

Impact of Lockdown on Learning Status of Nursing Students during Covid-19 Pandemic at Govt College of Nursing, Jaipur (Rajasthan)

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Abstract

An online survey was conducted to assess the impact of lockdown amidst Covid-19 on students of a nursing college in Jaipur, from 28 August to 1 May 2020. A structured questionnaire link in the form of 'Google form' was sent to students through Whatsapp. A total of 302 students provided required information. An average of 66.23 percent nursing students accepted that they were never attending any online classes before lockdown due to Covid-19 pandemic. Most of the students used mobile phone for attending their online classes. Nursing students have been facing various issues related to poor internet connectivity, psychological problem, physical problem, and unfavourable study environment at home. The worldwide spread of Covid-19 disease generated a variety of public health responses. Schools, colleges and universities faced closure as a social (physical) distancing measure used to prevent the spread of this infectious disease. Education is not any exception. Students from privileged backgrounds, supported by their parents could find alternative learning opportunities. Those from disadvantaged backgrounds often remained deprived.

The corona virus and disease were unknown before its outbreak began in Wuhan, China, in December 2019. Covid-19 is now a pandemic disease affecting globally. Extensively the pandemic has changed social interaction and education isn't an exception. In the face of pandemic also there is need for continuation of academic activities. So, educational institutions have shifted rapidly to distance and online learning. It aims to assist teachers, schools, colleges, and universities facilitate student learning in periods of their closure. Most of the online systems of classes may help continuous learning of students. Understanding the teaching-learning process during this critical period is essential to style different effective method for the functioning of teaching and learning. With this backdrop, the current study aims to spot the way of online classes, learning status, mode of learning, and perceived benefits and problems associated with online classes during the lockdown amidst the pandemic.

Objectives

This study sought to assess the impact of lockdown on learning status of nursing students during COVID-19 pandemic in a nursing college of Jaipur (Rajasthan).

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Review of Literature

A study was conducted by Kapasia et al (2020) on impact of lockdown on learning status of undergraduate and postgraduate students during Covid-19 pandemic in West Bengal, India. A total of 232 students provided data related to the study. Throughout the lockdown period, around 70 percent of learners were involved in e-learning pattern of education. Most of the students used android mobile for attending e-learning classes. Students from distant areas and marginalised sections mainly face huge challenges for the study during this pandemic.

A study was conducted by Jadhav et al (2020) on Covid-19: students' role to look at problems in education system during lockdown issues in Maharashtra. It revealed that more than 90 percent of students think that lockdown has had a huge impact on education. More than 50 percent of the students felt that the university has made a wrong decision to cancel the exams, an issue that mainly involves smart students. Due to lockdown issues, students could not concentrate on their studies through some students said that there was positive impact. Exams should be conducted online only and college professors should take online lectures during the lockdown period.

A study by Kumar (2020) on global impact of

e-learning during Covid-19 concluded that the pandemic had undeniably made clear that countries throughout the globe need to allocate funds for proper training of educators and to create innovative learning domain that could provide education to the learners in the easiest way.

Methodology

Quantitative survey research design was adopted to collect the data from the participants. The sample of this study comprised of the 302 nursing student studying in Government College of Nursing, Jaipur. Before starting the study, permission was obtained from the College authorities. Informed consent was also taken from the participants before proceeding to fill the questionnaire.

Data collection: An online questionnaire in the form of Google form was used to collect the data from students. A standard study invitation message along with the link to the online survey was shared through personal and social contacts of the research group members via WhatsApp. Data was collected between 28 August 2020 to 1 September 2020. A brief description of the study, its objectives and the declaration of anonymity and confidentiality were given to the participants before administering the questionnaire shared via Google Form. Informed consent was taken from all the participants at the time of enrollment. During the survey, participants were able to stop study participation and leave the questionnaire at any stage before the submission process; in doing so, their responses would not be saved. Re-

sponses were saved only by clicking on the “submit” button provided at the end of the questionnaire. All

Table 1: Online classes, mode of learning and learning status

S.N.	Variable	Category	Frequency	Percentage
1	Gadget used for online classes	Mobile phone	287	95
		Laptop	15	5
2	Source of gadget for online classes	Own/personal	252	83.4
		Hired from family members	44	14.6
		Hired from neighbours	6	2
3	Source of internet	Mobile data pack	260	86.1
		Wi-Fi router at home	31	10.3
		Wi-Fi assess from neighbours	11	3.6
4	Proficiency with the use of computer/ internet browsing	Excellent	23	7.6
		Average	210	69.6
		Below average	58	19.2
		No training	11	3.6
5	Classes that are conducting online	Theory	296	98
		Practical	6	2
6	Number of online classes per day	1	80	26.5
		2	150	49.7
		3	53	17.5
		4 & above	19	6.3
7	Length of online class daily (in hours)	< 2	197	65.3
		2-3	91	30.1
		4-5	13	4.3
		6 & above	1	0.3
8	Duration of each class (in minutes)	< 30	13	4.3
		30-40	90	29.8
		41-60	178	58.9
		Above 60	21	7
9	Approximate duration of breaks between the class (in minute)	No break	167	55.3
		< 10	64	21.2
		10-20	49	16.2
		Above 20	22	7.3
10	Do you have a separate room in your house to attend online class without any disturbance	Yes	154	51
		No	145	48
		Not applicable (live in the hostel)	3	1

Table 1 continued...

S.N.	Variable	Category	Frequency	Percentage
11	During lockdown, studied through any other platform apart from college classes	Yes	167	53.9
		No	135	46.1
12	Syllabus covered via online classes	< 30%	87	28.9
		30-50%	159	52.6
		> 50%	56	18.5
13	Do you think pandemic has affected the studies	Yes	247	81.8
		No	38	5.6
		Maybe	17	12.6
14	In the future do you think online classes replace traditional classroom teaching	Yes	124	36.8
		No	111	41
		Maybe	67	22.2

the analysis were performed using the statistical package for social sciences (SPSS).

Results

Table 1 reveals that most of the respondents (95%) used mobile phones for attending online classes. Although 83.4 percent used their own mobile phones and 86.1 percent used their data pack for learning and majority 69.5 percent have average knowledge to use the gadgets or internet browsing; 98 percent reported that theory classes were conducted online and 49.7 percent reported that two classes per day held online, 65.2 percent reported that the duration of class was less than 2 hours and 58.9 percent reported the duration of each class approx 41-60 minutes; 18.5 percent reported that over 50 percent of their syllabus was covered. 51 percent had no separate reading room for the study at home, 81.8 percent accepted that the pandemic affected their studies.

Fig 1 depicts that 64.6 percent students prefer lecture notes/pdf docs shared by teacher, 40.1 percent white board sharing with descriptive diagrams, 39.7 percent PPT, 38.4 percent video-based learning & quizzes, 32.8 percent recorded video lecture of teachers, 25.2 percent classes with virtual models and 13.6 percent monotonous lecture without PPT.

Fig 2 reveals that the majority of students agree that online classes are the best alternative to continue studies during pandemic, reduce stress due to breakdown of studies, easier to take notes & screenshots, provides the flexibility, shared study material help in

study at home, and quality is satisfactory, and majority of the students disagree with that online classes provide feeling of classroom and are easier & comfortable compared to classroom learning.

Fig 3 reveals that nursing students were mostly suffering from technical problem during online classes, internet connectivity problem, reduced interaction with the teacher, poor learning condition at home. The students were also facing problems related to online classes that are below average.

Table 2 reveals that 68.5 percent students reported that their economic condition will be affected by the Covid-19 pandemic and 58.9 percent students reported that low family income amidst Covid-19 would have an adverse impact on their education. Further, 76.2 percent students reported that the current pandemic may cause their educational discontinuation.

Discussion

The finding of this study is supported by that of Kapasia et al (2020) on impact of lockdown on learning status of undergraduate and postgraduate students during Covid-19 pandemic in West Bengal, India. Analysis showed that around 70 percent of learners were involved in e-learning. Majority of the students used android mobile for attending e-learning classes. Students from remote areas and marginalised sections mainly face

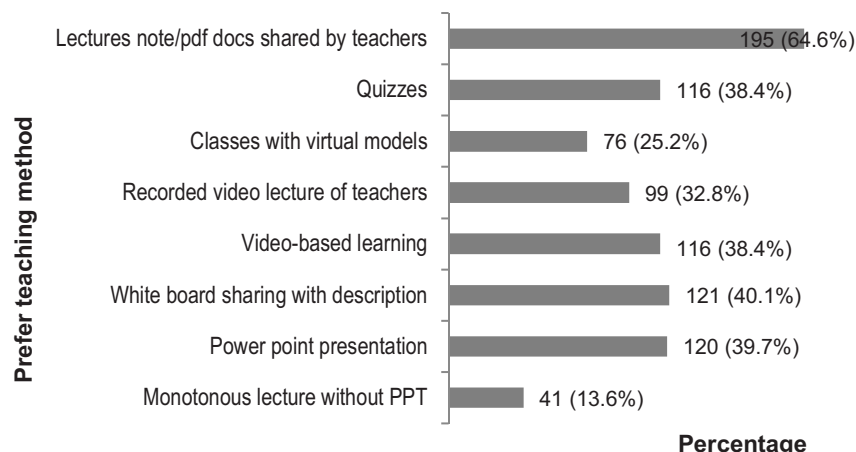


Fig 1: Different kind of teaching method preferred by students for online learning

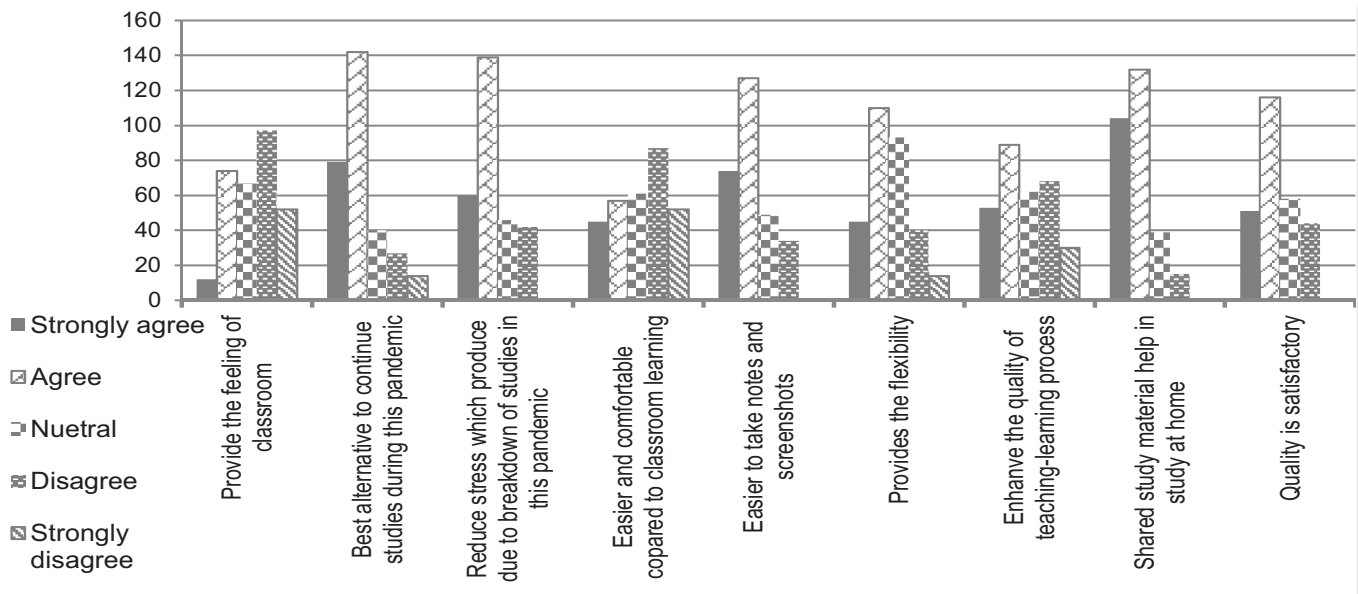


Fig 2: Perceived benefits of online classes.

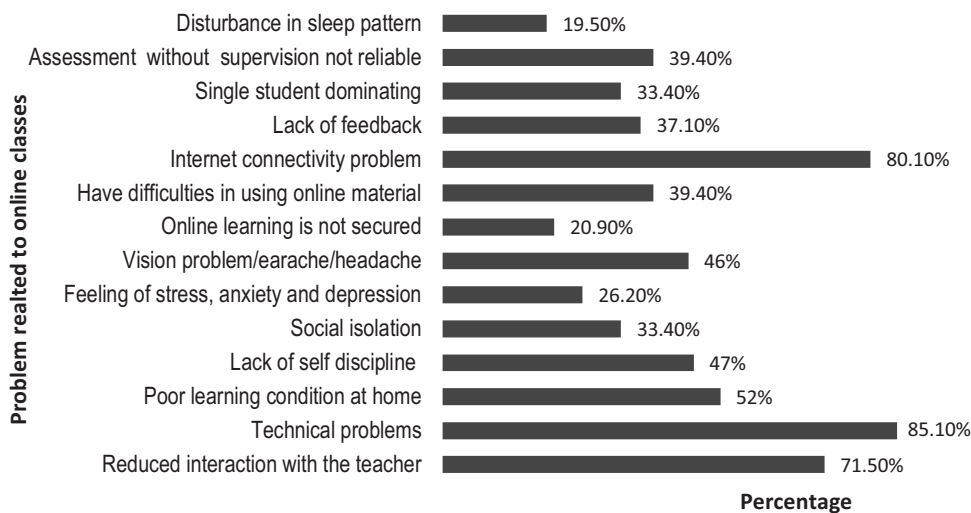


Fig 3: Perceived problem related to the online classes.

Recommendations

Similar study should be conducted (a) at the national level for a longer period of time that would be more pertinent in making broad generalisation, (b) at the university and council level with a control group design, (c) on general education students or parents of children regarding effect of online education. A comparative study can be conducted between UG and PG students and findings can be compared. The same study can be conducted in different government and private institutions of nursing based on the learning needs of the students regarding

enormous challenges for the study during this pandemic.

In this study, 58.9 percent students reported that they face tremendous challenges in online classes and learning. Students mainly from village and town areas have problem in online learning because of poor internet connectivity. Low family income amidst Covid-19 would have an adverse impact on their education. Further, 76.2 percent students reported that this pandemic may cause interruption in their education.

Table 2: Impact of lockdown on economic condition and educational attendance

S.N.	Variable	Category	Frequency (N)	Percentage (%)
1	Economic condition of your family will be affected by Covid-19 pandemic	Yes	207	68.5
		No	57	18.9
		Maybe	38	12.6
2	Low family income would affect your education	Yes	178	58.9
		No	81	26.9
		Maybe	43	14.2
5	Covid-19 pandemic may cause of educational discontinuation	Yes	230	76.2
		No	30	9.9
		Maybe	42	13.9

positive and negative effect of online education.

Implications

Nursing practice: The type of study may also be used for evaluation of online mode of education whether clinical teaching, care of Covid patient, in-service webinar in health care or nursing practice setting. It helps to identify the impact of online education or teaching learning process among nurses or health care workers.

Nursing education: Based upon the findings of the study, nurse educators can also assess the impact of online and offline classes in this Covid situation.

Nursing research: Similar study can be conducted on large number of samples across state or country-based survey to assess the impact of this Covid-19 on online education, lifestyle, diet, mental health, social support, etc.

Nursing administration: Nurse administrator can also conduct online webinar or in-service education programme for the health care workers to update their knowledge related to Covid-19 and management and assess the impact of these online technology.

Conclusion

The lockdown amidst Covid-19 has made significant interruption in academic activities. Many of the students face tremendous challenges in online classes and learning. Students mainly from village and town areas have problem in online learning due to poor internet connectivity. Poor economic conditions might be a reason for the unfavourable environment and lack of separate room for their study. Specific intervention should be made through a particular way to make a positive space for study among the students from the vulnerable sections of society.

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