



Perception Of Nursing Students Regarding Online Teaching Learning Activities

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Abstract: During the COVID-19 pandemic, many academic institutions in India and the world turned to online learning. The present descriptive study aimed to know the perception of nursing students regarding online teaching- learning activities (teaching, assignment, evaluation). The non-probability convenient sampling technique was used to collect data from 50 nursing students of MGMNB CON Kamothe. Ethical approval was taken from the Internal Research Review Committee (IRRC) of MGMNB CON. Data were collected using a self-developed structured questionnaire via Google form. Descriptive statistics (frequency, percentage, mean and standard deviation) and the Chi-square test was used to analyze the data. It was found that 23(46%) of the nursing students had positive perceptions and 27(54%) of the nursing students had average negative perceptions regarding online teaching-learning activities. There is a scope to improve online teaching-learning activities by working on factors associated with negative perceptions of students. The academic institution should plan online teaching-learning activities after working on the factors associated with negative perceptions of effective teaching-learning

INTRODUCTION

Online teaching learning activities is education that takes place online mode and is an alternative method to physical learning. Online education enables the teacher and the student to set their own learning pace. There is the added flexibility of setting a schedule that fits everyone's agenda. As a result, using an online educational platform allows for a better balance of work and studies, so there's no need to give anything up. Studying online teaches learners vital time management skills, which makes the work-study balance easier. Having a common agenda between the student and teacher can also prompt both parties to accept new responsibilities and have more autonomy. The COVID-19 pandemic has disrupted teaching in a variety of institutions, especially in medical schools. Electronic learning (e-learning) became the core method of teaching the curriculum during the pandemic¹

Online education enables the learner to study or teach from anywhere in the world. This means there's no need to commute from one place to another or follow a rigid schedule. On top of that, not only do you save time, but you also save money, which can be spent on other priorities. The virtual classroom is also available anywhere there's an internet connection, and a good way to take advantage of this is to travel. For example, if you're studying abroad and want to get a job, online education is a great choice. There's no reason to give up on working or studying while exploring new and exotic places. This method is not a new mode of delivery for developed countries however it is not familiar both for students and faculties in most developing countries²

Online education in India has seen rapid progress in recent times, especially during Covid 19 lockdown making it one of the most discussed subjects in the education domain. Students now have access to the best courses from all around the globe to be skilled in these domains. A number of renowned universities are now offering online distance education, bringing world-class instructors and professors to educate students. The online Learning environment is an important base for the learning processes of students and for preferences of future workplaces. It is considered as an essential factor in determining the success of an effective curriculum and the student's academic achievements. This study attempts to assess the perception of learning activities among nursing students. The COVID-19 pandemic introduced a lot of changes to the way we live our lives not the least of which is the way we attend school, earn degrees, and

begin new career paths online teaching learning become a need to meet the curriculum needs of students, who have never to least experienced this before covid 19. Colleges and universities across the country have had to adapt to the “new normal”, finding ways to educate their students while still following social distancing guidelines. Hence there is a need to have evidence about its use, and effectiveness in nursing curricula and identify the perspectives of students. Hence the present study is undertaken to identify the perception of students regarding online teaching-learning activities.³

1.3 Problem statement:-

“Perception of nursing students regarding online teaching-learning activities”

1.4 Objective:-

- 1) To identify the perception of nursing students about online teaching
- 2) To identify the perception of nursing students about online assignments
- 3) To identify the perception of nursing students about online evaluation

1.7 Delimitations:-

1. This study is delimited to 2nd year BSc nursing students of MGM New Bombay College Of Nursing, Kamothe.
2. Study is delimited to students’ perception with a focus on the teacher’s ability and her performance related to online teaching-learning activities and has not included perception regarding the gain in learning through an online teaching-learning activity.
3. Study is limited to the findings of online teaching-learning activities that occurred during the lockdown period only. Hence it won’t be able to throw light on the experience of weaning from online to hybrid or offline activity.

REVIEW OF LITERATURE

2.1 Literature related to the perception of nursing students toward online learning

Bina Khagi Indian, 2020 conducted a cross-sectional to explore nursing students’ perceptions of online learning in the School of Nursing and Midwifery, in Nepal. A total enumerative sampling technique was used to collect data. Data was collected using a self-developed structured questionnaire via Google form. The data were entered into the SPSS version. The perception was associated with the academic year, access to the internet, the need for use of mobile data, and the academic level. The overall perception of nursing students is not satisfactory towards online learning⁴.

Bramer C. 2020 Jun. This study aimed to explore the online experience of preregistered adult nursing students. Two focus groups with students were held and a thematic analysis was carried out. Three main themes emerged regarding online: advantages, disadvantages, and preferences. The main advantages included time, accessibility, and convenience, being able to revisit learning, and the variety of approaches. Disadvantages included inadequate communication, support, and interaction. Students preferred an adequate balance of online with traditional teaching, more communication, synchronous online, preparation, and support. online is valuable to adult nursing students, providing convenience and flexibility. While it has advantages, the disadvantages and preferences require addressing to ensure future programmers are effective and meet nursing students' requirements⁵.

2.2 Literature related to Students' perception of online learning during the COVID-19 pandemic

Bączek M, et al 2021. After 8 weeks of only online learning, a survey was conducted to investigate the perception of this type of learning among medical students. A survey was conducted by distributing an online questionnaire to Polish medical students. Data gathered from the survey were analyzed with routine statistical software. Eight hundred-four students answered the questionnaire. It was focused that, There was no statistical difference between face-to-face and online learning in terms of opinions on the ability of the learning method to increase knowledge. E-learning was considered less effective than face-to-face learning in terms of increasing skills and social competencies. Students assessed that they were less active during online classes compared to traditional classes. E-learning was rated as enjoyable by 73% of respondents. E-learning is a powerful tool for teaching medical students. However, the successful implementation of online learning into the curriculum requires a well-thought-out strategy and a more active approach.⁶

The outbreak of COVID-19 led to lockdown, which in turn led to the closure of schools and colleges. This situation created an opportunity to transform conventional learning methods into an online or virtual methods using various digital platforms. Nepalese Army Institute of Health Sciences started online classes as an alternative way to resume education during Covid 19 pandemic. Through an online self-administered questionnaire using Google forms. Most bachelor-level students had a positive attitude toward online classes. With a positive attitude, students’ participation and adaptability in online classes may result in better academic performance⁷

RESEARCH APPROACH AND RESEARCH DESIGN:-

In this study, a quantitative research approach with a descriptive design is chosen to assess the perception of nursing students regarding online teaching-learning activities. The study was conducted in MGM New Bombay College Of Nursing, Navi Mumbai in a natural setting on the virtual platform on 2nd year BSc Nursing students with the inclusion criteria of 2nd year BSc Nursing Students and both male and female students. The sample size for the study is a total of fifty 2nd year BSc nursing students. This study comprises non-probability Convenient sampling

3.4. Data Collection technique: -

The researcher made questionnaire was used as a tool to collect the data involving questions regarding the perception of their online teaching learning activity viz online teaching, online assignment, online evaluation

3.5 Data collection instrument:-

The data collection instrument used for this study is a researcher-made self-structured questionnaire, which consists of a series of questions. The researcher made a self-structured questionnaire used to gather data on students' perceptions of their online teaching learning activity conducted during covid 19

3.5.1. Development of tool:-

Investigators have developed the tool based on objectives. It was based on a review of literature, internet resources, textbooks, and discussion with experts to select the most suitable and appropriate tool. The tool was developed in English

3.5.2. Description of instrument: -**Section C: To assess the perception of nursing students regarding online teaching, assignment, and evaluation**

It consists of three subsections

- Online teaching: It consists of 6 items
- Online assignment: It consists of 5 items
- Online evaluation: It consists of 4 items

3.6.4. Content validity of tool: -

In this study content validity of the tool was done by 5 experts. The suggestions and recommendations given by the experts are incorporated into the final preparation of tools.

3.7. Ethical Consideration: - The proposal was submitted before the research committee of the college and approval was obtained from the Institutional Ethical Review Committee of MGM New Bombay College of Nursing.

3.8. Data collection process: -

To conduct the research study in a selected college, formal written permission was obtained from the concerned authority of the selected college. Data collected was between 8th April 2022 to 12th April 2022, Researcher explained the purpose of the study to the potential 50 participants after obtaining verbal consent and then provided a google form, and the link is provided on their individual mail IDs. Reminders are given on days 3 and 5 of uploading on the google form

All students completed google forms. The investigator thanked and appreciated participants for their support.

RESULT AND DISCUSSION**Section 1: Distribution of sample based on demographic characteristics**

This section deals with the distribution of the sample based on their demographic characteristics using frequency and percentage shows that the majority (94%) of participants were females, 66% of participants are between age group of 18-19 years, 54% were residing rural areas, 46% are residing in an urban area, the majority (88%) were residing with family

Section 2: Distribution of participants based on the use of history of online use of the internet Table 1: Distribution of sample based on online internet access

Table 1 shows that only more than (38%) of participants were started using the internet for more than 3 years, (66%)were using the internet daily, majority of participants used (84%) a mobile phone for online classes, participants preferred the used of mobile data (62%) over WIFI (38%), 92% thinks that online class environment is feasible for them, 8% participants thinks that environment online classes were not feasible

N =50

Online Internet access	Frequency	Percentage
History of use of internet- (Period in years)		
More than 9	13	26%
6 to 9	10	20%
3 to 6	8	16%
1 to 3	19	38%
Frequency use of internt		
Daily Weekly	33	66%
2-3 times a week	11	22%
Monthly	4	8%
	2	8%
Type of device used-		
Mobile phone	42	84%
Computer	3	6%
Tablet	0	0
Laptop	5	10%
Network connection –		
WIFI	19	38%
Mobile data	31	62%
Hotspot		0
Feasibility-		
Yes	46	92%
No	4	8%

Section C: Perception of nursing students regarding online teaching-learning activities (Online teaching, online assignment, online evaluation)

Table 2: Item analysis of perception regarding online teaching-learning activities

N=50

Statements	Extremely satisfied	Satisfied	Somewhat satisfied	Not satisfied
1. Online teaching				
1) Satisfaction regarding the teaching curriculum set for the class	12(24%)	28(48%)	9(18%)	1(2%)
2) Knowledge of instructor	12(24%)	33(66%)	4(8%)	1(2%)
3) Communication by instructor	17(34%)	27(54%)	4(8%)	2(4%)
4) Motivation to students	15(30%)	23(46%)	11(22%)	1(2%)
5) Participation of students	14(28%)	25(50%)	8(16%)	3(6%)
6) Handling of technological aspects of online teaching	16(32%)	27(52%)	6(12%)	1(2%)
2. Online assignment				
1) Time of giving assignment	42(84%)	2(4%)	2(4%)	4(8%)
2) All of your assignment related doubt has been cleared	15(30%)	26(52%)	9(18%)	0
3) Satisfaction with the quality of the assignment	16(32%)	29(58%)	4(8%)	1(2%)
4) Deadline gave for submission of assignment	31(62%)	15(30%)	4(8%)	0
5) Satisfaction with correction given by the teacher	18(36%)	23(46%)	9(18%)	0
3. Online evaluation				
1) Assignment work has been evaluated	28(56%)	27(54%)	5(10%)	0
2) Instructions about online evaluation are given in advance	18(36%)	26(52%)	6(12%)	0
3) Are you satisfied with your assignment evaluation	18(36%)	26(52%)	6(12%)	0
4) Did your teacher solve doubts and queries related evaluation	21(42%)	22(44%)	7(14%)	0

Table 3: Distribution of participants based on the Perception score of participants regarding online teaching-learning activities

n=50

Category	Frequency	Percentage %	MeanSD
Online teaching			
Positive perception	24	48	18.48 ± 3.73
Negative perception	26	52	

**Online
assignment**

Positive perception	19	38	13.08 ± 2.10
Negative perception	31	62	

**Online
evaluation**

Positive perception	24	48	13.3 ± 2.15
Negative perception	26	52	

- 24(48%) shared positive perception, 26(52%) shared negative perception regarding online teaching. The mean perception of online teaching was 18.48 ±
- 19(38%) shared positive perception, 31(62%) shared negative perception regarding online assignment. The mean perception of the online assignments was 13.08 ±
- 24(48%) shared positive perception, 26(52%) shared negative perception regarding online evaluation. The mean perception of the online evaluation was 13.3 ±

Table 4: Composite of student's perception towards online teaching-learning activities

n=50

Category	Frequency	Percentage (%)	MeanSD
Positive perception	23	46	46.82 ± 7.26
Negative perception	27	54	

Table 9 and figure 4.17 shows that 46% participants were having positive perception, 54% participants were having negative perception towards online teaching learning activities, the mean score of perception was 46.82 ± 7.26

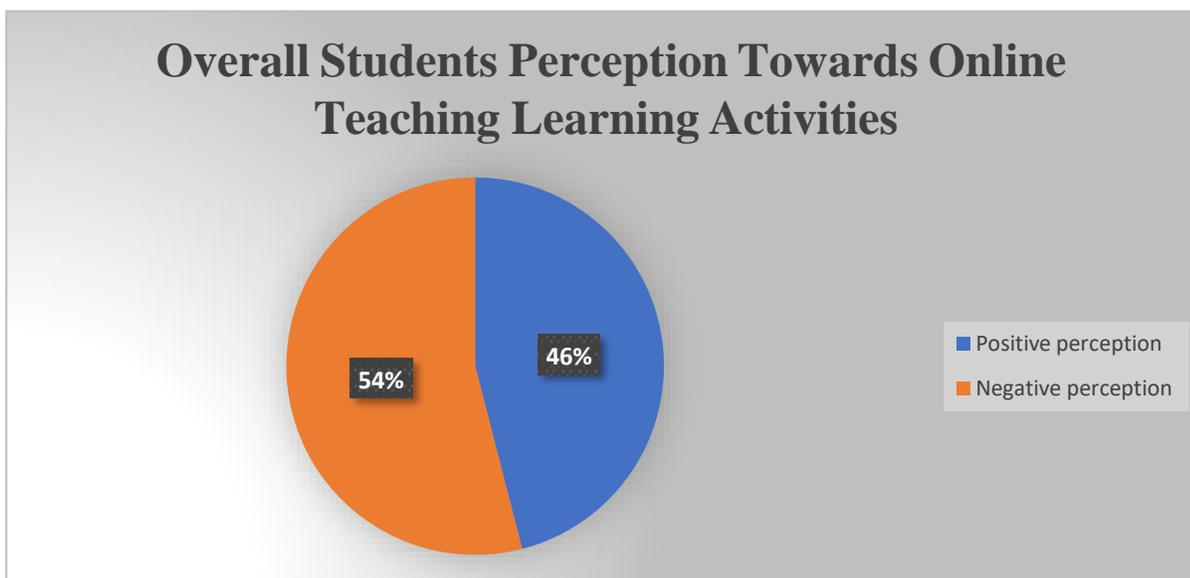


Fig. 1 Distribution of sample based on a composite of student's perception towards online teaching-learning activities

46% of participants were having positive perception, 54% of participants were having negative perception towards online teaching-learning activities, and the mean score of perception was 46.82 ± 7.26

DISCUSSION

More than 34% of participants were using internet access for the last 3 years and 66% had the habit of internet use daily for accessing some or other information, 84 % were using mobile and 16% were using either a laptop or computer, whereas the study conducted in Western Rajasthan shows 92% student participants used a mobile phone for online learning. This shows that mobile is the most accessible and preferred device for online learning during the COVID-19 pandemic. The perception regarding online teaching was noted as negative perception noted among 26(52%) participants, with a mean perception score of 18.48 ± 3.73 . The study conducted in Rajasthan shows 75% of students agreed and strongly agreed that they had felt comfortable in participating in online learning with a mean score 14.08 ± 2.57 . Participation of students during online teaching 8(16%) participants opportunities were not provide that up to that extended, although 3(6%) no, participation was missing from the students side. A study performed in Patan academic of health science the majority (47.1%) of students agreed to the amount of interaction with the teacher happening in class was appropriate. Majority 31(62%) participants expressed negative perception regarding online assignment, whereas 19(38%) participants was positive perception regarding online assignment Statistical analysis shows that in online assignment; the mean perception score was 13.08 ± 2.10 . The majority 26(52%) participants was negative perception regarding online evaluation, 24(48%) participants was positive perception regarding online evaluation. Statistical analysis shows that in online evaluation; the mean perception score was 13.3 ± 2.15

However these studies focused on students perception regarding online learning whereas in present study focus was on teaching-learning activities, on teacher's part-ability and performance.

However, the present study also shows that 23(46%) had a positive perception and 27(54%) of online teaching learning activities during the COVID-19 pandemic. Similar findings from Kaski, Nepal among 133 students showed that 72(54.1%)¹⁶, in Pakistan 296(77%)⁷ and in India 273(62.2%) students had negative perception towards online learning.¹⁵ All these studies were conducted during the COVID-19 pandemic period. Thus, although online learning was advantageous, flexible, and convenient during this pandemic situation, many students were not comfortable with it. However, learners' satisfaction is important for the positive perception of online learning.

CONCLUSION

The finding of the study revealed that the perception of nursing students was negative in online teaching learning activities. Majority of participants had negative perception in online assignment and online evaluation. However, study also highlight the need for improvement in teacher's ability of performing teaching learning activities by using online technology. It also mentions the need to adopt methods for those students who were with feasibility problem. Further study can be conducted to know teacher's perception regarding their performance, engagement and performance of the student

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