# "Attitude Towards E Learning During Covid-19 Pandemic Among Undergraduate Nursing Students Of Selected Nursing Institutions Of Kashmir Division"

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**ABSTRACT:** The pandemic i.e., COVID-19 has affected education worldwide, leading to the near-total closures of schools, universities and colleges since March 2020. All the educational institutes have been shut down to break the chain of this novel virus COVID-19. Novel Virus Covid-19 has spread over whole world and compelled the human society to maintain social distancing, stay at home and work from home. It has significantly disrupted teaching learning of the school students. The United Nations Educational, Scientific and Cultural Organization (UNESCO) reported that more than 1.37 billion students (80% of the global student population) have been affected by the crisis (UNESCO, 2020). It was expected that the shutdown would impact the learning process to a great extent. But it is actually not the case. All the credit goes to the use of technological enhanced tools or applications in the field of education. A non-experimental approach with Online Cross sectional design was used for this study. Purposive sampling technique was used to select a sample size of 190 undergraduate nursing students. Data was collected by using questionnaire containing socio demographic data and self-administered web-based questionnaire that consists of 12 questions to assess attitude towards e learning during Covid-19 pandemic. The findings of the study revealed that maximum subjects 114(60.0%) were from class Bsc Nursing 4th Year in which 159 (83.7%) of subjects preferred classroom learning, with 136 (71.6%) subjects using Zoom as application for e learning and 113 (59.5%) of subjects preferred mobile as convenient device.

**Index terms: e-learning, Covid-19 pandemic, nursing students.**

*"Education is the most powerful weapon which you can use to change the world"*

*Nelson Mandela*

## 1.1 INTRODUCTION

Education plays a vital role in the all-around and inclusive development of students as well as nations. Education provides the individual with knowledge and skill and enables the individual to know his duties and rights. It expands vision and outlook to see the whole world. It enables us to fight against corruption, injustice and many other evils in the society. So, learning of all the learners of all ages and stages must be safeguarded.

The pandemic i.e., COVID-19 has affected education worldwide, leading to the near-total closures of schools, universities and colleges since March 2020. All the educational institutes have been shut down to break the chain of this novel virus COVID-19. Novel Virus Covid-19 has spread over whole world and compelled the human society to maintain social distancing, stay at home and work from home. It has significantly disrupted teaching learning of the school students[1]. The United Nations Educational, Scientific and Cultural Organization (UNESCO) reported that more than 1.37 billion students (80% of the global student population) have been affected by the crisis (UNESCO, 2020)[2]. It was expected that the shutdown would impact the learning process to a great extent. But it is actually not the case. All the credit goes to the use of technological enhanced tools or applications in the field of education. A number of applications like WhatsApp, You tube, Zoom classes etc. have been used to teach the students at their homes. Teachers staying at home prepare their lessons and share it using technological enhanced applications i.e.WhatsApp, you tube etc.[1]Online classes were the ultimate method for imparting education to students in the aftermath of COVID-19[3]. The lockdown has compelled all the schools, colleges and universities to cancel their regular classes, periodical tests etc. and switch to the online modes. Initially, teachers and students were quite confused and didn't understand how to cope up with the pandemic situation of this sudden crisis that lead closure of the educational activities. But after some time, they realized that the lockdown due to Covid-19 has created many challenges and opportunities for them to strengthen their knowledge and infrastructure and the switch to the online modes completely for their regular classes and examinations. Teachers created whatsapp groups for students and guardians to share content and solve the problems facing by the students. The outbreak of COVID-19 has created many challenges and negative impacts on education like educational activity hampered, impact on employment, unprepared teachers/students for online education, increased parents' responsibility to educate their children, loss of nutrition of the students due to school closure etc[1].

Mobile phones, due to their flexibility and portability, became a popular e-learning gadget compared to laptops and computers during the COVID-19 pandemic. A study conducted in Australia found that mobiles are popular because learning can take place anytime and anywhere[4].

A study conducted by **B. Đorić, M. Blagojević, M. Papić and N. Stanko**vić on Students' Attitudes Regarding Online Learning During Covid-19 Pandemic at Faculty of Technical Sciences in Čačak. The study involved 136 students from three study programs: Information Technologies, Engineering Management and Electrical and Computer Engineering. The study concluded that students gave relatively low marks for general attitudes towards online teaching, especially its efficiency compared to the traditional one[5].

**Saurav Kumar, Shiv Prakash, Mona Srivastava** conducted a cross sectional study on Attitude towards online classes among school and college going students during lockdown due to COVID-19 pandemic. This study was conducted in Varanasi district in Uttar Pradesh during the period of March-April 2021. A total of 228 students studying in some selected schools and colleges and fulfilling the inclusion and exclusion criteria were selected as the participants through the purposive sampling method. The study concluded that although, online classes are more beneficial for the students and teachers in their academic activities during the lockdown period due to the COVID-19 pandemic but it can't take place of traditional face-to-face classes[6].

Availability, affordability of technical gadgets such as smartphone, personal computers, laptops, internet connectivity, and a lack of technological skills among the students are all factors that can affect attitude of the students towards online classes in India. Hence, the present study was conducted to assess the attitude of students towards online classes.

**1.2 Problem Statement:** Attitude towards e learning during Covid-19 pandemic among undergraduate nursing students of selected nursing institutions of Kashmir Division.

**1.3 Objectives:** The objective of the study was to assess the attitude of undergraduate nursing students towards e-learning during Covid-19 pandemic.

## 2. RESEARCH METHODOLOGY

**2.1 Research Approach and Design:** A non-experimental approach with Online Cross sectional design was used for this study.

**2.2 Population and Sample:** The population of the main study consisted of the undergraduate nursing students of selected nursing institution of Kashmir Division. Purposive sampling technique was used to select a sample size of 190 undergraduate nursing students.

**2.3 Research Tools:** In this study tool consists of two parts; Section A: Socio Demographic Data, Section B: A Self-administered web-based questionnaire was developed through literature review that consists of 12 questions to assess Attitude towards e learning during Covid-19 pandemic among undergraduate nursing students of selected nursing institutions of Kashmir Division.

**2.4 Data Collection Method:** The data was collected during the month of June 2021 from selected nursing institutions of Kashmir Division. Two nursing institutions affiliated with Kashmir University were selected. A formal permission was obtained from respective Heads of Institutions prior to the data collection. The investigators collected data online. The questionnaire was prepared in Google forms and the link was shared through Whatsapp, Email of the nursing students of said nursing institutions.

**2.5 Data Analysis:** Results were analyzed through descriptive and inferential statistics.

## 3. RESULTS AND DISCUSSION:

The analyzed data was organized and presented in the form of tables which was organized under as following:

**Table 1: Frequency and Percentage distribution of Socio Demographic Variables**

n=190

| SOCIODEMOGRAPHIC DATA | | FREQUENCY | PERCENTAGE% |
|---|---|---|---|
| Class | Bsc N Ist Year | 39 | 20.5 |
| | Bsc N 2nd Year | 9 | 4.7 |
| | Bsc N 3rd Year | 28 | 14.7 |
| | Bsc N 4th Year | 114 | 60.0 |
| Which one do you prefer? | Class room learning | 159 | 83.7 |
| | e-learning | 31 | 16.3 |
| Application preferred for e-learning | Google Classroom | 24 | 12.6 |
| | Webex | 2 | 1.1 |
| | Whatsapp | 1 | 0.5 |
| | YouTube | 27 | 14.2 |
| | Zoom | 136 | 71.6 |
| Device preferred for e learning | Desktop | 5 | 2.6 |
| | Laptop | 72 | 37.9 |
| | Mobile | 113 | 59.5 |

The findings of the above table revealed that maximum subjects 114(60.0%) were from class Bsc Nursing 4th Year in which 159 (83.7%) of subjects preferred classroom learning, with 136 (71.6%) subjects using Zoom as application for e learning and 113 (59.5%) of subjects preferred mobile as convenient device.

### Table no 2: Attitude of students towards e learning

n=190

| Options | Frequency | Percentage |
|---|---|---|
| **1. Are you interested in e- learning?** | | |
| Yes | 67 | 35.3 |
| No | 123 | 64.7 |
| **2. Does e-learning improve your study skill?** | | |
| Yes | 56 | 29.5 |
| No | 134 | 70.5 |
| **3. Does e-learning make your lock down a useful one?** | | |
| Yes | 101 | 53.2 |
| No | 89 | 46.8 |
| **4. Do you believe that improving knowledge through e-learning is better than traditional learning?** | | |
| Yes | 29 | 15.3 |
| No | 161 | 84.7 |
| **5. Do you think face to face learning is important for practical teaching?** | | |
| Yes | 185 | 97.4 |
| No | 5 | 2.6 |
| **6. Did you face any issues during e-learning?** | | |
| Yes | 167 | 87.9 |
| No | 23 | 12.1 |
| **7. Are you positive towards e-learning?** | | |
| Yes | 59 | 31.1 |
| No | 131 | 68.9 |
| **8. Does e-learning make your knowledge wider?** | | |
| Yes | 41 | 21.6 |
| No | 149 | 78.4 |
| **9. Do you think web based teaching is important for a student?** | | |
| Yes | 80 | 42.1 |
| No | 110 | 57.9 |
| **10. Can e-learning bring a social change in country?** | | |
| Yes | 72 | 37.9 |
| No | 118 | 62.1 |
| **11. Do you feel stressed due to e-learning?** | | |
| Yes | 127 | 66.8 |

| No | 63 | 33.2 |
|---|---|---|
| **12. Do you face any economic issue due to e-learning?** | | |
| Yes | 74 | 38.9 |
| No | 116 | 61.1 |

The findings of the above table revealed that 67(35.3%) subjects were interested in e-learning & **123(64.7%)** were not interested in e-learning, 56(29.5%) subjects indicated that e-learning improve study skill while **134 (70.5%)** subjects did not find the same, 101(53.2%) revealed that e-learning make lockdown useful while 89(46.8%) of subjects denied for the same.29(15.3%) subjects believe that improving knowledge through e-learning is better than traditional learning while **161(84.7%)** subjects indicated no for the same.**185(97.4%)** subjects revealed that face to face learning is important for practical teaching while only 5(2.6%) subjects said no for the same.**167(87.9%)** subjects revealed that they faced issues during e-learning, while 23(12.1%) of subjects faced no issues during e-learning. Only 59(31.1%) students were positive towards e-learning while **131(68.9%)** of subjects were not positive towards e-learning. 41(21.6%) of subjects revealed that e- learning makes their knowledge wider while **149(78.4%)** of subjects did not agreed for the same. 80(42.1%) of subjects admitted that web based teaching is important for a student while as **110(57.9%)** did not agreed for the same. 72(37.9%) of subjects revealed that e –learning can bring a social change in country while **118(62.1%)** denied the same.**127(66.8%)** of subjects felt stress during e-learning and 63(33.2%) did not felt any stress during the same.74(38.9%) of subjects faced economical issue during e-learning while as **116(61.1%)** did not faced any economic issue.

## ACKNOWLEDGMENT:

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