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### RESEARCH ARTICLE

#### A STUDY TO ASSESS THE PERCEPTION TOWARDS ONLINE CLASSES AMONG NURSING FACULTY OF SELECTED NURSING COLLEGES AT JAMMU

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#### Abstract

**Objectives:** 1. to assess the perception towards online classes among nursing faculty. 2. To determine the association between perceptions towards online classes among nursing faculty with selected socio-demographic variables.

**Assumptions:** Nursing faculty may have positive perception towards online classes.

**Conceptual Framework:** Community of Inquiry Model has been used.

**Methodology:** Quantitative research approach, a descriptive research design was used. 81 Samples were selected from the nursing colleges purposively. After obtaining the consent form, self-structured 5-point Likert scale has been sent to them in the form of Google Form to assess their level of perception towards online classes. The results of the study revealed that 76 (93.8%) nursing faculty had medium level of perception towards online classes and 05 (6.2%) nursing faculty had high perception towards online classes. The mean perception score were found to be  $73.5 \pm 9.72$  among nursing faculty.

**Conclusion:** Nursing faculty had moderate level of perception towards online classes. It can become high if there will be the availability of proper sources to evaluate the students properly as well as to teach them theoretically and practically if pandemic persists.

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#### Introduction:-

Educational or professional institutions in India are currently based only on traditional methods of teaching-learning activities, they follow the traditional set up of face-to-face lectures in a classroom. The sudden outbreak of the Covid-19 caused by a Corona Virus (SARS-CoV-2) tremble the entire world. The World Health Organization declared it as a pandemic. This situation confront the education system across the world and forced educators to shift to an online mode of teaching overnight. [1]

E-learning is referred to as the use of technology and network communication for teaching and learning. It is also referred to as a technology based transfer of skills and knowledge to the students. It is one such fastest growing trend in the education [2]. In response to this problem, all professional and other institutions are trying to act cautiously by finding adequate solutions to reduce the adverse effects of the pandemic on the field of education [6].

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This challenge is also augmented in medical institutions, as it has not only led to an increase in demands for clinical and administrative assistance from medical institutions but has also put additional pressure on these institutions to adopt suitable teaching strategies for medical students. In other words, these institutions must ensure that their educational programs remain proper and effective. Moreover, they need to maintain high-quality education for students at all levels. For this reason, medical and other universities have suspended face-to-face, regular tutorials in order to reduce the risk of infection, and have forced professors and students to use online until the epidemic ceases. [6]

Between 2002 and 2007, the number of online students increases from 1,602,970 to 3,938,111. Moreover, of the 17,975,830 students enrolled in degree-granting post-secondary institutions in the US in 2007, 21.9% were taking courses online. This upward trend in online admission, which is expected to continue well into the second decade of the 21st century, clearly poses challenges to the education community. [5] So, the question is how the academic institutions will handle this with the help of their faculty. Increasing in the online classes will also increase the burden in the teachers. This study aims to assess the perception of teachers towards online classes. Whether they find it satisfactory or not.

**Objectives:-**

1. To assess the perception towards online classes among nursing faculty.
2. To determine the association between perceptions towards online classes among nursing faculty with selected socio-demographic variables.

**Assumption:**

- 1) Nursing faculty may have positive perception towards online classes.

**Review of Literature:-**

Review of literature was done under the following headings:

**Section I:**

**Part I:** Literature related to online classes

**Part II:** Literature related to perception of students and teachers related to online classes

**Section II:**

Literature related to community of inquiry model.

**Material and Methods:-**

**Research Approach**

The research approach used for this study was quantitative approach

**Research Design**

Descriptive research design was used in this study

**Research Settings**

The study was conducted in the selected nursing colleges at Jammu

**Sampling Technique**

Purposive sampling technique was used in this study to select the study sample

**Samples**

The samples for this study were Nursing Faculty who fulfilled the inclusion criteria

**Sample Size**

The sample size for the study was 81

**Criteria for Sample Selection**

The samples will be selected based on the inclusion and exclusion criteria

**Inclusion Criteria:**

Nursing faculty who were:

1. willing to participate in the study
2. teaching in the nursing colleges
3. having knowledge related to Google Forms

### Exclusion Criteria

Nursing faculty who were:

- Not available at the time of study

### Development of the Tool

The development of tool includes the following sources:

1. Review of literature related to perception related to online classes
2. Consultation with experts in the nursing research field.

### Validity of the Tool

Validity of tool was determined by opinions and suggestions of experts of different specialties in field of nursing. Consultation with the higher authorities regarding the content and language of the tool.

### Data Collection Procedure

Prior permission was taken from the Principal of the respected nursing institutions. The sample were selected on the basis of inclusion and exclusion criteria.

## Results:-

### Socio-Demographic Profile

**Table 1:-** Distribution of nursing faculty as per their Socio-demographic Profile.

**N=81.**

Variables	f (%)
<b>Age of teachers (in years)</b>	
≤ 29	<b>51 (63.0)</b>
30-49	28(34.4)
50 and above	02 (2.5)
<b>Gender</b>	
Male	12 (14.8)
Female	<b>69 (85.2)</b>
<b>Teaching experience (in years)</b>	
0-5	<b>79 (97.5)</b>
6-10	00
11-15	00
16-20	02 (2.5)
<b>Sharing content during lockdown</b>	
Yes	<b>80 (98.8)</b>
No	01 (1.2)
<b>Method of sharing content</b>	
Email	01 (1.2)
Google Classroom	22 (27.2)
WhatsApp	18 (22.2)
All of the above	<b>40 (49.4)</b>
<b>Frequency of sharing content</b>	
1 time/week	07 (8.6)
2 times/week	07 (8.6)
3 times/week	13 (16)
≥4 times/week	<b>54 (66.7)</b>
<b>Training for teaching online</b>	
Yes	06 (7.4)
No	<b>75 (92.6)</b>

Variables	f (%)
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<b>Experience of online Teaching</b> <1 year 1-2 years	35 (43.2) <b>46 (56.8)</b>
<b>Type of data use for online teaching</b> Cellular Wi-Fi Hotspot	<b>42 (51.9)</b> 33 (40.7) 06 (7.4)
<b>Mode of using online classes</b> Zoom Google meet WhatsApp All of the above	23 (28.4) <b>38 (46.9)</b> 02 (2.5) 18 (22.2)
<b>Source of taking online classes</b> Laptop Smartphone Personal computers All of the above	21 (25.9) <b>25 (30.9)</b> 01 (1.2) 34 (42)
<b>Response of students during online class</b> Poor Fair Average Excellent	04 (4.9) 05 (6.2) <b>69 (85.2)</b> 03 (3.7)
<b>Factors influencing online teaching</b> Poor network connectivity Lack of connectivity knowledge Unavailability of devices Disinterest of students Timeless constraints Family issues All of the above	<b>36 (44.4)</b> 01 (1.2) 01 (1.2) 12 (14.8) 02 (2.5) 01 (1.2) 28 (34.6)

Table 1 depicts that majority of nursing faculty 51 (63%) were under the age group of less than 29, 69 (85.2%) were males, 79 (97.5%) were having 0-5 years of teaching experience among them 80 (98.8%) were sharing content to the students during lockdown with all the modes 40 (49.4%) like Email, WhatsApp and Google classroom. Slightly more than half of the nursing faculty 54 (66.7%) were sharing content more than four times per week from their own smart phone 25 (30.9%). Among them only 06 (7.4%) nursing faculty had taken training (**workshops**) related to online classes. Less than half of the nursing faculty 46 (56.8%) had 1-2 years of online teaching experience and half of them 42 (51.9%) were using their own cellular data for taking online classes through Google meet application 38 (46.9%). During online classes 69 (85.2%) nursing faculty admitted average response of the students and among them 36 (44.4%) nursing faculty were complaining about poor network connectivity for proper online classes.

#### Objective 1:

To assess the perception towards online classes among nursing faculty.

**Table 2:-** Distribution of nursing faculty according to level of perception towards online classes. N = 81

Level of Fatigue	Score	f (%)
Low	1-44	0 (00)
Medium	45-87	<b>76 (93.8)</b>
High	88-130	05 (6.2)

Mean  $\pm$  SD = 73.5  $\pm$  9.72

Maximum Score = 130

Minimum Score = 26

Table 2 exhibits the level of perception towards online classes among nursing faculty. In this, most of the nursing faculty 76 (93.8%) had medium level perception towards online classes and few of them i.e. 05 (6.2%) nursing faculty had high perception towards online classes. The mean perception score were found to be  $73.5 \pm 9.72$  among nursing faculty.

Hence, it can be concluded that most of the nursing faculty were having somewhat satisfied (medium) level of perception towards online classes.

**Table 3:-**Association of perception towards online classes with selected socio-demographic profile. **N = 81**

Variables	Total	Level of perception towards online classes			Chi square ( $\chi^2$ ) (df) (p)
	n	Low (f)	Medium (f)	High (f)	
<b>Age of teachers (in years)</b>					
<29	51	-	49	02	1.5
30-49	28	-	25	03	02
50 and above	02	-	02	-	0.4 <sup>NS</sup>
<b>Gender</b>					
Male	12	-	12	-	0.9
Female	69	-	64	05	01
					0.3 <sup>NS</sup>
<b>Teaching experience (in years)</b>					
0-5	79	-	74	05	0.13
6-10	-	-	-	-	01
11-15	-	-	-	-	0.7 <sup>NS</sup>
16-20	02	-	02	-	
<b>Sharing content during lockdown</b>					
Yes	80	-	75	01	0.06
No	01	-	05	-	01
					0.7 <sup>NS</sup>
<b>Method of sharing content</b>					
Email	01	-	1	-	2.07
Google Classroom	22	-	20	02	03
WhatsApp	18	-	16	02	0.5 <sup>NS</sup>
All of the above	14	-	39	01	
<b>Frequency of sharing content</b>					
1 time/week	07	-	07	-	1.11
2 times/week	07	-	07	-	03
3 times/week	13	-	12	01	0.7 <sup>NS</sup>
4 times/week	54	-	50	04	
<b>Training for teaching online</b>					
Yes	06	-	05	01	1.23
No	75	-	71	04	01
					0.2 <sup>NS</sup>
<b>Experience of online Teaching</b>					
<1 year	35	-	32	03	0.61
1-2 years	46	-	44	02	01
					0.4 <sup>NS</sup>
<b>Type of data use for online teaching</b>					
Cellular	42	-	39	03	0.46
Wi-Fi	33	-	31	02	02

Hotspot	06	-	06	-	0.7 <sup>NS</sup>
<b>Mode of using online classes</b>					
Zoom	23	-	20	03	2.84
Google meet	38	-	37	01	03
WhatsApp	02	-	02	-	0.4 <sup>NS</sup>
All of the above	18	-	17	01	
<b>Source of taking online classes</b>					
Laptop	21	-	20	01	2.27
Smartphone	25	-	22	03	03
Personal computers	01	-	01	-	0.5 <sup>NS</sup>
All of the above	34	-	33	01	
<b>Response of students during online class</b>					
Poor					
Fair	04	-	04	-	2.12
Average	05	-	04	01	03
Excellent	69	-	65	04	0.5 <sup>NS</sup>
	03	-	03	-	
<b>Factors influencing online teaching</b>					
Poor network connectivity	36	-	33	03	1.04
Lack of connectivity knowledge					06
Unavailability of devices	01	-	01	-	0.9 <sup>NS</sup>
Disinterest of students	01	-	01	-	
Timeless constraints	12	-	11	01	
Family issues	02	-	02	-	
All of the above	01	-	01	01	
	28	-	27	28	

\*Significant  $p < 0.05$ , NS (Non-Significant)

Table 3 shows that there is no statistically significant relation of level of perception towards online classes with selected socio-demographic profile as  $p > 0.05$ .

Hence, it can be concluded that socio-demographic profile of the nursing faculty has no impact on perception towards online classes statistically.

### Conclusion:-

The following conclusion were drawn from the study:

1. Most of the nursing faculty 76 (93.8%) were having somewhat satisfied (moderate) level of perception towards online classes.
2. Only few of them i.e. 05 (6.2%) nursing faculty had high perception towards online classes.
3. The mean perception score were found to be  $73.5 \pm 9.72$  among nursing faculty.

### Conflict Of Interest

There is no conflict of interest

### Funding information:

Self by the authors

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