

## A DESCRIPTIVE STUDY TO ASSESS THE NUANCE FACTORS OF ONLINE CLASSES AMONG THE NURSING STUDENTS IN THE SELECTED NURSING COLLEGE NAGAPATTINAM

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### ABSTRACT

Due to pandemic Covid-19 crisis, there is a paradigm shift from the chalk and talk to virtual platform. The students are having more opportunities and lot of challenges in this digital media of teaching. This study aimed to assess the nuance factors which are very important but not easy to notice in the online education. A descriptive study conducted among the nursing students by survey method to identify the nuance factors of online education. Convenience sampling used to recruit 100 nursing students those who are studying BSc Nursing course. Self-devised tool used to collect the data and simple descriptive statistics such as mean and percentage were used to analyze the data. This study revealed that all the students were using only their android phone to attend the classes. The classes were interrupted by the sudden visitors for 33%, Most of them 51% were having Net connectivity issues, 33% of the students were attending the online classes in the hall and they were distracted by TV and other entertainment noises by 41 %. Most of the students 36% purchased new android phone for their online classes and majority of the students 46% were sharing the internet with their siblings. They have adequate ventilation good lighting by 88% and 80% respectively. 70 % of the students were not willing to attend the online classes in future.

**Key words:** Online class, Nuance factors, Nursing students.

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### INTRODUCTION

Am I Audible?

Am I visible?

This has become a common voice of all the nursing teachers since the post-COVID-19 lockdown and only the digital has become the only mode of connectivity with our students. Most of the colleges have made the switch smoothly using on-line platforms such as Zoom, Google Meet, Google class rooms, Microsoft Teams etc, while many still find it a herculean task. Students are finding it a welcome change from strict schedules and the online education opens up a lot of possibilities for students and teachers. Yet it may also widen the inequalities in the socio economic fabric of India. We need to identify the barriers and constraints during the online classes in order

to take the necessary modalities to achieve effective virtual teaching and learning.

### Need for the study

The Covid-19 pandemic has disrupted the education sector globally. Classes have been suspended to enforce social distancing. A wholesale shift to online education is not just dependent on access to devices and the internet. It is also about nuances. Three-fourths of students in India did not have access to the internet at home, according to a 2017-18 all-India NSO survey. The share of those who did not have computers, including devices such as palm-tops and tablets, was much greater--89%. Access to these facilities was higher among students at higher levels of education. But even at the highest levels, a large share of students did not have access to



these facilities. As expected, access to the internet and computers is directly related to household incomes. Students from economically weaker sections, who can't afford or have no access to Wi-Fi facilities and gadgets, are struggling to attend online classes conducted by educational institutions. With hostels shut, some students have moved to their homes in remote areas, which don't have good network coverage. Nearly 58% of rural citizens in Tamil Nadu don't have access to a phone with internet connection, official data from 2019 revealed.

### Statement of the problem

A descriptive study to assess the nuance factors of online classes among the nursing students in the selected nursing college Nagapattinam

### Objective of the study

To assess the nuance factors of online classes.

### Operational definition

#### Online classes:

An online class is a course conducted over the internet

#### Nuance Factors:

Nuance factors which are having a subtle distinction or variation and the factors or something that is not easy to notice but may be important.

#### Nursing students:

The students those who are doing the BSc nursing four years of degree course and attending the online classes.

## METHODOLOGY

### Research Approach:

Quantitative approach used for this study

### Study Design:

Descriptive Survey method used for this study

### Population:

All the BSc nursing students attending the online classes were the population of the study

### Sample:

The nursing students those who are studying BSc Nursing Degree course in the selected nursing college and fulfilled the inclusive criteria were selected as the study samples.

### Sample Size:

100 students were selected as the study samples to participate in the study

### Sampling Technique:

Convenience sampling technique was used in the study

## Criteria for sample selection

### Inclusion criteria

- Students those who were willing to participate in the study
- Only the Female students were selected as the sample

### Exclusion Criteria

- Students those who were doing other nursing courses like Diploma Nursing and Midwifery & Auxillary Nurses and Midwifery courses
- Students those who were not available at the time of data collection

### Data collection tool

Self-devised structured questionnaire was used to collect the data. It has two parts

**Part A:** Consisted of selected demographical variables such as age, educational status, place of residence, monthly income, Earning member of the family, number of rooms in their house.

**Part B:** Consisted of the items to assess the nuance factors which may affect the online classes directly or indirectly

## RESULTS AND DISCUSSION

### Part A - Demographic variables

#### AGE:

According to the age of the samples 58% of them were in the age group of 17-19 years, 42 % of them were in the age group of 20-22 years. None of them were in the age group of 23-25 years

#### Year of study:

The majority of 53% of the students were in BSc Nursing 1<sup>st</sup> year, 32% of them were in 4<sup>th</sup> year, 11% of them were in 3<sup>rd</sup> year and 4% of them in 2<sup>nd</sup> year.

#### Place of Residence:

As per the place of residence 82% of them were residing in rural area and 18% of them were residing in urban area.

#### Monthly Income:

According to the monthly income of the family, the majority of the student, 38% were getting the monthly income of 5000-10000, 31% of them were getting <5000 and 11000- 15000 respectively. None of the student's family income was more than 15,000.

#### Earning Member:

Regarding the earning member of the family, the majority 83% of them were having their father as a earning member, 7% of them had the Mother as a earning member, 6% of them had both Mother and Father were the earning members and 1% of the sample had the sibling as a earning member and 3% of the sample had Father,



Mother and the sibling as a earning members of their family

**Number of Rooms:**

As per the number of rooms present in their home excluding the bathroom and toilet, majority 52% of them were having only one room, 20% of them were having 2 rooms, 17% of them were having 3 rooms, 8% of them were having 4 rooms and only 3% were having more than four rooms in their house.

**PART B: NUANCE FACTORS**

**Internet Device:**

This study showed that all the respondents were using only the android phone for the online class; none of them were using Tablet, Laptop, Android TV and Computer.

**Interruptions during the Online Classes:**

Regarding the interruptions during the online classes, majority of the respondents 33% had interruptions with sudden visitors, 27% of the respondents were having interruptions due to their family members and neighbors, 20% due to other phone calls and 20% were reported interruptions due to watching TV during the online classes.

**Technical Problems:**

In case of technical problems for attending the online classes, majority of the samples 51% had net connectivity issue, 17% had reported that their class disconnected by other phone calls and messages, 16% had power charging issues, 8.1% had problem with technical understanding, 7% had power cut issue, and only 0.68% had problems with unwanted mails and advertisements.

**Ventilation:**

Most of the students 88% were reported that they had adequate ventilation and only 12% had inadequate ventilation

**Place of Attending Online Classes:**

Majority of 33% of the respondents were attending the online classes in their hall, 22% of them were attending in their bedroom, 22% were attending in their study room, 17% of them were attending outside their house, and 6% of them were attending in the public places.

**Lighting:**

Majority of 80 % of the respondents had adequate lighting 20% of them had inadequate lighting

**Accessibility to the Device:**

In case of accessibility to the device, 36.6% of the samples purchased new android mobile for their online classes had their own device, 16 % had purchased second hand android mobile phones and had own device for their online classes, 34.6% were borrowing the device from their family members and only 12.8% were borrowing from their neighbors and friends.

**Interruption with Noise:**

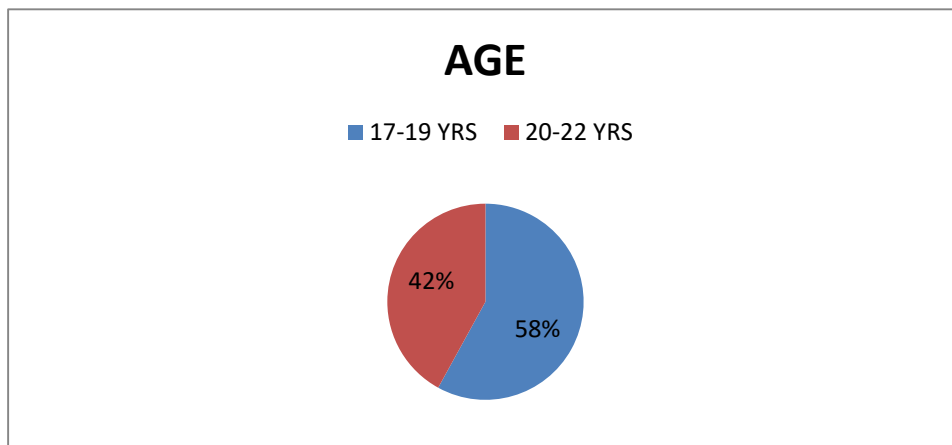
Regarding the interruption with noise during the online classes, 29% respondents had motor vehicle noise, 19% had problems with cooking sounds like pressure cooker, mixer, grinder ect, 11 % had problems with public loud speakers, majority of the students 41% of them had problems with TV and other entertainment.

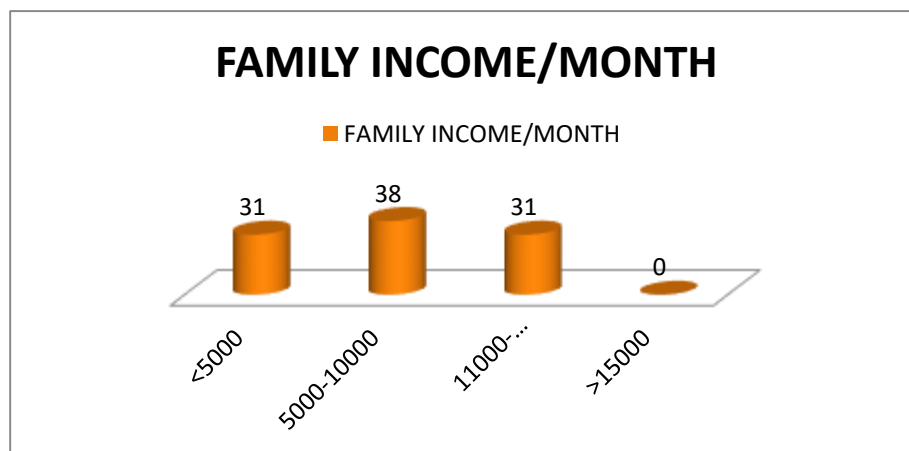
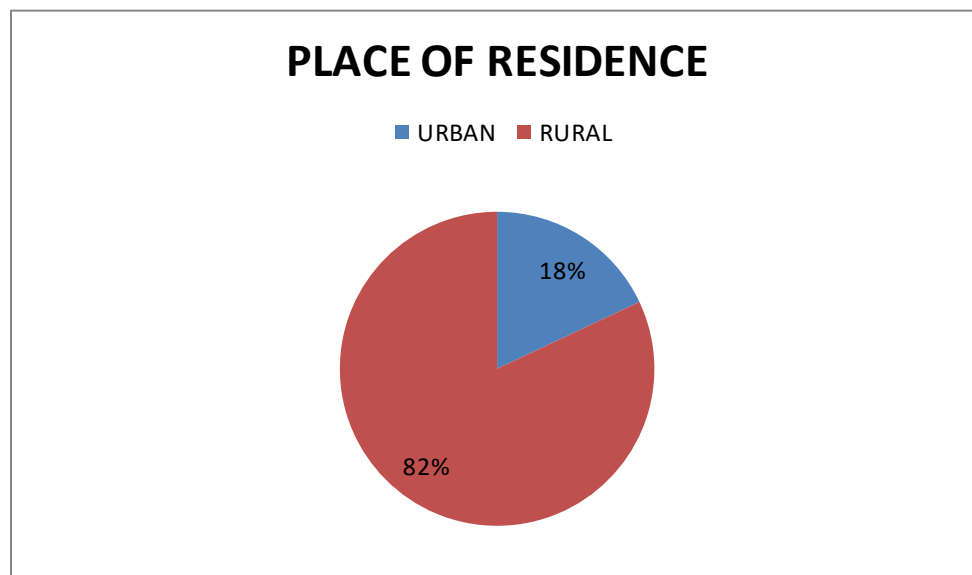
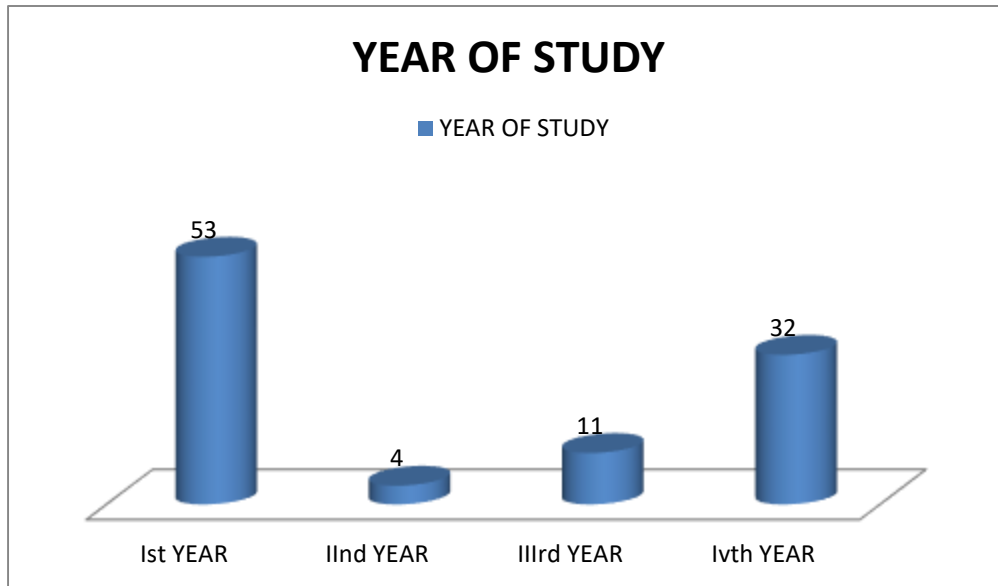
**Sharing of Internet Device:**

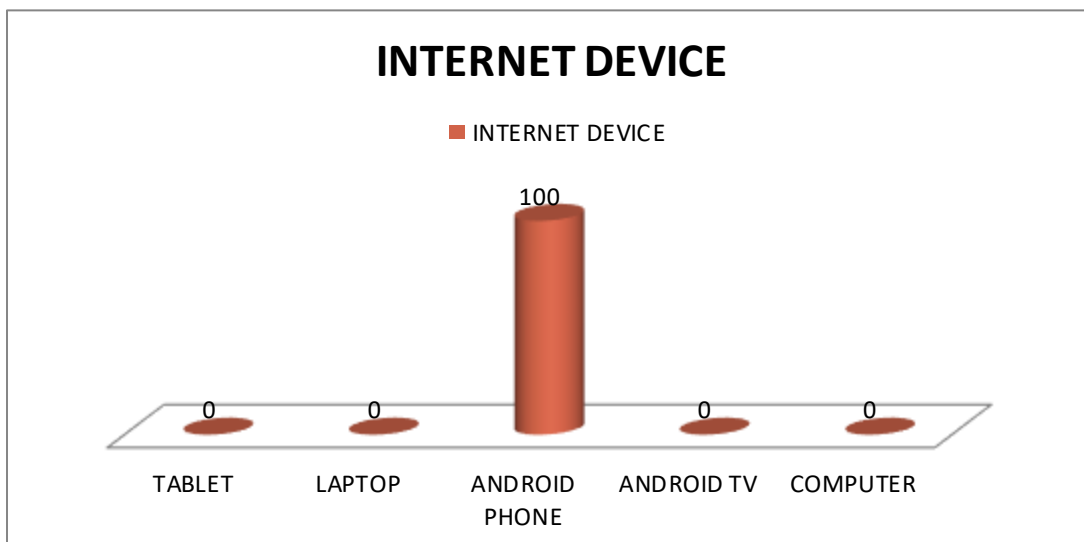
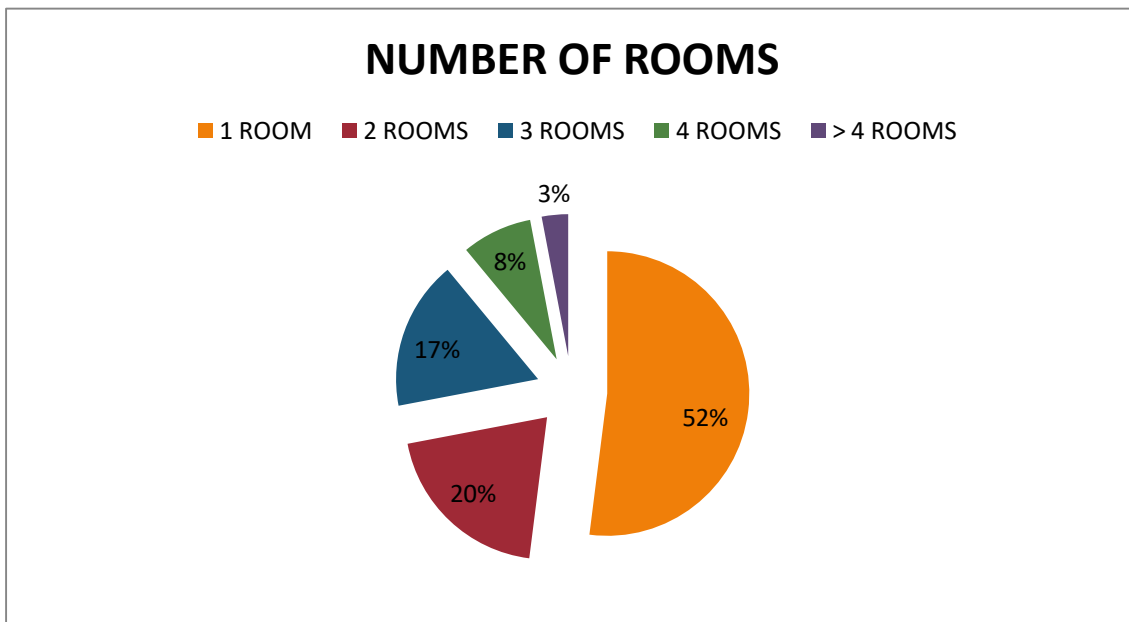
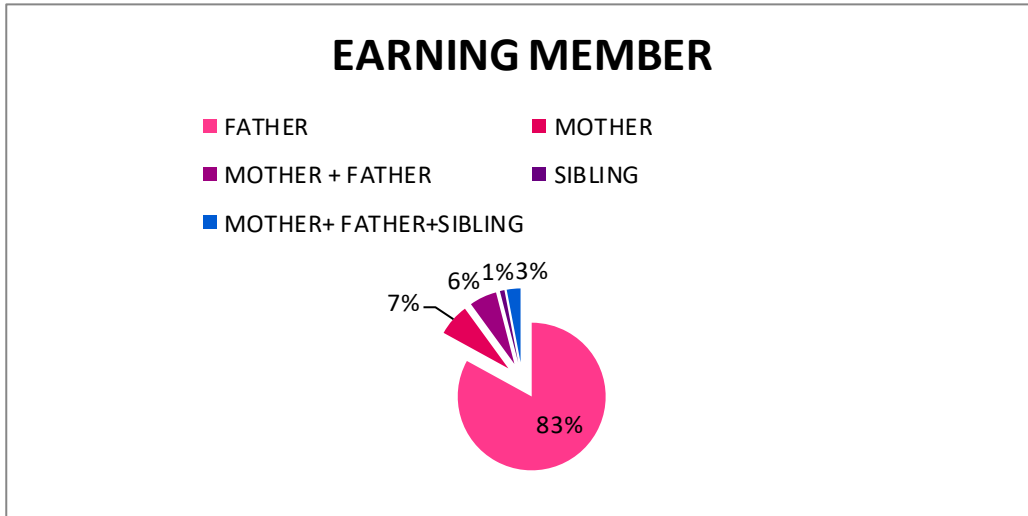
Regarding the sharing of the same internet device 33% were having their own mobile, 46% of them were sharing with their siblings, 21% sharing with their parents, none of them were sharing with their friends.

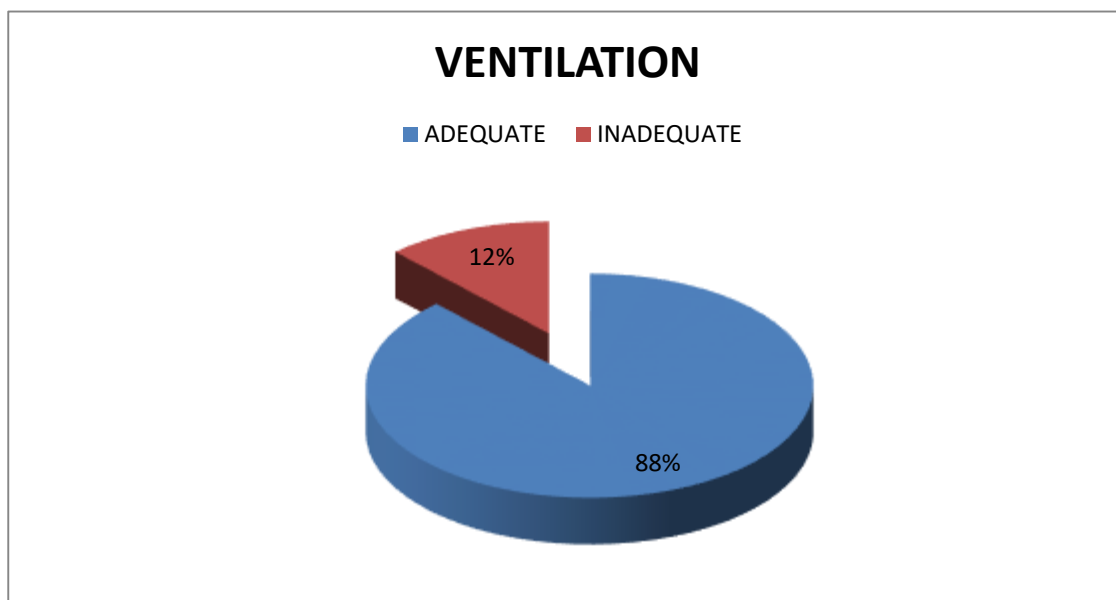
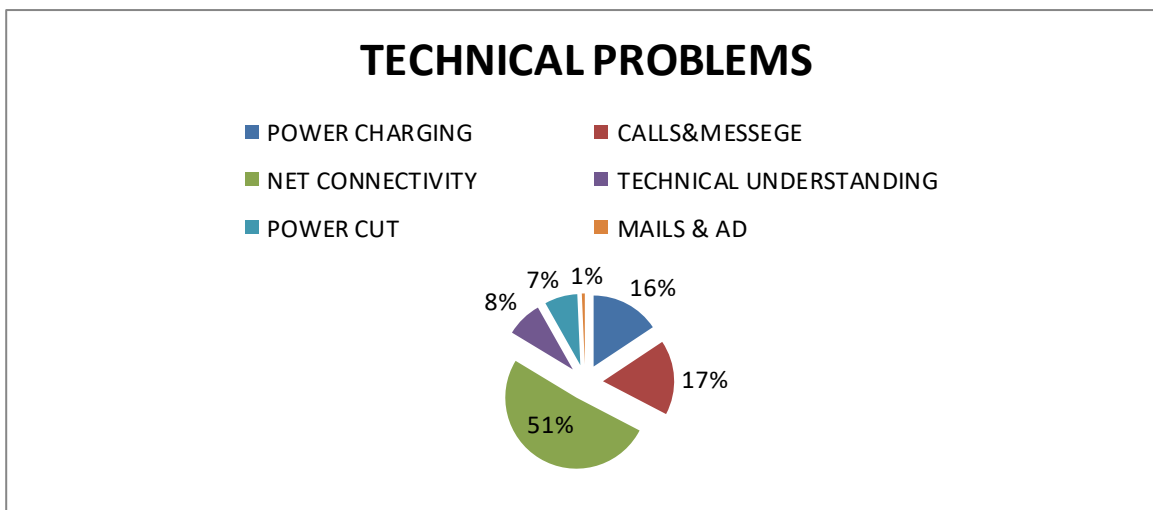
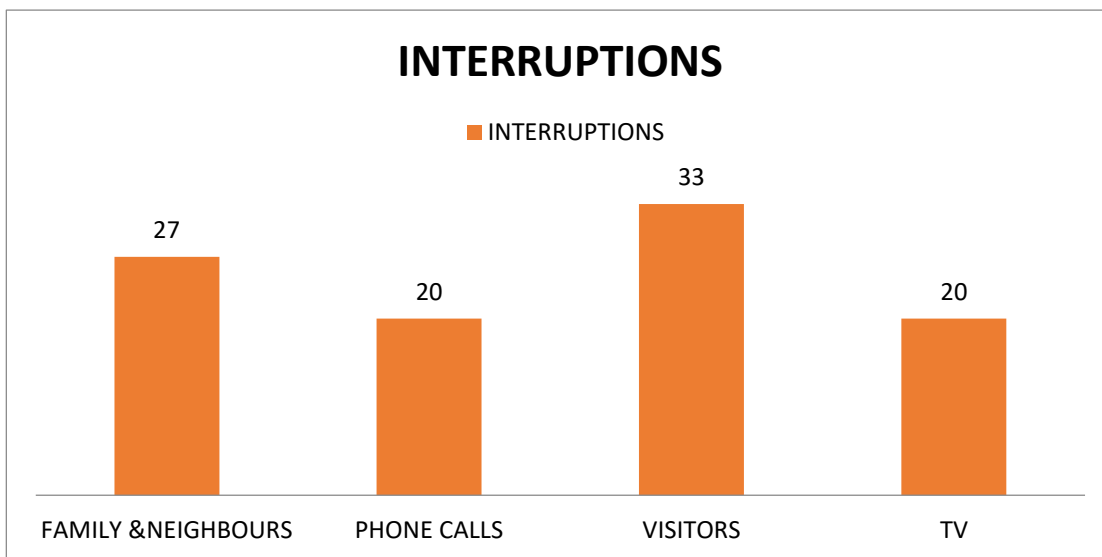
**Future Online Classes:**

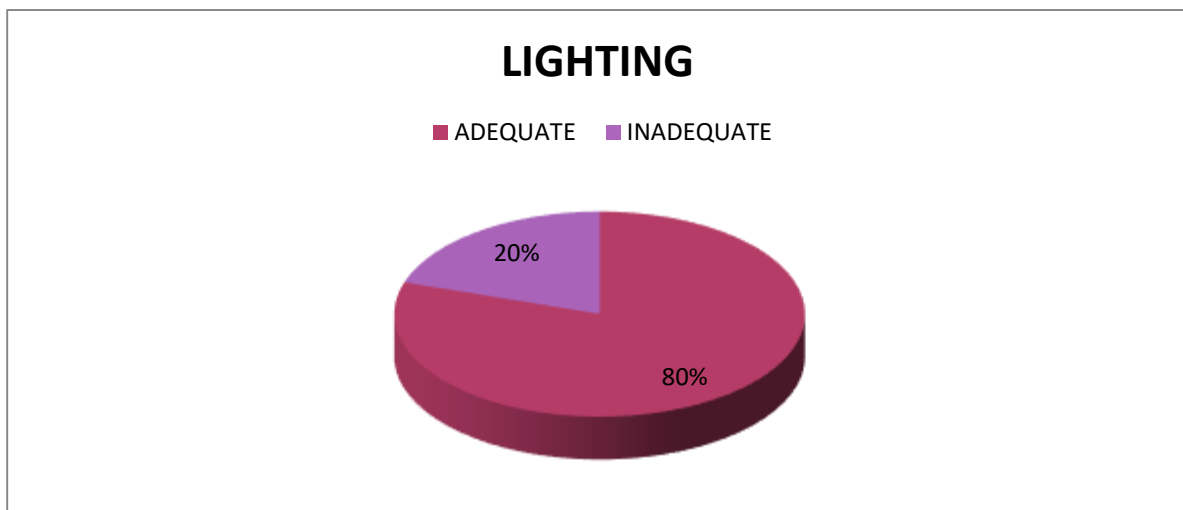
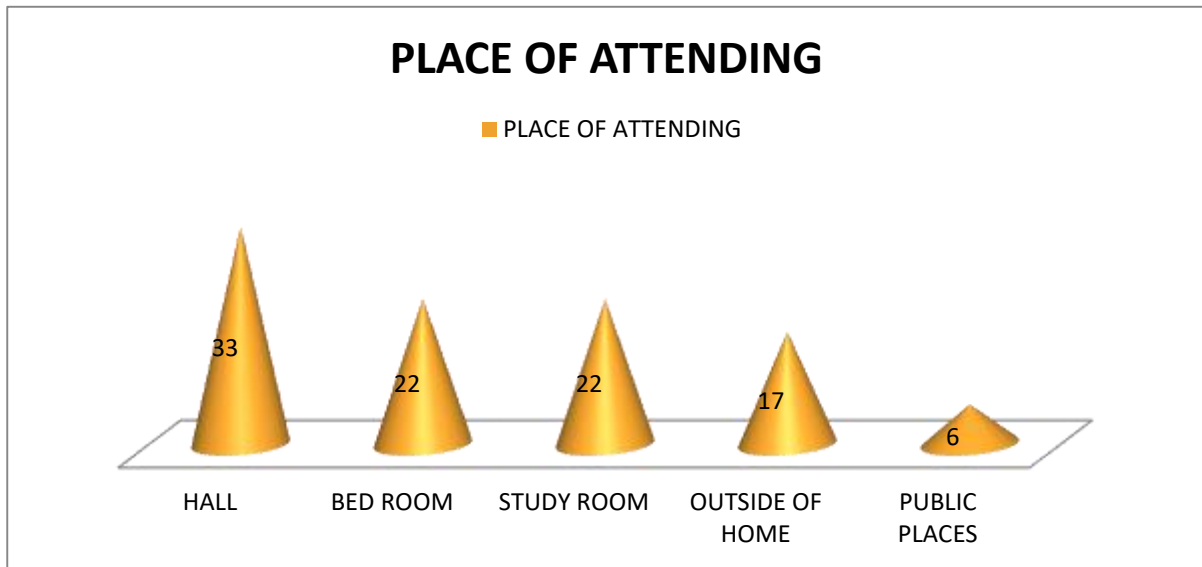
Regarding the future online classes, only 30% of the respondents were willing to attend the online classes and majority 70% of the respondents were not willing to attend the online classes in the future.





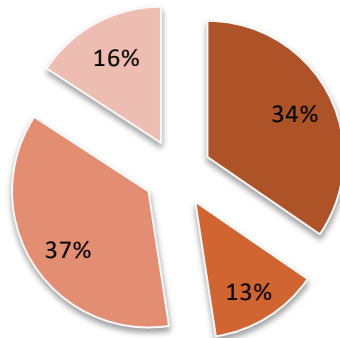






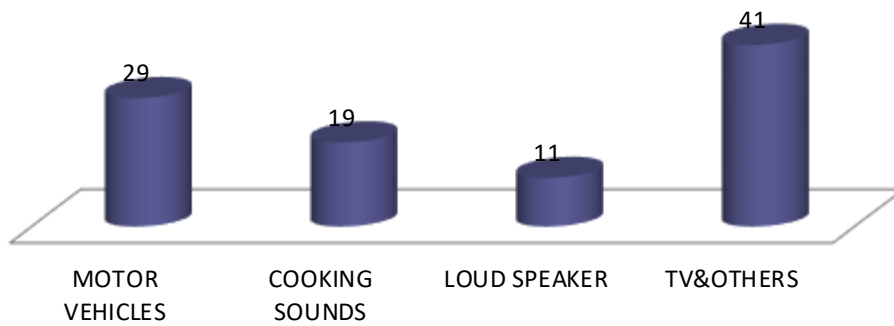
## ACCESSIBILITY OF DEVICE

■ FROM FAMILY ■ FROM NEIGHBOUR&FRIENDS ■ NEW OWN ■ SECOND HAND OWN

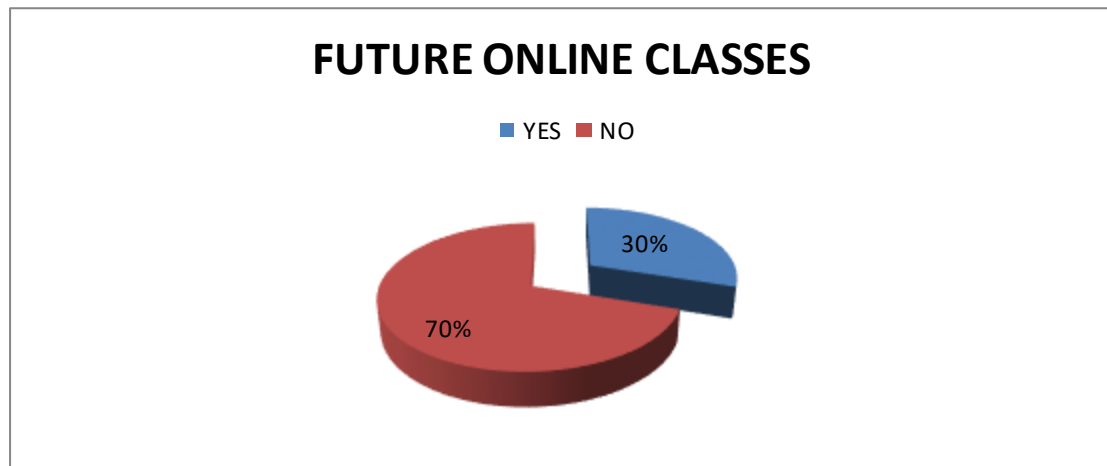
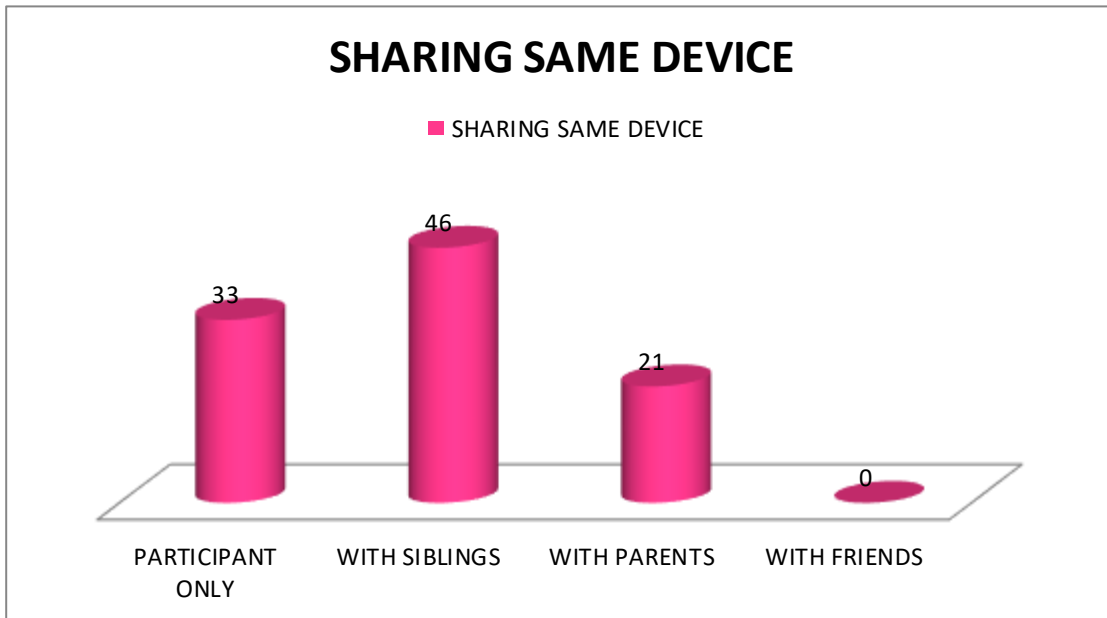


## INTERRUPTIONS WITH NOISE

■ INTERRUPTIONS WITH NOISE







#### Implications of the study

##### Nursing Education:

Nurses are facing lot of challenges and demands of digital world. With the restraining environmental and economical factors we need to fast forward with the technology based education.

##### Nursing Practice:

Retrieve the resources and combat the problems of inaccessibility and unavailability of net world. Since it's the period of transition nursing personnel required to go hand in hand with the digital development.

##### Nursing Research:

Emphasis on the necessity of conducting further researches for training in the use of information technology is important to the nurses' continuous professional development. Literature showed a strong evidence of the increased access to the Internet by nurses

to retrieve information related to clinical practice, which in turns enhance the quality of care and communication among nurses.

##### Nursing Administration:

Online classes may have lots of advantages over traditional classes yet it does not seem to be of much interest among undergraduate nursing students in India and they are not willing to consider it on a regular basis. Policy makers should find the way to make online classes more interesting.

##### Recommendations

- Studies need to be done to address the strategies to rectify the problems encountered during the online classes.
- Replication of this study can be done to the larger sample size.



- Experimental studies can be done to assess the effectiveness of online classes
- Comparative studies can be done between the Boys & Girls, Urban & Rural Residents.

#### Limitation

- Limited period of data collection
- Only girls were included in the study
- There is no hypothesis testing

#### CONCLUSION

Considering the rapid change in technology, inevitable changes in educational sector are going to happen. A lot of research is taking place to understand the pros and cons of online education in comparison to face to face education. It's the high time to identify the hindrances of technology education to avoid the inequality of disseminating nursing education.

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