NVEO
Natural Volatiles & Essential Oils

The Analytical Study on Learning Outcomes of University Students Majoring in Social Welfare

JooYoung Jung[1], and Yujin Im[2]*

[1]College of General Education, Kosin University, South Korea
[2]*Department of Social Welfare, Kosin University, South Korea

*Corresponding author. Email: ong2km@gmail.com

Abstract

The purpose of this study is to find way to improve the learning outcomes of university students majoring in social welfare of Korea. This study analyzed the relations of learning outcome, satisfaction (social welfare major education), interaction with professors, learning support service of university, perception of cooperative learning activity. The research data used NASEL(National Assessment of Student Engagement in Learning) data from the Korea Educational Development Institute in 2015, and the target of analysis was 776 students majoring in social welfare. The analysis method was a multiple regression analysis was conducted. In the results of analysis, participated in the community volunteer activities as a part of lesson, judged their own learning outcome as high. And the students who performed the cooperative learning activities like actively sharing opinions with other people and seeking for solutions to problems during class hours and non-class hours, judged their learning outcome as high, compared to other students. Also the students who frequently met and discussed with professors for the matter of career or not, and also used the mentoring service for the adaptation to university life, cognized their learning outcome as high, compared to other students. Based on such results of this study, the measures for the improvement of learning outcome of university students majoring in social welfare were suggested.

Keywords: Majoring in Social Welfare, Learning Outcome, Satisfaction of Major Education

1. Introduction

Since the introduction of the social welfare professional education in South Korea, education in the social welfare field has grown for the specificity of Korea for 70 years. v Not like western countries, social welfare education in South Korea has been developed into a 4 year university, and the US Department of Social Work graduate school curriculum was introduced. This is characterized by the fact that the curriculum for professional education, social welfare studies, was not educated for the human resources to be put into the field[1]. In 2003, the first-level qualification test system was introduced to reinforce social worker qualifications. However, they did not achieve their original purpose by loosening the restriction to qualify for Level 2 if they completed the course. Thus, the poor quality of social workers' quantitative expansion has raised the quality of education.

While the discussion on improving the quality of education has been done in most cases focusing on the identity of social welfare profession [2], the general improvement plan to secure professionalism [1] and revision of curriculum [3], learning outcome that can evaluate the quality of education has not been almost carried out other than practical subjects. As it is the current situation that training institutions and junior colleges whose quality of education cannot be proved are treated as the same level as 4 year college without reviewing the educational achievement of 4 year colleges that operated the department of social welfare, it is very meaningful to review if it influences on learning outcome of the college students who majored in social welfare at 4 year college only.

2. Related Studies

The learning outcome can play the role of standard that enables to clarify what the students experience and how they grow up in college as the product gained from the results of educational activities. A number of researchers show their interest in learning and improvement factors of college students, however, they are focusing on personal background, education and experience before entering their colleges, learning experience during attending their colleges (major, liberal arts education, club activities, voluntary service activities and internship, etc.) and characteristic factors (location of college, type of establishment, scale of college and rate of paying scholarship, etc.) [4][5][6]. This research is willing to investigate the factors that influence on learning outcomes by considering the characteristics required for social welfare utilizing the factors and tools suggested from the researches that treated the learning outcomes of the college students. As the original purpose of social welfare is to improve the quality of life through satisfying various needs of human and resolving social problems, it aims to train the talented who are capable of integrating and applying the knowledge about the complex needs of human and its resolution in the education of social welfare as well [7][8]. So, it should be considered if the model of the talented that is willing to be fostered in the social welfare education is embodied and the improvement of core competence required basically for college students is applied together as the learning outcomes of the students who major in social welfare.

As social welfare has the education curriculum to produce social workers, it has the strong characteristics of practical study based on the field. So, the sites of education should pay attention to professionalism that enables them to raise the competence required for practical site as well as theory-centered academism to understand human [9]. Normal learners are grown up to social workers when both competence of theory-centered academism and professionalism required for site are properly prepared. Social workers are based on human dignity and social justice beliefs, along with individuals, families, groups, organizations, communities and the whole society, and stand on the side of the marginalized and suffering people to protect human rights and interests, It is a person who refuses and puts public interest ahead of individual interests. Regarding the competence required as the social worker, the American Council on Social Welfare Education mentions the cognitive technology and interaction or relationship technology and a number of precedent researches quotes problem solving ability[10], communications ability and ability of making relationship that is vocational basic skill.

As the competence as such educational outcome becomes the essential factor to embody the model of talented that is pursued by social welfare education, it is important to check if it is prepared by the education. And, it should be the place of opportunity for practical technical education where preliminary social workers have to be fully qualified before graduating their colleges by checking which factors of education enable the students to have such competence. So, this research is willing to search for the plan to contribute to improvement of the students' learning outcome who major in social welfare by seeking the factors that influence on their learning outcomes at 4 year colleges.

3. Research Method

3.1 Research Data and Sample

In order to investigate the factors that influence on learning outcomes of college students who major in social welfare, this research used the data of year 2015 among research data of 'National Assessment of Student Engagement in Learning(NASEL)' written by Korean Educational Development Institute. The data

used in this research was nation-leveled investigation tool that can analyze the characteristics and status of teaching and learning course of college students in South Korea.

The survey selected the participating universities first, and then selected students and professors from the participating universities as survey subjects. The university was selected based on a comprehensive consideration of the location, scale, and type of establishment. A total of 70 universities participated in the survey. Students participating in the survey were asked to sample at least 5% or more and 30% or less based on the number of students in the university. A total of 743,904 students from 70 universities participated in the 2015 survey, 5%~6% of which were about 48,357. In this study were selected. a total of 776 students who correctly answered that they were majoring in social welfare and social welfare.

Among the survey subjects, it appeared that female students were 534(68.8%) and male students were 242(31.2%), and 1-2 semesters were 363(46.8%), 3-4 semesters were 133(17.1%), 5-6 semesters were 140(18.2%), 7 semesters or more were 140(18.1%). And occasional admission was 462(36.1%), regular admission was 280(36.1%) and other admission was 34(4.4%). 661(85.2%) students belonged to non-metropolitan colleges, 115(14.8%) students belonged metropolitan colleges, 417(53.7%) students belonged to small-to-mid scaled colleges and 359(46.3%) students belonged to large-scaled colleges.

Table 1. Sample Characteristics

Variables		Code	N	%
Gender	female	0	534	68.8
	male	1	242	31.2
Current semester	1-2 semesters	1	363	46.8
	3-4 semesters	2	133	17.1
	5-6 semesters	3	140	18.0
	7 semesters or more	4	140	18.1
Admission Type	occasional admission	0	462	59.5
	regular admission	1	280	36.1
	others	-	34	4.4
Location	non-metropolitan area	0	661	85.2
	metropolitan area	1	115	14.8
Universty size	small to medium size	0	417	53.7
	large-scale	1	359	46.3

3.2 Measures

The learning outcome that is dependent variable were composed of 3 sub-factors (8 questions) that were major competence and professional knowledge, high level of thinking ability and communications and cooperation ability by applying the results [4][11] of analyzing the precedent research on social welfare and learning outcome of college students among 20 questions of NASEL. In this study, the reliability was shown as .865, .868, and .791, respectively, suggesting that the internal consistency of the research tool was secured.

The independent variables was composed of 5 factors in large category, however, the factors of participating in club and voluntary service activities were composed of club activity, student council activity, spontaneous local social voluntary service activity and voluntary service activity as one of classes (5 questions). The (4) questions of cooperative learning such as 'Cooperation with the colleagues for class assignment' written by Young Myung Song et al[12]. regarding cooperative learning activity were selected and utilized. The interaction with the professor was composed of (5) questions that measured the interaction between the professors and students in and out of class and its score was 4. Lastly, sub-factors and question that were suitable for this research were selected among the questionnaire of NASEL by referring to the research of Yi Gyung Kim et al. regarding satisfaction in major education and learning support service at the college. The satisfaction in major education was composed of 3 factors (11 questions) such as objective of class, learning contents, learning experience and learning evaluation and feedback and learning support service of the colleges consisted of (3) questions of teaching and learning support, tutoring and mentoring. The cronbach' alpha coefficient of the independent variable is .722-.871, which means that the internal consistency of the variable is secured.

3.3 Analysis Model and Strategy

The purpose of this study is willing to search for the plan to contribute to improvement of the students' learning outcome who major in social welfare by seeking the factors that influence on their learning outcomes. So, researchers analyzed the relations of learning outcome, satisfaction(social welfare major education), interaction with professors, learning support service of university, perception of cooperative learning activity.

This research carried out frequency analysis and multiple linear regression analysis to find out the influence of learning outcome, satisfaction in major education, interaction with professor, learning support service of college, participation in club and voluntary service activities, cooperative learning activity. Before regression analysis, correlation coefficient between variables was examined to determine the appropriateness of regression analysis, and multicollinearity was confirmed through VIF(Variance Inflation Factor) and tolerance limits. In addition, a reliability analysis (Cronbach'α) for each sub-area was conducted to verify the consistency and suitability of the survey tool. The analysis utilized the SPSS 21.0 program.

4. Results

4.1. Mean of Main Variables

Major competence and knowledge showed the highest score among whole learning outcomes among the learning outcome that were the dependent variables. Regarding independent variables, it appeared that spontaneous local social voluntary service activity showed the highest score in case of club and voluntary service activities, giving and taking the support with other students in the same class did so in case of cooperative learning activity, the explanation of the professors about the major contents related with prior experience did so in case of satisfaction in major education, discussion with the professors about class contents and homework did so in case of interaction with the professors and tutoring service to support the learning did so in case of learning support service of college for each section. It appeared that the reliability of the factors explained the items well as shown high as following table.

Table 2. Mean of Main Variables and Reliability

Variables	Items		Mean	SD	Cron.α
Learning Outcomes	major competency expertise	class or work related knowledge and skills	2.60	.789	.865
		knowledge and skills related to the major field	2.73	.798	
	higher-order thinking ability	critical, analytical thinking	2.39	.871	.868
		problem-solving ability	2.38	.814	
		creative, convergent thinking	2.14	.868	
	communication and cooperation skills	teamwork and collaboration	2.59	.837	.791
		ability to understand multiculturalism	2.26	.947	
		community consciousness	2.55	.894	
club activities		participation in club activities	2.31	1.173	.756
		participation in student body organization and activities	1.74	1.040	
		volunteering voluntarily, community service	2.62	1.035	
		volunteering, Community Service Participation as part of the class	2.21	1.060	
collaborative learning		interaction with the same class students for assignments	3.01	.832	.722
		interaction with students outside the same class for assignments	2.34	.966	
		talking to others about what you have learned	2.51	.842	
		finding the solution to the problem and explaining it	2.20	.864	
Satisfaction of Major	instructional goals and learning content	clear goals and expectations of the class	2.63	.793	.772
		appropriating amount of learning	2.51	.856	
		interesting and stimulates intellectual	2.53	.872	

	curios class			
learning experience	enough time to understand the learning content	2.43	.863	
	class using materials, media	2.99	.802	
	professors whose associate with their major experiences	3.06	.802	.871
	appropriate cases presentation in relation to the major	2.86	.834	
	additional explanation in case of difficulty in learning	2.85	.814	
learning assessment and feedback	evaluation management and grading fair.	2.81	.837	
	appropriate test	3.01	.771	.793
	faithful feedback from the professor	2.66	.881	
Interaction with Professor	discussion with the professor about the enrollment	1.40	.718	
	discussion with the professor about the contents and tasks of the class	1.93	.801	
	discussion with the professor about the test and the grade	1.77	.800	.847
	discussion with Professor about career path	1.83	.828	
	interaction with professor on things other than classes and career paths	1.65	.821	
University student Support Services	teaching and learning support	3.81	1.162	
	tutoring service for learning support	4.24	1.147	.820
	mentoring Service for Adaptation to University Life	4.08	1.174	

4.2. Factors Affecting Learning Outcomes

As the results of checking multicollinearity to search the factors that influence on learning outcome of the students majoring social welfare, all questions were used as VIF values did not exceed 10 and amount of explanation (R^2) showed 41.6%. 'Gender', 'type of admission', and 'current semester' were meaningful statistically regarding personal factor, however, it means that learning outcomes of male

students, students passed non-scheduled admission and upper grades were higher than female students, the ones passed scheduled admission and lower grades. It was indicated that the question of 'participation in voluntary service activity for local community as one of classes' was shown as meaningful statistically regarding the variable of participating in club and voluntary service activity. It means that they estimated their own learning outcomes high as much as they actively participate in club activity and voluntary service activity for local community as one of classes among the students majoring in social welfare in the colleges. After that, it appeared that the questions of 'giving and taking the support with the students at the same class for homeworks' and 'searching the solution against the matter and explaining it to others' were statistically meaningful regarding the variable of cooperative learning activity. It also means that the students evaluate their learning outcomes higher than the ones who don't so as much as they carry out the cooperative learning activities like searching for the solution against the problems by sharing the opinions with others in the class or out of class. It appeared that the questions of 'discussed with the professors about the career', 'discussed with the professors about the class or matters other than career' and 'mentoring service for getting along with college life' regarding the factor of college. It means that they recognized their learning outcomes were higher than the others who did not so as much as they met and discussed with the professors about the class or matters other than career and used mentoring service for getting along with college life.

Table 3. Analysis of the Impact of Independent Variables on Learning Outcomes

Valuables	Items	Coefficient			t	Multicollinearity	
		B	SE	β		T/F	VIF
personal factors	gender	.105	.042	.075	2.518*	.879	1.138
	admission	-.073	.032	.065	2.256*	.937	1.068
	semester	.047	.016	.088	2.928**	.865	1.157
	location	.063	.057	.035	1.099	.788	1.269
	university size	.037	.041	.028	.884	.767	1.303
club activities	participation in club activities	.014	.017	.025	.801	.790	1.265
	participation in student body organization and body activities	.013	.020	.021	.640	.738	1.356
	volunteering, community service	.031	.023	.049	1.354	.591	1.691
	volunteering, Community Service Participation as part ofthe class	.048	.022	.079	2.150*	.589	1.698
collaborative learning	interaction with the same class students for assignments	.087	.027	.112	3.224**	.652	1.534
	interaction with students outside the same class forassignments	.014	.023	.021	.599	.645	1.549
	talking to others about what you have	.052	.029	.068	1.820	.562	1.778

	learned					
	finding the solution to the problem and explaining it	.089	.030	.119	3.011**	.501	1.995
instructional goals and learning content	clear goals and expectations of the class	.037	.032	.045	1.168	.520	1.924
	appropriating amount of learning	.025	.032	.034	.797	.441	2.270
	interesting and stimulates intellectual curios class	.039	.032	.053	1.218	.409	2.443
	enough time to understand the learning content	.021	.033	.028	.649	.414	2.413
	class using materials, media	.013	.035	.016	.366	.414	2.414
learning experience	professors whose associate with their major experiences	.007	.038	.009	.183	.346	2.890
	appropriate cases presentation in relation to the major	.011	.035	.015	.324	.389	2.570
	additional explanation in case of difficulty in learning	.027	.036	.034	.735	.373	2.684
learning assessment and feedback	evaluation management and grading fair	-.016	.032	-.021	-.500	.457	2.189
	appropriate test	.022	.036	.026	.603	.415	2.411
	faithful feedback from the professor	.021	.032	.029	.657	.414	2.416
	discussion about the enrollment	.035	.036	.039	.963	.486	2.059
	discussion about the contents and tasks of the class	.063	.034	.079	1.866	.441	2.268
Interaction with Professor	discussion about the test and the grade	.006	.035	.007	.159	.412	2.425
	discussion about career path	.075	.031	.096	2.432*	.500	2.002
	interaction with professor on things other than classes andcareer paths	.091	.030	.116	3.075**	.553	1.809
	teaching and learning support	-.011	.020	-.020	-.534	.576	1.737
University student Support Services	tutoring service for learning support	-.003	.026	-.006	-.121	.376	2.662
	mentoring Service for Adaptation to	.088	.023	.161	3.813***	.442	2.264

University Life			
constant	.079	.154	.511

R^2 =.416 adj.R^2 =.391 F=16.520***
* p < .05. ** p < .01. *** p < .001.

4. Conclusions

This research analyzed the relation between the variables of learning outcomes, participation in club and voluntary service activity, cooperative learning activity, satisfaction in major education, interaction with the professors and learning support service of the college. As the results of analyzing them, they evaluated their learning outcomes high as much as they actively participated in club activities and participated in voluntary service for local community as the one of classes among the ones who majored in social welfare in the college. And they evaluated their learning outcomes higher than the ones who did not so as much as they aggressively shared the opinions with the others in the class or out of class and carried out the cooperative learning activities like searching the solutions against the matters. It was indicated that they recognized their learning outcomes higher than who did not so as much as they met and discussed the career and matters other than career with the professors and used mentoring service for getting along the college life.

The non-cognitive achievement such as competence in major, communications ability, problem-solving ability and creativity is essential for the interaction with a number of people after jumping into the community after graduation as well as cognitive achievement such acquirement of grades and licenses. So, it is very important to find out students' own level correctly regarding non-cognitive achievement in case of student and the professors should also use them for revision of curriculum and correction of roadmap for guiding the career by recognizing the competence required for college students majoring in social welfare and degree of achieving learning.

The level of learning outcome was measured high as much as the students actively participated in both activities in club and voluntary service for local community, however, it was identical to the results from a number of precedent researches [13] that said voluntary service activity as one of classes influenced on the improvement of learning outcome of the college students majoring in social welfare. The researches that insisted the concept of voluntary learning that improves learning competence of college students by linking curriculum to voluntary service activity and fosters social responsibility said that affluent and innovative voluntary learning should be applied to curriculum as the curriculum that connects theory and practice effectively is required [14]. It is also good to recommend to encourage them to participate and carry out the activities aggressively in the clubs that can be opened in the department of social welfare. The correct feedback is required from the experts regarding field practice so the efficient education effect can be achieved through the experience preventing the learning in actual social welfare site such as field practice and voluntary service activity to go formal. For that, it is very important to connect it to local community, however, it is considered that the program that breaks existing stereotype frame is required so synergy effect an be expected by integrating the resources of college to that of local community. Furthermore, it is needed to measure the effectiveness of voluntary service activity performed as the one of classes through regret of participants, discussion, in-depth interview with feedback and content analysis together with self-reporting evaluation after voluntary service activity.

As learning outcome was higher as much as the cooperative activities were carried out such as sharing the opinions with other actively in or out of class and searching for the solutions against the matters, it is

needed to adjust the curriculum and method so the students can perform the cooperative learning activities. The in-depth discussion between the department and professors is required regarding the education plan that can improve problem-solving capability and cooperative and active learning activity ability of college students majoring social welfare by using PBL[15], Action Learning, Flipped Learning that are used as the frequent and recent teaching method. Full efforts should be spent to produce the humane and competent preliminary social workers by executing the interview on various themes such as study in major, career after graduation, adaption to college life and friendship.

5. Limitations and Further Studies

This research is meaningful to analyze the learning outcome of the students majoring in social welfare by using the universal data, but it is needed to develop the tools that can measure the competence and learning outcome of the majoring students in further study and the complex research that can obtain general research results by performing qualitative study together is needed to be carried out.

APPENDIXES

Table 4. Sub-Dependent Variable: Professional Competency and Expertise

Valuables	Items	Coefficient			t	Multicollinearity	
		B	SE	β		T/L	VIF
personal factors	gender	.074	.050	.046	1.463	.879	1.138
	admission	-.112	.039	.087	2.866**	.937	1.068
	semester	.066	.020	.106	3.365**	.865	1.157
	location	.096	.069	.046	1.392	.788	1.269
	university size	.065	.050	.043	1.294	.767	1.303
club activities	participation in club activities	-.005	.021	-.008	-.248	.790	1.265
	participation in student body organization and body activities	-.028	.024	-.039	-1.144	.738	1.356
	volunteering, community service	.101	.027	.140	3.671***	.591	1.691
	volunteering, Community Service Participation as part of the class	.015	.027	.022	.568	.589	1.698
collaborative learning	interaction with the same class students for assignments	.136	.033	.152	4.194***	.652	1.534
	interaction with students outside the same class for assignments	-.020	.028	-.025	-.698	.645	1.549
	talking to others about what you have learned	.050	.035	.057	1.458	.562	1.778

instructional goals and learning content	finding the solution to the problem and explaining it	.056	.036	.065	1.572	.501	1.995
	clear goals and expectations of the class	.011	.038	.012	.298	.520	1.924
	appropriating amount of learning	.020	.038	.023	.523	.441	2.270
	interesting and stimulates intellectual curios class	.070	.039	.082	1.799	.409	2.443
	enough time to understand the learning content	-.012	.039	-.014	-.313	.414	2.413
learning experience	class using materials, media	.006	.042	.006	.132	.414	2.414
	professors whose associate with their major experiences	.032	.046	.034	.687	.346	2.890
	appropriate cases presentation in relation to the major	.048	.042	.053	1.137	.389	2.570
	additional explanation in case of difficulty in learning	.053	.044	.058	1.212	.373	2.684
learning assessment and feedback	evaluation management and grading fair	-.021	.039	-.024	-.542	.457	2.189
	appropriate test	.072	.044	.075	1.637	.415	2.411
	faithful feedback from the professor	-.031	.039	-.037	-.808	.414	2.416
	discussion about the enrollment	.004	.044	.004	.101	.486	2.059
Interaction with Professor	discussion about the contents and tasks of the class	.109	.041	.117	2.660**	.441	2.268
	discussion about the test and the grade	.000	.043	.000	-.011	.412	2.425
	discussion about career path	.077	.037	.086	2.076*	.500	2.002
	interaction with professor on things other than classes and career paths	.075	.036	.083	2.099*	.553	1.809
University student Support Services	teaching and learning support	-.017	.025	-.027	-.703	.576	1.737
	tutoring service for	.007	.031	.011	.237	.376	2.662

	learning support					
	mentoring Service for Adaptation to University Life	.101	.028	.160	3.616***	.442	2.264
constant		.192	.186		1.034		

R^2 =.361 adj.R^2 =.334 F=13.136***
* p < .05. ** p < .01. *** p < .001.

Table 5. Sub-Dependent Variable: Higher-Order Thinking

Valuables	Items	Coefficient			t	Multicollinearity	
		B	SE	β		T/L	VIF
personal factors	gender	.218	.051	.134	4.243***	.879	1.138
	admission	-.061	.040	.046	1.523	.937	1.068
	semester	.040	.020	.064	2.016*	.865	1.157
	location	.108	.071	.051	1.525	.788	1.269
	university size	-.006	.051	-.004	-.110	.767	1.303
club activities	participation in club activities	.002	.021	.003	.088	.790	1.265
	participation in student body organization and body activities	.038	.025	.052	1.520	.738	1.356
	volunteering, community service	-.034	.028	-.046	-1.198	.591	1.691
	volunteering, Community Service Participation as part of the class	.077	.027	.107	2.788**	.589	1.698
collaborative learning	interaction with the same class students for assignments	.025	.033	.028	.765	.652	1.534
	interaction with students outside the same class for assignments	.022	.029	.029	.777	.645	1.549
	talking to others about what you have learned	.033	.035	.037	.929	.562	1.778
	finding the solution to the problem and explaining it	.175	.037	.200	4.797***	.501	1.995
instructional goals and learning content	clear goals and expectations of the class	.053	.039	.055	1.348	.520	1.924
	appropriating amount of learning	.026	.039	.029	.654	.441	2.270

learning experience	interesting and stimulates intellectual curios class	.029	.040	.034	.731	.409	2.443
	enough time to understand the learning content	.027	.040	.031	.666	.414	2.413
	class using materials, media	.016	.043	.017	.378	.414	2.414
	professors whose associate with their major experiences	-.033	.047	-.035	-.701	.346	2.890
	appropriate cases presentation in relation to the major	-.009	.043	-.010	-.219	.389	2.570
	additional explanation in case of difficulty in learning	.002	.045	.002	.035	.373	2.684
learning assessment and feedback	evaluation management and grading fair	-.009	.039	-.009	-.216	.457	2.189
	appropriate test	.002	.045	.002	.053	.415	2.411
	faithful feedback from the professor	.069	.039	.080	1.748	.414	2.416
Interaction with Professor	discussion about the enrollment	.063	.045	.060	1.415	.486	2.059
	discussion about the contents and tasks of the class	.068	.042	.072	1.618	.441	2.268
	discussion about the test and the grade	.000	.043	.000	-.003	.412	2.425
	discussion about career path	.104	.038	.114	2.729**	.500	2.002
	interaction with professor on things other than classes and career paths	.055	.037	.059	1.497	.553	1.809
University student Support Services	teaching and learning support	.006	.025	.009	.237	.576	1.737
	tutoring service for learning support	-.045	.032	-.068	-1.412	.376	2.662
	mentoring Service for Adaptation to University Life	.111	.029	.171	3.861***	.442	2.264
constant		.136	.190		.714		

R^2 =.354 adj.R^2 =.326 F=12.696***

* p < .05. ** p < .01. *** p < .001.

Table 6. Sub-Dependent variable: Communication and cooperation ability

Valuables	Items	Coefficient			t	Multicollinearity	
		B	SE	β		T/L	VIF
personal factors	gender	.022	.053	.014	.420	.879	1.138
	admission	-.046	.041	.035	1.118	.937	1.068
	semester	.036	.020	.057	1.748	.865	1.157
	location	-.016	.073	-.007	-.216	.788	1.269
	university size	.051	.052	.034	.963	.767	1.303
club activities	participation in club activities	.045	.022	.070	2.044*	.790	1.265
	participation in student body organization and body activities	.029	.026	.040	1.121	.738	1.356
	volunteering, community service	.025	.029	.035	.871	.591	1.691
	volunteering, Community Service Participation as part ofthe class	.051	.028	.073	1.823	.589	1.698
collaborative learning	interaction with the same class students for assignments	.098	.034	.109	2.878**	.652	1.534
	interaction with students outside the same class forassignments	.039	.030	.050	1.324	.645	1.549
	talking to others about what you have learned	.073	.036	.082	2.007*	.562	1.778
	finding the solution to the problem and explaining it	.035	.037	.041	.942	.501	1.995
instructional goals and learning content	clear goals and expectations of the class	.047	.040	.049	1.163	.520	1.924
	appropriating amount of learning	.030	.040	.034	.749	.441	2.270
	interesting and stimulates intellectual curios class	.019	.041	.022	.451	.409	2.443
learning experience	enough time to understand the learning content	.049	.041	.056	1.183	.414	2.413
	class using materials, media	.016	.044	.018	.370	.414	2.414
	professors whose	.022	.049	.024	.461	.346	2.890

	associate with their major experiences					
	appropriate cases presentation in relation to the major	-.005	.044	-.005	-.105	.389	2.570
learning assessment and feedback	additional explanation in case of difficulty in learning	.025	.046	.027	.549	.373	2.684
	evaluation management and grading fair	-.018	.040	-.021	-.455	.457	2.189
	appropriate test	-.009	.046	-.009	-.186	.415	2.411
	faithful feedback from the professor	.025	.040	.029	.618	.414	2.416
Interaction with Professor	discussion about the enrollment	.037	.046	.035	.801	.486	2.059
	discussion about the contents and tasks of the class	.013	.043	.014	.298	.441	2.268
	discussion about the test and the grade	.017	.045	.018	.388	.412	2.425
	discussion about career path	.043	.039	.048	1.108	.500	2.002
	interaction with professor on things other than classes andcareer paths	.143	.038	.156	3.808***	.553	1.809
University student Support Services	teaching and learning support	-.021	.026	-.033	-.823	.576	1.737
	tutoring service for learning support	.028	.033	.043	.865	.376	2.662
	mentoring Service for Adaptation to University Life	.053	.029	.083	1.801	.442	2.264
constant		.093	.195		.474		

R^2 =.307 adj.R^2 =.278 F=10.305***

* $p < .05$. ** $p < .01$. *** $p < .001$.

REFERENCES

H. K. Lee and C. S. Nam. "Fifty Years' History of Social Welfare Education in Korea -in the Context of Institutionalization of Social Welfare and Universalization of Higher Education." Korean Journal of Social Welfare Education 5.1 (2005): 69-95.

B. D. Ahn and K. H. Lee. "The Influence of Major Related Satisfaction of Social Welfare Students on the Professional Identity of Social Welfare." Korean Journal of Social Welfare Education 32 (2015): 167-184.

Y. H. Won, J. S. Ahn, and J. H. Bae. "A Study on the Curriculum Development of the Social Welfare Undergraduate Program Based on Social Workers Competency Modeling." Korean Journal of Social Welfare Education 13 (2010): 149-180.

E. G. Kim, J. Y. Ahn, H. J. Hwang, and G. H. Kim. "The Influence of Lecture Quality on the Learning Outcomes of University Students : Focusing on the Moderating Effects of Student Support Services." Korean Journal of Educational Administration 35.1 (2017): 169-193.

S. K. Lee. "Relationship between Teacher's Professional Learning Community and School Organization Effectiveness." Asia-pacific Journal of Psychology and Counseling 2.2 (2018): 129-134. http://dx.doi.org/10.21742/APJPC.2018.2.2.22

S. H. Han. "A Study on the Relationship among Self-Direction Learning, Major Satisfaction and Problem-Solving Ability in Nursing Students." International Journal of Advanced Nursing Education and Research 1. 1 (2016): 31-36. http://dx.doi.org/10.21742/IJANER.2016.1.1.06

H. E. Nam, N. S. Kim, S. H. Kim, Y. J. Im, M. R. Lee, E. S. Bae, J. W. Baik, H. K. Park, J. H. Son, K. H. Youn and H. Y. Lee. "Recognition of Experts on Social Welfare Education in Response to Changes in Future Society in South Korea." Korean Journal of Educational Administration 43 (2018): 55-80. DOI : 10.31409/KJSWE.2018.43.55

J. Y. Jung and Y. J. Im. "A Study on the Improvement of Learning Outcome of University Students: Focusing on majoring in Social Welfare." International Journal of Social Welfare Promotion and Management 7. 1. (2020): 39-45.

T. S. Kim. Social Welfare, "Social Welfare Profession, and Social Welfare Education." Korean Journal of Social Welfare Studies 9 (1997): 3-36.

S. Braye, M. Lebacq, F. Mann, and E. Midwinter. "Learning Social Work law: An Inquiry-Based Approach to Developing Knowledge and Skills." Social Work Education 22.5 (2003): 479-492. doi.org/10.1080/0261547032000126425

S. M. Park and J. W. Ko. "An Analysis of Structural Relationships among College Environment, Student Engagement and Learning Outcomes." Korean Journal of Educational Administration 34.4 (2016): 187-213.

Y. M. Song, S. B. Yu and M. J. Kim. "The Effects of University Students' Institutional Commitment, Professor-Student Interaction, and Positive and Collaborative Learning Activities on University Students' Satisfaction." Journal of Learner-Centered Curriculum and Instruction 18.10 (2018): 977-995.

H. Y. Kim, S. Y. Park and S. J. Lee. "A Study on the Factors of Learning Outcomes in Higher Education : Based on the Teaching Qualities and Extracurricular Activities." The Journal of Educational Research 15.2 (2017): 1-18.

I. Y. Han, H. W. Park and J. H. Kim. "Implementation of Service-Learning for Social Work Education." Korean Journal of Social Welfare 57.3 (2005): 251-276.

J. S. Han, Y. M. Kim and M. K. Kang. "Suggestions to Support Flipped Learning on Stage Based on the Survey of Primary and Secondary Teachers Recognition." Asia-Pacific Journal of Educational Management Research 1.1 (2016): 145-154. http://dx.doi.org/10.21742/AJEMR.2016.1.1.23