriculum is helping my career setting and finding a job (3.88 points), The major curriculum presents specific performance standards for judging the degree of achievement of the set target competency (3.88 points). And, the major curriculum reflects social demands

and changes (3.85 points). Although college students' academic achievement and major satisfaction differ according to individual differences, college learning experiences and career preparation have been shown to have a significant impact on academic achievement and major satisfaction (Jeong, 2019). Conversely, for items lower than the average score (3.83 points), various educational equipment and teaching methods are used in the major course (3.81 points) and the current credit system for the major curriculum is appropriate (3.76 points).

Table 8: Satisfaction with Each Item in the Major Curriculum

Major curriculum	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Average
M-1	0.6	1.8	26.7	44.0	26.9	3.95
M-2	0.5	2.2	29.4	44.1	23.8	3.88
M-3	0.6	2.5	31.6	42.3	23.0	3.85
M-4	0.9	3.3	29.1	40.0	26.7	3.88
M-5	0.7	2.6	28.5	42.0	26.1	3.90
M-6	2.2	6.7	35.9	34.6	20.6	3.65
M-7	0.9	3.6	34.7	39.9	20.9	3.76
M-8	1.1	3.0	32.9	40.0	22.9	3.81

The main content of free technology, which is one of the 9 questions in the major questionnaire, is shown in the chart below. A total of 2,543 people responded, out of which 10 or more responded in common, None (1,779), Satisfied (208), Thank you (52), Good (37), Good job (29), etc., in relation to major education, specific and necessary skills from professors or schools are as follows. Among the meaningful major education survey responses, the most requested request was “to open more and more diverse major courses” (107 people).

The next request was to reduce liberal arts subjects, increase major education subjects, and improve the quality of classes (67 students). In addition, in the major curriculum, a practical course was necessary (41 people), and 24 people answered that the major teaching method was improved. In

order for the university to take on its role as a final vocational education institution, it should be possible to reorganize and operate the curriculum from school-centered to department-centered, and to actively seek out student support activities (Han & Kang, 2016).

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liberal arts subjects, increase major education subjects, and improve the quality of classes (67 students).

In addition, in the major curriculum, a practical course was necessary (41 people), and 24 people answered that the major teaching method was improved.

In the result of satisfaction with major education by

college, the average score was 3.83.

The college with the highest satisfaction with major education is Human Service College 4.08. Next was the College of Education 3.99, College of Medicine 3.96, College of Aeronautics 3.89, and College of Medical Convergence 3.84. The college with the lowest satisfaction score was the College of Media Arts with a score of 3.70.

Table 9: Free Description of the Major Curriculum

Categorization: Free description of requirements related to the major curriculum	No.
Open more and more diverse major courses (including certification courses)	107
Reducing the liberal arts, increasing the number of hours for major subjects and improving the quality of classes (various materials, practical and employment links, systematic education, improvement of teaching materials, lectures considering adult learners, etc.)	67
need a lot of practice	41
Professors want to improve teaching methods, strengthen their capabilities, and think from the student's point of view	24
I want quick and detailed notification about test method, grade ratio, curriculum, major guide, and syllabus	20
Employment counseling and information provision	19
Need to improve the quality of non-face-to-face classes (addition of materials, etc.)	15
Lab Improvements	15
Opening of practical and practical classes	13
I want face-to-face training	12
Total	2,543

The Human Service college is a concept of lifelong education, and it is judged that the satisfaction level is high because most of the people who already have a job are studying at university.

The College of Education is judged to be highly satisfied with the teaching profession as those who will become teachers who teach students in middle school or high school in the future. Medical school is a professional manpower who will be engaged in patient treatment or nursing work in each specialized field such as a doctor and a nurse at a

hospital after graduation. Conversely, the low scores of the College of Tourism and Sports and the College of Media Arts are somewhat different for each department, but the identity of the department, the difference between similar curriculums at other universities, uncertain future jobs after graduation, and major education facilities are considered low factors. Each university needs support from various aspects, such as lectures on major-related subjects or special lectures, so that students can increase their satisfaction with their departments during their college life (Kim & Kim, 2019).

Table 10: Satisfaction Results by Major of Education Consumers in 2020

Type (Overall average)	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
(3.83)	3.80	3.71	3.70	3.99	3.81	3.96	3.84	3.89	4.08

The department with the highest score for satisfaction with major education at each university was the Dementia Rehabilitation Department of Human Service University with a score of 4.26, and the lowest score was the Medical IT Department of the Medical Convergence University with a score of 3.29. The department that participated the most in the survey was the Department of Police Administration. The department with the smallest number of participants was the Department of Home Education, which had 10 participants and a satisfaction score of 3.98. In the results of satisfaction with major education for each college, if we look at the teachers' colleges first, the geography education department is 4.21, the English education department 4.10, and the mathematics education department 4.08. The reason why the department of geography education is so high is that there are few geography education departments in the country, so it is thought that it has a scarcity and specialization.

The College of Medical Convergence has 4.11 Department of Ophthalmic Optics and 4.09 Department of Biomedical Sciences. The reason why the Department of Optometry is high is because it is equipped with the latest facilities and equipment for experimentation and practice. The medical IT department has the lowest score at 3.29, and the department's identity and differentiation are considered to be a problem.

Colleges of Engineering show no significant difference by department, and show almost the same satisfaction level. In the College of Tourism and Sports, the Gyeonggi Guidance Department has the highest score at 4.13. Except for Gyeonggi Guidance Department, other departments were almost similar and showed low satisfaction. It is thought that the Gyeonggi Guidance Department has a good relationship with the professor and the qualitative improvement of the major classes. As already mentioned above, the College of Media Arts has the lowest satisfaction score and there is no significant difference by department, but the Applied Music major showed the lowest score of 3.51. It is judged that the cause is not only the identity of the department, but also the poor communication with

professors and the small number of professors in the major.

In the College of Aeronautics, the Unmanned Aviation Department and the Aviation Navigation Service Department had the same score of 4.02, and the scores of the other departments were almost the same except for these two departments. The satisfaction scores of the four departments of the College of Social Sciences are almost similar with no significant difference. Of these, the Department of Social Welfare has the highest score of 3.92, and the specificity or expertise of the department, which has the same merits as obtaining a social worker certificate, is considered to be the main factor.

As mentioned by Human Service College, it is the university that showed the highest satisfaction score among the colleges. However, the Department of Forest Healing is the only department among the four departments with the lowest score of 3.32, which does not even reach the overall average of 3.83. Interestingly, the College of Human Services is a college that simultaneously showed the Department of Dementia Specialty Rehabilitation, 4.26, the department with the highest score on major education satisfaction, and the Department of Forest Healing, which had the lowest score, 3.32.

In fact, there are very few dementia rehabilitation departments in universities across the country, but forest healing departments are more often opened, and it is thought that many non-degree programs such as Lifelong Education Centers are also open education courses. The medical school is a university with premedical and nursing departments.

The satisfaction score of the premedical department is 3.75, and the nursing department is 4.03. Although the premedical department is a representative major that produces professional manpower called doctors, the reason the score is relatively lower than the average is thought to be that the hospital where you can practice is not in a place where you can train your major. In other words, it is thought that other inconveniences and confusion may have contributed to the difference between the place of major theory education and the site of field practice.

Table 11: Satisfaction Results by College and Department (overall average of 3.83)

College of Education (3.99)	Home Education	Korean Language Education	Mathematics Education	History Education	English Education	Geography Education	Physical Education	Computer Education
	3.98	3.89	4.08	3.58	4.10	4.21	4.03	4.08
Medical Convergence College (3.84)	Bio Convergence Engineering	Optics	Health Care Management	Medical Engineering	Medical IT	Biomedical Sciences	Clinical Pathology	Dental Hygiene
	3.68	4.11	3.74	3.72	3.29	4.09	4.04	3.97
College of Engineering (3.80)	Architectural Engineering	Architecture major	Software department	Electric engineering	Startup Intellectual Property	Civil Engineering		
	3.66	3.97	3.77	3.65	3.95	3.86		
College of Tourism and Sports (3.71)	Sports	Tourism	Sports Health	Sports and Leisure Studies	Culinary and Food Service Management	Hotel Management		
	4.13	3.60	3.72	3.67	3.74	3.73		
Media Arts College (3.70)	Advertising and Public Relations	Broadcasting Entertainment Major	Beauty Design Major	Practical Music Major	Contents Production Major	CG Design Major		
	3.64	3.87	3.65	3.51	3.73	3.86		
College of Aviation (3.89)	Unmanned Aviation	Aviation Management and Logistics	Aviation Service	Aeronautical Operations	Aviation Maintenance			
	4.02	3.80	4.02	3.79	3.85			
College of Social Sciences (3.81)	Business Administration	Police Administration	Public Administration	Social Welfare				
	3.70	3.80	3.80	3.92				
College of Human Services (4.08)	Forest Healing	Speech Rehabilitation Counseling	Addiction Rehabilitation	Dementia Specialized Rehabilitation				
	3.32	4.22	4.14	4.26				
Medical school (3.96)	Nursing	Medicine						
	4.03	3.75						

4. Summary and Conclusions

This study is a survey of educational consumer satisfaction with the major curriculum conducted at a university in Korea. Universities were defined as service industries, and students as consumers whom, if satisfied, would continue to demand the product (Espinoza & McGinn, 2018).

The ultimate purpose of this study is to analyze this survey to improve and improve the quality of the college major curriculum and to develop the college major curriculum for job competency reinforcement in post-graduation employment institutions. 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(Tuesday) to 2021.01.03(Sunday). 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 3,139, with 1,702 male students (54.2%) and 1,437 female students (45.8%), and 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 major education item, was 0.961, indicating a very good reliability coefficient. The average score of 8 questions in major education and psychological counseling is 3.83 out of 5.

The item with the highest score is the reflection of the

departmental education goal (3.95). Conversely, the lowest item is the opening of various courses (3.65 points). Items higher than the average score (3.83 points) reflect the departmental educational goals (3.95), help competency growth for academic achievement (3.90 points), present performance standards to achieve goals (3.88), and help with career setting and employment (3.88), reflecting social demand and change (3.85). The items lower than the average score (3.83) were various educational equipment and teaching methods (3.81), appropriateness of the credit system completed (3.76), and the opening of various courses (3.65). As for satisfaction with major education and psychological counseling by college, Human Service College had the highest score of 4.08, followed by College of Education (3.99), College of Medicine (3.96), and College of Aeronautics (3.89 points). The colleges with the lowest satisfaction were the College of Tourism and Sports (3.71) and the College of Media Arts (3.70).

In conclusion, regardless of college, college-educated subjects want that their major education faithfully reflects the educational goals of their major and that major education helps their ability to grow for academic achievement.

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