A Study on Factors Influencing College Students in Online Learning Environments.

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- **Abstract:** This study was conducted on college students to investigate the relationship of major suitability, major satisfaction, self-leadership, and teaching presence. The data had been collected from December 23 to 31, 2020 using online questionnaires from 191 college students in G-do. The research tool is composed of 94 questions measuring general characteristics, major suitability, major satisfaction, self-leadership, and teaching presence and the collected data were analyzed using IBM SPSS WIN/21.0. The general characteristics were evaluated through frequency, mean, and standard deviation. The difference of variables according to the general characteristics was analyzed by t-test and one-way ANOVA while the correlation between each variable was analyzed using Pearson's correlation. We implemented the phased multiple regression analysis to identify the factors that influence on teaching presence. Major suitability had a positive correlation with major satisfaction, self-leadership, and teaching presence. Major satisfaction had positive correlation with self-leadership and teaching presence, and the teaching presence had a positive correlation with self-leadership. The factors that have the greatest impact were major satisfaction (ß=.470, p<.001), self-leadership (ß=.367, p<.001), major-suitability (ß=-.317, p=.002) and no group activity (ß=-.125, p=.030). In order to improve the effectiveness of online classes, it is considered that there is a necessity to use teaching methods that can improve self-leadership and to increase the teaching roles in online classes, also to provide customized class programs according to the degree of suitability of the major. The results of this study can be utilized as basic data for the development of education programs that are helpful in securing the quality of online classes for college students, improving adaptation at school or work, and improving work performance.