
Development Plan of Private Vocational Competency Development Training Institutes

Sung-Sik Yoo¹, Jun-Hyeok Seo², Soo-Yong Park³ and Dong-Hyung Lee^{4*}

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^{1,2}Department of Industrial & Management Engineering, Hanbat National University, 125 Dongseodae-ro, Yuseong-gu, Daejeon, Korea 34158

³Department of Convergence Technology, Hanbat National University, 125 Dongseodae-ro, Yuseong-gu, Daejeon, Korea 34158

⁴Department of Industrial & Management Engineering, Hanbat National University, 125 Dongseodae-ro, Yuseong-gu, Daejeon, Korea, 34158

¹hdhj36@hanmail.net, ²co903@hanbatac.kr, ³hrdmire@hanbatac.kr and ⁴leedh@hanbat.ac.kr

ABSTRACT

Until now, private vocational competency development training has been continuously expanded quantitatively, but it shows limitations in qualitative growth. Although private vocational training institutions have been greatly expanded in line with the entry of knowledge-based economies, industrial structure advancement, and the advent of the Fourth Industrial Revolution, it is still insufficient in terms of quality of training, and training high-skilled workers. Therefore, private vocational training institutions need to respond quickly to changes in the training environment, such as the economic and social environment, the industrial sites, and the vocational training system.

This study aims to derive a plan to enhance the competitiveness of private institutions by specifically and accurately grasping the reality of private vocational competency development training, predicting future changes in the training, and analyzing factors that hinder the training operation effects.

To this end, the problems of the current vocational competency development project are identified based on existing literature, research results and a survey conducted on related workers, the most urgent and important enhanced measures are drawn using IPA techniques.

The results of this study are summarized as follows.

First, the strategy with high importance and urgency is to apply the diverse and differentiated programs first than competitive institutions.

Second, the strategy with high importance and low urgency is to thoroughly check the current situation and improve the cost system.

Third, the strategy with low importance and urgency is to develop a program linked to the import business for the institution's independent survival in the long run.

Fourth, the strategy with low importance and high urgency is to benchmark advanced foreign institutions to flexibly respond to various situations.

This research is expected to contribute to strengthening their competitiveness by establishing suitable operational strategies for private vocational competency development institutions.

Keywords: Private Vocational Competency Development Training Institutes, Development Plan, IPA Method,

1. INTRODUCTION

In Korea, where physical resources are scarce, human resource development based on knowledge and technology is a very essential task in terms of creating new competitiveness. Considering these points, the private vocational training institutions have contributed to the economic development of Korea by nurturing and supplying technical and skilled manpower, which was lacking during the industrialization period, and faithfully

fulfilled its role as a foremost provider of vocational competency development training. Here, vocational competency development refers to all education and training activities conducted to acquire and improve basic vocational competency and job performance capability necessary for a job targeting those employed by the employer and those willing to work.

With the advent of the 4th industrial revolution era, related technologies, and knowledge such as smart factories are rapidly developing, and continuous reeducation is required for smooth job mobility and adaptation to jobs and social life in accordance with the resulting changes in job structure. In other words, a new paradigm for school education is required, and lifelong vocational competency development is becoming increasingly important.

Vocational competency development training institutions are primarily divided into public vocational training institutions and private vocational training institutions. Most of the private vocational training institutions are vocational training centers and vocational schools designated by the Minister of Labor (Kim et al., 2009). The private organizations mainly deal with fields that are not accepted by public vocational training or those that reflect their own needs.

However, looking at the vocational competency development market in Korea, state-led training institutions such as public vocational training institutions are still taking center stage in accordance with national policy considerations. Even after entering the knowledge and information society, education needed in the industrialization era is being conducted, so it does not meet the needs of consumers who want a quick response to the knowledge and information society.

Therefore, this study aims to identify the status and problems of vocational competency development training in the private sector, which accounts for the vast majority in terms of manpower supply and seek development plans as follows.

First, the outline of private vocational competency development training, status of operation, and problems are identified through existing literature research.

Second, a survey is conducted on experts, executives and staff of institutions, and students related to private vocational competency development training, and IPA (Importance Performance Analysis) is used to present the most urgent and important development plan for private vocational competency development projects.

Third, as a conclusion, we propose a development plan for private vocational competency development projects that should be promoted in the future.

2. LITERATURE REVIEW

2.1 Significance of Private Vocational Competency Development Training

Competence development refers to learning activities that develop human talents through education and training. This includes formal and informal education and training in job performance after job preparation or employment, education and training for a job change, and lifelong learning activities for hobbies (Kim and Park, 2011). Vocational competency development refers to those directly related to the development of job performance capabilities. More specifically, it can be referred to as 'a repetitive act to acquire the ability to reach specific goals and standards of technical and physical work'.

In particular, the automation of the production process by technological innovation emphasizes the importance of theoretical learning and lifelong learning about technology rather than improving workers' skills, so the term vocational training is more appropriate than vocational skill development (Kim et al., 2009). Vocational competency development is divided into essential vocational competency development and technical vocational competency development. Essential vocational competency development is a regular education, mainly carried out in the lower-level curriculum (elementary and secondary) or the introductory course of middle and high school education. Professional vocational competency development is carried out in regular education beyond higher education, but some are also carried out in secondary education, centering on vocational high schools. In addition, vocational competency development is divided into education and training for employment, education, and training for job competency improvement during work, and education and training for job change (Kim et

al., 2009).

Education and training for job competency improvement and job change are mainly conducted in vocational competency development training. They are primarily handled by the private sector rather than the public sector. Personal vocational competency development training, even if supported by the state or the public sector, is operated by the private sector according to its supply and demand situation or market principles.

2.2 Review of Existing Research

Existing studies related to private vocational training institutions are as follows.

Joo and Yang (2021) suggested measures to strengthen the role of higher vocational education institutions through an analysis of the environment and status of higher vocational education institutions. Jang and Jeong (2013) proposed additional indicators for training performance to foster training institutions that can flexibly respond to rapidly changing labor market environments, such as job changes and work type flexibility caused by COVID-19 and improve performance management.

The report of the Ministry of Employment and Labor (2020) shows that quality training must be supplied by abolishing the self-pay limit to activate the private vocational training market. Seo (2019) analyzed what factors determine the wages of private vocational competency development training instructors to improve the treatment of private vocational competency development training instructors and to establish a reasonable wage system. Lee et al. (2016) suggested a role-sharing plan for vocational education institutions considering the content and level of education, the job level of industrial personnel, and the type of manpower of vocational education institutions for each school level. Kim et al. (2009) suggested key tasks to enhance the competitiveness of the private vocational competency development market by identifying the actual conditions of the private vocational competency development market and analyzing the factors hindering the operation of market principles.

2.3 Operational Problems of Vocational Competency Development Projects

Through the report published by the Ministry of Employment and Labor in 2020, the operational problems of the vocational skills development program can be derived as follows (Ministry of Employment and Labor, 2020).

2.3.1 Insufficient Performance

Korea is operating a statutory training levy/reimbursement system to secure financial resources necessary from companies to promote vocational training in society.

This statutory training levy system without activating or qualitative improving of vocational training in society is not effective. Because it only replaces voluntary vocational training by individuals and companies and results in a loss of system operation costs. In this sense, Korea's statutory training levy system can be said still lacking in terms of vitalization and substantiality of overall vocational training.

It is a very important task to activate levy/reimbursement method for employers, which is the core of the current training levy system in Korea, and furthermore, to promote vocational training throughout society.

2.3.2 Sluggishness of Vocational Competency Development Training

It is commonly acknowledged that Korea's vocational training has dramatically contributed to economic growth since the late 1960s. However, vocational training in Korea is insufficient yet when compared to cases in other countries, despite the significant expansion of government support for all employment insurance subscribing workplaces and insured persons.

In particular, the sluggishness or stagnation of private vocational training is striking. This is because the demand for traditional fingertip skills has significantly decreased as quality control has been centered on engineers as the transition to a knowledge-based economy.

2.3.3 Low Expected Earnings of Vocational Competency Development Training

Along with the polarization of the labor market, the proportion of wage earners near the minimum wage has

increased, and a decrease in expected earnings from vocational training. That is, due to the labor market polarization by company size and industry, the opportunity to enter a decent job after vocational training has decreased, the proportion of workers earning the minimum wage and downward employment of college graduates have increased after vocational training.

2.3.4 Stagnant Supply of Vocational Competency Development Training

Paradoxically, the stagnant supply of vocational training can be attributed to the fact that the government's vocational competency development project expanded much faster than expected. Initially, the expansion of employment insurance to workplaces with one or more employees was scheduled for 2002, but it was expanded to all workplaces in October 1998 to respond to the Asian financial crisis.

The rapid expansion of employment insurance at the time was inevitable in terms of responding to the labor market shock caused by the foreign exchange crisis, but in the process, the subject of administrative management of vocational training rapidly increased. As of 1998, about 24,000 workplaces (with 50 or more employees) which were the main targets of the existing mandatory vocational training system have increased to about 2.8 million workplaces after the full-scale expansion of employment insurance. This resulted in a problem that the burden of administrative management of vocational training alone increased by more than 10 times, even though the organizational competency is the same.

2.3.5 Quantitative Goal Management

The financial scale and vocational training of the employment insurance vocational competency development project have exploded, but quality control of training was virtually abandoned because administrative capabilities have not caught up. In other words, training cost support was reorganized from actual cost settlement to unit price, so that differences in the scope of training occupations and training hours could not be considered. In addition, training expenses were paid based on attendance rather than performance. In addition, under the quantitative scale-oriented policy, to achieve quantitative performance the support requirements and level for SMEs were generously mitigated (10% of the unit price of support, the support limit is 240% of the insurance premium paid, etc.). As a result, there were cases in which training institutions signed an implicit agreement with a specific company and conducted education after registering the general unemployed as preliminary employees of the company. In this way, as the government's training performance has become more focused on quantitative performance, it has resulted in only expanding the supply of low-quality training that meets the requirements for government support rather than creating an environment to induce voluntary demand for vocational training from companies and individuals.

2.3.6 Negative Awareness on Vocational Training

Increase of the new inflow of institutions participating in through the employment insurance vocational skills development project resulted in the increase of the supply of low-quality training and failed to motivate companies and individuals to pay for it voluntarily by negative perceptions of vocational training. Also, in the process of transition to a knowledge-based economy, as the demand of higher education degrees was increased, the effectiveness of vocational qualifications also declined, preventing potential demand for vocational training from being converted into the actual market.

3. RESEARCH METHODOLOGY

3.1 IPA Method

IPA (Importance Performance Analysis) technique was proposed by Martilla & James in 1977 to explore and prioritize services and products that need improvement using customer satisfaction. This method is used as a tool to prioritize resource utilization for customer satisfaction surveys in the marketing area or the establishment of management strategies in the enterprise. It is a method to compare and analyze the relative importance and satisfaction of each attribute at the same time by having users investigate the importance of each attribute before using the service and evaluate their satisfaction with that attribute after using it (Han, 2021).

Looking at the IPA matrix structure, the importance and satisfaction of the evaluation factors are measured, and each of the four quadrants divided by the center point on the two-dimensional drawing is displayed as maintenance, concentration, low priority, and excess, respectively.

In other words, Quadrant I (Keep Up the Good Work) is an area where both importance and performance are high, and it requires efforts to maintain performance so that it does not deteriorate because the quality competitiveness of services or products is high.

Quadrant II (Concentrate Here) is an area of high importance but low performance, requiring intensive efforts and investment first for performance improvement.

Quadrant III (Low Priority) is an area for gradual improvement, which is not considered as a priority due to its low importance and performance, but it is necessary to seek measures or policies to improve performance gradually.

Quadrant IV (Possible Overkill) is an area of low importance but high performance and need to avoid excessive effort.

3.2 Research Methodology

In this study, to derive essential development measures for private vocational competency development training institutions, a survey was conducted on the importance and urgency among the competitiveness enhancement factors of private vocational competency development programs targeting related workers (Kim et al., 2009). In this case, the commonly used level of satisfaction was converted into urgency.

For the survey, a questionnaire was developed using the IPA technique for the requirements related to the competitiveness enhancement factors of the vocational competency development project, and 200 copies of the questionnaire were collected online using Google form from October 2022 to November 2022.

The questionnaire derived from this study consists of a total of 28 questions on a 5-point scale to identify the importance and urgency of the 7 factors related to the competitiveness enhancement strategy of the private vocational competency development project (See Table 1). The scales of importance and urgency were as follows: ① not important at all, ② not important, ③ average, ④ important, and ⑤ very important (Han, 2021).

The validity and reliability of the collected questionnaire values were verified using the SPSS statistical program, and a t-test with a surrogate sample was conducted to derive significant differences in the importance and urgency of the competitiveness enhancement strategies.

Table 1 Competitive Strategies of Vocational Competency Development Training Institutes

Competitive strategy	Detailed Action Plan
Cost Strategy	<ol style="list-style-type: none"> 1. Expansion of support for government training expenses. 2. Enter the low-cost market. 3. Establishment of a cost analysis system for efficient operation. 4. Consolidation of training institutions to reduce costs.
Differentiation Strategy	<ol style="list-style-type: none"> 5. Improving the image of the institutional brand. 6. Differentiation of education and training content (process, type, method). 7. Differentiate your customer service.
Niche Strategy	<ol style="list-style-type: none"> 8. Development of customized training. 9. Opening of various training courses and occupations suitable for the characteristics of participants. 10. Nurturing manpower to meet the needs of the industry
Growth Strategy	<ol style="list-style-type: none"> 11. Improving the quality of training. 12. Development of class projects linked to training courses and training occupations. 13. Development of training courses suitable for the times.

	14. Distribution of training failure risk. 15. Internalization of performance management. 16. Development of excellent programs that do not require government support.
Cooperation Strategy	17. Establishment of laws and systems enabling vocational schools and associations to conduct business. 18. Strengthening cooperation in government and local related projects.
Innovation Strategy	19. Development of new business models (courses, occupations, programs). 20. Policy response to training supply and demand services mismatch. 21. Revision of laws and regulations. 22. Operational improvement of the vocational competency development account system. 23. Establishment of a system which providing simultaneously vocational training, job information, and job placement. 24. Development of new training courses, occupations, and training programs.
Operational Effect Strategy	25. Reinforcement of autonomy in the operation of training institutions. 26. Expanding support for training teachers' capacity building. 27. Reinforcing on-site relevance of training facilities and equipment. 28. Improvement of the high-cost and low-efficiency structure.

4. RESULT AND DISCUSSION

4.1 Result and Discussion

4.1.1 Characteristics of Survey Respondents

The characteristics of the respondents who participated in the survey are as follows. By gender, 81.4% were male and 18.6% female. As for age, 31.9% were under the age of 30, 20.6% were between the ages of 31 and 40, 11.8% were between the ages of 41 and 50, 25.5% were between the ages of 51 and 60, and 10.3% were over the age of 61. As for status, 5.4% of administrative staff, 27.9% of training institution heads, 55.9% of trainees, 10.3% of training teachers, and 0.5% of high school teachers. As for the experience, 52.5% had less than 5 years of experience, 11.3% had 6-10 years, 4.9% had 11-15 years, 9.3% had 16-20 years, and 22.1% had more than 21 years of experience. 24%, 21.6% junior college graduates, 33.3% general university graduates (bachelor's), and 21.1% graduates of graduate schools or higher. Daejeon, Sejong, and Chungcheongnam-do account for 69.1%, Daegu and Gyeongsangbuk-do for 6.9%, Busan, Ulsan, and Gyeongsangnam-do for 6.4%, Seoul for 4.9%, Incheon and Gyeonggi-do for 3.9%, and Chungcheongbuk-do and Jeollabuk-do for 2.5%.

4.1.2 Validity and Reliability Analysis Results

In this study, we tried to secure the validity and reliability of the research purpose by figuring out the quantitative level of how valid and reliable the competitive strategy derived from the Korea Research Institute for Vocational Education and Training in 2009 was. In other words, we tried to achieve the purpose of the study by analyzing the correlation between variables and figuring out how valid and reliable the strategy was quantitatively based on the results. To this end, the direct rotation method (Varimax) was performed as a

principal component analysis among the validity verification methods to derive the Kaiser-Meyer-Olkin (KMO) value. The KMO value is a value that indicates the degree to which the correlation between variables is well explained by other variables, and in general, a value of 0.80 to 0.89 or higher is considered quite good (Seo and Bae, 2020). The KMO value of this study was 0.965 (p=0.000) for importance and 0.957 (p=0.000) for urgency. In addition, as a criterion for confirming whether respondents consistently answered the survey questions, a Cronbach α value of 0.6 or higher is generally regarded as reliable (Han, 2021). The analysis results showed that the Cronbach α values on importance and urgency were 0.978 and 0.976 respectively, indicating very high reliability.

4.1.3 Average Difference Analysis Result of Importance and Urgency

<Table 2> shows the importance and urgency of 28 questions to strengthen the competitiveness of private vocational competency development training institutions.

Items with high importance are 'Expansion of support for government training expenses (1)', 'Nurturing manpower to meet the needs of the industry (10)', 'Improving the quality of training (11)', 'Development of customized training (8)', 'Differentiation of education and training content (process, type, method) (6)', 'Development of training courses suitable for the times (13)', 'Strengthening cooperation in government and local related projects (18)' appeared in order. This means that the government must support appropriate training costs need to operate private vocational competency development training institutions autonomously. Next, to nurture customized talents practically required by companies it is necessary to use educational programs linked with related companies.

Items with high urgency include 'Expansion of support for government training expenses(1)', 'Establishment of a system which providing simultaneously vocational training, job information, and job placement(23)', 'Improving the quality of training(11)', 'Strengthening cooperation in government and local related projects(18)', 'Revision of laws and regulations(21)', 'Reinforcement of autonomy in the operation of training institutions(25)', 'Expanding support for training teachers' capacity building(26)' appeared in order.

Table 2 Paired Sample t-test Results.

No	Importance		Urgency		Gap	t-Value	p-Value
	Mean	SD	Mean	SD			
1	4.1471	.91401	4.0882	.94272	.05882	2.725	.007**
2	3.4412	1.16241	3.4363	1.15364	.00490	.152	.879
3	3.9069	.86312	3.8284	.88500	.07843	2.878	.004**
4	3.2696	1.25194	3.2794	1.22187	-.00980	-.426	.671
5	3.9167	.86413	3.7941	.89154	.12255	4.160	.000**
6	3.9902	.84218	3.8480	.89961	.14216	3.770	.000**
7	3.9657	.87313	3.8824	.87431	.08333	3.353	.001**
8	4.0000	.88223	3.8971	.87336	.10294	3.451	.001**
9	3.9510	.87525	3.9020	.87674	.04902	1.723	.086
10	4.0196	.85938	3.8971	.91198	.12255	3.946	.000**
11	4.0098	.85380	3.9412	.89138	.06863	1.994	.047*
12	3.8480	.89961	3.8284	.93375	.01961	.685	.494
13	3.9852	.87018	3.8966	.88112	.08867	3.635	.000**
14	3.8971	.85627	3.8382	.89239	.05882	2.015	.045*
15	3.9265	.90944	3.8627	.90471	.06373	2.443	.015*
16	3.5539	1.09276	3.4755	1.12052	.07843	2.386	.018*
17	3.9265	.91484	3.8775	.95705	.04902	2.151	.033*
18	3.9804	.92027	3.9363	.92628	.04412	1.572	.117
19	3.9069	.90219	3.8137	.94926	.09314	2.883	.004**
20	3.8971	.91198	3.8775	.92031	.01961	.706	.481
21	3.9461	.92690	3.9167	.93530	.02941	1.281	.202
22	3.9069	.95006	3.8922	.96139	.01471	.687	.493

No	Importance		Urgency		Gap	t-Value	p-Value
	Mean	SD	Mean	SD			
23	3.9657	.92784	3.9559	.93799	.00980	.342	.733
24	3.8824	.93949	3.8480	.93716	.03431	1.302	.194
25	3.9510	.98638	3.9118	1.00837	.03922	1.575	.117
26	3.9706	.92535	3.9020	.93650	.06863	3.201	.002**
27	3.9363	.90475	3.8922	.93014	.04412	2.082	.039*
28	3.9265	.94660	3.8578	.97475	.06863	2.592	.010*
Average	3.8937		3.8349				

*p<.05, **p<.01

These results show that it is necessary to establish strategies from both an external and an internal viewpoint to enhance the competitiveness of private vocational competency development training institutions. From an external point of view, it is urgent to allow private vocational competency development training institutions to operate autonomously according to the demand for various educational programs by expanding support for training expenses from government agencies, etc. To identify suitability of this result, this study conducted a paired-sample t-test by measuring (pre-post) the importance and urgency of each item twice (Seo and Bae, 2020).

<Table 2> is the result of verifying the difference between the average values of importance and urgency for detailed action plans through a paired sample t-test. Consequentially, it was found that most of the factors of importance and urgency for detailed action plans showed a statistically significant difference as the average of importance and urgency were 3.8937 and 3.8349 respectively. Also, urgency showed overall lower values than importance in most cases but was higher than importance in the item of 'Consolidation of training institutions to reduce costs (4)'. These results suggest that it is necessary to realize an economy of scale through the enlargement of training institutions.

The strategies with significant differences at the significance level of 0.05 among competitive strategies were no. 1, 3, 5, 6, 7, 8, 10, 11, 13, 14, 15, 16, 17, 19, 26, 27, 28. <Figure 1> and <Table 3> shows the importance and urgency of the development direction of private vocational competency development training institutions. That is, the average value of importance and urgency was set as 3.8937 in the X-axis, at 3.8349 in the Y-axis, respectively, to form quadrants (Seo and Bae, 2020).

Quadrant I can be said to be an item that requires efforts to improve the status as both importance and urgency are high; Expansion of support for government training expenses(1), Differentiation of education and training content (process, type, method)(6), Differentiate your customer service(7), Development of customized training(8), Opening of various training courses and occupations suitable for the characteristics of participants(9), Nurturing manpower to meet the needs of the industry(10), Improving the quality of training(11), Development of training courses suitable for the times(13), Distribution of training failure risk(14), Internalization of performance management(15), Establishment of laws and systems enabling vocational schools and associations to conduct business(17), Strengthening cooperation in government and local related projects(18), and Policy response to training supply and demand services mismatch(20), Revision of laws and regulations(21), Operational improvement of the vocational competency development account system(22), Establishment of a system which providing simultaneously vocational training, job information, and job placement(23), Reinforcement of autonomy in the operation of training institutions(25), Expanding support for training teachers' capacity building(26), Reinforcing on-site relevance of training facilities and equipment(27), and Improvement of the high-cost and low-efficiency structure(28). The strategy derived here has limitations in applying the same to all private vocational competency development and training institutions. It is necessary to introduce it strategically and systematically according to the structure and characteristics of the institution.

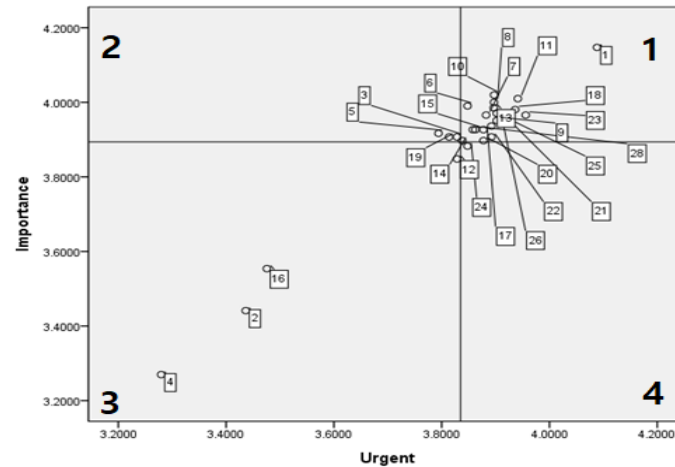


Fig. 1 Derivation of importance and urgency for the development of private vocational competency development institutions

Quadrant II is an area has high importance and low urgency and need continuous maintenance. Establishment of a cost analysis system for efficient operation (3), Improving the image of the institutional brand (5), and Development of new business models (courses, occupations, programs) (19) are equivalent. Therefore, a strategy needs to improve the cost system and develop a new business model by analyzing the current situation to enhance institution's brand image.

Quadrant III has low importance and urgency, so it can be said that it is an item that is not a matter to be considered at the present time. Enter the low-cost market (2), Consolidation of training institutions to reduce costs (4), Development of class projects linked to training courses and training occupations (12) and Development of excellent programs that do not require government support (16) are equivalent. These results mean a strategy is needed to develop programs that can be operated without government support in the long term by introducing programs linked to profitable businesses for independent survival of training institutions.

Quadrant IV is low in importance but high in urgency, so it can be said that it is an area to be considered on current efforts. Development of new training courses, occupations, and training programs (24) is chosen in this area. This result means to need a strategy for private vocational competency development training institutions to expand and diversify their training targets, benchmark foreign advanced programs and domestic famous institutions, and prepare for high quality and specialization so that they can flexibly respond to changes in circumstances.

Table 3 IPA matrix analysis results

Division	Detailed Action Plan
I. Keep up the good work	1. Expansion of support for government training expenses 6. Differentiation of education and training content (process, type, method) 7. Differentiate your customer service 8. Development of customized training 9. Opening of various training courses and occupations suitable for the characteristics of participants 10. Nurturing manpower to meet the needs of the industry 11. Improving the quality of training 13. Development of training courses suitable for the times 14. Distribution of training failure risk 15. Internalization of performance management 17. Establishment of laws and systems enabling vocational schools and associations to conduct business 18. Strengthening cooperation in government and local related projects.

Division	Detailed Action Plan
	20. Policy response to training supply and demand services mismatch. 21. Revision of laws and regulations. 22. Operational improvement of the vocational competency development account system. 23. Establishment of a system which providing simultaneously vocational training, job information, and job placement. 25. Reinforcement of autonomy in the operation of training institutions 26. Expanding support for training teachers' capacity building. 27. Reinforcing on-site relevance of training facilities and equipment. 28. Improvement of the high-cost and low-efficiency structure.
II. Concentrate efforts here	3. Establishment of a cost analysis system for efficient operation 5. Improving the image of the institutional brand 19. Development of new business models (courses, occupations, programs)
III. Low priority	2. Enter the low-cost market 4. Consolidation of training institutions to reduce costs. 12. Development of class projects linked to training courses and training occupations. 16. Development of excellent programs that do not require government support
IV. Possible overkill	24. Development of new training courses, occupations, and training programs.

4.2 Development Plans

4.2.1 Intensive Efforts and Investment (Quadrant I)

Quadrant I is an item that requires intensive effort and investment due to its high importance and urgency. In summary, a strategy to secure competitiveness over other related institutions is needed through diversification of training by private institutions, differentiation of services for students, and internalization of programs amid strengthened support such as appropriate training expenses from the government.

4.2.2 Development Plan through Maintaining the Status Quo (Quadrant II)

Quadrant II is an item of high importance but low urgency, requiring continuous maintenance of the current state. In summary, it is necessary to develop a strategy to improve the image of the institution by reducing costs and developing differentiated educational programs compared to other competitive institutions.

4.2.3 Development Plan through Gradual Improvement (Quadrant III)

Quadrant III, both importance and urgency are low, so we should try to maintain the current situation. In summary, it is not immediately important or urgent, but in the long term, a strategy to develop programs linked to profit-making businesses so that they can operate independently is necessary for independent survival of training institutions. Furthermore, it is necessary to sequentially implement a growth strategy that attracts many industrial manpower and increases market share in the long term, considering the size and situation of the institution.

4.2.4 Development Plan by Avoiding Excessive Effort (Quadrant IV)

Quadrant IV has low importance but high urgency, so it is not a priority item to consider at the present time, but it is urgent and requires investment. In summary, it is necessary to establish an innovative strategy to lead the market by developing a new business model and steadily securing demand for education and training.

5. CONCLUSION

Until now, vocational competency development training in the private sector has continued to expand quantitatively, but there was a limit to qualitative growth. In other words, the need for vocational competency development was raised in line with the entry into the knowledge-based economy, the advancement of the industrial structure, and the advent of the 4th Industrial Revolution, and thus the number of private vocational training institutions was greatly expanded, but the quality of training was insufficient.

Therefore, this study summarized the development plans of private vocational competency development training institutions that have been raised so far into 6 core strategies and 28 implementation strategies and tried to find priorities in terms of importance and urgency through IPA analysis.

As a result, the most important development measures were 'Expanding support for government training expenses', 'Nurturing human resources that meet the needs of industries', 'Improving the quality of institutional training', 'Developing customized training', 'Differentiation of education and training contents (course, type, method)', 'Development of training courses suitable for the times', and 'Through participation in government and local related projects Reinforcing cooperation'.

In addition, the development measures that need to be applied most urgently include 'Expanding support for government training expenses', 'Establishing a system that simultaneously links vocational training, job placement, and job information provision', 'Improving the quality of training', 'Strengthening cooperation through participation in government and local vocational training policies or relate', 'Improvement of laws and institutional regulations', 'Strengthening autonomy in the operation of training institutions', and 'Training teachers' Expanded support for capacity building'.

The summary of the results of this study is as follows.

First, as a strategy with high importance and urgency, it is to prioritize the application of programs by diversifying and differentiating them from competing institutions.

Second, a strategy with high importance and low urgency is to check the current situation and improve the cost system.

Third, strategies with low importance and urgency do not need to be applied urgently, but it is necessary to develop programs linked to import projects for the independent survival of institutions in the long term.

Fourth, a low-importance but the high-urgency strategy is to introduce and apply an advanced system by benchmarking foreign institutions so that it can respond flexibly to various situations.

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