



**Attitude of UG nursing students towards exclusive online teaching during the
pandemic: A web-based multi-centric approach**

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Abstract

Introduction: Advancement in Information Technology (IT) gave wings to education. Apart from the innovativeness of teaching involving multimedia, the basic need to impart education online was multiplied because of lockdown during pandemic. But professional courses like Nursing, where hands-on skill is a mandatory requirement, the receptiveness of students for exclusive online teaching is questionable. This study aimed to find out the attitude of nursing students towards exclusive online teaching in four different Nursing Colleges in different parts of the country with a scope of continuing nursing education in future pandemics.

Methodology: A descriptive web-based multi-centric cross-sectional study was conducted among BSc and PB BSc Nursing students with a sample size of 250. The tool consists of 8 items to assess demographic variables and self-constructed 12 satisfiers and 12 dis-satisfiers conceptualized on Herzberg's Motivational Theory to assess the attitude against a 5-point Likert scale.

Results: The majority (47.2%) of the participants were in their early 20s and 28% of the respondents were in 1st Year BSc Nursing. 67.2% had a positive attitude towards exclusive online teaching. 71.54% reported recording facility, followed by reinforcement (69.96%), ease of taking notes, innovative videos for new learning, and feasibility were other important satisfiers reported by 65.21%. Whereas, more than 91% reported lack of clinical experience and losing efficiency in already learned nursing procedures were important dis-satisfiers, followed by lack of physical presence of teacher (78.26%). **Conclusion:** The attitude of UG Nursing students towards exclusive online teaching is positive because of recording and reinforcing facilities. However physical presence of a teacher and the honing of practical skills through learning by doing needs to be emphasized.



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Introduction

In recent past, the pandemic has severely affected education and educational systems across the world. To break the chain of transmission, educational institutions around the world were indefinitely closed. To minimize the loss of more than billions of students, many pioneer institutes have found only one solution for this, which is exclusive online education. The advantages of online education are many. Even the most timid child can equally participate without inhibition, time saved for other work, easy note-taking, recording facility, enhanced teacher-learner interaction, novelty, clarity, information, revision at one pace, better assistance, feasibility and skill learning through multimedia.

However, a professional course like nursing, where the learning must inculcate the art of providing care with humility and compassion balancing the competence of science, the concept of online teaching may raise many brows. The present study aimed to assess the attitude of nursing students towards exclusive online teaching which can be considered as a preparedness of future pandemics.

Methodology

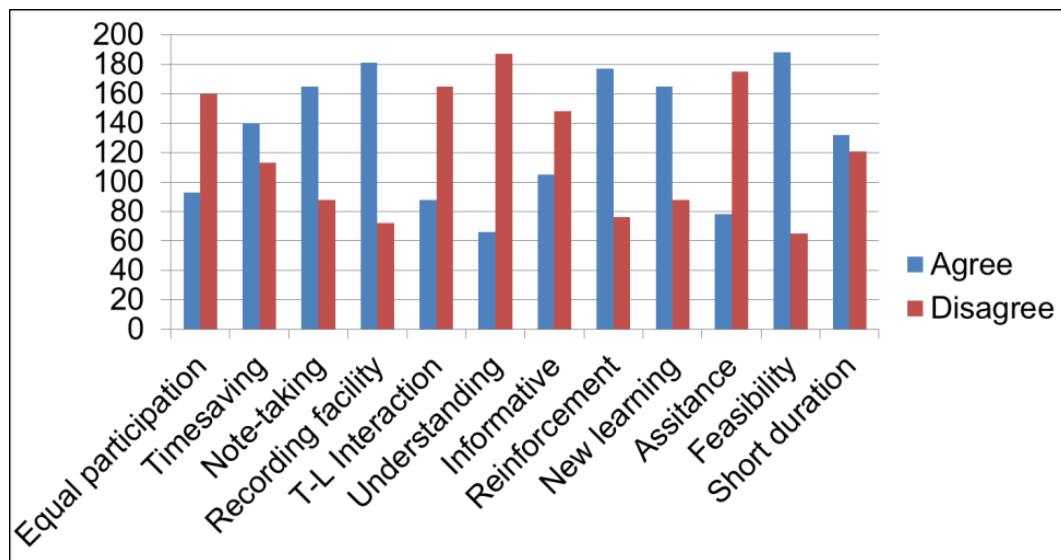
A descriptive web-based multi-centric cross-sectional study was conducted among 250 BSc and post-basic BSc Nursing students enrolled through consecutive sampling out of four leading colleges of Nursing across the country to assess the attitude towards exclusive online teaching. The attitude was operationally defined in this study as the response of students towards exclusive online teaching on the basis of comparison between satisfiers or motivating factors and dis-satisfiers or demotivating factors. The factors were self-constructed using Herzberg's Motivational Theory as a conceptual framework. The tool consisted of 8 items to assess demographic variables and self-constructed 12 satisfiers and 12 dis-satisfiers and the mode of administration was Google form. Institutional Ethical Committee approval was obtained and non-consented students were not made to participate.

Results

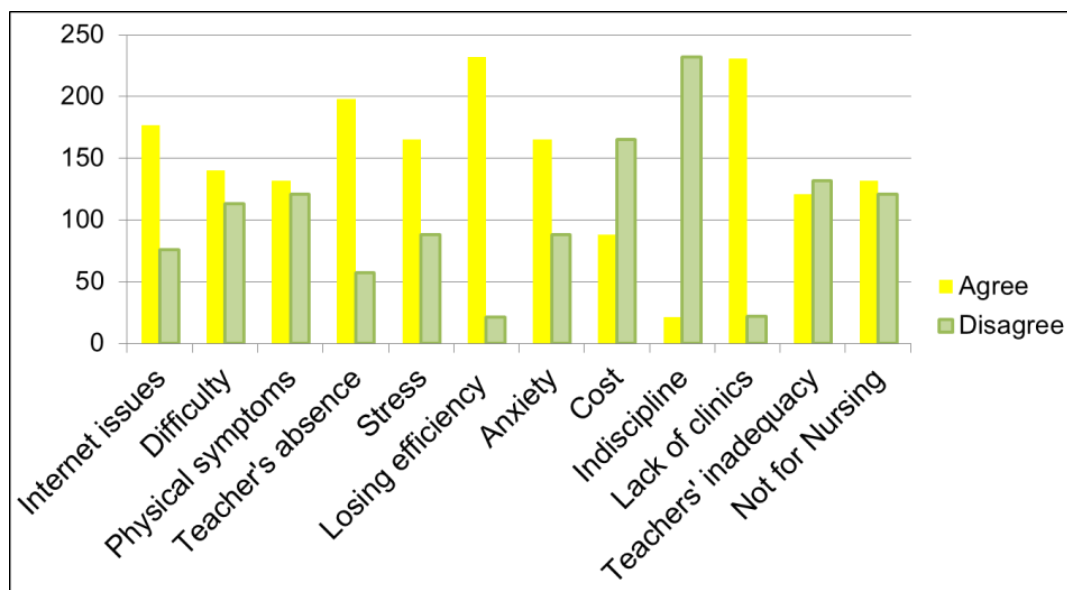
Demographic variables – The majority (37.9%) were in their early 20s, 28.1% were 4th year BSc Nursing students, 70.4% used mobile as a device, 83.3% used mobile data for connectivity

66.4% reported average network strength. Almost all (97.2%) classes were conducted on Google Meet. Maximum (89.7%) had no previous experience with online training, and 59.7% reported average proficiency in handling IT.

Attitude - 67.2% had a positive attitude towards exclusive online teaching. The difference between the mean score (40.32) of satisfiers and mean score (40.72) of dis-satisfiers is $z = -1.982$, not significant at 0.05, which shows both satisfiers and dis-satisfiers are equally effective in determining the attitude towards exclusive online teaching among nursing students.



Bar Graph 1 shows 71.54% of students reported recording facility, followed by reinforcement (69.96%), ease of taking notes, innovative videos for new learning, and feasibility were other important satisfiers reported by 65.21%.





Bar Graph 2 shows more than 91% of students reported a lack of clinical experience and losing efficiency in already learned nursing procedures were important dis-satisfiers, followed by a lack of physical presence of teacher (78.26%).

Discussion

A cross-sectional survey of 470 nursing students in Nepal in 2021, found 68.2% had a positive attitude towards exclusive online teaching. The present study also yields similar results that is 67.2%.¹

A study conducted in 2020 showed that 68.2% of Indian nursing students felt the physical absence of teachers was a major drawback online. The finding is even higher that is 80% of respondents reported the same in the present study.² Whereas, a similar study conducted on 538 nursing students undergoing distance learning amid the COVID-19 pandemic in Jordan, reported low internet streaming quality as the worst dis-satisfier by 69.1% of students.³

Regarding the satisfiers and dis-satisfiers of online teaching, in a study conducted on 120 students in Pakistan in 2016, the mean scores for perceived usefulness were significantly higher than e-learning stressors.⁴ But in the present study the difference between the mean score (40.32) of satisfiers and the mean score (40.72) of dis-satisfiers is not significant.

Conclusion

The attitude of UG Nursing students towards exclusive online teaching is positive because of recording and reinforcing facilities. For a better teaching-learning outcome, besides hands-on-skill clinical experience, the emphasis should be given to IT training of both teachers and students, provision of Wi-Fi, advanced simulation techniques, a positive attitude towards technical advancement, and teacher-student bond.



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