

Analysis of Satisfaction and Needs in College Education of Elementary and Middle School Teachers

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Abstract

This study shows satisfaction in teaching methods of academic major classes has the greatest impact on academic major satisfaction, and that academic major education satisfaction and educational support facilities have the greatest impact on college satisfaction. This suggests in order to improve college satisfaction, college personnel need to focus their efforts on introducing appropriate teaching methods to academic major classes and on establishing lecture theaters and learning support facilities. In addition, this study suggests the need to provide customized curriculum subjects and extracurricular programs according to the individual characteristics of elementary and middle school teachers.

Keywords: Elementary school teacher, Middle school teacher, College education, satisfaction, Inquiry of needs

1. Introduction

Colleges now need to meet the needs of students and parents who not only receive education but are also customers, and it is necessary to educate and create the manpower needed by businesses and industries in order to be competitive [1][2]. In addition, it is necessary to provide high quality education services to increase the admissions of new students and prevent student departures [3][4]. This reality has led colleges and universities to focus on the concept of service quality, which has been studied in the service industry, and to make a systematic plan and actively invest in the curriculum, academic equality, administrative services, and physical environment to improve the quality of education services [5][6].

As the perception of the quality of college education can vary among students, the level of student satisfaction in the quality of education service is very important. Reflecting the high interest in the satisfaction in the quality of college education, many domestic studies have been conducted on the factors that constitute satisfaction in college education services [7][8][9]. When reviewing the factors that constitute the satisfaction levels of the quality of education services, it can be observed that despite the fact they are all items measuring student satisfaction with college education, the factors are multifaceted and have different characteristics depending on the factor.

Until recently, inquiry and investigation into the satisfaction of college education have primarily been centered on enrolled students. However, it has been increasingly emphasized that to measure the achievement of college education, such inquiry and

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analysis should be conducted with employed graduates in various professions as the subjects of such research. The purpose of this study is to discover suggestions and implications for the education that colleges should provide for students studying to become future elementary and middle school teachers by analyzing the satisfaction levels of the quality of college education and the needs of newly appointed elementary and middle school teachers within 2-3 years of graduating from college.

2. Theoretical background

2.1. Concept of college satisfaction

College satisfaction refers to the degree to which a student, who is a consumer of the education services, is satisfied with the tangible and intangible services, physical and moral support provided by the institution [10][11]. Therefore, satisfaction with college education refers to the subjective satisfaction of the student [12], and to the physical and emotional support colleges provide to meet student expectations. In addition, as there is the possibility that student academic achievement and employment rate could increase with improved levels of college satisfaction, there is also the possibility of improving the educational achievements and outcomes of the institution by boosting college satisfaction. Therefore, colleges need to focus efforts on finding ways to improve student satisfaction [13][14].

2.2. Factors measuring college satisfaction

There are various factors to measure the satisfaction in college education. Studies conducted abroad generally select college reputation, curriculum, consideration of students, accessibility, teaching assistants, and staff services to measure the quality of college education [15][16]. In studies conducted domestically, facilities and equipment, education content, professor's attitudes, and student attitudes in class have been selected as constituent factors, and class content and difficulty, professor's attitudes towards students, educational facilities and welfare support systems, and the students' own attitudes in class have been selected as constituent factors. In addition, there are studies that selected education content satisfaction, teaching method satisfaction, lecturer satisfaction, satisfaction in usability, and satisfaction with educational facilities as variables of education satisfaction.

3. Research content and method

3.1. Research data

The data used in this study are from the 'Youth Panel Survey' and 'Graduate Occupational Mobility Survey (GOMS)' provided by the Korea Employment Information Service. This data is representative statistics, and has been compiled through annual surveys since 2006, of which survey data from September 2014 was used for this study. A characteristic of this data is it was from surveys of young people who gained employment after graduating from college, and this study selected only the data from the occupation subcategory of schoolteacher (excluding kindergarten teachers) The general characteristics of the research data are presented in [Table 1].

Table 1. General characteristics of research data

Employment Status	N(%)	Gender	N(%)	College Type	N(%)
Permanent Full-Time	7019(76.3)	Male	2939(32.0)	4 year college	4793(52.1)
Temporary	2175(23.7)	Female	6256(68.0)	Teacher's College	4402(47.9)
Total	9194(100.0)	Total	9194(100.0)	Total	9194(100.0)

3.2 Analysis method

A multiple regression analysis was conducted to investigate the effect of factors related to one's academic major for elementary and middle school teachers on academic major satisfaction, and to examine the effect of college education satisfaction related factors on college satisfaction. A cross-sectional analysis was conducted to analyze whether there were differences in what was considered to be skills and abilities that would have been most helpful in the workplace to learn about at college depending on the individual characteristics of elementary and middle school teachers. Analysis was performed using SPSS 23.0 for Windows.

4. Analysis results

4.1. The effect of factors related to academic major of elementary and middle school teachers on academic major satisfaction

The results of the regression analysis show that as the coefficient of determination (R^2) is .563, 56.3% of the variation of the satisfaction in academic major, the dependent variable, can be explained by the independent variables. Next, as the F value of the regression model was 3940.90 ($p = .000$), it was proved to be significant see [Table 2].

Table 2. Regression analysis results of academic major satisfaction

	B Value	Standard ized β Value	t	Collinearity Statistic	
				Tolerance	VIF
Constant Term	1.134		45.163***		
Satisfaction of Academic Major Educational Content(X_1)	.244	.289	30.134***	.517	1.934
Satisfaction of Academic Major Faculty(X_2)	.165	.193	16.443***	.344	2.904
Satisfaction of Academic Major Teaching Methods(X_3)	.331	.359	32.295***	.385	2.601
* $p < .05$ ** $p < .01$ *** $p < .001$					

The multiple regression equation resulting from this analysis is expressed by the unstandardized coefficient (β value) as follows.

$$\text{Academic Major Satisfaction} = 1.134 + .244(X_1) + .165(X_2) + .331(X_3)$$

As satisfaction of academic major educational content increases by 1 on a 5-point scale, academic major satisfaction increases by .244, and when satisfaction of academic major faculty increases by 1, academic major satisfaction increases by .165. Furthermore, as satisfaction in academic major classes increases by 1, academic major

satisfaction increases by .331. Therefore, improving the quality of academic major classes through suitable teaching methods needs to be prioritized.

4.2. Factors affecting college satisfaction amongst college related factors for elementary and secondary school teachers

The results of the regression analysis show that 56.5% of the variance related to college satisfaction, the dependent variable, is explained by independent variables as the coefficient of determination (R^2) is .565. Next, the F value of the regression model was found to be 2391.81 ($p = .000$), which is useful for the regression equation in explaining the dependent variable see [Table 3].

Table 3. Multiple regression analysis results of college satisfaction

	B Value	Standard ized β Value	t	Collinearity Statistic	
				Tolerance	VIF
Constant	.539		17.835***		
Satisfaction of Academic Major Education(X_1)	.447	.464	56.069***	.691	1.446
Satisfaction of Career Counseling & Support Services(X_2)	.120	.143	15.459***	.556	1.798
Satisfaction of Student Support Systems (X_3)	.073	.087	10.376***	.679	1.472
Satisfaction of Educational Support Facilities(X_4)	.130	.138	13.182***	.434	2.303
Satisfaction of Student Welfare Facilities(X^n)	.094	.108	10.961***	.483	2.070
* $p < .05$ ** $p < .01$ *** $p < .001$					

The multiple regression equation resulting from this analysis is expressed by the unstandardized coefficient (β value) as follows.

$$\text{College Satisfaction} = 0.539 + .447(X_1) + .120(X_2) + .073(X_3) + .130(X_4) + .094(X^n)$$

As the academic major satisfaction increases by 1 on a 5-point scale, college satisfaction increases by .447, and as the satisfaction of career counseling & support services increases by 1, college satisfaction increases by .120. In addition, as the satisfaction of the student support systems (scholarships, study abroad programs, etc.) increases by 1, college satisfaction increases by .073, and as satisfaction of educational support facilities increases by 1, college satisfaction increases by .130. Furthermore, as the satisfaction of student welfare facilities increases by 1, college satisfaction increases by .094. Therefore, it is necessary to increase the academic major satisfaction, followed by prioritizing increasing satisfaction of educational support facilities.

4.3. Needs of college education based on individual characteristics of elementary and middle school teachers

In order to analyze whether there were any differences in what was considered to be the most helpful skill or ability for the workplace to have learned at college depending

on individual characteristics of elementary and middle school teachers (employment status, gender, college type), a cross-sectional analysis was conducted and the results are presented in Table 4. Full-time, permanent teachers responded with the need for programs to improve communication skills, self-management and self-development skills, whereas non full-time, non-permanent teachers (temporary or part time) stated the need for programs to improve the ability to collect and analyze information, mathematical and arithmetic abilities and interpersonal skills. In addition, male teachers needed programs to improve communication skills, mathematical and arithmetic abilities, skills to understand and utilize technology, whereas female teachers needed programs to improve their problem solving, self-management and self-development, and the ability to collect and analyze information. Middle school teachers who graduated from a four-year college responded with the need for improvement in mathematical and arithmetic abilities, self-management and self-development, effective utilization of resources, the ability to collect and analyze information, skills to understand and utilize technology, and other skills to improve job performance, while elementary teachers who graduated from teacher's college needed improvement in problem solving, interpersonal skills, and the ability to understand and adapt to organizational culture.

Table 4. Needs of college education based on individual characteristics of elementary and middle school teachers

Category		Communication	Mathematical & Arithmetic Abilities	Problem Solving	Self-Management & Development	Resource Utilization	Interpersonal Skills	Collect & Analyze Information	Understand & Utilize Technology	Understand Organizational Culture	Cosmopolitan Outlook	Other	χ^2
		N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	
Employment Status	Permanent Full Time	2343 (33.4)	186 (2.6)	1116 (15.9)	787 (11.2)	139 (2.0)	1087 (15.5)	399 (5.7)	503 (7.2)	417 (5.9)	25 (0.4)	17 (0.2)	235.76**
	Temporary Part Time	549 (25.2)	117 (5.4)	295 (13.6)	201 (9.2)	100 (4.6)	394 (18.1)	256 (11.9)	145 (6.7)	119 (5.5)	0 (0.0)	0 (0.0)	
Gender	Male	998 (33.9)	150 (5.1)	376 (12.8)	288 (9.8)	57 (1.9)	492 (16.7)	143 (4.9)	252 (8.6)	184 (6.3)	0 (0.0)	0 (0.0)	147.35**
	Female	1894 (30.3)	154 (2.5)	1035 (16.5)	700 (11.2)	182 (2.9)	990 (15.8)	512 (8.2)	396 (6.3)	352 (5.6)	25 (0.4)	17 (0.3)	
College Type	4-year	1486 (31.0)	249 (5.2)	650 (13.6)	573 (12.0)	174 (3.6)	691 (14.4)	438 (9.1)	386 (8.1)	147 (3.1)	0 (0.0)	0 (0.0)	451.83**
	Teacher's College	1406 (31.9)	54 (1.2)	761 (17.3)	415 (9.4)	65 (1.5)	791 (18.0)	217 (4.9)	262 (6.0)	389 (8.8)	25 (0.6)	17 (0.3)	
Total		2892 (31.5)	303 (3.3)	1411 (15.3)	988 (10.7)	239 (2.6)	1481 (16.1)	655 (7.1)	648 (7.0)	536 (5.8)	25 (0.3)	17 (0.2)	

5. Conclusion

In conclusion, teaching methods for academic major education needs to be innovated to improve the college satisfaction of elementary and middle school teachers. The most effective way to improve the satisfaction of academic major education for elementary and secondary school teachers is by improving the quality of the academic major through utilizing teaching methods suitable for the educational contents of the academic major. Second, as the satisfaction of educational support facilities needs be increased, efforts should be made to improve classroom and lecture theatre equipment, libraries and small study rooms for learning communities, and to establish effective institutions for educational support. In addition, elementary and middle school teachers have different needs depending on their individual characteristics (employment status, gender, college type) and consider different skills and abilities to be useful for the workplace to have learned in college. Therefore, customized curricula based on individual characteristics and extra curricular educational programs need to be developed and provided.

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