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RESEARCH ARTICLE

ONLINE LEARNING DURING COVID 19 PANDEMIC: PERSPECTIVE OF NURSING FACULTY

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Abstract

This research determined the perception of nursing faculty toward online learning in a College of Northern Mindanao in the Philippines. This study used a descriptive online survey involving a sample of 21 faculty members. Statistical tools employed were descriptive statistics, Mann-Whitney U test, and Kruskal-Wallis test. Research findings indicated that the majority of faculty had intermediate computer competency and had no training in online teaching, with only a few having a very stable internet connection. Faculty considered online education to result in more academic dishonesty, impersonal and lack feeling compared to face-to-face classes, and difficult to manage in terms of technology. Additionally, faculty were undecided if they are in favor of online education. The faculty significantly differed whether they are in favor of online education based on age, sex, college, educational attainment, years in teaching, academic rank, level taught, and employment status. Faculty of Higher Education Institutions must be provided with continued support and training as they adapt to the new normal in the higher education landscape and as they embrace the instructional challenges brought by the Coronavirus disease 19 pandemic.

Introduction:-

COVID-19 was declared as a global pandemic in March 2020 (WHO, 2020). It impacted all walks of life including education. It led to the closure of schools and universities. This closure put a considerable burden and challenges on the academic institution to cope with the unprecedented shift from traditional to online learning. The outbreak triggered new ways of teaching online.

At the onset of the COVID-19 pandemic, colleges and universities abruptly suspended face-to-face teaching and pivoted to nearly exclusive online methods of teaching (Aydemir and Ulusu, 2020; Evans et al., 2020). Online teaching and learning are not new; however, the abrupt shift posed challenges that some colleges and universities were not ready to face. In a recent study conducted among graduate schools within the United States, researchers found that the vast majority of the institutions surveyed were not fully capable of providing online teaching prior to the pandemic (Stewart et al., 2021).

A study by Li and Lalani (2020) indicated that COVID-19 had brought change to the status of learning in the 21st century. The instruction mode has been changed at both schools and higher academic from face-to-face instruction to online instruction (Strielkowski, 2020). However, this rapid change tests the capacity of institutions to cope with

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such crises. Many countries did not expect such a complete shift to be online, and therefore their working staff and students are not trained enough for this dramatic change.

Most countries imposed restrictions, where the medium of education has shifted into either synchronous or asynchronous modes. The world has seen the most extensive educational systems disruption in history in more than 190 countries worldwide. The outbreak of COVID-19 established partial or complete lockdown, where people are forced to stay home. The higher education institutions' closure demands online learning, where the course material is taught. Online learning works as a tool to overcome abrupt crises (Ayebi-Arthur, 2017). Online learning is considered as an entertaining way to learn. It has a positive impact on both students and teachers alike.

Background of the Study

In the **Philippines**, from January 2020 to June 2022, there have been 3,691,546 confirmed cases of COVID-19 with reported to World Health Organization. In the Philippines this translates into almost 325,000 infected and 6,000 deaths (Worldometer, 2020, Joaquin, Biana, et.al.2020).

COVID-19 is an ongoing crisis; it is a real-time lesson in equity, leadership, social justice, ethics, and patient care. This pandemic will forever shift the educational landscape; it already has

Keywords Online learning, Nursing faculty, COVID 19 pandemic

Purpose

This study examined perceptions of online teaching effectiveness from nursing faculty perspectives

Samples

Nursing faculty (N = 21) from one nursing school in Cagayan de Oro in the Northern Mindanao Misamis Oriental of the Philippines were recruited to participate in this descriptive study.

Materials and Methods:-

This research was considered a descriptive-correlational study. The research participants were nursing faculty from one of the nursing schools in Cagayan de Oro City Northern Mindanao in the Philippines. The data were collected using a web-based survey questionnaire and then analyzed using descriptive statistics and non parametric statistics.

Data were collected using a web – based survey questionnaire in the first week of March 2022 during the COVID-19 pandemic wherefore the Philippines is still not allowed face to face learning. To ensure the ethical conduct of the study, the participants were instructed that upon proceeding with the online survey, they grant consent to participate in the research voluntarily. The data gathered were analyzed using SPSS version 23. Frequency count, percentages, and mean were used to describe the data. Kruskal-Wallis test was performed to determine if there were statistically significant differences between two or more groups of an independent variable and Mann-Whitney U test was used to compare differences between two independent groups. The result was significant if the p-value was less than .05.

Data collection

Demographic data included age, gender, years of teaching, and type of nursing program (i.e., undergraduate, graduate, or both). Participants were also asked how many months/years of online teaching experience each participant had and whether or not participants had taught online courses prior to COVID-19 (yes or no). This instrument has strong reliability as reflected by a Cronbach's alpha of 0.95 in previous studies (Robinia and Anderson, 2010; Robina, 2008). Cronbach's alpha for this sample ranged from 0.83–0.86 for subscales and the Cronbach alpha for the total scoreas 0.94. Permission was obtained from scale developers to use the instrument.

Results:-

Table 1 shows that majority of the faculty were female (90.5%), middle aged adult 31 to 40 (38.1%), Bachelor's degree holder (90.5%), had less than 5 years of teaching experience (90.5%), with Instructor academic rank (100.0%), None had no previous online teaching experience (61.9%). The majority also had expert computer competency level (76.2%) and had training in online teaching (66.7%). Some had an extra communication class with students (95.2%). Place for conducting online teaching was at home (57.1%). Few had a not stable internet

connection (4.8%) and more than half spend an average of 6 hours and more on the internet daily (85.7%). Laptop (90.5%) was the common device used to connect on the Internet.

Table 1:- Profile.

Profile	**f**	**%**
Sex		
Male	2	9.5
Female	19	90.5
Age		
18 – 25	3	14.8
26 – 30	2	9.5
31 – 40	8	38.1
41 – 50	4	19
51 and above	4	19
Educational attainment		
BSN	19	90.5
Masteral	2	9.5
Years in teaching		
Less than 5 years	19	90.5
5 years and more	2	9.5
Previous online teaching experience		
None	13	61.9
Some	8	38.1
Perceived computer competency		
Beginner	3	14.3
Intermediate	2	9.5
Expert	16	76.2
Extra communication class with students		
Yes	20	95.2
No	1	4.8
Place for conducting online teaching		
Home	12	57.1
Workplace	9	42.9
Training online teaching		
Yes	14	66.7
No	7	33.3
Stability on internet connection		
Not stable	1	4.8
Somewhat stable	12	57.1
Very stable	8	38.1
Average internet usage		
1 to 5 hours	5	14.3
6 hours or more	18	85.7
Devices used to connect to the internet		
Smart or mobile phone	1	4.8
Tablet or IPAD	1	4.8
Laptop	19	90.4
Uses online platform		
Yes	18	85.7
No	3	14.3

The table 2 shows the comparison in determining the significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to age. Since the computed p-value is above to

assigned alpha (0.05), there is no sufficient evidence to conclude that there a significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to age.

It shows also the comparison in determining the significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to sex. Since the computed p-value is above to assigned alpha (0.05), there is no sufficient evidence to conclude that there a significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to sex.

Table 2:-

Age vs	Kruskall Wallis	Computed p-value
Overall Student learning	1.1528	0.8858
Overall Class Dynamics	2.3086	0.6792
Overall Faculty Experience	6.3081	0.1773
Sex Vs	Man Whitney U Test	Computed p-value
Overall Student learning	7.0000	0.1429
Overall Class Dynamics	18.0000	0.9027
Overall Faculty Experience	8.5000	0.2035
Educational attainment vs		
Overall Student learning	18.0000	0.9028
Overall Class Dynamics	10.5000	0.2986
Overall Faculty Experience	9.0000	0.2258
Years in teaching vs		
Overall Student learning	17.0000	0.8071
Overall Class Dynamics	3.5000	0.0580
Overall Faculty Experience	15.0000	0.6281
Previous online teaching experience vs		
Overall Student learning	46.5000	0.6848
Overall Class Dynamics	46.5000	0.6843
Overall Faculty Experience	36.0000	0.2415
Perceived Computer Competency vs	Kruskall Wallis	Computed p-value
Overall Student learning	2.1550	0.3404
Overall Class Dynamics	2.8000	0.2466
Overall Faculty Experience	3.7286	0.1550
Extra communication after class with students vs	Man Whitney U Test	Computed p-value
Overall Student learning	9.5000	0.9329
Overall Class Dynamics	6.5000	0.5552
Overall Faculty Experience	5.5000	0.4525
Place for conducting the online teaching vs		
Overall Student learning	36.0000	0.1924
Overall Class Dynamics	34.5000	0.1572
Overall Faculty Experience	37.5000	0.2359
Training on line teaching vs	Man Whitney U Test	Computed p-value
Overall Student learning	41.0000	0.5431
Overall Class Dynamics	40.0000	0.4931
Overall Faculty Experience	46.0000	0.8210
Stability of internet connection vs	Kruskall Wallis	Computed p-value
Overall Student learning	2.3340	0.3113
Overall Class Dynamics	0.0076	0.9962
Overall Faculty Experience	0.2552	0.8802
Average Internet Usage vs	Man Whitney U Test	Computed p-value
Overall Student learning	22.5000	0.6449
Overall Class Dynamics	16.0000	0.2591

Overall Faculty Experience	26.0000	0.9191
Devices Used to Connect on the Internet vs	Kruskall Wallis	Computed p-value
Overall Student learning	1.5935	0.4508
Overall Class Dynamics	1.3147	0.5182
Overall Faculty Experience	1.2014	0.5484
Uses Online Platform vs	Man Whitney U Test	Computed p-value
Overall Student learning	2.0000	0.0105
Overall Class Dynamics	18.5000	0.3832
Overall Faculty Experience	10.5000	0.0937

The table 2 shows the comparison in determining the significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to education attainment. Since the computed p-value is above to assigned alpha (0.05), there is no sufficient evidence to conclude that there a significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to education attainment.

The table 2 shows the comparison in determining the significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to years in teaching. Since the computed p-value is above to assigned alpha (0.05), there is no sufficient evidence to conclude that there a significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to years in teaching.

The table 2 shows the comparison in determining the significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to previous online teaching experience. Since the computed p-value is above to assigned alpha (0.05), there is no sufficient evidence to conclude that there a significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to previous online teaching experience.

The table 2 shows the comparison in determining the significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to perceived computer competency. Since the computed p-value is above to assigned alpha (0.05), there is no sufficient evidence to conclude that there a significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to perceived computer competency.

The table 2 shows the comparison in determining the significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to extra communication after class. Since the computed p-value is above to assigned alpha (0.05), there is no sufficient evidence to conclude that there a significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to extra communication after class with students

The table 2 shows the comparison in determining the significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to place for conducting the online teacher. Since the computed p-value is above to assigned alpha (0.05), there is no sufficient evidence to conclude that there a significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to place for conducting the online teaching.

The table 2 shows the comparison in determining the significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to training online teaching. Since the computed p-value is above to assigned alpha (0.05), there is no sufficient evidence to conclude that there a significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to training online teaching.

The table 2 shows the comparison in determining the significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to stability of internet connection. Since the computed p-value is above to assigned alpha (0.05), there is no sufficient evidence to conclude that there a

significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to stability of internet connection .

The table 2 shows the comparison in determining the significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to average internet usage. Since the computed p-value is above to assigned alpha (0.05), there is no sufficient evidence to conclude that there a significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to average internet usage

The table 2 shows the comparison in determining the significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to device used to connect on the internet. Since the computed p-value is above to assigned alpha (0.05), there is no sufficient evidence to conclude that there a significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to devices used to connect on the internet.

The table 2 shows the comparison in determining the significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to uses online platform. Since the computed p-value is above to assigned alpha (0.05), there is no sufficient evidence to conclude that there a significant difference on the student learning, class dynamics, and faculty experience among faculty when grouped according to uses online platform except overall student learning.

Discussion:-

This study examined the perception regarding online learning among faculty in a college in of Northern Mindanao, Philippines before the opening of classes during the COVID-19 pandemic. This study highlighted that faculty members were generally unsure if they are in favor of online education. Ambivalence during the change process is an expected response during the transition. According to Kurt Lewin's 3 Stage Change Model, transition during change is typically accompanied by feelings of hesitation and confusion. The ambivalent attitude of faculty may possibly be due to the fact that while faculty seem to have concerns about online teaching and learning to include but not limited to depersonalize instruction and proliferation of academic dishonesty, faculty are left with less options as they are required to adopt the new normal of education.

The study shows the comparison in determining the significant difference on the students learning which are: Online education is not a viable alternative for learning compared to face-to-face environments; Students learn less in online education courses; Grades will be lower for students in an online education class; Students' participation in online courses reflects their knowledge and performance; and Students have the facility to ask questions clearly during online lectures when grouped according to profile of the respondents

The study also presents the comparison in determining the significant difference on the class dynamics which are: There is less student-teacher interaction in online learning environments; there is a high degree of depersonalization among students and teachers in online teaching; There is more academic dishonesty in online courses; Student discussions in online learning courses will seem impersonal and lack feeling compared to face-to-face classes; and Motivation is high in participating in online lectures when grouped according to test factor. There is no sufficient evidence to conclude that there is a significant difference on class dynamics.

The study reveals the comparison in determining the significant difference on the faculty's experience which are: The time commitment for developing online learning courses is comparable to those in face-to-face classes; Teaching online will have no impact on my face-to-face courses and instruction; Lectures cannot be replaced by technology tools; There is no way for teachers to know if students did the reading in an online learning class; The technology of online learning courses is difficult to manage; Good teaching principles will carry over from face-to-face to online learning courses; Online tools are easy to use; Possibility of distractions from other family members during online lectures; Are satisfied with the student–teacher interaction during online teaching and learning; and The home environment is suitable for participating in online lectures when grouped according to test factor. There is no sufficient evidence to conclude that there is a significant difference on faculty experience.

Conclusion:-

This paper attempted to describe the perception of faculty in online learning in the context of the Philippines amid the COVID-19 crisis. Based on the results, profiles of the faculty were revealed: most of the faculty are expert in computer competency; trained on line teaching; somewhat stable on internet connectivity; device used to connect to the internet is laptop; and uses online platform.

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