To Study Learning Difficulties Experienced by Nursing Students in Online Class Teaching during COVID-19

Switi Ashokrao Besekar[1], Prachi B Falke[2]

Abstract

Whats App, zoom and Google meet are some of the apps used for conducting online classes. Some institutions have also developed their own software for online classes. It is almost a new notion for the nursing students to take online classes on regular basis.[1]

Objectives: (1) To study learning difficulties experienced by nursing students in online class teaching during COVID-19 pandemic. (2) To associate the findings with selected demographic variables.

Material and Methods: Research approach used for this study was an exploratory descriptive design. Population was nursing students who experienced online classes. Total 200 samples were selected by using non-probability convenient sampling technique.

Result: Majority of students 173 (86.5%) having negative experiences in online class teaching during COVID-19 pandemic whereas 27 (13.5%) of students having positive experiences in online class teaching during COVID-19 pandemic.

Conclusion: Majority of students 86.5% having negative learning experiences in online class teaching during COVID-19 pandemic whereas 13.5% of students having positive learning experiences in online class teaching during COVID-19 pandemic. There is a need for extended and intensive nursing research in the area of Online class room teaching and to counteract the various difficulties faced during online classroom teaching, so that improve the knowledge of students for providing better nursing care in family and community setting.

Keywords: Learning difficulties; Online class teaching; COVID-19 pandemic.

Author Affiliation: [1]Clinical Instructor, Datta Meghe College of Nursing, Nagpur, Maharashtra 441110, India, [2]Clinical Instructor, Shalinitai Meghe College of Nursing, Wanadongari, Nagpur 441110, Maharashtra, India

Corresponding Author: Prachi B Falke, Clinical Instructor, Shalinitai Meghe College of Nursing, Wanadongari, Nagpur 441110, Maharashtra, India.

E-mail: falkeprachi@gmail.com

INTRODUCTION

Online learning is the latest method of learning which encompasses the use of information technology in order to enhance the knowledge and academic performance of an individual. COVID-19 has impacted all aspects of human life such as physical, mental, economic, social, cultural and educational. Students study was also affected with

COVID-19 as they have to state at home and needs to focus on self-paced online learning material. The Ministry of Human Resources Development (MHRD) is regularly emphasizing on e-learning with the tagline as "Let COVID The concepts of online classes are not new as it has been a part of many academic courses since a long time.[3]

Evidences indicate that worldwide many universities are offering online courses for the learners. The perceived barriers related to online teaching and learning are the key reasons for less use of online in certain part of our country. This includes skill deficit, time, cost, infrastructure, poor communication, collaboration, attitude and culture Studies suggest that by developing strategies that ensure continuous engagement of students throughout the online study helps more to enhance performance of students Electronic learning is categorized as synchronized and Non-synchronized e-learning. Synchronized Learning is a teaching learning activity in which both the student and teacher will be online at same time and hence it is more social and avoids frustration by asking and answering questions in real time. Non-synchronized Learning is an offline learning, which does not require active involvement of student and teacher at real time.[6] Online learning nowadays considered as the potential method of learning especially in undergraduate medical & nursing teaching. There is no strong evidence that classroom teaching is better method of learning as compare to the online learning.[6] This pandemic has left no options in front of institutions other than temporarily shut the doors or shift to online classes. Though online classes are adopted as an alternative for traditional classes but they must be the part of futuristic education so that students must be acquainted with technological skills.[4] Online classes have shown an aspect of continuing the academic education. It has been shown in researches that students retain 25-60% more, when they learn online in comparison of 8-18% in traditional classroom teaching and 40-60% less time to learn than in classroom settings.[2]

Problem Statement:

To study learning difficulties experienced by nursing students in online class teaching during COVID-19 pandemic.

Objectives

1. To study learning difficulties experienced by nursing students in online class teaching during COVID-19 pandemic.

2. To associate the findings with selected demographic variables.

Assumptions

Nursing students faces various learning difficulties in online class teaching during COVID-19 pandemic.

MATERIAL AND METHODS

Research approach used for this study was an exploratory descriptive design. Population was nursing students who experienced online classes. Total 200 samples were selected by using non-probability convenient sampling technique.

Research Variable

Learning difficulties experienced by nursing students in online class teaching during COVID-19 pandemic.

Criteria for Sample Selection:

1. Inclusion Criteria

- Students who experience the online classes during COVID-19.
- Those who are available at time of data collection

2. Exclusion Criteria

- First year B.Sc. Nursing and 1st Year R.G.N.M. students

Tools of Data Collection:

The tools was divided into two sections

Section 1: Demographic variables

Section 2: Modified Likert Scale on learning difficulties experienced by nursing students in online class teaching during COVID-19 pandemic.

RESULT

Organization of Findings

The analysis and interpretation of the data are organized under three sections as per objectives of the study:

Section-I: Distribution of subjects with regards to their demographic variables.

Section-II: Assessment of learning difficulties

experienced by nursing students in online class teaching during COVID-19 pandemic.

Section-III: Association of findings with demographic variables.

Section-I: Distribution of Subjects with Regards To their Demographic Characteristics.

Table 1: Distribution of subjects with regards to their demographic characteristics   *n =200*

Demographic Variables	No. of Nursing Students	Percentage (%)
Age (Years)		
19	26	13
20	63	31.5
21	55	27.5
22	33	16.5
23 and Above	23	11.5
Sex		
Male	50	25
Female	150	75
Religion		
Hindu	121	60.5
Muslim	5	2.5
Christian	2	1
Buddha	72	36
Other	0	0
Course and year of study (Nursing)		
2nd year B.Sc. (Nursing)	49	24.5
3rd year B.Sc. (Nursing)	32	16
4th year B.Sc. (Nursing)	31	15.5
2nd year R.G.N.M	57	28.5
3nd year R.G.N.M	31	15.5
Residence		
Urban	106	53
Rural	94	47

Section-II: Assessment of learning difficulties experienced by nursing students in online class teaching during COVID-19 pandemic.

Table 2: Frequency and percentage learning difficulties experienced by nursing students in online class teaching during COVID-19 pandemic.   *n= 200*

Level of Experience	Frequency	Percentage (%)
Positive At and above mean 3	27	13.5
Negative Below mean 3	173	86.5

The above table number 2 shows Assessment of learning difficulties experienced by nursing students in online class teaching during COVID-19

pandemic. Majority of students 173 (86.5%) having negative learning experiences in online class teaching during COVID-19 pandemic whereas 27 (13.5%) of students having positive learning experiences in online class teaching during COVID-19 pandemic.

The students experienced following learning difficulties during online classroom teaching:

➤ Students were having less chances of communication with teacher, not able to concentrate, Eye problems, Students feel exhausted and stressful during Online Class Teaching.

➤ Students feel it is difficult to take notes during Online Class Teaching and feel overloaded with the content and it is time consuming.

➤ Students face internet connectivity issue and technical issues like electricity.

➤ Students were not able to give feedback to their teacher/ classmates while Online Class Teaching.

Section-III: Association of attitude score with demographic variables.

There was significant association between course and year of study (nursing) and no association between age, sex, religion, usual place of residence.

DISCUSSION

The result of current study supported by a study was conducted on Academic Crisis during COVID 19: Online Classes, a Panacea for Imminent Doctors. COVID 19 made a serious impact on many aspects of everyday life. The world saw a paradigm shift in the education system favouring online learning during the constrains of pandemic. To assess the attitude of the students towards online learning in subject of ENT, researcher conducted an observational study among 170 third year MBBS undergraduate students of our institute attending online classes through the student portal of our university website.[5] Result of study survey revealed students favoured online learning to sustain their academic interest and development during this pandemic. Yet, they perceived many challenges during online learning like lack of face-to-face interactions, lack of socialization, distraction by social media, technology related issues etc. Students also opted for a combined approach of learning in the post pandemic period.

The study concluded the challenges faced during online learning and added the innovative methods that can be included to overcome the obstacles of online learning. During this period of COVID, one must embrace the alternative to classroom learning to keep up with one's academic development and can consider an integrated approach of learning after the pandemic.[7]

A descriptive cross-sectional study carried out at Universal College of Medical Sciences and Teaching Hospital among first and second year Bachelor in Medicine, Bachelor of Surgery and Bachelor in dental surgery students from 1st June 2020 to 30th August 2020. Ethical approval was taken from Institutional Review Committee of Universal College of Medical Sciences and Teaching Hospital (IRC UCMS, Ref: UCMS/IRC/025/20). Convenient sampling method was used. Semi-structured questionnaire was used. Statistical Package for Social Sciences 22 was used for analysis and frequency and percentage was calculated.

Result of study shows that one hundred fifty six (73.93%) students were enjoying online learning only to some extent, 135 (63.98%) felt online class not equally effective as face-to-face teaching. The students had disturbance during online classes as internet disturbance 168 (79.60%), and electricity problem 47 (22.3%). Similarly, many students 155 (73.50%) felt external disturbance, headache 26 (12.3%), and eye strain 26 (12.3%).

Study Concluded that most of the students suffered from disturbances during online classes probably because of internet and electricity problem. When compulsory to conduct online classes, students felt that not more than three online classes per day should be conducted to avoid eye strain and headache.[8]

CONCLUSION

Majority of students 86.5% having negative learning experiences in online class teaching during COVID-19 pandemic whereas 13.5% of students having positive learning experiences in online class teaching during COVID-19 pandemic. There is a need for extended and intensive nursing research in the area of Online class room teaching and to counteract the various difficulties faced during online classroom teaching, so that improve the knowledge of students for providing better nursing care in family and community setting.

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