

Factors Affecting Learning Satisfaction of Nursing Students who participated in Online Classes.

- **Author(s):** Sook Kang
- **Abstract:** This study aimed to investigate the correlations between self-directed learning strategy, learning flow, teaching presence, and learning satisfaction, and to examine the factors affecting on learning satisfaction of nursing students who participated in online classes. The cross-sectional descriptive study was carried out using a self-report questionnaire created in Google Forms for 110 nursing students from May 5 to May 30, 2020. Statistical data analyses of the frequency, descriptive statistics, two-independent samples t-test, Pearson's correlation coefficients, and stepwise multiple regression analysis were performed using IBM SPSS statistics version 25. The participants' mean scores for self-directed learning strategy, learning flow, teaching presence, and learning satisfaction were 4.08 ± 0.56 (range, 1-5), 3.28 ± 0.74 (range, 1-5), and 4.15 ± 0.64 (range, 1-5), and 4.18 ± 0.75 (range, 1-5) respectively. Learning satisfaction showed significant positive correlations with self-directed learning strategy ($r=.55$, $p=.001$), learning flow ($r=.62$, $p=.001$) and teaching presence ($r=.86$, $p=.001$). The results of stepwise multiple regression analysis showed teaching presence were main factors affecting learning satisfaction in nursing students. The regression analysis indicated that the explanatory power of this regression model was roughly 74.0%. Therefore, to improve the learning satisfaction of nursing students in online classes, a variety of methods should be explored and applied to enhance teaching presence. This study can be used to establish an online learning management system to improve learning satisfaction
- **Keywords:** Self-directed learning strategy, learning flow, teaching presence, learning satisfaction