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“ASSESSMENT OF LEVEL OF SATISFACTION IN ONLINE CLASSES DURING COVID-19 PANDEMIC AMONG NURSING STUDENTS IN SELECTED NURSING COLLEGES OF HIMACHAL PRADESH: A DESCRIPTIVE SURVEY.”

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ABSTRACT

Background:

Aim: The aim of the survey conducted in 2021 was to assess the level of satisfaction in online classes during COVID-19 pandemic among nursing students in selected nursing colleges of Himachal Pradesh.

Methodology: A quantitative approach with descriptive survey research design was used.

Sample and sampling technique: This study included 200 samples of nursing students and the Samples were selected by using convenient sampling technique.

Tools and Techniques: The tools used for data collection were selected sample Characteristics Performa, self-structured linear scale (10items) for assessing level of satisfaction in online classes.

Results: In analysis both descriptive and inferential statistical methods were used. The result reveled the measure of level of satisfaction in online classes during COVID-19 pandemic. About 52.5% of nursing students were not satisfied in online educational classes,25% were satisfied and 22.5% were highly satisfied. In relation to *chi* square all the demographic variables were significantly associated with the level of satisfaction score. As the calculated Chi square value was more than the table value.

Conclusion: It was concluded that practical or skill-based nursing procedures must be carried out more for increasing competency skills of nursing students. The need to strengthen motor skills by applying “learning by doing” technique is the need of hour. More focus should be given to demonstration and redemonstration for skill-based procedures.

Key words: COVID-19, Pandemic, level of satisfaction.

1. INTRODUCTION

The world is facing a greatest challenge in the face of a global pandemic. Coronavirus disease 2019 (COVID-19) has, till date, killed thousands of people worldwide. Mounting concerns regarding the strain on health care systems all over the world are likely to get significantly worse. This health crisis affected not only frontline staff and clinical leaders but all systems and communities. COVID-19 has also already disrupted universities and academic institutions. Within the health field, schools of nursing are bracing for unique challenges related to our role in helping develop the next generation of care providers.¹

200 years after the birth of Florence Nightingale, the world society lives a moment indicated by epidemiologists as one of the greatest health challenges on a global scale of this century: an ongoing COVID-19 pandemic. The abrupt interruption of previously planned activities in face-to-face classes, which combine theoretical and practical activities, generates impacts in the short, medium, and long terms for all.²

Due to corona virus disease spreading across the globe, many countries have implemented closure of all educational institutes. Educational institutions have come to a functional standstill since they had to protect their students from viral exposures, which are likely in a highly socializing student community. In the beginning of February 2020, schools only in China and a few other affected countries were closed due to the increased cases. However, by mid-March, nearly 75 countries announced closure of educational institutions. As on 10th March, school and university closure occurred globally due to the COVID-19.³

On March 15, 2020, our academic nursing program made the difficult decision to remove students from clinical practicums. In the days preceding this decision, numerous questions and concerns were shared in online meetings, over conference calls, and in urgent emails amongst colleagues. While the majority of learning is conducted online, students in this program must complete in-person clinical placements to fulfill their Nursing degree requirements. But the possibility of clinical practicums in hospital was quite challenging to nursing students with the view of their health.¹

According to UNESCO, by the end of April 2020, 186 countries have implemented nation wide closures, affecting about 73.8% of the total enrolled students. Most of educational institutes have shifted to online learning platforms to keep the academic activities going. However, the question about the preparedness, designing an effective E-Learning is still not clear, particularly for a country like India, which is in developing phase and the technical constraints like suitability of devices, bandwidth availability poses a serious challenge. Even though the lockdown and social distancing are the only ways slow down the spread of the COVID-19 by breaking the chain of transmission, closure of educational institutions have affected large number of students.³

Ethically we had to consider weighing the value of education against the risk and strain to the learner personally and professionally. Students expressed concern about what an interruption in their nursing education would mean for their future careers as Registered Nurses. Many students in clinical placements were in their final focus clinical practicum, and thus, close to successfully completing their program.¹

Some students without reliable internet access and/or technology struggle to participate in digital learning; this gap is seen across countries and between income brackets within countries.⁴

Framing and development of clinical skills in nursing students during their clinical practice is important because this can shape their future caring skills.⁵

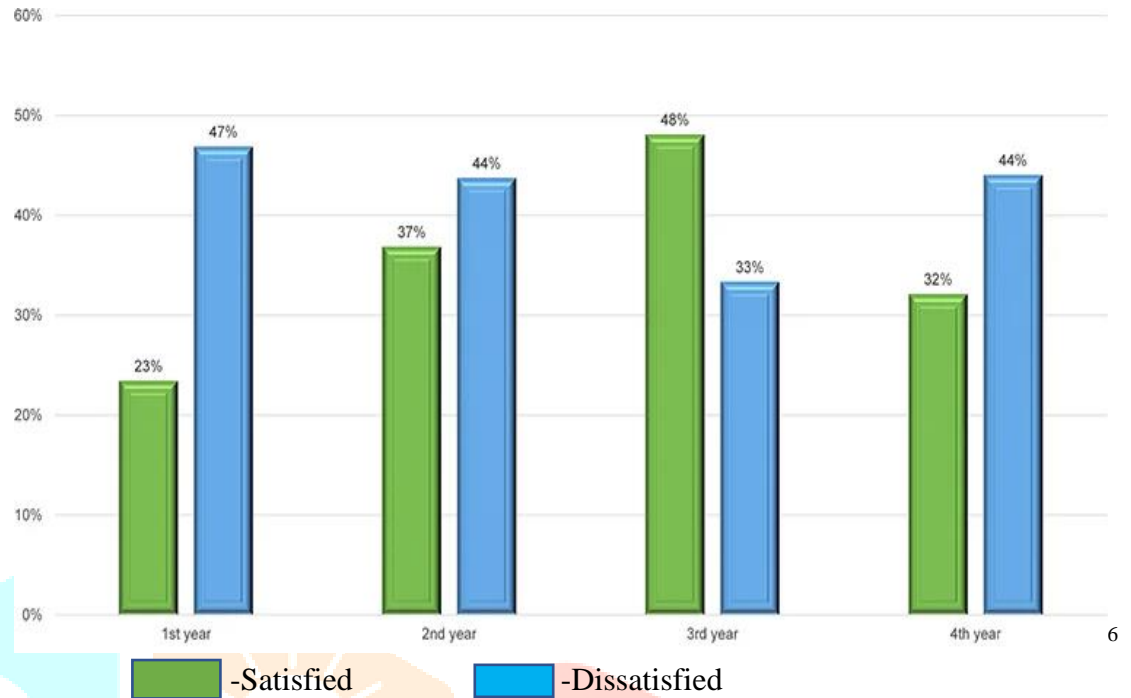


Fig 1: Depicting the Satisfaction Level of Undergraduate Medical and Nursing Students Regarding Distant Preclinical and Clinical Teaching Amidst COVID-19 across India.

After reviewing many literature and keeping in view about pros and cons of virtual nursing education the researcher decided to conduct this descriptive survey.

2. METHODS AND MATERIALS:

2.1 Research Approach Design: Quantitative research approach and descriptive survey research design was used for the study.

2.2 Population and Setting: The study was conducted among nursing students from selected nursing colleges of Himachal Pradesh.

2.3 Sample and Sampling technique: In the present study convenient Sampling technique was used to select 200 nursing students.

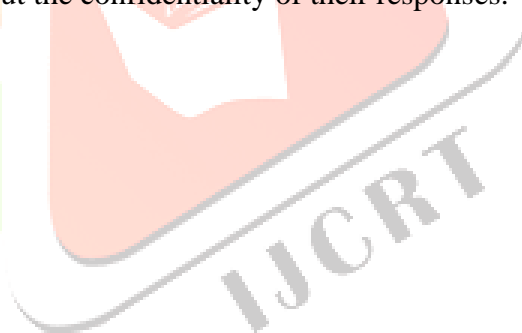
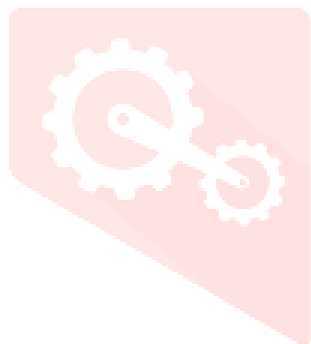
2.4 Data Collection Tools and Techniques: based on the objectives of the study the tool was divided in the following sections:

i) Sample characteristics Performa: It contained 5 items including: age, marital status, Religion, professional qualification and type of educational institution.

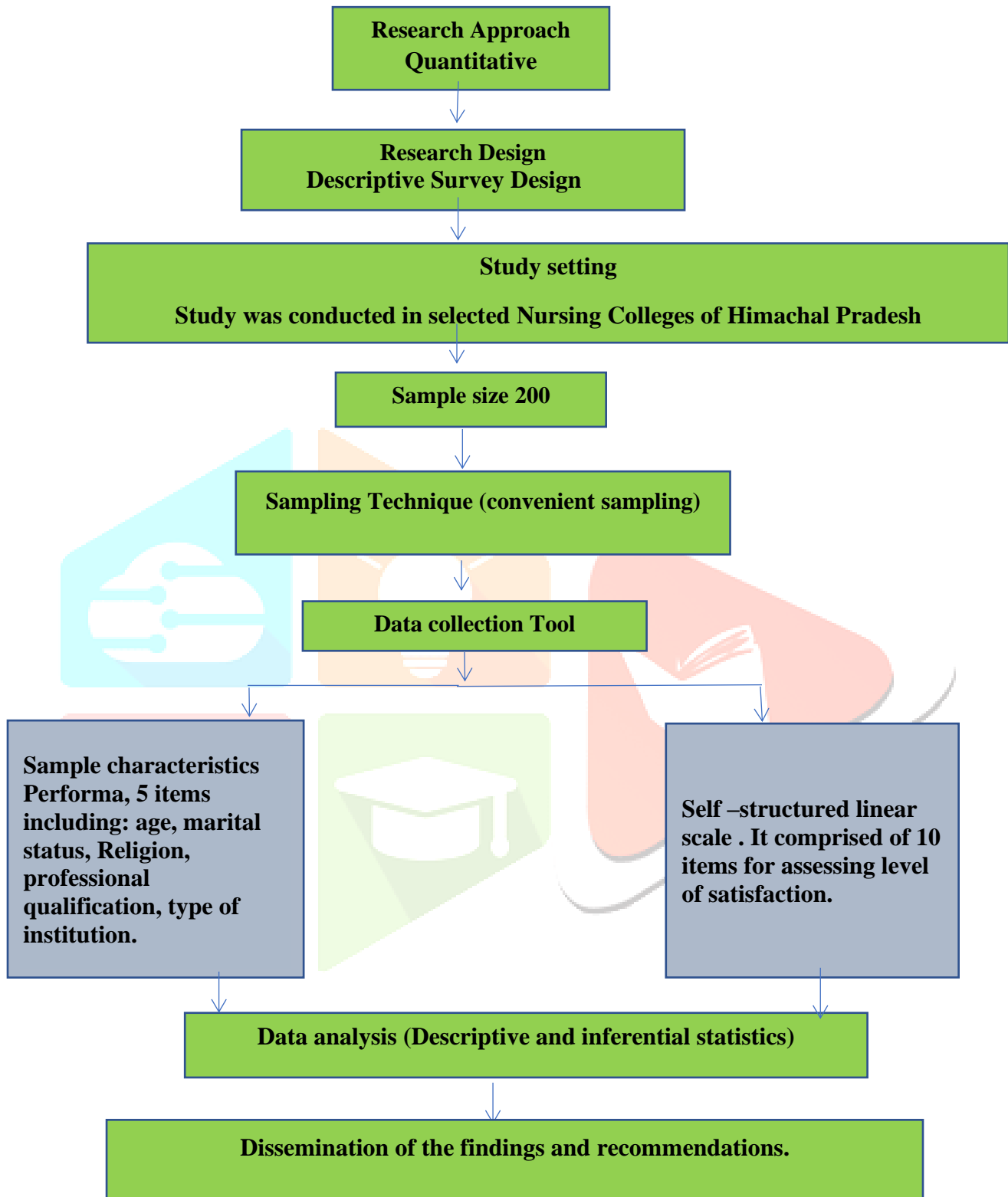
ii) Self-structured linear scale: It contained (10items) for assessing level of satisfaction in online classes.

All the tools were incorporated in the study by establishing the content validity by 5 experts in the field of Nursing. Experts were requested to judge the items for their clarity, relevance, meaningfulness and content.

2.5 Ethical Consideration: Research participants were enrolled in the study after taking online informed consent using Google forms and they were assured about the confidentiality of their responses.



SCHEMATIC REPRESENTATION OF THE STUDY.



3. Results:

3.1 Description of demographic variables among nursing students.

Table-1: Distribution of Selected Demographic Variables of the nursing students.

N=200

S. No.	Selected demographic variables	Frequency (f)	Frequency % f (%)
1.	Age (in years)		
1.1	18-25	85	42.5
1.2	26-35	57	28.5
1.3	36-45	41	20.5
1.4	Above 45	17	8.5
2.	Marital Status		
2.1	Unmarried	99	49.5
2.2	Married	80	40
2.3	Divorced/ Separated	21	10.5
3.	Religion		
3.1	Hindu	110	55
3.2	Muslim	38	19
3.3	Christian	31	15.5
3.4	Others	21	10.5
4.	Professional Qualification		
4.1	B. Sc. Nursing	75	37.5
4.2	GNM	48	24
4.3	Post basic B. Sc. Nursing	48	24
4.4	M. Sc. Nursing and above	29	14.5
5.	Type of institution		
5.1	Private institute	102	51
5.2	Government institute	80	40
5.3	Any other	17	9

Data presented in Table-1 shows the frequency and percentage distribution of demographic variables with respect to age, marital status, religion, professional qualification and type of institute.

3.2 Description of Frequency and Percentage distribution among nursing students in terms of level of satisfaction in online classes.

Table-2: Frequency and Percentage distribution of nursing students in terms of level of satisfaction in online classes during COVID-19.

N= 100

Level of satisfaction	Frequency (f)	Frequency Percentage f (%)
Not satisfied (5-25)	105	52.5
Satisfied (26-37)	50	25
Highly satisfied (38-50)	45	22.5

Maximum Score=50

Minimum Score=5

Table-2 shows the frequency and percentage distribution of nursing students in terms of level of satisfaction in online classes during COVID-19 i.e. (52.5%) of nursing students were not satisfied in online classes, (25%) were satisfied and (22.5%) were highly satisfied.

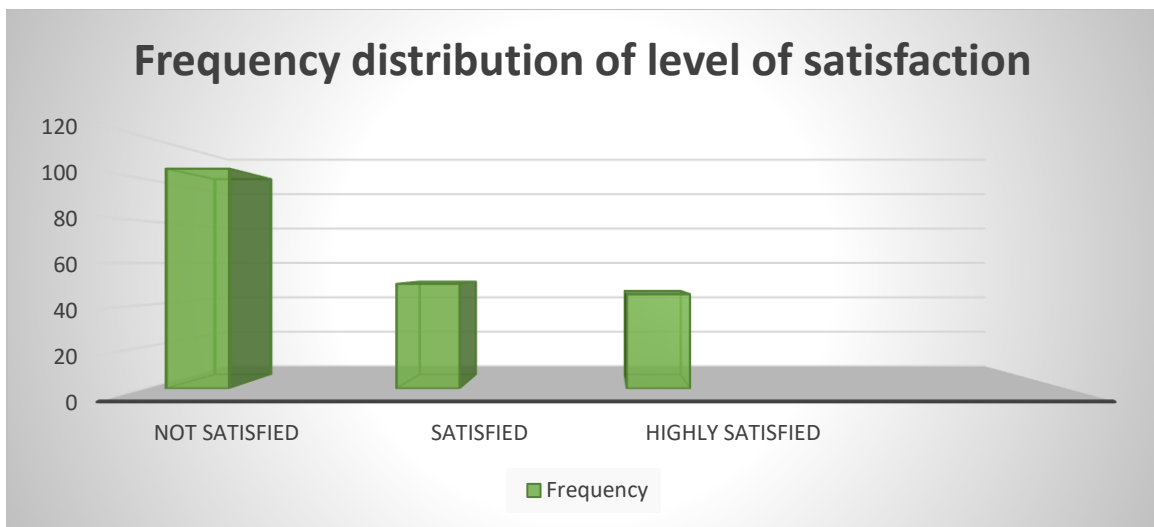


Figure -2: A bar graph showing the distribution of nursing students in terms of level of satisfaction in online classes during COVID-19.

3.3 Description of Range, Mean, Median and Standard Deviation among nursing students in terms of level of satisfaction in online classes.

Table-3: Range, Mean, Median and Standard Deviation of level of satisfaction among nursing students regarding online classes during COVID-19.

N=200

Group	Range	Mean	Median	Standard Deviation	Standard error mean
Nursing Students	10- 50	27.72	25.00	10.34	0.73

Maximum score=50

Minimum score=5

The data presented in Table 3 indicates that the mean observation of level of satisfaction of Nursing Students 27.72 and the standard deviation was 10.34 with the median of 25.

3.4 Description of association of level of satisfaction score with socio demographic variables.

TABLE-4: Association of level of satisfaction score with socio demographic variables.

Demographic Variables	Not satisfied	Satisfied	Highly Satisfied	Chi Test	Table value	df	P value
1. Age							
1.1 18- 25 years	34	18	33	32.74*	12.59	6	0.00
1.2 26-35 years	28	18	11				
1.3 36-45 years	29	12	0				
1.4 Above 45 years	14	2	1				
2. Marital status							
2.1 Married	45	23	31				
2.2 Unmarried	47	24	9	11.70*	9.49	4	0.02
2.3 Divorced/ Separated	13	3	5				
3. Religion							
3.1 Hindu	45	32	33				
3.2 Muslim	21	8	9	22.24*	12.59	6	0.00
3.3 Christian	20	8	3				
3.4 Other	19	2	0				
4. Professional Qualification							
4.1 B. Sc. Nursing	34	21	20				
4.2 GNM	24	10	14	21.51*	12.59	6	0.00
4.3 Post basic B. Sc. Nursing	33	15	0				
4.4 M. Sc. Nursing and above	14	4	11				
5. Type of institution							
5.1 Private institute	43	36	23				
5.2 Government institute	47	12	21	17.64*	9.49	4	
5.3 Any other	15	2	1				0.00

The data presented in Table-4 shows that all the demographic variables were significantly associated with the level of satisfaction score. As the calculated Chi square value was more than the table value.

CONCLUSION

This survey assessed the level of satisfaction in online classes during COVID-19 pandemic among nursing students in selected nursing colleges of Himachal Pradesh. This survey revealed that during pandemic the nursing students were not satisfied with online classes. It was also concluded that practical or skill-based nursing procedures must be given more importance. The need to strengthen motor skills by promoting “learning by doing” technique is the need of hour. More focus should be given to demonstration and redemonstration for skill-based procedures.

LIMITATIONS

1. Assessment of level of satisfaction in online classes was limited to responses as elicited by self-structured “linear scale” by using Google forms.
2. The subjects were only chosen from selected Nursing colleges of Himachal Pradesh.

RECOMMENDATIONS

On the basis of the study findings, the following recommendations were made;

1. A descriptive study can be conducted among medical and paramedical students to assess their level of satisfaction during online classes.
2. A study can also be conducted among trainees in agricultural education sector to assess their level of satisfaction COVID-19 pandemic.

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