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LIVED IN EXPERIENCE OF ONLINE LEARNING AMONG FIRST YEAR NURSING STUDENTS DURING LOCK DOWN PERIOD

N. Kavitha*¹, R. K. Rathi¹, R. Revathi¹

¹*Faculty of Nursing, Velammal School and College of Nursing, Madurai, Tamil Nadu, India.

ABSTRACT

Due to the scenario of COVID-19 pandemic students are unable to learn from their home since they need some support and guidance from the teacher and also from the management. So teachers have taken initiative to take online classes. The objective of this study is to explore the lived in experiences of online learning among first year nursing students during lockdown period. A qualitative research approach and phenomenological design was adopted for this study. Colaizzi's analysis frame work was used for data analysis. A total of 65 first year Nursing students have participated from selected nursing colleges in Madurai. Semi structured interview was used to gather data via zoom cloud meeting, after which the information was transcribed and made into meaningful themes. The researcher followed the ethical guidelines. Results showed two major themes which were extracted from the interviews. These were academic proficiency and barriers of learning. The present study shows the expressions of first year nursing students about their online classes. According to the statement of the study participants' online classes give confidence for them to face university examination. The academicians and students have to adapt to this online class for the better outcome of the students.

KEYWORDS

Nursing students, Online classes, Phenomenology, Colaizzi's method and Lockdown period.

Author for Correspondence:

N. Kavitha,
Faculty of Nursing,
Velammal School and College of Nursing,
Madurai, Tamil Nadu, India.

Email: kavitha6776@gmail.com

INTRODUCTION

The physical "brick and mortar" classroom has already started to lose its monopoly as the place of learning. Online learning is a form of distance learning which has become the largest sector of distance education in recent years. In the recent pandemic episode of COVID-19, the social distancing pushed all the educational institutions to relay on different kind of online mode of teaching to enhance student's learning. The Internet and the World Wide Web have made significant changes to

almost all aspects of our lives ranging from global economy, personal and professional networks to sources of information, news and learning during lockdown period. Within a few days of the occurrence of COVID-19 online classes became more popular among the educational sectors.

Need for the study

Due to social distancing in the era of COVID-19 pandemic, students are unable to learn from their home since they need some support and guidance from the teacher and also from the management. So teachers have taken initiative to take online classes. This makes the students to be engaged in their studies during this lockdown period. This online class does not waste the time because the academic portions have been scheduled and implemented by adopting some mode of online teaching such as Zoom, Google meet, Go To webinar and Microsoft team. Online classes have both extremes. Some students prefer online classes whereas on the other side they are facing neither problems with technical issues nor health issues. The researcher wants to explore the effectiveness of online learning among first year nursing students.

Statement of the problem

A phenomenological study to explore the lived in experiences of online learning among first year nursing students during lockdown period

Objective

To explore the lived in experiences of online learning among first year nursing students during lockdown period

METHODOLOGY

Qualitative research approach and phenomenological design was adopted for this study to explore the experiences of online learning among first year nursing students during lockdown period. Colaizzi's method was used for data analysis. A total of 65 first year nursing students (BSc (N-43, DGNM-22) were selected by using purposeful sampling technique at selected colleges in Madurai. The researcher followed the ethical guidelines for the study that included informed consent, confidentiality, and privacy and the right to refuse to participate in this study.

Inclusion criteria

- First year nursing students
- Willing to participate
- Know to speak English and Tamil
- Ability to communicate

Data collection

The tool consists of two parts. Part I comprised of demographic variables of the participants such as name of the course, device used for online learning, network used for online learning and the number of sessions attended per day. Part II includes semi structured Interview with open ended questions. The semi structured interview guide was used for each individual interview which was constructed by the researcher using the relevant literature and reviewed by the experts. Questions focused on the nursing student's perception about their online learning during lockdown period and also the impact of online learning on their health via zoom cloud meeting app. The duration of interview was ranged from 30 minutes to 45 minutes. The face to face interviews for the 65 participants were recorded and observed the communication and nonverbal gestures. The data was transcribed in to verbatim and made in to meaningful themes.

Data Analysis

Colaizzi's analysis frame work was used as it is suited for this study since its purposes is to explore the lived in experiences of first year nursing students about their online learning during lockdown period. Colaizzi's phenomenological analysis has seven steps as follows.

Transcribing all the subject descriptions

Data is collected and the researcher familiarized with the data. Therefore, the researcher gains the feeling of the participant's inherent meanings.

Extracting significant statements

The collected data was scrutinized by focusing on the phenomenon and significant statements are extracted from the data.

Creating formulated meanings

Meanings are formulated from the extracted data in the content of the students' terms used.

Aggregating formulated meaning into theme clusters

Clusters and themes are formulated from the extracted meaning and its organized revealing patterns in the data.

Developing an exhausted description

The detailed description of the subject's feelings and idea of the theme which was analyzed.

Identifying fundamental structure of the phenomenon

Fundamental structure is identified for each of the exhaustive description.

Returning to participants for validation

Finally the collected data was validated by the subject to check if the researcher has omitted anything.

RESULTS

Section A: Demographic variables

Table No.1 shows that 66% of nursing students are studying B.Sc Nursing, 72% of the nursing students are using Smartphones for their online classes, 88% of nursing students are using mobile networks and 77% of nursing students are attending 3 to 4 sessions of online classes per day.

Section B: Thematic analysis

Two major themes were emerged from the interviews. The identified major themes are Academic Proficiency and Barriers of Learning.

Table No.2 shows the major themes and the categories of the major themes of academic proficiency and barriers of learning.

Academic proficiency

Comfortable / Convenient

The adequate support and guidance from the teachers make the students to feel comfortable.

"I feel very comfortable since the uploaded online materials can be viewed anytime whenever I would like to study"

"Even the timings are more flexible. I am able to go through the notes whenever I need"

"Sitting at home and learning the class will make me to learn comfortably and also it saves my time"

"I could interact with the teacher without any fear and I feel very secure".

Enhance learning - Online classes

"I could understand the concept of particular topic and I could refer more online literature about the particular lessons"

"Classes are easy to understand and moreover I can ask my doubts and the teachers clarifies it in easy way"

"I can practice myself by pronouncing the difficult terms repeatedly, it gives positive vibration for me to alleviate stage fear and gives confidence while presenting seminar"

"Online teaching makes me to familiar about the technology and the virtual simulation exercises help me to analyze the situation critically and make me to take prompt decision to act"

"The attractive presentation materials and animations give an idea for me to create in same way while presenting case studies".

Confidence

"Online classes are much helpful for me since I scared about my academic performance. Now I am having confidence to write university examination without any fear"

"My teachers are clarifying my doubts in the live session and also they are stressing the important point and keeping regular test in Google class room gives more confidence to face the university examination".

Barriers of Learning

Network issues

"Sometimes due to unavailability of mobile network I could not attend the live sessions"

"If I download large files for my future reference my data usage exceeds and further my network becomes very slow since I am using daily data limit package".

Feeling loneliness

"I feel peer to peer learning is not taking place and also I could not interact with my friends"

"I feel bored because no entertainment with my friends and feeling alone most of the time"

"I used to study with my friend, but now I miss her in all ways".

Health Issues

"I feel burning sensation in my eyes and sometimes tears are coming due to eye strain"

“If I use the Smartphone or laptop for more than an hour I feel head ache and neck pain thus it makes me to tired and not interested to learn furthermore”
 “I feel dryness in my eyes and start irritating”.

DISCUSSION

This study explored two major themes namely academic proficiency and Barriers of learning. The first theme was academic proficiency; it has three categories such as convenient/ comfortable, enhance learning and confidence. The present study participants are getting adequate support from their teachers and the management thus makes them to feel secure and comfort. The current study findings are substantiated by Muntajeb Ali Baig¹. (March 2020) who conducted an experimental study to evaluate the effectiveness of online teaching and face to face teaching. This study result shows online learning environment becomes more effective when compare to face to face learning since online learning made possible to learn, collaborate and share of resources beyond four walls.

The second theme identified was barriers of learning; it has three categories such as network issues, feeling loneliness and health issues. The present study participants are having problems while using Smartphone for online classes in the form of failure to connect with network, not able to interact with their intimate friends and also affecting with head ache and eye strain. Veena Shenoy, Sheetal Mahendher, Navita Vijay (2020)² investigated to understand the technology adoption, teaching and learning process, student engagement and faculty experience towards virtual classrooms during Lockdown due to COVID-19. The investigator concluded that the emotions and perceptions of faculty towards the usage of technology and experience are different for different users. The present study findings are substantiated by the above study.

Table No.1: Frequency and percentage distribution of Demographic variables (N= 65)

S.No	Items	Frequency (n = 65)	Percentage (%)
Name of the course			
1	GNM	22	34
2	BSc Nursing	43	66
Device used for learning			
3	Laptop	18	28
4	Smartphone	47	72
Network used for Learning			
5	Mobile network	57	88
6	Wifi	2	3
7	Broadband	1	1
8	Modem	5	7
Number of sessions attended per day			
9	2 sessions	15	23
10	3 to 4 sessions	50	77

Table No.2: Thematic Analysis

S.No	Theme	Categories
1	Academic Proficiency	Comfortable/ Convenient
		Enhance learning
		Confidence
2	Barriers of Learning	Network issues
		Feeling Loneliness
		Health Issues

CONCLUSION

Organizing and conducting online classes for college as well as school students are the most important phenomena to strengthen the teaching - learning process during this COVID-19 pandemic period. The present study shows the expressions of first year nursing students about their online classes during the lockdown period. According to the statement of the study participants though they have some technical and health issues, the online classes are giving confidence to face university examinations and providing comfortable environment to learn and also no other option is available at this present scenario of COVID-19 pandemic impact. The academicians and students have to be adapted to this online class for the better outcome of the students.

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CONFLICT OF INTEREST

We declare that we have no conflict of interest.

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