

“A study to assess the student nurse’s perception towards the online mode of teaching and learning activities in selected nursing school of New Delhi.”

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Abstract: The word “Perception” is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information or environment. And the word “Online learning” means getting education by the means of internet. COVID-19 pandemic has been a trigger for educational institutions worldwide to pursue creative approaches in a relatively short notice. During this time, most of the universities have shifted to online mode using Blackboard, Microsoft Teams, Zoom, or other online platforms. Both teachers and students are still in the process of getting acquainted with this new system of education. At this point in time, it is important to find out students’ opinion and perception regarding this virtual approach of teaching and learning. Whether the learners are attuned to the new methodology, or they would prefer any modifications in it, or rather they would want to go back to the traditional learning altogether, it would be an interesting point to explore. So, in this concern an quantitative and descriptive research was conducted with the aim to assess the student nurse’s perception towards the online mode of teaching and learning activities. Sample selected was 135 GNM nursing student from 1st year, 2nd year and 3rd year using convenient sampling technique. Structured opinionnaire was developed to collect data and it was shared with the students in form of google form through a link.. The study findings were revealed in terms of the objective for the study that The majority of the population (77.8%) belongs to the age group of 18-21. And 92.9% population was 12th pass and most of them (62.2%) are passed out from government school and had English language as the medium of education (76.29%). Many of the students used mobile to attend the online classes (78.5%). More than half of the student (55.56%) has positive perception towards the online mode of teaching and learning activities for theory classes and practical skills. The study also revealed that there is no statistical association between the student nurses’ perception and the demographic data.

Key Word: perception, teaching, learning, nursing

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I. Introduction

“Learning gives creativity, creativity leads to thinking, thinking provides knowledge, makes you great”

DR. A.P.J. ABDUL KALAM

The magnanimity of information technology’s influence on multiple aspects of our lives today which cannot be refuted, neither can its growing popularity and use in the education sector can be denied. This role in the academic arena has gained importance furthermore considering the ongoing Covid-19 pandemic. Which has caused the close down of all the educational institutions all over the world and thus giving rise to multiple challenges at all stages and levels of education in particular for students. ^[1] Due to which both educational institutions and students are experimenting with ways to complete their prescribed syllabus in the stipulated time frame in line with the academic calendar. These measures have certainly caused a degree of inconvenience, but they have also prompted new examples of educational innovation using digital interventions. This is a silver lining on a dark cloud considering the sluggish pace of reforms in academic institutions, which continues with millennia-old lecture-based approaches in teaching, ingrained institutional biases and obsolete classrooms. Nevertheless, COVID-19 has been a trigger for educational institutions worldwide to pursue creative approaches in a relatively short notice. During this time, most of the universities have shifted to online mode using Blackboard, Microsoft Teams, Zoom, or other online platforms. ^[2]

Online mode of education is education that takes place over the internet it is often referred to as e-learning among other terms. In computer technology and tele-communications, online indicate a state of connectivity and offline indicate a disconnected state. ^[3] It has been observed that online mode helps in saving

the time and resources. Previously online learning perceived as less interactive as compared to face to face learning. It was mainly due to lack of social presence, lack of social interaction and lack of student’s satisfaction. However now a day’s students find it more comfortable as compared to offline mode of class and student could get a chance to know about the current technology scenario of teaching.^[4]

Both teachers and students are still in the process of getting acquainted with this new system of education. At this point in time, it is important to find out students’ opinion and perception regarding this virtual approach of teaching and learning. Whether the learners are attuned to the new methodology, or they would prefer any modifications in it, or rather they would want to go back to the traditional learning altogether, it would be an interesting point to explore. Therefore, the purpose of this study was to determine the perceptions of students towards online mode of teaching and learning activities.

The objectives of the study were to assess the student nurse perception towards the online theory class and practical skills and to find out the association between perception of students with specific demographic variables.

II. Material and Methods

The study was conducted in May 2021. The research approach and design was quantitative and descriptive. The population was the GNM nursing students out of which 135 student nurses were selected from 1st year, 2nd year and 3rd year using convenient sampling. A structured opinionnaire (5-Point Likert Scale) was used to assess perception of student nurses towards the online teaching and learning activities. The Structured opinionnaire to assess the perception of student nurses towards the online teaching and learning activities was comprised of 15 items. Each item has five responses – strongly agree, agree, neutral, disagree and strongly disagree. The maximum and minimum marks awarded for each item were 5&1 respectively

Structured opinionnaire was shared with the students in form of google form through a link in their WhatsApp. Permission from the Principal and ethical clearance from Organizational Review Board was taken before starting the study. Before the opinionnaire was given to the participants, consent was taken, aims and objectives were explained to them.

III. Result

The data was analyzed by using descriptive in term of frequencies, percentage, mean, median and chi-square.

Table 1: Frequency and Percentage Distribution of Demographic Data of Student Nurses (n = 135)

S.NO.	CONTENT	FREQUENCY (f)	PERCENTAGE (%)
1.	AGE (IN YEARS)		
	18– 21	105	77.78%
	21 -- 24	29	21.48%
	More than 25	01	0.74%
2.	YEAR OF STUDY		
	GNM I YEAR	49	36.29%
	GNM II YEAR	49	36.29%
	GNM III YEAR	37	24.40%
3.	EDUCATIONAL QUALIFICATION		
	12th pass	125	92.59%
	Graduation	10	7.04%
	Above graduation	0	0%
4.	HIGHER SECONDARY EDUCATION DONE FROM		
	Government	84	62.22%
	Private	51	37.78%
5.	STREAM OF HIGHER SECONDARY EDUCATION		
	Science with bio	25	18.51%
	Commerce	28	20.74%
	Humanities	64	47.40%

	Other	18	13.33%
6.	MEDIUM OF EDUCATION		
	Hindi	32	23.70%
	English	103	76.29%
7.	EDUCATION TECHNOLOGY USED		
	Zoom	4	2.96%
	Microsoft team	79	58.51%
	Whatsapp	9	6.66%
	Google meet	2	1.48%
	All of the above	41	30.4%
8.	TYPE OF GADGET USED FOR ONLINE CLASSES		
	Mobile	106	78.51%
	Laptop	20	14.81%
	Computer	4	2.97%
	Tablet	5	3.8%
9.	TYPE OF INTERNET CONNECTION YOU USED FOR ATTENDING ONLINE CLASSES		
	WIFI	23	17.1%
	Cellular data	55	40.7%
	Combination of A&B	57	42.2%

Table 1 reveals that most of the nursing students were of the age 18-21 (77.78%). Most GNM I year and GNM II-year student nurses had equal number of population (36.29%) whereas GNM III year students were comparatively less in number (24.40%). Majority of the student nurses are 12th pass out (92.59%). Few of the students have attained their higher secondary education in English medium (62.22%). Among the different streams most of them are from humanities (47.40%), science with bio (18.52%), commerce (20.74%) and others (13.33%). Most of them have English as their mode of education in higher secondary class (76.29%). Microsoft team is the mostly used educational technology by the nursing students (58.51%). Mobile has been used mostly to attend online classes (78.51%). Combination of both WIFI and Cellular data connection has been used by few of them to attend online classes (42.2%), whereas some of them have either used only WIFI (17.1%) or Cellular data (40.7%).

Table 2: To assess the perception of the student nurse’s perception towards online teaching and learning activities.

(n = 135)

PERCEPTION	SCORING CRITERIA	FREQUENCY	PERCENTAGE
NEGATIVE PERCEPTION	15-45	60	44.44
POSITIVE PERCEPTION	46-75	75	55.56

Table 2 shows that more than half of student nurse’s (55.56%) have positive perception while 44.44% have negative perception towards online teaching and learning activity.

Table 3: To assess the association of the Perception scores with selected demographic variables (n = 135)

DEMOGRAPHIC DATA	PERCEPTION SCORE		CHI-SQUARE (χ ²)	df
	ABOVE MEDIAN	BELOW MEDIAN		
1. EDUCATIONAL TECHNOLOGY USED FOR OLINE CLASSES				
a) Zoom	1	3	2.954	4
b) WhatsApp	4	5		
c) Microsoft Team	44	35		
d) Google Meet	1	1		
e) All of the above	25	16		

2. TYPE OF GADGET USED FOR ONLINE CLASSES					
a)	Computer	2	2	0.247	3
b)	Laptop	11	9		
c)	Mobile	59	47		
d)	Tablet	3	2		
3. TYPE OF INTERET CONNECTION USED FOR ONLINE CLASSES					
a)	Wi-Fi	12	11	0.129	2
b)	Cellular	31	24		
c)	Combination of both a and b	32	25		

(df=4, $\chi^2=9.49$; df=3, $\chi^2=7.82$; df=2, $\chi^2=5.99$)

TABULAR CHI-SQUARE VALUE (χ^2)	CALCULATED CHI-SQUARE VALUE (χ^2)	df (at level 0.05)	SIGNIFICANCE STATUS
9.49	2.954	4	Not Significant
7.82	0.247	3	Not Significant
5.99	0.129	2	Not Significant

Table-3 represents that the computed Chi-square value to establish the association between the perception scores and educational technology used for online classes (2.954) was not statistically significant at 0.05 level of significance for degree of freedom four. This shows that there is no association between the student nurse’s perception and the educational technology used for online classes.

The computed Chi-square value to establish the association between the perception scores and the type of gadget used for online classes (0.247) was not statistically significant at 0.05 level of significance for degree of freedom of three. This shows that there is no association between the student nurse’s perception and the type of gadget used by them for attending online classes.

The computed Chi-square value to establish the association between the perception scores and the type of internet connection used to attend online classes (0.129) was not statistically significant at 0.05 level of significance for degree of freedom of two. This shows that there is no association between the student nurse’s perception and type of internet connection used by them to attend online classes.

III. Discussion

The present study findings were revealed in terms of the objective for the study. The majority of the population (77.8%) belongs to the age group of 18-21. And 92.9% population was 12th pass and most of them (62.2%) are passed out from government school and had English language as the medium of education (76.29%). Many of the students used mobile to attend the online classes (78.5%). More than half of the students (55.56%) has positive perception towards the online mode of teaching and learning activities for theory classes and practical skills. The study also revealed that there is no statistical association between the student nurses’ perception and the demographic data.

The findings of the present study were supported by similar study conducted by THAPA PRATIMA [2021] Nepal in January among 470 nursing student to find out the nursing students attitude on the practice of e-learning. the analysis showed that almost half of the nursing students showed positive attitude regarding e-learning. The mean scores for the domains perceived usefulness, intention to adapt, distant use of e-learning ease o learning, technical support. Overall 58.9% had a favorable attitude regarding e-learning.¹⁰

IV. Conclusion

Online education is often associated with internet education, virtual education, cyber learning and asynchronous learning (office of sustainable development 2000). Although nursing students may be attracted to an online education because of accessibility, flexibility and convince for their educational experience. There is need to identify what factors improve satisfaction and retention of nursing students in online nursing courses and programme presence in online courses may decrease student’s perception of separation or distance yet, there is a limited knowledge in this area about online nursing programme. Through several theoretically framework and models have been developed and used to encompasses explain activities and outcome in online education the use of these with nursing students continue to be an area for further study having a theoretically framework such as the foundation for guiding the development of online education of nursing is needed for understanding the multiple factor influencing nursing students in online course, assisting nursing faculty with the knowledge

and use of best online teaching practice and for measuring the quality of online course and education programs in nursing.

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