

An Analysis on the Purpose of Use, Satisfaction and Perception of Performance Outcomes of the University Information Disclosure System in Korea

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Abstract: The purpose of this study is to analyze the purpose of use, satisfaction and perception of performance outcomes with the university information disclosure system to confirm whether it satisfies the public's right to know, and whether it provides users with customized information. The subjects of the study were 409 university professors, 175 university employees, and 102 high school teachers using the university information disclosure system. For data analysis, descriptive statistical analysis and multiple correspondence analysis were conducted on the purpose of use, satisfaction, and perception of performance outcomes of the university information disclosure system. The analysis results show, first, the overall satisfaction with the university information disclosure system is generally high. In particular, the overall satisfaction level for the purpose of 'Acquiring admissions information and research evaluation' was highest at 4.05, followed by 'Acquiring university information and research evaluation' at 3.97, 'Acquiring admission information' at 3.90, 'Acquiring research and evaluation information' at 3.88, and 'Acquiring university information' at 3.87, and 'Acquiring university admissions and university information' at 3.56. Second, the performance perception of the university information disclosure system was also high. In particular, the 'Satisfaction/fulfillment of the public's right to know' was the highest at 4.11, followed by 'Improving accountability' at 4.04 and 'Providing appropriate data' at 3.84, and 'Choice of university program' was lowest at 3.59. Third, the relationship between the purpose of using the university information disclosure system, satisfaction, and performance perception has been shown to have very similar levels of satisfaction. When the purpose of use was 'Acquiring admission information', the satisfaction and performance perception was relatively low compared to other purpose of uses.

Keywords: University information disclosure system, satisfaction, purpose of use, perception of performance outcome, multiple correspondence analysis

1. Introduction

Since 2008, South Korea has implemented a university information disclosure system to provide students, parents, businesses, and the government with important information about institutions of higher learning, such as the basic operation status of the university, and educational and research results. One of the important mechanisms for this change in Korea is the emphasis on transparency in university management and the increasing demand for quality and accountability in higher education. The purpose of the university information disclosure system is to provide students, parents, businesses, and the government with key information of the university tailored to the user quickly and accurately, such as the basic operation status of the university and its educational and research results. This information disclosure system was enacted and promulgated in May 2007 and enforced in November 2008, in accordance with the Education Information Posting Act. As of 2020, the university information disclosure system is comprised of a total of 416 institutes of higher learning such as universities, technical institutes, and graduate schools, with 14 categories with 63 items and 101 subcategories [1],[2]. The university information disclosure data is built on the foundation of university accountability; to secure the reliability and public accessibility of the data, to help satisfy the public's right to know. In addition, the university information provided through the university information disclosure system is utilized in various university evaluations, thereby contributing to enhancing the quality of higher education and strengthening university competitiveness by establishing a system of good faith competition among universities. The information disclosure data and materials are being viewed and used in various channels and satisfying the right to know for information consumers. For example, it is used as an evaluation index for various university evaluations, for industries to grasp the current status of universities, and for parents and the general public to understand the status of the university [3],[10].

Studies on the university information disclosure system have focused on analyzing its overall policies to find efficient operating methods, and on identifying issues to seek improvements measures. In addition, research on increasing user satisfaction is being conducted to secure the reliability and public accessibility of the information materials. So far, the research on the satisfaction levels of the information disclosure system and the 'Higher Education in Korea' website has been conducted to calculate the satisfaction level to analyze the effectiveness of the university information disclosure system. The evaluation areas of the 2017 university

information disclosure and 'Higher Education in Korea' website satisfaction survey consisted of satisfaction with perception and website accessibility, satisfaction with the process of using the website, satisfaction with the information provided by the website, and satisfaction with the results of using the website. Each category included 1-3 evaluation items, and the satisfaction score for university information disclosure is steadily rising from 77.52 points in 2017, to 79.65 points in 2018, and 80.57 points in 2019[4]-[9].

However, in order to study the degree of satisfaction in greater detail, if a study is conducted on education consumers that use and analyze the university information disclosure system the most, university faculty and college counselors to high school students, it will be possible to establish a strategy to improve the information disclosure system to be customized to the consumer taking the various characteristics of the consumer into consideration[4],[11]-[13].

The purpose of this study was to analyze the level of satisfaction and perception of performance outcomes according to the requirements or purpose of use of university faculty and high school teachers utilizing the university information. Previous studies regarding the satisfaction of the university information disclosure system lacked the analysis of satisfaction levels according to the user's specific needs and purpose of use, and although analyzed the user satisfaction, could not comprehensively analyze the user's level of performance perception nor could they posit improvement plans.

Therefore, the purpose of this study is to analyze the degree of satisfaction of the university information disclosure system and the degree of perception of performance outcomes recognized by university faculty and high school teachers. The specific purposes of the study are as follows: first, we analyze the purpose of use of the university information disclosure according to respondents' personal characteristics. Second, we analyze the degree of satisfaction and perception of performance outcomes of the university information disclosure. Third, we analyze the relationship between the purpose of using the university information disclosure system, satisfaction, and perception of performance outcomes. This analysis aims to present implications to improve the satisfaction and performance of the university information disclosure system in the future[4].

After the university information disclosure was implemented, various studies were conducted to understand the outcomes and effects of this project and to seek improvement measures. Numerous studies investigated the user satisfaction and sought improvement plans based on the results. However, these studies were limited as they not address how the system's ultimate goal was achieved, nor did they forward improvement measures for its performance objective. Previous studies regarding the satisfaction of the university information disclosure system lacked the analysis of satisfaction levels according to the user's specific needs and purpose of use. Although user satisfaction was analyzed, the studies could not comprehensively analyze the user's level of performance perception nor could they posit improvement plans. Therefore, the purpose of this study is to analyze the degree of satisfaction of the university information disclosure system and the degree of perception of performance outcomes recognized by university faculty and high school teachers. Through this approach, we aim to identify concrete ways to improve performance targets, which cannot be achieved through a simple satisfaction survey[4].

2. Main Contents of the University Information Disclosure System

The university information disclosure system is required to disclose information held and managed by education-related institutions and basic matters necessary for the disclosure are guaranteed to ensure the public's right to know. In addition to promoting academic and policy research, its purpose is to increase participation in school education, and the efficiency and transparency of educational administration. Such information disclosure is divided into school information disclosure targeting preschool, elementary, middle and high schools, and university disclosure targeting higher education institutions. Schools related to the university information disclosure are stipulated as schools established pursuant to Article 4 of the Higher Education Act and schools at various levels established in accordance with other laws, and schools such as universities, industrial colleges, educational colleges, vocational colleges, broadcasting and communication colleges, cyber colleges, and technical colleges are included (excluding schools prescribed by Presidential Decree that it is difficult to disclose information due to reasons such as national defense or security)[11].

The university information disclosure system ensures the right to know for consumers, and it is possible to check data through the disclosed information without requiring a separate request, and is aimed at enhancing the effectiveness of transparent university management and educational administration. The Ministry of Education, responsible for the information disclosure system, adjusts and approves the basic plan for university information disclosure, and appoints an overall management agency and a management agency for each category. The Korean Council for University Education, the overall general management organization, establishes an execution plan for university information disclosure, develops and distributes university information disclosure forms, seeks operation and improvement plans through research related to university information disclosure, and prepares a survey and evaluation report. Each university, which is the subject of disclosure, prepares data and submits it to the management agency responsible for each item and to the general management agency. The data is managed by management agencies for each of nine categories, including the Korea Education Development Institute (KEDI), the Korea Education and Research Information Service (KERIS), the Korean Council for University Education (Admissions Application Office, Higher Education in Korea website), the Korean Council for University College

Education (KCCE), the Korea Advancing Schools Foundation (KASFO), the National Research Foundation of Korea (NRF), the Korea Student Aid Foundation (KOSAF), the Education Facility Disaster Association (EDUFA), and the National Institute for Lifelong Learning (NILE). University information is disclosed four times a year (April, June, August, October) as of 2020, as well as items that are to be disclosed at any time as needed[1],[11].

3. Research Method

3.1 Research Subjects

This study is centered on teachers, personnel currently employed at universities who perform tasks related to university information disclosure and university evaluation, and high school teachers who are responsible for college counseling [8]. Although the main target audience and users of the university information disclosure system are diverse, including students, parents, people involved in the sector, government, etc., only teachers and university officials were selected as research subjects.

The first reason is that teachers and university officials can represent the user information demand. Secondly, teachers and university officials have higher frequency and experience of use than other user groups. This means not only do they have an understanding of the university information disclosure, its history and changes, but there is a high possibility the purpose of use and level of satisfaction, and recognition of performance outcomes are relatively appropriate. Teachers can represent the information demands of high school students and parents. University officials can represent industries and government because they participate in the creation, provision, and use of information in the university information disclosure. However, if related research is conducted in the future, it is necessary to further subdivide the user groups. The surveyed teachers belong to the Student Admission Counseling Association (supported and operated by the South Korean government) and continuously use the university information disclosure to provide college counseling for students. The surveyed university officials oversee university information disclosure-related tasks at universities, continuously use the university information disclosure system. The university professors who participated in this study were in charge of administrative affairs at the university at the time of the survey or registered as evaluation committee members of Korea's university accreditation evaluation, so they know and use the contents of university information disclosure relatively well. The survey was completed by a total of 409 people: 132 university professors, 175 university staff, and 102 high school teachers [Table 1].

TABLE 1. CHARACTERISTICS OF SURVEY RESPONDENTS

Category		N	%
Target Group	University Professor	132	32.3
	University Staff	175	42.8
	High School Teacher	102	24.9
	Total	409	100.0
Gender	Male	313	76.5
	Female	96	23.5
Period of UIDS Use	Less than 1 year	28	6.8
	Less than 2 years	33	8.1
	Less than 3 years	68	16.6
	Less than 4 years	46	11.3
	More than 5 years	234	57.2

3.2 Survey Contents

The contents of the survey regarding the university information disclosure system were classified into: the purpose of use, satisfaction, and perception of performance outcomes. Details of the investigation are shown in Table 2. The survey items for the purpose of use are 1) acquiring the information necessary for university

admission: information on the university entrance screening process and information needed when selecting a university, 2) obtaining information on the status and performance of the university, and 3) obtaining information necessary for research and university evaluation. Respondents were allowed to select multiple items for the purpose of use.

The satisfaction items were comprised of 1) satisfaction with the diversity of information (diversity of disclosure items) provided through university information disclosure, 2) satisfaction with the sufficiency of the information provided (degree of detail of the disclosure items provided), 3) satisfaction in level of reliability of information provided, and 4) satisfaction with overall experience. For the satisfaction level, a Likert 5-point scale was applied from very satisfied to very dissatisfied.

The items on the perception and recognition of the performance objectives of the university information disclosure was comprised of 1) guarantees the public's right to know, 2) expands the accountability of university education through public disclosure of university information, 3) provides appropriate information to information consumers, and 4) positive contribution towards selecting a university and program. A 5-point Likert scale was applied to gauge the level of perception for each item.

This study used basic statistical analysis to analyze the data of the survey. Descriptive statistics was conducted to analyze the relationship between the purpose of use, the perceived level of satisfaction, and the level of recognition of performance outcomes.

TABLE 2.SURVEY ITEMS FOR THE UIDS

Category	Survey Item	Notes
Purpose of Use	Admissions Information Acquisition	Multiple responses possible for the purpose of use
	University Information Acquisition	
	Use of Research and Evaluation	
Satisfaction	Information Diversity	
	Information Sufficiency	
	Information Reliability	
	Overall Satisfaction	
Perception of Performance Outcomes	Fulfillment of the Right to Know	
	Enhances Accountability of University Education	
	Provides Appropriate Information to meet Information Needs	
	Selection of University and Program	

3.3 Data Analysis

This study used basic statistical analysis to analyze the data of the survey. The Likert 5-point scale was applied to the purpose of use, satisfaction and level of perception of performance outcomes. Descriptive statistics and multiple correspondence analysis were conducted to analyze the relationship between the purpose of use, the perceived level of satisfaction, and the level of recognition of performance outcomes. However, although there are three purposes of using the university information disclosure, six types of multi-correspondence analysis are possible as multiple responses were allowed (admissions information, university information, research and evaluation information, admissionsinformation × university information, university information × research evaluation, and admissions information × research evaluation).

4. Analysis Results

4.1 Analysis of Purpose of Use of UIDS

The purpose of using the university information disclosure system is presented in Table 3 to Table 6. 64.3% of the respondents said they used the university information disclosure system to acquire ‘university information’, 61.3% said they used the university information disclosure system to acquire ‘research and evaluation information’, and 18.3% answered their purpose of use was ‘admissions information’. The relatively

low level for the purpose of gaining admissions information can be attributed to the relatively low proportion of high school teachers and other consumers of information among the study’s survey respondents.

TABLE 3.PURPOSE OF USE FOR UIDS

Category	Number of Cases	%(Number of Responses)	%(Number of Respondents)
Admissions Information	73	12.7	18.3
University Information	257	44.7	64.3
Research and Evaluation Information	245	42.6	61.3
Total	575	100.0	143.9

Among the total number of respondents, males accounted for 78.8%, and the purpose of use with the lowest number of male respondents was ‘admissions information acquisition’ with 13.5%, which is somewhat higher than females at 9.8%.

TABLE 4.PURPOSE OF USING THE UIDS BY RESPONDENTS’ GENDER

Category		Admissions Information	University Information	Research & Evaluation	Total
Female	N	12	54	56	122
	%	9.8	44.3	45.9	100.0
Male	N	61	203	189	453
	%	13.5	44.8	41.7	100.0
Total	N	73	257	245	575
	%	12.7	44.7	42.6	100.0

By occupation, university professors and university staff responded to the acquisition of ‘research and evaluation’ information with the highest rate of 52.0%, followed by high school teachers with ‘university information’ at 49.7% and ‘admissions information’ at 35.4%. The reason that the response rate of ‘university information’ is higher than that of ‘admissions information’ is presumably due to the fact that information such as yearly university admissions information and grades of successful applicants is not provided, it is more general than detailed admissions information. Thus, general university information is used in the decision-making process related to admissions and university applications.

TABLE 5.PURPOSE OF USE BY RESPONDENTS’ WORK BACKGROUND

Category		Admissions Information	University Information	Research & Evaluation	Total
Unviersity Faculty	N	11	86	105	202
	%	5.4	42.6	52.0	100.0
University Staff	N	10	98	118	226
	%	4.4	43.4	52.2	100.0
High School Teacher	N	52	73	22	147
	%	35.4	49.7	15.0	100.0
Total	N	73	257	245	575

	%	12.7	44.7	42.6	100.0
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When analyzing the data by period of use of the university information disclosure system, the purpose of use for respondents that had utilised the website for less than one year was highest to gain ‘university information’ with a response rate of 62.5%, while users of 2-3 years had the highest response rate for ‘admissions information’ compared to respondents with other periods of use. For users over 4-5 years, the response rate for ‘Research and Evaluation, etc.’ was the highest. Overall, it can be seen that the longer the use period, the more diversified the purpose of use.

TABLE 6.PURPOSE OF USE OF UIDS ACCORDING TO RESPONDENTS’PERIOD OFUSE

Category		Admissions Information	University Information	Research & Evaluation	Total
Less than 1 year	N	2	20	10	32
	%	6.3	62.5	31.3	100.0
Less than 2 years	N	10	19	15	44
	%	22.7	43.2	34.1	100.0
Less than 3 years	N	13	47	39	99
	%	13.1	47.5	39.4	100.0
Less than 4 years	N	5	21	25	51
	%	9.8	41.2	49.0	100.0
More than 5 years	N	43	150	156	349
	%	12.3	43.0	44.7	100.0
Total	N	73	257	245	575
	%	12.7	44.7	42.6	100.0

4.2 Analysis of Satisfaction and Perception of Performance Outcomes According to Purpose of Use of the University Information Disclosure System

Table 7 shows the results of analyzing the satisfaction levels with the university information disclosure system according to each purpose of use. The user’s overall satisfaction with the university information disclosure was 3.88 out of a total of 5 points. Satisfaction with the ‘information reliability’ was the highest at 4.07, and satisfaction with ‘information diversity’ was high at 4.01, but satisfaction with ‘information sufficiency’ was the lowest at 3.78.

By purpose of use, the overall satisfaction of the purpose of ‘admission information acquisition and research evaluation’ was highest at 4.05, and ‘university information and research evaluation acquisition’ was 3.97, ‘admissions information acquisition’ 3.90, ‘research and evaluation information acquisition’ at 3.88, ‘university information acquisition’ was 3.87, and ‘admissions information and university information acquisition’ was followed by 3.56. In particular, the satisfaction level of ‘information sufficiency’ for the purpose of acquiring university information and university information was the lowest at 3.50.

TABLE 7.LEVEL OF SATISFACTION BY PURPOSE OF USE OF THE UIDS

Purpose of Use		Satisfaction in Information Diversity	Satisfaction in Information Sufficiency	Satisfaction in Information Reliability	Overall Satisfaction
Admissions Information (N=20)	M	4.05	4.05	3.95	3.90
	SD	.826	.826	.999	.968
University Information	M	4.06	3.83	4.14	3.87
	SD	.802	.868	.755	.871

(N=103)					
Research & Evaluation	M	3.98	3.73	4.08	3.88
(N=116)	SD	.813	.817	.759	.846
Admissions Information x University Information	M	3.76	3.50	3.71	3.56
(N=34)	SD	.955	1.108	.836	.991
University Information x Research & Evaluation	M	4.08	3.86	4.08	3.97
(N=106)	SD	.757	.786	.719	.762
Admissions Information x Research & Evaluation	M	3.90	3.71	4.38	4.05
(N=21)	SD	.831	.784	.590	.740
Total	M	4.01	3.78	4.07	3.88
(N=400)	SD	.810	.852	.767	.848

The results of analyzing users' perceptions of the outcome results of the university information disclosure system according to the purpose of use are shown in Table 8. The highest recognition of performance by purpose of use was 'fulfillment of the right to know' which was 4.11 out of 5 points, and the result of 'improving accountability' was 4.04, followed by 'providing appropriate data' at 3.84. The 'selection of university program' was the lowest at 3.59. When the university information disclosure was used for the purpose of acquiring 'admissions information', the rate of positive recognition was relatively high. On the other hand, the respondents' perception of positive outcomes for 'admissions information and university information' was the lowest with less than 4 points amongst all four performance items. Therefore, it can be seen that in the case of users with various information needs for entering and applying to university, the perception of positive outcomes is relatively low. Also, with the exception of 'acquisition of research and evaluation information' and 'fulfillment of the right to know', the remaining performance outcomes were shown to be below 4 points, indicating that there is a relatively high negative performance perception. In particular, the perception of the outcome of 'university program selection' is relatively low, and the users that are not seeking 'admissions information' have the lowest positive performance perception, with an overall relatively low positive performance perception.

TABLE 8.LEVEL OF PERCEPTION OF PERFORMANCE OUTCOMES BY PURPOSE OF USE OF UIDS

Purpose of Use		Fulfillment of Right to Know	Increases Accountability	Availability of Appropriate Resources	University Program Selection
Admissions Information (N=20)	M	4.15	4.15	3.95	4.05
	SD	.875	.813	.945	.887
University Information (N=103)	M	4.13	4.05	3.83	3.63
	SD	.825	.856	.793	.929
Research & Evaluation (N=116)	M	4.06	3.97	3.74	3.34
	SD	.805	.823	.924	1.005

Admissions Information University Information (N=34)	M	3.82	3.74	3.62	3.74
	SD	.834	.828	1.015	.790
University Information Research Evaluation (N=106)	M	4.22	4.14	3.95	3.66
	SD	.690	.786	.821	.925
Admissions Information Research Reviews (N=21)	M	4.24	4.19	4.10	3.76
	SD	.700	.750	.831	.995
Total/Overall (N=400)	M	4.11	4.04	3.84	3.59
	SD	.785	.822	.873	.953

4.3 The Relationship Between The Purpose Of Use, Satisfaction, Performance Perception Of The UIDS

The results of the multiple correspondence analysis that analyzed the relationship between the purpose of using the university information disclosure system, level of satisfaction, and the performance perception of the outcome ‘fulfillment of the right to know’ are shown in Figure 1. The explanatory power of the analysis results of a one dimensional and two-dimensional analysis was 57% and 55%, respectively. The sum of the one-dimensional and two-dimensional analysis explanatory power was above 70%. In terms of satisfaction levels, ‘very dissatisfied’ is close to the performance perception’s ‘very poor’, and have been separated as the location distance between the different measures are far apart. The ‘very satisfied’ satisfaction level is close to ‘very good’ of the performance perception ‘fulfillment of the right to know’, but it is separate from the purpose of use. By purpose of use, ‘admissions information’ is located close to the satisfaction level of ‘average’ and the performance perception of ‘insufficient’, whereas other purposes of use are close to ‘satisfied’ and ‘excellent’.

Overall, the level of satisfaction and performance perception is very similar, and the ‘admissions information’ purpose of use appeared to be lower in satisfaction levels and performance perception levels compared to other uses. In the very dissatisfied cases with using the university information disclosure system, the levels of the performance perception were also very negative, regardless of the user’s purpose of use. The satisfaction level of many respondents in regards to the purpose of use and the performance perception of the outcome ‘fulfillment of the right to know’ was found to be positive and above ‘average’.

The results of the multiple correspondence analysis analyzing the relationship between the satisfaction level in one’s purpose of using the university information disclosure system and the performance perception of the outcome of ‘improving accountability’ are shown in Figure 2. The explanatory power of the analysis results of a one dimensional and two-dimensional analysis was 57% and 54%, respectively. The sum of the one-dimensional and two-dimensional analysis explanatory power was above 70%. The satisfaction level ‘very dissatisfied’ is close to performance perception’s ‘very poor’, and is separate from other measures. The satisfaction level ‘very satisfied’ is located close to ‘very good’ of the performance perception ‘providing appropriate data’, but it was found to be separate from the purpose of use. By purpose of use, ‘admissions information’ is close to the satisfaction level and performance perception of ‘average’, while other purposes of use are close to ‘satisfied’ and ‘excellent’.

The level of satisfaction and performance recognition are similar, and the level of satisfaction and performance recognition for the purpose of ‘admissions information’ are lower than those of other purposes. When the satisfaction level is low, the positive perception of performance recognition is also low, and this phenomenon appears regardless of the purpose of use. Many respondents found that satisfaction with the purpose of use and positive perception of the outcome of ‘improving accountability’ was more than ‘average’.

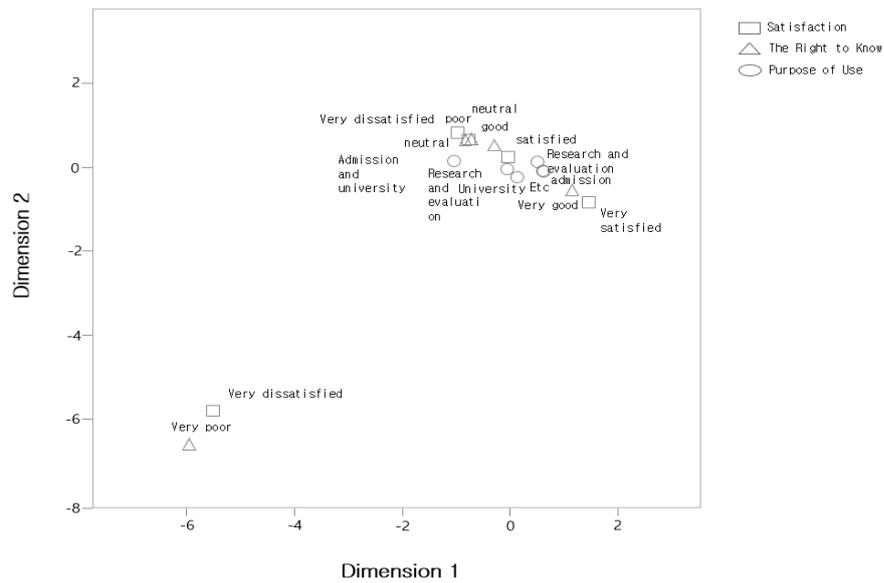


Fig. 1 Multi-correspondence Analysis Results of Perception of Performance Outcome 'Fulfillment of The Right to Know' and Satisfaction Level in Purpose of Use of the UIDS.

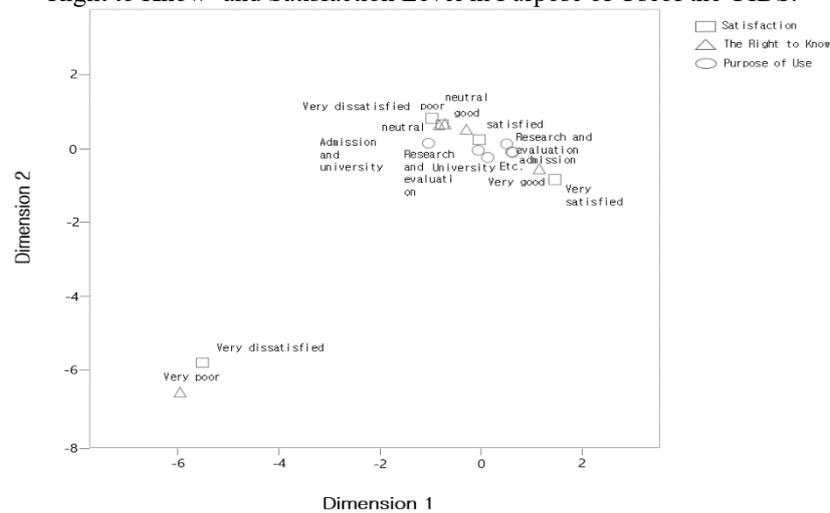


Fig. 2 Multi-correspondence Analysis Results of Perception of Performance Outcome 'Enhancing Accountability' and Satisfaction Level in Purpose of Use of the UIDS.

The results of the multiple correspondence analysis analyzing the relationship between the performance perception of the outcome of 'providing appropriate data' and the satisfaction level in the purpose of using the university information disclosure system is shown in Figure 3. The explanatory power of the analysis results of a one dimensional and two-dimensional analysis was 65% and 57%, respectively. The sum of the one-dimensional and two-dimensional analysis explanatory power was above 70%. The satisfaction level of 'very dissatisfied' is close to the 'very poor' level of performance perception, and is separate from other scales. It was found that 'very satisfied' level of satisfaction is close to 'very good' of performance perception of 'improving accountability' and appeared to be separate from the purpose of use. By purpose, the 'admissions information' is close to the satisfaction level of 'average, dissatisfied,' and the performance perception is close to 'insufficient', and other purposes of use is close to 'satisfied' and 'excellent'.

Overall, the level of satisfaction and performance perception are very similar, and the satisfaction and positive performance perception for the purpose of 'admissions information' are found to be lower than those of other purposes. In the cases where users are 'very dissatisfied' with the university information disclosure system, it was found that the perception of performance outcomes was also very negative, and cases where the user responded with 'dissatisfied' or 'insufficient', the purpose of use was found to be irrelevant. A large number of respondents found that the level of satisfaction with the purpose of use and the positive perception of the performance outcome 'providing appropriate data' was above 'average'.

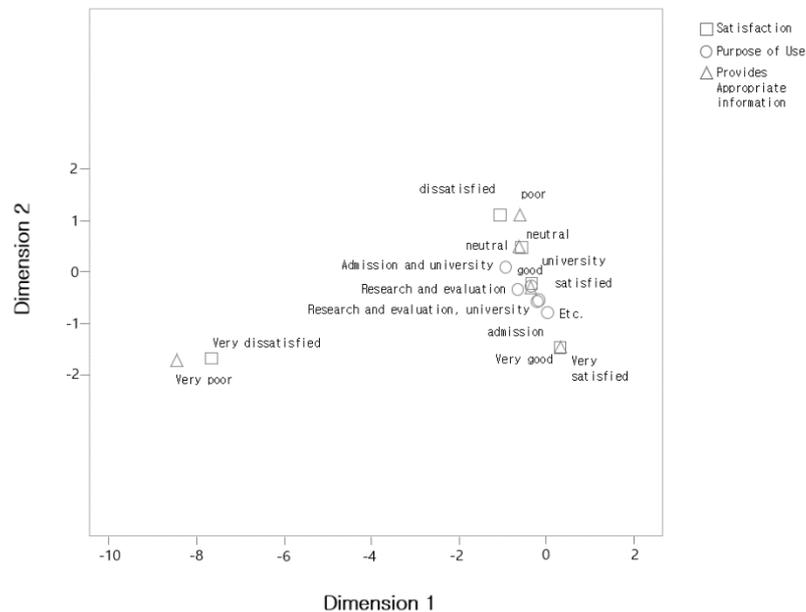


Fig. 3 Multi-correspondence Analysis Results of Perception of Performance Outcome ‘Peoviding Appropriate Data’ and Satisfaction Level in Purpose of Use of the UIDS.

The result of the multiple correspondence analysis that analyzed the relationship between the perception of the outcome of the ‘college program selection’ and the satisfaction level in the purpose of using the university information disclosure system is shown in Figure 4. The explanatory power of the analysis result was 65% in the first dimension and 57% in the second dimension, and the sum of the explanatory power in the first and second dimensions was above 70%. ‘Very dissatisfied’ in satisfaction is separate from ‘very insufficient’ and other measures of performance perception, but the positions between each also did not appear close. Therefore, satisfaction level of ‘very dissatisfied’ and level of performance recognition as ‘very insufficient’ were not closely related to each other, and there was no relationship with the purpose of use. The satisfaction level of ‘very satisfied’ is located close to ‘excellent’ levels of performance recognition of ‘university program selection’ and ‘admissions information’ for the purpose of use. By purpose, ‘preparatory college information’ is close to satisfaction level of ‘average’ and performance recognition ‘average’, where other purposes of use are close to satisfaction level ‘satisfied’ and the performance perception of ‘excellent’.

Overall, the levels of satisfaction and performance perception are very similar. In the cases of ‘very dissatisfied’ with the university information disclosure system, the perception of the outcome ‘university program selection’ is also relatively negative, but the relationship between the two is not high. The satisfaction level ‘unsatisfactory’ and negative perception of the performance outcome are not related to any specific purpose of use. Many respondents showed that the level of satisfaction with the purpose of use, and the positive perception of the outcome of the ‘university program selection’ was above ‘average’.

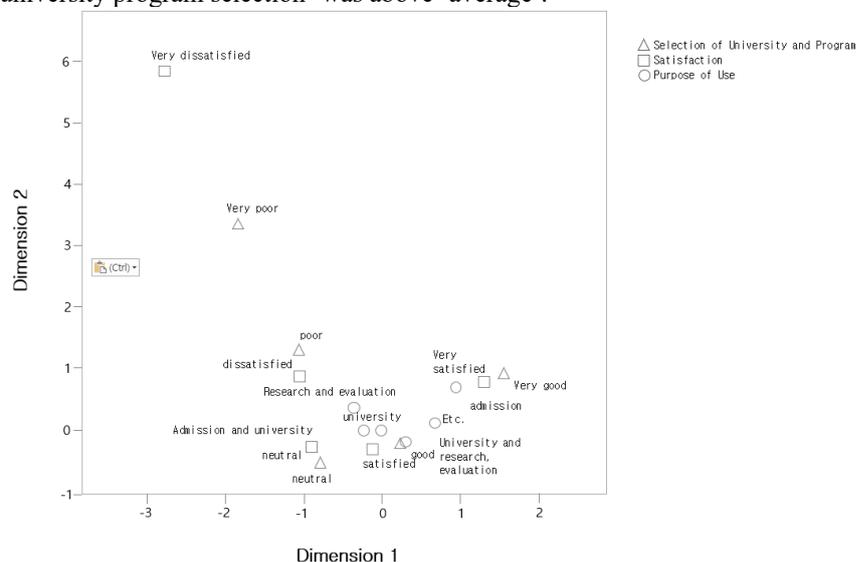


Fig. 4 Multi-correspondence Analysis Results of Perception of Performance Outcome ‘University & Program Selection’ and Satisfaction Level in Purpose of Use of the UIDS.

5. Conclusion & Discussion

Based on the analysis results above, the conclusions of this study are as follows. First, 64.3% of respondents said they used the university information disclosure system for ‘university information acquisition’, and 61.3% of the respondents used it for obtaining ‘research and evaluation information’. Of the research subjects that were university professors and university staff, 52.0% of respondents answered their purpose of use to be ‘research and evaluation’ information, followed by 49.7% of high school teachers using the university information disclosure system for ‘university information’ and 35.4% for ‘admissions information’. It is presumed that the reason why the response rate for ‘university information’ is higher than ‘admissions information’ is that general information about universities and graduate schools is acquired and used for the decision-making process related to applying to university programs.

Second, in terms of satisfaction by purpose of use, from the highest to the lowest, the overall satisfaction level for the purpose of ‘admissions information and research evaluation’ was highest at 4.05, and ‘acquisition of university information and research evaluation’ was 3.97, ‘admission information acquisition’ was 3.90, ‘acquisition of information on research and evaluation information’ was 3.88, ‘acquisition of university information’ at 3.87, and ‘acquisition of admissions information and university information’ was 3.56. In particular, the purpose of use with the lowest satisfaction level was ‘acquiring admissions information and university information’ at 3.50.

Third, the most recognized performance outcome of the university information disclosure system was ‘fulfillment of the right to know’ at 4.11 out of a total of 5 points. The performance outcome of ‘improving accountability’ had a positive perception at 4.04, the performance outcome of ‘providing appropriate data’ was 3.84, and the outcome of ‘university program selection’ was the lowest at 3.59. Users whose purpose of use was ‘admissions information’ showed relatively low positive performance perception. ‘Acquisition of research and evaluation information’ also showed a relatively high negative perception of performance outcomes.

Fourth, the explanatory power of the multiple correspondence analysis results of the relationship between the purpose of use of the university information disclosure system, satisfaction, and performance outcome perception was 65-57% in the first dimension and 57-55% in the second dimension, and the overall satisfaction and performance perception level was similar. A peculiar point to note is that when the purpose of use was ‘admissions information, the satisfaction level and positive performance outcome perception was much lower when compared to other purposes of use. This trend has been consistently shown for all the performance items of the university information disclosure, such as ‘fulfillment of the right to know’ and ‘increasing accountability’. Therefore, it is necessary to prioritize and consider the satisfaction of users of the university information disclosure system when seeking ‘admissions information’.

University information disclosure is also carried out similarly in countries with developed higher education systems, such as the United States and the United Kingdom. By analyzing different contexts, strengths, and weaknesses through comparative research on the similarities and differences between each country's organizational goals, operation types, and disclosure items, it will be possible to explore strategies for improving the university information disclosure system of individual countries. In the case of South Korea, when the original purpose of disclosing university information was weighed against the pragmatic demands for enhancing the effectiveness of the government funded project, many studies and analyses focused on the latter. It shows the phenomenon of negligence in achieving the original purpose of the project and improving performance.

With the development of new information and communication engineering technologies such as big data, machine learning, deep learning, and AI, the current university information disclosure system will undoubtedly change in the future. As technology advances, it is necessary to systematically analyze future international trends and the effects of these changes, in order to find predictions and response strategies for how the current university information disclosure system will change in the future.

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