한국컴퓨터정보학회 동계학술대회 논문집 제23권 제1호 (2015. 1)

The Influences of Psychological and social factors toward Academic Satisfaction and Achievement in Cyber Education

김경우°
°을지대학교
e-mail: kkw615@eulji.ac.kr°

사이버교육에서 만족도와 성취도에 대한 심리적 사회적요인에 관한 연구

Kyung-Woo Kim°
°Dept. of Addiction Rehabilitation with Social Welfare, Eulji University

● 요 약 ●

This paper investigate the empirical implications. They were to verify the influences of psychological and environmental factors toward performance satisfaction and durability. The results show that actional environment on academic satisfaction in learning is the most important factor. The effect of academic satisfaction on learning durability proved to be statistically significant. The results suggest that actional environment should be considered with top priority to increase the academic satisfaction. Learning satisfaction, academic vision, and academic satisfaction to enhance students' intention to continue studies are important.

키워드: cyber education, psychological and environmental factors , performance satisfaction and attachment, actional environment, academic satisfaction

I. Introduction

This study aims to verify the effects of learner's psychological and academic environmental factors on learning satisfaction and learning durability. Based upon this, to identify the factors affecting academic satisfaction and learning durability.

II. Related Study

1. The intrinsic motivation helps learners have enthusiasm and passion for learning, which in turn affect academic performance. In a learning environment, self-efficacy is the confidence and courage to establish academic plans and pursue the goals. Intrin

sic and self-efficacy are more important in cyber learning where learner need to study for themselves. The results of studies demonstrate that may students' learning through cyber classes are likely to decide to quit studying during the course 새 personal factors.

Environmental factors have effects on students' cognitive feature, creativity, academic achievement and act as important factor in forming behavioral patterns such as self-concept, attitude, interest, and personality. academic satisfaction proved to be important factors in evaluating academic performance. Learning attachment refers to learners' continued involvement until they achieve the academic goals in some specific educational institutions or courses or complete them successfully.

III. Research Methods

1. Respondents

This study targeted the students in the first term of 2014, in a cyber school. A questionnaire survey was conducted through the site of the school June 1 till June 20, 2014. The data collected from respondents were processed. As for the demographics of the respondents, there were more male students (256)than female students(200) in 456 cases.

2. Research measures

2.1 psychological and envionmental factor

2.2 satisfaction and adhesion of learning

to explain adult learners' intrinsic value and academic self-efficacy as predictors of learning persistence, satisfaction, and academic achievement in e-learning environment. This study was based on a web survey of 278 A cyber university students in 2010. The analysis results of the study are as follows: The results showed that only intrinsic value meaningfully expected academic persistence and satisfaction after the prediction analysis of intrinsic value and academic self-efficacy toward academic persistence, satisfaction and academic achievement.On the other hand, both intrinsic value and academic self-efficacy didn't predict academic achievement. And satisfaction was revealed as a meaningful predictor for academic persistence, while academic achievement didn't predict academic persistence. Based on these results, this study suggested e-learning strategies to improve adult learners' satisfaction, as well as to strengthen intrinsic value. The strategies related with intrinsic value were presented with the categories of objectives, tasks, instructional design and environment, and teaching-learning activities.

IV. Research Findings

Table1- Correlation between independent variables and dependent variables

	im	se	fv	ef	al	ls	la
im	1						
se	.572*	1					
fv	.267*	.340*	1				
ef	.244*	..246*	.278*	1			
al	.220*	.224*	.322*	.544*	1		
ls	.312*	.295	.296*	.538*	.678*	1	
la	.387*	.348*	.423*	.372*	.383*	.477*	1

(R**2: .436, adjustment R**2: .424, DW: 1.587)

* im(internal motivation), se(self efficacy), fv(future vision), ef(environmental factor), al(actional learning), ls(learning satisfaction), la(learning attachment)

Environmental factor has correlation with learning attachment, especially with satisfaction factor. Actional factors, in common with environmental factor have the higher correlation with satisfaction factor than learning attachment.

this study suggested e-learning strategies to improve adult learners' satisfaction, as well as to strengthen intrinsic value. The strategies related with intrinsic value were presented with the categories of objectives, tasks, instructional design and environment, and teaching-learning activities.

Table2-Effect of psychological and environmental factors on satisfaction

class	B	S.E	β	t	p	F	VIF
Contant	-.125	.298		-.421	.674		
im	.127	.056	.101	2.244	.024*	60.13	1.434
se	.100	.064	..072	1.603	.107		1.544
fv	.026	..043	.025	.574	.566		1.278
ef	2.75	.056	.223	4.773	.000**		1.466
al	.572	.052	.523	11.272	.000*		1.478
R^2 = .54..Revised R^2=.54							

*p<0.05, **p<0.01

The results showed the accountability of psychological factor and environmental factors on satisfaction was 54%, of 5 independent variables, motivation influence environment and actional factor influences satisfaction.

Table3-Effect of psychological and academic factors on learning attachment factors on satisfaction

class	B	S.E	β	t	p	F	VIF
Contant	1.262	.298		4.321	.000	27.12	
im	.242	.058	.233	4.252	.000**		1.434
se	.086	.064	..076	1.403	.163		1.544
fv	.202	..045	.243	4.672	.000**		1.383
ef	.146	.057	.142	2.553	.012**		1.466
al	.157	.053	.166	2.972	.003*		1.487
R^2 = .34.. Revised R^2=..33 *p<0.05, **p<0.01							

Table4-Effect of satisfaction factor on learning attachment

	B	S.E	β	t	p	F
constant	2.722	.155		17.432	.000	90.93**
I.satisfaction	.386	.043	.477	9.555	.000**	
R^2 = .23., Revised R^2=.23						

V. Conclusion

This study aims to empirically verify the effects of the psychological factors environmental factors on satisfaction and attachment, targeting cyber or digital schools. ased on the findings as above, the followings can be suggested to improve the satisfaction factor and learning attachment of the students in cyber education. First, female students who have low level of satisfaction factor will be the target group to improve the satisfaction in cyber education.

Second, learning vision of psychological factors and environmental factors proved to be a factor that had the greatest effect on attachment, which implies that there is less likelihood the students would quit in the middle if the student have higher future vision. Fourth, this study has significance in that it addressed learning satisfaction which has been seldom delt with as an independent variable affecting academic satisfaction learning attachment in on line education institutions that produce more dropouts than offline educations institutions. The fact has significance in that it has addresses the explanatory variables to be managed to improve the academic satisfaction and learning attachment of the learning students in cyber schools comprehensively and identified the importance of interaction, future vision.

Further the studies that discover a wide range of variables with significance among individual psychological factors and environmental factors and include them are required.

참고문헌

[1] Aragon, S.R. The influence of learning style preferences on student success in online versus environment .The American Journal of Education Vol. 16, No. 3, pp. 219-232, March 2005.

[2] Chute, A., Thompson *The McGraw-Hill Handbook of Distance Learning*, NY: McGraw-Hill

[3] Lim, y. W., Prediction of Academic Persistence, Satisfaction and Academic Achievement of adult e-learners According to Institute Value and Academic Self-Efficacy, Korea HRD Research, 5(4), pp.49-67, 2010

[4] Khan, B. H. , Web Based training: An instruction , In B.H. Khan(Ed.) Web-based Instrument Englewood Cliffs, NJ: Educational Technology Publications, pp.5-12, 2001.

[5] Martiinez, M., High attrition rate in e-learning : Challenges, Predictors, and solutions, The e-learning Developers Journal, 1-7, 2009.

[6] Moore, MG., & Kearsley , G. Distance education: A system view : Belmont, CA: Wardsworth Publishing Company, 2000.