

## Attitude of Nursing Teachers' Towards Virtual Classes During COVID 19

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### Abstract

The world has immensely been affected due to outbreak of COVID-19. It forced shut down of all organisations and institutions, corporate, transportation everything, so as the educational institutions. In the absence of traditional classroom teaching and one to one interaction, on-line teaching has emerged as a substitute. Educational institutions and students across the globe have accepted the online platform of learning. However, despite its multiple advantages there are certain limitations of e-learning. Some of the studies revealed that the students and teachers experienced much panic and anxiety, since e-learning has never been a formal mode of education before this ongoing pandemic. The current study was aimed to explore the attitude of nursing teachers towards virtual learning. The current study concluded that 68% nursing teachers had positive attitude towards virtual classes thus the teachers not having a positive attitude is a matter of concern. There was significant association found between all three demographic profile of the nursing teachers such as gender, age and qualification and their attitude towards virtual class. Female teachers (75%) have more positive attitude towards virtual class than male teachers (43%). Age wise it was found that more the age, was more positive towards virtual classes. According to qualification more graduate teachers were having positive attitude towards virtual classes than post-graduate teachers. Majority of teachers disagree that conducting virtual classes from home is very comfortable and believe that virtual learning is not much effective in

comparison to face to face learning method. Majority of the teachers also disagree about improvement of the quality of education through virtual sessions.

**Keywords:** Nursing; student; attitude; towards; virtual; classes; COVID.

### Introduction

The COVID 19 pandemic has brought a dramatical change in the society. Education, environment and economy, everything got impacted. The outbreak of the pandemic, imposed partial or full time curfews around the world. Individuals are isolating themselves, working from home have been implemented in order to reduce the spreading of infection.

Within such measures, the education sector also has complied with the restrictions imposed. UNESCO has announced that 1.6 billion students, at all educational levels globally, are unable to continue their education (UNESCO, 2020). The education process completely transfers to digital media. The whole academic year in 2020 maintained digitally. Unlike traditional education, e-learning has many advantages that make e-learning environments. (Naved et al., 2017). However there are still deficiencies in the correct and responsible use of technology in the education sector during the COVID-19 pandemic.<sup>1</sup>

Sari and Nayir (2020) stated that parents and

teachers who were unprepared for distance education and e-teaching, during the COVID 19 they experienced difficulties in managing learning through such method. Teachers and students could not demonstrate the level of technology usage expected from them. Deshmukh (2020) stated in a similar study that the digital competence and skills needed in the pandemic process could not be obtained. Both educators, students and parents experience a panic in using online platforms.<sup>1</sup>

The current study conducted to assess the nursing teachers' attitude towards virtual classes conducted during the COVID pandemic.

**Methodology**

A cross sectional survey was conducted among nursing teachers from selected nursing educational institutions across Jharkhand. Data collected during 1st of September to 30th of September 2021.

The dependent variable was attitude and independent variable was virtual class. Nursing teachers were the target population. A total of 93 nursing teachers had participated in the study.

A valid self-administered structured survey questionnaire was constructed in Google forms and made accessible through link. Convenient nonprobability sampling technique was used via instant messaging and social media and the connections were requested to share as much as they can within their connections.

The questionnaire has two parts socio-demographic profile and attitude towards virtual classes. Socio-demographic profile comprises of 3 items such as, gender, age and qualification.

To assess the attitude of nursing teachers towards virtual classes 17 items were developed. Each answer was scored on a Likert scale from 0 to 4 in a way that, score 0 = strongly disagree, 1= disagree, 2=undecided, 3=agree and 4=strongly agree. The final score was obtained by summing the scores of all items. The higher score represents a positive attitude towards virtual classes. The total score between 0-17 represents a negative attitude, 18-34 not sure, and 35-68 represents positive attitude. The scale showed very good internal consistency and high positive correlation.

An informed consent briefly explaining the study objective was provided at the beginning of the questionnaire. Nursing teachers those who responded to the survey were assumed to have consented to participate in the study. No potential identifiers of the participants were collected to maintain the confidentiality.

The collected data were analysed using the SPSS-26. Descriptive analysis such as frequencies, and percentages and chi-square tests used to determine the association between demographic profile and attitude. The statistical significance level was set at p = 0.05.

**Result**

**Table 1:** Attitude of nursing teachers towards virtual classes. n = 93

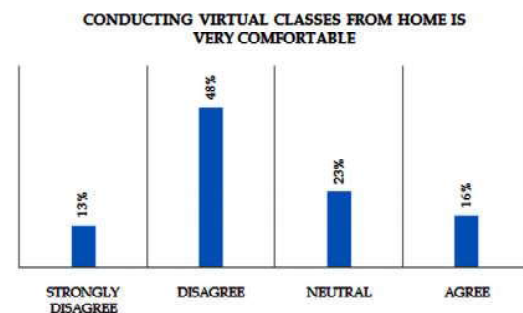
Attitude	Criteria Score	Frequency	Percentage
Positive	35 - 68	63	68
Neutral	18 - 34	30	32
Negative	0 - 17	0	0

Table showing 68% nursing teachers had positive attitude towards virtual classes.

**Table 2:** Association of attitude towards virtual classes and demographic profile n = 93

Demographic profile Variable	Total N(%)	Attitude towards virtual classes		Chi square p Value
		Neutral n(%)	Positive n(%)	
<b>Gender</b>	<b>93(100)</b>	<b>30(32)</b>	<b>63(68)</b>	<b>0.006</b>
Female	72 (77)	18 (25)	54 (75)	
Male	21 (23)	12 (57)	9 (43)	
<b>Age</b>				<b>0.04</b>
30-39	69 (74.2)	27 (39)	42 (61)	
40-49	18 (19.4)	3 (17)	15 (83)	
50-59	6 (6.5)	0 (0)	6 (100)	
<b>Qualification</b>				<b>0.03</b>
Graduate	33 (35.5)	6 (18)	27 (82)	
Post-graduate	60 (64.5)	24 (40)	36 (60)	

There was significant association found between all three demographic profile such as gender, age and qualification of the nursing teachers and their attitude towards virtual class. In comparison to females (75%), less number of males (43%) have positive attitude towards virtual class.



**Fig. 1:** Showing majority of teachers disagree that conducting virtual classes from home is very comfortable.

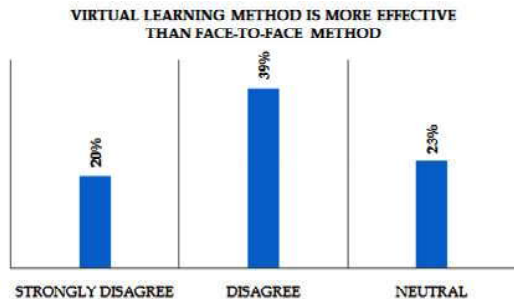


Fig. 2: Showing most of the teachers disagree about the effectiveness of virtual learning in comparison to face to face learning method.

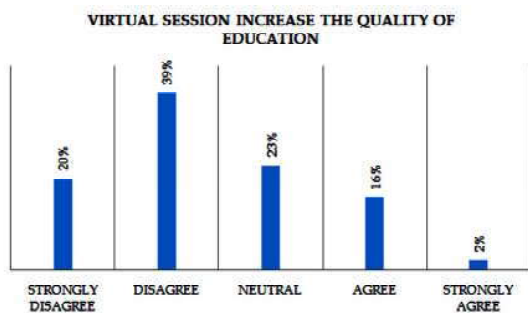


Fig. 3: Showing majority of teachers disagree with the statement that 'virtual sessions increase the quality of education'.

**Discussion**

Majority of nursing teachers 68% had positive attitude towards virtual classes. The finding has its support from the study conducted by Dalton H. Kisanga (2016), Sandra Kucina Softic (2015) and kumar Pawan (2017).<sup>2,5</sup> However the finding is in contrast to the finding of the study conducted by Kar Sankar (2020)<sup>6</sup> that indicates the attitude of the teachers towards online teaching is not satisfactory.

In the current study more female teachers (75%) had positive attitude towards virtual class than the male teachers (43%). The finding is contrast to the finding as observed by Gururaja Cs (2021)<sup>7</sup> and Sankar (2020)<sup>6</sup> which showed that male teachers develop a more favourable attitude toward online teaching than female teachers. The study conducted by Khaferi, G., Farizi, A. and Bahiti, R. (2018)<sup>8</sup> reported that there was no significant correlation between teacher' attitudes towards various e-learning according to gender.

The study by Gururaja Cs (2021)<sup>7</sup> and Sankar (2020)<sup>6</sup> also found that more experienced teachers show less interest in online teaching than less experienced teachers. This is in contrast to the finding of the current study, which shows more senior teachers have more positive attitude towards virtual classes.

There was significant association between all three demographic profile such as gender, age and qualification of the nursing teachers and their attitude towards virtual class. Similar findings reported by the study conducted by Gururaja Cs (2021).<sup>7</sup>

However the finding is contrast to the finding of the study conducted by Chandwani, Sanjay; Singh, Nirmal; and Singh, Gurpreet (2021).<sup>9</sup> In the current study increased age found positive correlation with attitude towards virtual learning whereas the study conducted by Chandwani, Sanjay; Singh, Nirmal; and Singh, Gurpreet (2021)<sup>9</sup> reported negative correlation.

**Implications**

The findings draws attention towards the barriers that makes the online learning less effective and thus can help developing strategies to improve the experience of online teaching.

**Recommendation**

Further study can be replicated on a larger sample size for the deeper understanding of problems faced by teachers. Similar studies can be replicated in different settings and comparative studies can be done among teaching groups imparting teaching to various professional courses.

**Limitations of the Study**

Though the researchers tried best to get maximum response but the data collection became challenging. Thus, the results of the study have been confined to the 93 responses only.

**Conclusions**

E-platform was a great measure during the pandemic for solving and reducing the academic gap, which would have arisen otherwise. The nursing teachers started adapting themselves to the changed virtual academic scenario. Since the online teaching is in infancy stage in the India, primarily due to COVID-19, there will be a need to strengthen the digital culture and infrastructure.

**Declarations**

*Competing interests:* No competing interests.

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*Authors' contributions:* Single author

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**Web Source**

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