

Analysis and Study on Demand of Adult Learners for University Lifelong Education

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As knowledge life cycle is shortened and lifespan of population is prolonged, social and economic demand for lifelong learning increases, and thus, university lifelong education system establishment is expected to become important. Korea also promoted various policies to establish university lifelong education system in government and university level so far. But, rather than promoting with long term strategy based on analysis on demand of adults for lifelong education, they were busy filling insufficient number of students, and many side effects also occurred. This study intended to systemically analyze demand of adult learners for university lifelong education to diagnose supply and demand mismatch status and problems

and to present policy plan to establish university lifelong education system that can meet the demand of adult learners for university lifelong education system.

Before full scale demand analysis, previous study and theory, overseas university lifelong education policy cases, adult university lifelong education policy promotion history and legal grounds, influence of labor market change on demand of adults for university lifelong education, university lifelong education financial support project status and outlook, etc. were reviewed and analyzed. Based on the contents revealed by such in-advance works, online survey and FGI were carried out to analyze demand of adult learners for university lifelong education. Lastly, based on demand analysis result, policy plans for university lifelong education were presented.

In Chapter III **〈Overseas university lifelong education policy case study〉**, cases of advanced countries with university lifelong education, Finland, Germany and Japan policy cases were reviewed and analyzed to obtain implications in Korea's university lifelong education. 3 study target countries set policy goal to provide education opportunities for all adults and live high quality life and were operating various university lifelong education programs. At the same time, it was found out that they recognized importance of capacity building due to specialized manpower insufficiency problem and industrial structure change by low birth rate and aging society and have been preparing various systems to prepare for it.

In Chapter IV **〈Adult university lifelong education policy promotion history and legal grounds analysis〉**, we studied university lifelong education policy promotion history so far. Also, legal and systemic grounds for execution of university lifelong education policy were studied and problems were analyzed. First, university lifelong education policy can be largely divided to industry and credit acceptance type university lifelong education policy and university centered lifelong learning vitalization promotion policy, and this study had focus on the later, university centered vitalization support promotion policy.

University centered lifelong learning vitalization promotion policies started fully

from 2008, and recently, government reorganized existing related policies to 2017 <University lifelong education system support project>. But, there are criticism that the corresponding policy's goal and major contents are somewhat ambiguous, and among the reasons, there is insufficiency of preparation for systemic and legal grounds. Therefore, we reviewed university lifelong education related legal grounds and derived problems. As the problems, 1) preparation of legal grounds for each issue as necessary, 2) ambiguity of and insufficiency of legal ground for current policy, 3) split legal grounds between lifelong education law and higher education law and 4) insufficient in-depth thinking on comprehensive and systemic legal system were presented.

In Chapter V <Analysis of influence of labor market change on demand for adult university lifelong educations>, we indirectly looked the demand of adult learners for university lifelong education through trace of participation rate of adults in Korea for higher education and tried to estimate the influencing factor. For this, we reviewed how the participation of adults in higher education changed from early 90's until now. Specifically, total population investigation data of National Statistics Service was used to review the changes in 5 years interval in population proportion for each of 5 adult age groups. As a result, in 1990, higher education participation proportion of age group of 30~34 was 21.2%, and after 20 years, in 2010, higher education participation proportion of age group of 50~54 increased to 25.0%. It meant that among adults in the corresponding age group who did not participate in higher education in 1990, about 4% participated in higher education in those 20 years. In detail, it was found out that the participation by younger generation and women in adult higher education was active. Especially, in case of women, recently, participation proportion in higher education is outstanding, and it was estimated as due to more active participation by women who were alienated from higher education in the past with relaxation of men governing type culture.

In Chapter VI **〈University lifelong education financing support project status and outlook〉**, we tried to find out demand of university for university lifelong education through analysis on university lifelong education support project status, outcome and outlook. First, as a result of the analysis on university lifelong education financial support project budget trend, among the budget of the Ministry of Education for lifelong·occupation area, university lifelong education financial support project budget started with 700 million won in 2008 and expanded to 16.1 billion won in 2018, but as a result of repeated increase and decrease, in the last 3 years, it was found out that the average support amount for each university was gradually decreasing.

Next, to predict lifelong education in university, prediction by population structure change and prediction by job topography change were presented. First, combined production function was used to derive adequate number of students required for university to achieve economy of scale, and number of universities and students that currently could not achieve adequate number of students was estimated. As a result of the analysis, among general 4 year universities, about 65 universities were found as not fulfilling the adequate number of students, and the size was found out to be about 199,065 students. With estimation after structure reorganization, it was verified that total of 202,458 students were lacking in about 66 universities. Also, as of 2020, it was verified that the number of jobs requiring higher education or higher degree is 2 times or more higher than the number of jobs requiring academic background of less than higher education.

In Chapter VII **〈Survey and analysis of demand of adult learners for university lifelong education〉**, through online survey and FGI interview composed by referencing to previous study results, demand of adult learners for university lifelong education was analyzed. First, in online survey, 2,151 men and female adults of high school graduate or higher and 25 years or older participated, and the summary of part of major results is as follows.

- Intention to participate in university lifelong education: Intention to participate (including current participants) 76.1%, no intention to participate 23.9%
- Factors with significant influence on intention to participate in university lifelong education: Number of participations in past lifelong education program, whether employed, final education, age, plan to transfer job, size of workplace, whether currently looking for job
- Type of university lifelong education wanting to participate: Only degree course 20.4%, only non-degree course 19.7%, both degree·non-degree course 59.9%
- Type of degree course wanting to participate: [Degree course type] substituting degree course 60.7%, 4 years regular degree course 31.9%, 2-3 years regular degree course 7.4% / [Major] liberal arts 23.4%, society 19.4%, education 18.6%
- Type of non-degree course wanting to participate: Vocational capacity improvement education 56.1%, liberal arts education 22.2%, culture, art and sports education 17.4%, citizens participation education 3.9%
- Motive to participate in university lifelong education: [Degree course] Occupation, path and career development 58.6%, pure passion for learning 16.4%, hobby activity or personal joy 11.3% / [Non-degree course] Occupation, path and career development 48.7%, hobby activity or personal joy 19.3%, pure passion for learning 18.2%
- Intention to participate in adult learner specialized degree course and opinion on specialization: [Intention to participate] Intention to participate 95.5%, no intention to participate 4.5% / [Parts to be specialized] Tuition level and payment method 24.0%, flexible academic system 18.0%, education contents and level 14.8%
- Intention to participate in adult learner specialized non-degree course: Intention to participate 68.6%, normal 24.6%, no intention to participate 6.7%
- Adequate university lifelong education tuition level: [Degree course] About 1/4 of existing tuition 43.9%, 1/2 of existing tuition 40.6%, about 3/4 of existing

tuition 11.1% / [Non-degree course] 50,000 won or less 32.9%, 60,000-100,000 won 27.5%, free 16.2%

- Body to pay adequate university lifelong education tuition: [Degree course] Central or local government support + individual 48.6%, central or local government support + company support 29.5%, all paid by central or local government 14.4% / [Non-degree course] Central or local government support + individual 43.4%, all paid by central or local government 23.2% central or local government support + company support 20.6%
- Whether knew about university lifelong education before survey: Knew but had no interest 37.0%, knew and had interest 20.5%, did not know 20.5%
- Opinion on the necessity for university to expand main function to university lifelong education for adult learner: Necessary 62.4%, normal 29.9%, not necessary 7.7%
- Whether knew about <university lifelong education system support project>: Knew 31.1%, did not know 68.9%

Next, FGI was carried out for each life cycle group (2nd term: 25~49, 3rd term: 50~74). In each life cycle group, 5 adults learners each who were participating in university lifelong education at the time of the interview participated. As a result of FGI analysis, in overall, it had the same context as previous survey analysis result, and some of main contents are as follows.

- About motive to participate in university lifelong education, 2nd term learners mainly had motive corresponding to “occupation, path and career development”. 3rd term learners had motive of not only “occupation, path and career development” but also “passion for learning” and with the purpose of obtaining university degree.
- As factors of dissatisfaction in university lifelong education, “downward

standardization of education contents due to composition of various learners”, “can not take major class from the beginning”, “education hours and accessibility” were raised.

- For the consideration factors for selection of school and program for university lifelong education, “interest in education contents”, “accessibility”, “fame and reputation of university”, “high qualitative level of faculty”, “flexible education hours” were found to be important factors.
- About the parts to be specialized among adult learner specialized degree courses, “adjustment of graduation requirements and acknowledgment of past experience”, “diversification of worker entrance exam”, “use of cyber lecture” were raised. About differentiation of non-degree course, “level of professors and lecturers”, “relativity with job world”, “expansion of usage of course completion in society” were raised.
- As enhancement plan for university lifelong education expansion, 1) enhancement of negative recognition and discrimination on adult learner, 2) reinforcement of flexibility of academic system and guarantee of right to choose, 3) expansion of learning opportunity through tuition support, 4) separation of lifelong learning entrance exam and worker entrance exam, 5) providing education program as non-degree program for capacity building, 6) development of industry customized program to prepare for rapidly changing society were derived.

Based on the result of analysis on demand of adult learners for university lifelong education, 10 policy plans to establish university lifelong education system were presented as follows.

- ① Comprehensive and systemic law establishment for university lifelong education
- ② Promotion of cooperation among universities based on the need for

university-adult learner

- ③ Conversion to multiple years project to create successful model
- ④ Secure reasonable grounds and size of university lifelong education financial support
- ⑤ Diagnosis on capability of university lifelong education for adult learners
- ⑥ Adult learner educational tuition support
- ⑦ Occupation, path and career development function reinforcement
- ⑧ Provide university lifelong education reflecting characteristics of each life cycle
- ⑨ University lifelong education financial support project outcome management system establishment
- ⑩ University lifelong education user information providing system establishment

□ **Key words** : university lifelong education, adult learners, demand analysis, life cycle, lifelong education law