

## **BARRIERS TO ONLINE LEARNING IN UNDERGRADUATE NURSING STUDENTS: A RETROSPECTIVE STUDY**

**Mamatha G.\*, Dr. Priyadarshini, Usha Rani R. Rashmi P. and Usha M. Thomas**

India.

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**\*Corresponding Author:** Mamatha G.

India.

### **ABSTRACT**

With the emergence of pandemic (Covid-19), face to face education has almost been put to a halt, and online education has gained significant importance. Academician rushed to complete their syllabus and portion. No one bothered about the problem faced by the students and the academic performance. Since the academic performance was very poor study was undertaken to assess the online learning barriers among Undergraduate students. Thus the aim of this retrospective study was to identify the online learning barriers for the Academic performance. Aim of the study was to explore the barriers to online learning among I Year BSc Nursing students. Formal administrative permission was obtained and informed consent was taken from students. One hundred students completed a 20-question online survey. Eight barrier categories comprising 20 individual barriers were analyzed. The barrier categories were Health problems, Academic Skills, Administrative/Instructor issues, Cost and Access to the Internet, Social Interactions, Technical Problems, Technical Skills, and Time and Support for Studies and obtained data was computed and analyzed by using statistical test. The Results of the study showed that the strongest barriers were- technical barrier (88%) and Health problems (86%), other barriers were cost and access to the internet (78%), Social Interaction (74%), Time and Support for studies (69.6%) Technical skills (65%) Academic skills (62%) and Administrative/instructor issues (58.8%) was perceived as least barrier.

**KEYWORDS:** Barriers, Online Learning, Under graduates, Nursing students.

### **INTRODUCTION**

Information and communication technologies have become a powerful force in transforming the education setting around the world. The pandemic has been an important factor in transferring traditional physical classrooms settings through adopting information and communication technologies and has accelerated the transformation. The period of Covid -19 pandemic has emerged as a sudden state of having limited opportunities. Face to face education has stopped in this period of a long time. The global spread of Covid-19 affected more than 850 million students all around the world, and it caused the suspension of face to face education. Different countries have proposed several solutions in order to maintain the education process during pandemic, Schools have had to change their curriculum and many countries supported the online education practice soon after the pandemic. In other words, traditional education gave its way to online education practices.

### **Data Collection Procedure**

Aim of the study was to explore the barriers to online learning among I Year BSc Nursing students. Formal administrative permission was obtained and informed consent was taken from students. One hundred students completed a 20-question online survey. Eight barrier categories comprising 20 individual barriers were analyzed. The barrier categories were Health problems, Academic Skills, Administrative/Instructor issues, Cost and Access to the Internet, Social Interactions, Technical Problems, Technical Skills, and Time and Support for Studies and obtained data was computed and analyzed by using statistical test.

### **RESULTS**

Participants personal variables are presented in (Table 1). Among all the participants 78 (78%) were females and 22 (22%) were males. All participants 100 (100%) were in 19-21 age group and majority 65 (65%) of participants resides in Semi -Urban area and

majority of participants 74(74%) had no experience of attending online classes.

**Table 1: Frequency and percentage distribution of I year B.Sc. students according to their selected personal variables.**

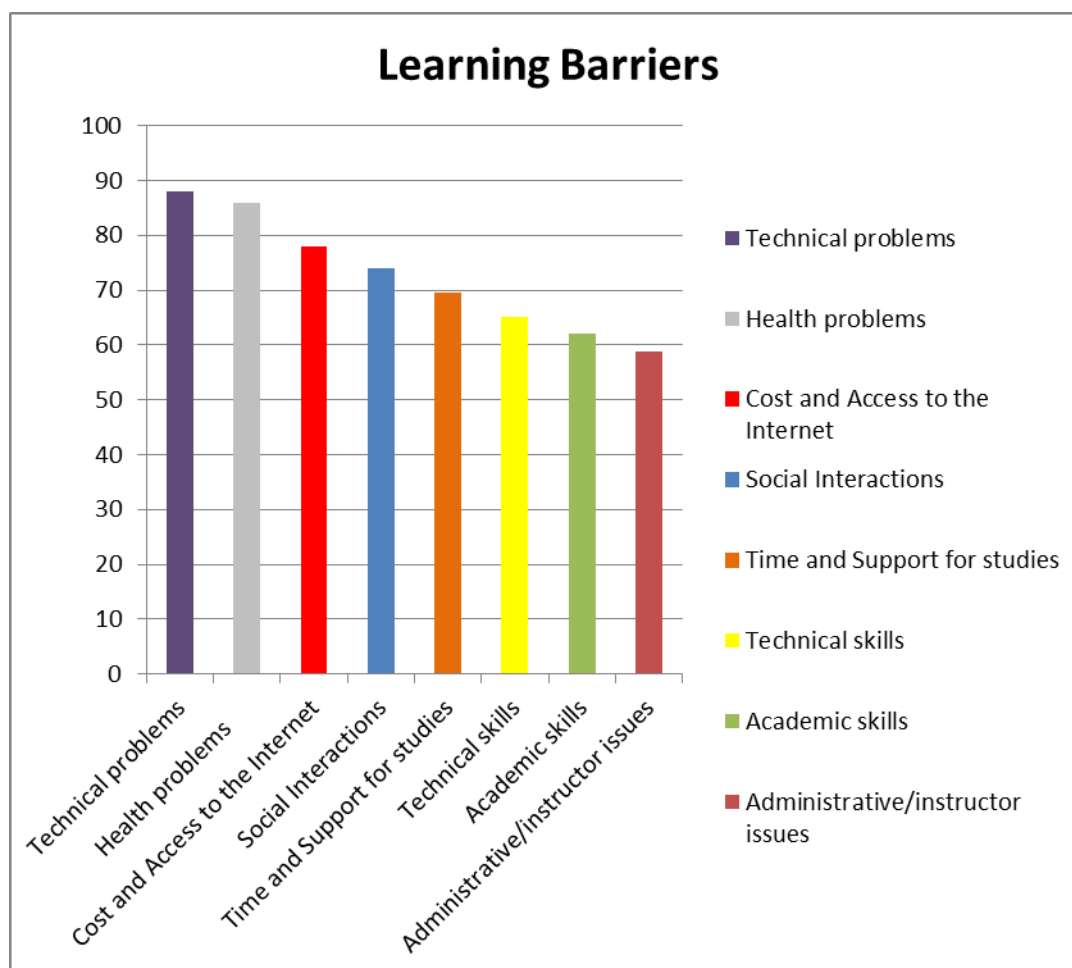
Sl. No.	Personal variables	Frequency	Percentage(%)
1.	<b>Age</b>		
	17-19 19-21 21-23	100	100
2.	<b>Gender</b>		
	Male Female	22 78	22 78
3.	<b>Area of Residence</b>		
	Urban Semi urban Rural	15 65 20	15 65 20
4.	<b>Mother's Education</b>		
	Illiterate Primary Secondary PUC Graduation and above	- - 27 48 25	- - 27 48 25
5.	<b>Father's Education</b>		
	Illiterate Primary Secondary PUC Graduation and above	- - 19 45 36	- - 19 45 36
7.	<b>Ever Attended online classes</b>		
	Yes No	26 74	26 74

N=100

**Table 2: Participants' perceived barriers during online classes.**

SL NO.	ITEMS	YES		NO	
		f	%	f	%
I	<b>Health problems</b>	86			
1.	Online classes usually lead tomorrow physical problems like fatigue, eye pain, and headache	94	94	6	6
2.	Online classes create anxiety or stress due to less technical assistance	78	78	22	22
II	<b>Academic skills</b>	62			
3.	Lack of previous online class exposure	62	62	38	38
III	<b>Cost and Access to the Internet</b>	78			
4.	Online classes are very costly in terms of internet recharge (68%)	68	68	32	32
5.	Online classes require strong internet access (88%)	88	88	12	12
IV	<b>Technical problems</b>	88			
6.	Online classes are dependent on electricity and need a proper setup (computer and earphone)	91	91	9	9
7.	Online classes commonly have more interruptions	85	85	15	15
VII	<b>Technical skills</b>	65			
8.	Online classes require advance technical skills	68	68	32	32
9.	Lack of previous online class exposure	62	62	38	38
VIII	<b>Administrative/instructor issues</b>	58.8			

10	Instruction given during online classes are not adequate	56	56	44	44
11	Online classes are lacked in motivation	49	49	51	51
12	Online classes are lacked in student's evaluation	58	58	42	42
13	Online classes are overburdened	59	59	41	41
14	Online classes are lacked in control over the group	72	72	28	28
XI	<b>Social Interactions</b>	<b>74</b>			
15	Online classes are lacked in student-teacher interaction	65	65	35	35
16	Online classes are lacked in discussion among students	83	83	17	17
X	<b>Time and Support for studies</b>	<b>69.6</b>			
17.	Did you feel distraction at home during online classes	81	81	19	19
18	Online class hour duration are longer	65	65	35	35
19	Online classes per day are more(67%)	67	67	33	33
20	Online classes give less time to learn	62	62	38	38
21	Online assignments are helpful	73	73	28	28



**Fig. 1: The Frequency and Percentage of hindering factors of online learning.**

From the table 2 and Fig 1 It is evident that the Strongest barriers which were perceived by students were- technical barrier (88%) and Health problems (86%), cost and access to the internet (78%), Social Interaction (74%), Time and Support for studies (69.6%), Technical skills (65%), Academic skills (62%) and

Administrative/instructor issues (58.8%) was perceived as least barrier.

## DISCUSSION

Advances in modern computer technology have driven the development of distance education. In addition, the COVID-19 pandemic, a public health crisis of worldwide

importance during the outbreak, has made distance education through the E-learning system an urgent and irreplaceable requirement. Despite the current pandemic that is hindering education worldwide, online learning based on Internet services has become available and universal, facilitating the learning system. Colleges and universities use online resources to continue their educational journey through software applications such as Zoom, Microsoft Teams Google Meet, Cisco, Webex and Teach Meet etc. As a result, the effectiveness of E-learning and students' online learning outcomes become a matter of concern for universities in particular and the society in general. In fact, there has been a significant increase in research on factors affecting students' online learning outcomes.

The new technologies are providing a variety of effective learning environment. However, many adult students still prefer traditional, academic settings and do not want to take online or hybrid classes and reason for not preferring to online classes students faced so many practical problems related technology, health consequences, not having face to face interaction.etc.

## CONCLUSION

During the pandemic period where the social interaction was limited the whole world it turned towards the online education in completion of their portions and ignoring the consequences and efficacy of online teaching. Some of the studies evidenced the need of analysis of online teaching programme and its effectiveness. Thus with this retrospective study we can conclude that Traditional class room teaching is effective compare to online learning and online learning is only alternative for class room learning and its not the substitute.

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