

A STUDY ON PERCEPTION REGARDING EPISODIC TRANSITION IN TEACHING-LEARNING PRACTICES DURING COVID-19 AMONG UNDERGRADUATE NURSING STUDENTS.

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ABSTRACT

Covid-19 and the associated measures to mitigate the spread of the virus have significantly disrupted nursing education in terms of swapped learning platform in many parts of the globe; even some are wondering whether the adoption of online learning will continue to persist post-pandemic, which would impact the worldwide education market. This research project attempted to find out the perception regarding episodic transition in teaching-learning practices during Covid-19 pandemic among undergraduate nursing students and to find out the association between perception and selected demographic variables. Episodic transition in this study refers to periodic changes in teaching learning environment among undergraduate nursing students during covid-19 pandemic (2020-2022 academic year). Quantitative approach with cross-sectional design was used to collect data from 250 undergraduate nursing students. A self-developed structured questionnaire was used in Google form (link) to collect the data and student perception was assessed based on four domains – standards of teaching-learning practice, cognitive flexibility in learning, adaptive behaviour in learning and negative reflection to transition. Among the 250 respondents, 128(51.2%) respondents had positive perceptions and 122(48.8%) of the respondent had negative perceptions towards transition in teaching-learning practice during the Covid-19 pandemic. Analysed each domain score and found that students had a higher score on standards of teaching-learning practice (mean=4.18±0.63) followed by cognitive flexibility (mean=3.90±0.50), adaptive behaviour (mean=2.98±0.51), and the lower score was on the Negative reflection (mean=1.63±0.65). Significant association was identified between students age, year of study with perception. Reengineering of academic support and developing resilience in learning and teaching approaches will prevent other possible future crises.

KEYWORD: Covid-19, Episodic-transition, teaching-learning Practices, perception, resilience.

INTRODUCTION

Majority of nursing institutions swapped learning platform to virtual mode from traditional classroom which limits the skill development and clinical practice placement of students.^[1] Some are wondering whether the adoption of online learning will continue to persist post-pandemic, and how such a shift would impact the worldwide education market. The sources of student nurses stress during covid-19 includes studying, test-taking anxiety, managing heavy didactic and clinical workloads, balancing competing life demands, feeling unprepared for practice, and fearing mistakes.^[2] In this regard, this study was aimed to find out the perception regarding episodic transition in teaching-learning

practices during covid-19 pandemic among undergraduate nursing students.

MATERIALS AND METHODS

A cross-sectional analytical study was conducted to identify perception of episodic transition in Teaching-learning practices during covid-19 among undergraduate nursing students. Purposive sampling technique was used to identify the samples and data was collected after the approval from Institutional Review Committee. A self-developed structured questionnaire was used in Google form (link) to collect the responses, content validity and face validity were assured before distribution of the questionnaire via a Google form. The tools used in this

study are composed of two parts. Part I: structured questionnaire on socio-demographic information, Part II: self-structured questioner on perception towards episodic transition in Teaching-learning practices(classroom versus virtual learning and vice-verse) was assessed based on four domains– standards of teaching-learning practice(10 statements), Cognitive flexibility in learning (6 statement), using Likert Scale (1= strongly disagree, 2= disagree, 3= uncertain, 4= agree, 5= strongly agree), adaptive behaviour in learning(10 statement) 1=Never, 2=Rarely, 3=sometimes, 4 =always and negative reflection regarding change in teaching -learning practice(10 statement)0=not applicable, 1=mild, 2=moderate, 3=severe. The score ranged from 36 to 150. The level of perception was computed by using the mean score and was categorized as a score above the mean is Positive perception and a score below the mean score is Negative perception.

All the coordinators were approached for the students' email addresses. The purpose of the study was explained to students in classroom by the principal investigator and co-investigators and Google form was mailed to students email addresses. The approximate time to fill the questionnaire was 10-15 minutes. Students completed the Google form individually and requested to send it back within one week. A reminder e-mail was sent 1 day before the end of the one week. The submission of the form was taken as consent and voluntary participation in the study. The data were checked for completeness. Data were analyzed using Statistical Package of Social Science (SPSS) software version 25. Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to assess socio-demographic information, and identify the level of perception of nursing students respectively. Chi-square test was used at a significance level of 0.05 to examine

the association between selected socio-demographic information and perception of nursing students towards transition of learning practice during the COVID-19 pandemic.

RESULT

In this present study, out of 320 nursing students, 250 participated which accounts 78% response rate. Among the 250 respondents, 128(51.2%) respondents had positive perceptions and 122(48.8%) of the respondent had negative perceptions towards transition in teaching-learning practice during the Covid-19 pandemic. Table 1 depicts data of Frequency and percentage of standards of teaching-learning practice, cognitive flexibility in learning. In view of adaptive behaviour during transition, predominant number of students recorded that sometimes only they worked on their strength and weakness (53%), set their academic goals(42.8%), motivated themselves by their previous academic performance(52%), self-determined (60.4%),took pro-active steps to overcome academic stress(52.4%), self-evaluated academic progress(49.2%), accepted negative feedback(52.8%), identified opportunities to succeed in academics(46%). Motivational factor (*self motivation (38.8%) and motivational from others(42.8%)*)was identified as common behaviour student always opted to build their adaptive behaviour. In figure.1 reveals that all nursing students developed certain range of negative reflection towards the change in teaching and learning practice. Table.2, analyzed each domain score and found that students had a higher score on standards of teaching-learning practice (mean=4.18±0.63) followed by cognitive flexibility (mean=3.90±0.50), adaptive behaviour (mean=2.98±0.51), and the lower score was on the Negative reflection (mean=1.63±0.65).

Table 1: Frequency and percentage of standards of teaching-learning practice, cognitive flexibility.

	Standards of teaching-learning practice	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
1.	Quality learning practice is best experienced in classroom environment as compared to virtual learning	102(40.8%)	117(46.8%)	29(11.6%)	0(0) %	2(0.8%)
2.	Educational goals are met better in classroom learning than virtual learning	86(34.4%)	123(49.2%)	34(13.6%)	3(1.2%)	4(1.6%)
3.	Academic performance is better in classroom learning than virtual learning	97(38.8%)	117(46.8%)	29(11.6%)	3(1.2%)	4(1.6%)
4.	Learning-teaching strategies is well experience in classroom learning when compared with virtual learning	84(33.6%)	133(53.2%)	25(10%)	3(1.2%)	5(2%)
5.	Supportive relationship(friends and teacher) in learning is met better in classroom than virtual environment	127(50.8%)	95(38%)	22(8.8%)	3(1.2%)	3(1.2%)
6.	Etiquette of learning is effectively followed in classroom learning as compared to virtual learning	77(30.8%)	108(43.2%)	59(23.6%)	3(1.2%)	3(1.2%)
7.	Classroom room learning is interested than virtual learning.	97(38.8%)	99(39.6%)	44(17.6%)	6(2.4%)	4(1.6)
8.	Vital learning needs is meet in classroom	86(34.4%)	130(52%)	27(10.8%)	6(2.4%)	1(0.4%)

	environment than virtual learning					
9.	Learning -centered emotion is better in class room learning than virtual learning.	101(40.4%)	114(45.6%)	30(12%)	4(1.6%)	1(0.4%)
10.	Class room learning is interested as compared to virtual learning	94(37.6%)	108(43.2%)	42(16.8%)	5(2%)	1(0.4%)
	Cognitive flexibility					
1.	As per my view changes in teaching learning environment is challenging	51(20.4%)	145(58%)	48(19.2%)	5(2%)	1(0.4%)
2.	To achieve my academic goals, I have overcome my setbacks.	67(26.8%)	134(53.6%)	41(16.4%)	5(2%)	1(0.4%)
3.	I need work hard to meet my academic requirements.	90(36%)	128(51.2%)	30(12%)	2(0.8%)	0(0%)
4.	I am fully committed to meet my learning needs.	72(28.8%)	136(54.4%)	39(15.6%)	3(1.2%)	1(0.4%)
5.	I can maintain focus in any type of teaching -learning methods.	38(15.2%)	117(46.8%)	63(25.2%)	19(7.6%)	13(5.2%)
6.	As per my view I can control my learning practise in any learning environment(class room and virtual environment)	14(5.6%)	34(13.6%)	53(21.2%)	106(42.4%)	43(17.2%)

Table 2: Teaching- learning perception of undergraduating nursing students during Covid-19.

	Standards of teaching-learning practice	Cognitive flexibility	Adaptive behaviour	Negative reflection
Mean	4.18	3.90	2.98	1.63
SD	0.63	0.50	0.51	0.65

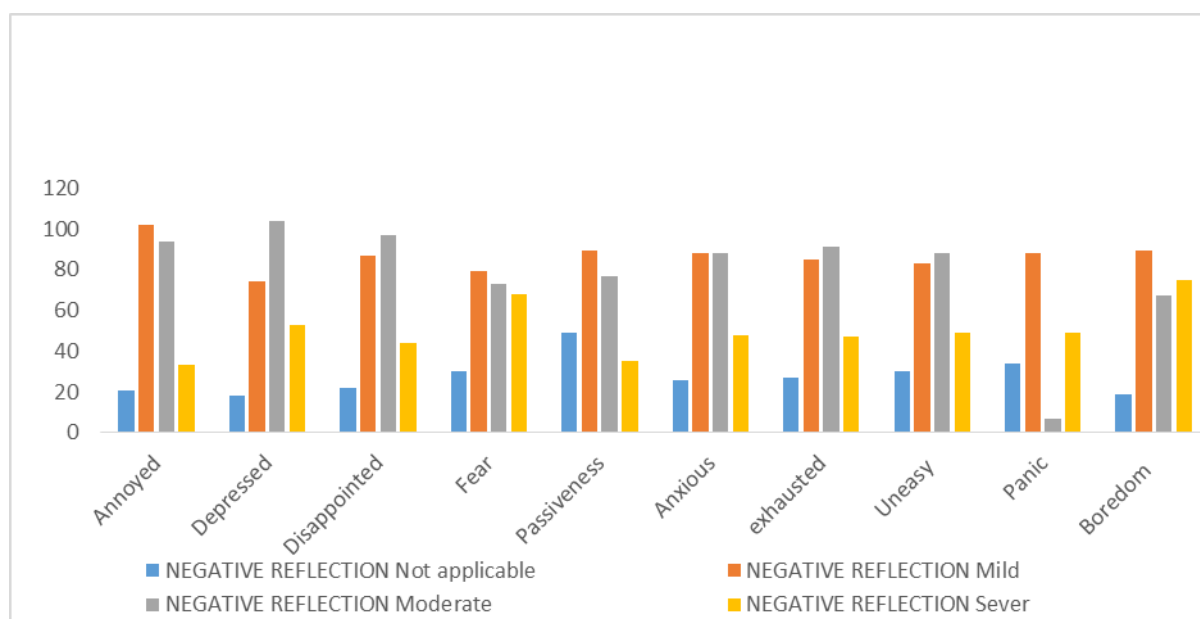


Figure 1: Negative Reflection of Students During Episodic-Transition Upon Teaching Learning Practice.

DISCUSSION

Emerging flexible learning opportunity offers instruction that can be delivered anytime and from anywhere to students. In spite of challenges faced during virtual learning, swift of learning platform from traditional learning practice majority of researching findings in different disciplines shows positive perception towards the transition in their learning routines. Novel approaches in teaching-learning like web-based courses, online discussion forums, synchronous virtual classes, video and audio streaming, online simulations created

positive perception among the learners.^[5] In this present. Among the 250 respondents, 128(51.2%) respondents had positive perceptions and 122(48.8%) of the respondent had negative perceptions towards transition in teaching-learning practice during the Covid-19 pandemic, Bina Rana Khagi (2020) conducted cross-sectional analytical study to identify the perception of nursing students towards online learning in the School of Nursing and Midwifery, Patan Academy of Health Sciences. Among 348 nursing students, it was found that 186(53.4%) of the nursing students had positive perceptions and 162(46.6%) of the students had negative

perceptions towards online learning during the COVID-19 pandemic.^[8]

No matter what contemporary teaching-learning practice is applied in educational system traditional face-face interaction between instructor and learner in classroom environment depicts standards of teaching-learning practice. In this study the students perception on standards of teaching-learning practice majority of student agreed (46.8%) class room environment provides quality learning practise. Significant number of students (124) agreed educational goal is meet better in classroom and their academic performance is good in learning practise. Students strongly agreed (50.8%) supportive relationship is met in classroom. Majority of student agreed classroom learning is better in meeting learning needs (52%), experiencing learning- centred emotion (45.6%) and interested in learning (43.2%) than virtual learning. By comparing the standards of virtual learning over traditional learning, virtual-learning was found to be less effective for the respondents than traditional face-to-face learning. The result is consistent with the findings of many other studies conducted in different parts of the world.^[4]

Hindustan times magazine 20 April 2020, released survey report on Indian students responses on virtual and class learning practices during Covid-19. Majority of students accepted teacher-students relationship and imparting education is better established in classroom mode. Adding values of discipline, maintain etiquettes of students behaviour, and effective learning is best acquired in classroom than virtual learning. Although replacement of traditional learning space is alternated with virtual learning, it served us with benefits especially during Covid-19 pandemic. Many comparative studies on mode of learning in Pandemic conducted globally, majority of study findings interpreted traditional learning is highly preferred by students, however in contrast students attitude and acceptance toward virtual learning has revealed most positive and favourable mode during Pandemic.^[5,6]

Cognitive flexibility enables individuals to follow and succeed in complex tasks, and to adapt to changing demands (Ionescu, 2012). In this study cognitive flexibility to transition in learning practice half number of students (58%) agreed that transition was challenging. A lot of students agreed, they overcame academic setbacks (51.2%), worked hard to meet educational requirement(54.4%). Significant percentage of students disagreed (42.4%) they were not able to stay focus in academics due to transition. Cognitive flexibility is defined as the cognitive ability to switch between two different concepts and to think about different concepts at the same time (Scott, 1962). A study was conducted by University, Psychology Department, in Turkey in the context of students Cognitive flexibility. The cognitive flexibility of the 134 students who continued formal education in 2019 is higher than the students who

continue distance education in 2020.^[11] Other study Findings related to this domine also supported that COVID-19 reduces students motivation, disrupts their daily routines, and reduces coping strategies required to deal with stressors. The virtual mode of operating education process has started to take place in our daily routines more than ever due to COVID-19.^[6]

In view of adaptive behaviour during transition, predominant number of students recorded that sometimes only they worked on their strength and weakness (53%), set their academic goals(42.8%), motivated themselves by their previous academic performance(52%), self-determined (60.4%), took pro-active steps to overcome academic stress(52.4%), self-evaluated academic progress(49.2%), accepted negative feedback(52.8%), identified opportunities to succeed in academics(46%). Motivational factor (self motivation (38.8%) and motivation from others 42.8%) was identified as common behaviour student always opted to build their adaptive behaviour.

Stress levels of nursing students during the covid-19 process were high both academically and personally in terms of fear of infections, transition in teaching-learning mode. Ashkelon Academic College, Southern District, Israel conducted cross-sectional study relating to Anxiety and coping strategies among nursing students during the covid-19 pandemic, it was found that the prevalence of moderate and severe anxiety was 42.8% and 13.1% respectively. Stronger resilience and usage of humour were associated with significantly lower anxiety levels, while mental disengagement with higher anxiety levels.^[10]

Irrespective of covid-19 crisis, nursing students always experience certain range of negative emotions both personally and academically. A study result on experiences(positive and negative emotions) of nursing students to e-learning environment during the to the COVID-19 pandemic showed that the students' e-learning experience is related to both positive and negative emotions in different ways, which in turn impacts the satisfaction with e-learning.^[9] Similarly in this study the negative emotions of the students were identified related to the transition of learning practice during Covid-19 pandemic, results signified mild level of fear(31.6%), passiveness(35.6%), panic(35.2%), annoyance (40.8%) and boredom (35.6%) due to transition of learning practice. Moderate level of depression (41.6%), disappointment(34.8%), exhaustion (36.4%) and uneasiness(35.2%) reported by students.

Global onset of pandemic reflected in all sectors including nursing education that face-to-face classes, clinical skills laboratories clinical placement of students was either suspended or restricted and more especially in critically affected countries in order to maintain and safe guard the health of students and faculty (British Columbia college of nursing professional 2020).^[1] In this

context, resilience appears to be a vital nucleus in nursing education. Clinical resilience can be built by broadening the understanding of burdensome experiences by discovering new strength in times of adversity. Resilience in nursing students and educational interventions to promote resilience is being less evident in nursing research (McGowan and Murray (2016)).

CONCLUSION

Empirical evidence suggests that learning experience involves cognitive and social presences to develop meaningful learning and shows that they are related to useful learning outcomes .of academic support and developing resilience in learning and teaching approaches will prevent other possible future crises. This study recommends that Policy makers and nursing institutions need to re-energise Organizational culture, regularizing students self- reflection, strengthening the student-teacher relationship and selection of appropriate innovation approaches to provide quality nursing education even in future crises.

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