

# A Phenomenological Study of the Lived Experience of Nursing Educators on Online Teaching

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## ABSTRACT

**Introduction and objective:** Online teaching is process of teaching using various strategies where interactions with students take place via various platforms. It covers large population at a time. The primary benefit of online teaching includes time and location flexibility and also enriching, diverse experience.

**Material and Method Finding:** Research Approach adopted was qualitative research approach. Descriptive phenomenology was used as research Design. Sample size for the study was seven Nursing teachers from nursing colleges. Participants were selected who fulfils the Inclusion criteria. Data saturation was reached after the seventh interview, as after seventh interview no new themes emerged. Non-Probability purposive sampling techniques was used for the study and Nursing colleges were the setting for the study. Using in depth interview data was collected from nursing teachers on lived experiences of online teaching through in-depth interview. Qualitative rigor was maintained. Researcher has 'Bracketed' her own feelings and experiences during the study for the content under investigation and through. Triangulation was applied in the study and member checking was also done. For trustworthiness the investigator maintained the objectivity using member review process. The Interview data was transcribed. Dependability of the study was achieved. Transferability of the study was also ensured. Seven steps of Colaizzi's phenomenological method of data analysis were followed for data analysis. **Findings** Four themes were emerged from the study: Demands strong self motivation, less satisfaction, more preparation social isolation. **Conclusion:** Online teaching, both teacher and learners cooperation is must to attain the goal. The findings suggest that lot of patience from teachers part is required and to adopt additional advanced teaching pedagogies to keep interest and for more effective learning environment

**Key words:** Phenomenological Study; Nursing teachers; Experience; Online teaching

## Introduction

Online teaching is process of teaching using various strategies where interactions with students take place via various platforms. It covers large population at a time. The primary benefit of online teaching includes time and location flexibility and also enriching, diverse experience.

Study findings shown that the theme emerged in large class were difficulty in recognising learners and using innovative pedagogical strategies and even managing the class while on online teaching mode. It is concluded in the study that there is essentiality for nurse educators to finding another ways to solve the challenges for teaching.<sup>[1]</sup> For effective learning flipped classroom teaching and face to face classroom teaching is required<sup>[2]</sup>.

Study on experience regarding online teaching resulted in emergence of themes like looking at a lot of Moving Parts, always Learning New Things, going Back and and time Is a blessing and a curse. Study concluded and says in number of ways online teaching in nursing education differs from traditional classroom teaching<sup>[3]</sup>

## Purpose

The purpose of the study is to explore the perceptions of nursing educators on online teaching at Nursing Colleges and to provide better understanding of their Experiences.

## Problem statement

“A Phenomenological study of the lived experience of Nursing Educators on Online teaching”

## Objective

To describe Experiences of Nursing educators who teach online at Nursing Colleges

## Research Questions

What are the experience of Nursing educators who teaches online at Nursing college?

## Operational definitions

**Phenomenology:** The study of experience of nursing educators who teaches online to students perceived as phenomena s

**Nursing educator:** Nursing teachers who teaches student nurses who adopted online teaching mode in nursing colleges.

**Experience:** Nursing educators who are teaching to student nurses online express the feeling on online teaching in nursing colleges.

**Online teaching:** Nursing educators using different pedagogies online to teach the student nurses in nursing colleges.

### Inclusion Criteria:

- Nursing teachers who teaches in Nursing college.
- Nursing teachers includes both male and female.
- Nursing educators who have minimum two or more than more than two years of teaching experiences
- Nursing teachers who will explore all answers sincerely and with sincerity.

### Exclusion Criteria:

- Nursing teachers who will be unwilling to participate in the study

## Material and Method

Research Approach adopted was qualitative research approach. Descriptive phenomenology was used as research Design. Sample size for the study was seven Nursing teachers from nursing colleges. Participants were selected who fulfils the Inclusion criteria. Data saturation was reached after the seventh interview, as after seventh interview no new themes emerged. Non Probability purposive sampling techniques was used for the study and Nursing colleges were the setting for the study.

Consents from each participants was obtained for the study. Using in depth interview data was collected from nursing teachers on lived experiences of online teaching through in-depth interview, which was lasted for 40-70 minutes. Due care was taken while collecting the data on pitch, tone, voice, modulation of participants and maintained the notes along with minutes observations during the interview. Open-ended questions was used and maintained the interview guide. The Nursing educators have shared the experiences genuinely and with openness. Qualitative rigor was maintained. Researcher has 'Bracketed' her own feelings and experiences during the study for the content under investigation and through. Triangulation was applied in the study and member checking was also done.

For trustworthiness the investigator maintained the objectivity using member review process. The Interview data was transcribed. Dependability of the study was achieved by clearly laid down the steps and guidelines and also in analysis process to ensure so that if in future somebody wishing to conduct the study can easily follow and carry out the steps or the process. Transferability of the study was also ensured. Seven steps of Colaizzi's phenomenological method of data analysis were followed for data analysis.

## Findings

### Description of Demographic Variables

All Nursing educator were female. The ages of the participants were ranged between 28-45 years. Seven Nursing educators women were from nursing college of Pune city.

Four main themes emerged after the interview.

## Themes That Emerged

### Theme 1: Demands strong Self-motivation

This theme refers to effort oneself to yield creativity and action to follow aim and achieve the tasks. Self-Motivation helps to keep going when engaged in a newer activity and to get maximum success.

.....*I kept attainable goal to self and worked hard to achieve it and enjoyed ...* (N 03)

*I took as challenge as I faced many hurdle inonline teaching for larger group of students at a time ....* (N 06)

### Theme 2: Less satisfaction

Under this theme it reflects that the despite teachers were putting efforts but yields less satisfaction and used to get in the traditional way of teachers in the classroom.

..... *thought I am putting my sincere efforts in teaching but definitely I am not enjoying the way I used to get in physical class teaching way .* (N-02)

*Truly speaking I am looking forward to have direct interaction with students in classroom instead of this mode online of teaching .....* (N 07)

### Theme 3: More preparation

Classroom teaching too required the preparation before the lectures but here it is too much as students are not inform of you. You have to completely depend on technology both from teachers and learners side.

... More worried always of internet connection and sometime in mid of lecture got disconnected and link gets breaks .....

Half of the time goes in asking --- am I audible .... Are you getting my point.....?Please mute .....(N02)

### Theme 4: Social Isolation

The theme refers that students lack the contact with peer group and with teachers as it happens in classroom teaching. Though it differs from isolation but here social isolation states temporary lack of contact which certainly reflecting on teaching learning process.

---- *I have noticed that due to less interaction during discussion, many students not involved in discussion during the lecture ... could be shyness may be the reason* (N 01)

## Discussion

Present Study concluded and the theme emerges are as follows demands strong self-motivation. Less satisfaction, more preparation and social isolation.

Study findings emphasized both several faculty members involved in online teaching concerns the issues of quality and student learning. Online courses are first about student learning; using the technology is second.<sup>[4]</sup>

Study findings focused from study of online learning and emancipatory teaching that education and technology focus on several issues of students to grow existentially.<sup>[5]</sup>

## Conclusion

Online teaching, both teacher and learners cooperation is must to attain the goal. The findings suggest that lot of patience from teachers part is required and to adopt additional advanced teaching pedagogies to keep interest and for more effective learning environment.

## Limitations

- The study was limited to seven respondents
- The study was limited to Descriptive phenomenological research design.
- The findings could also not be generalized as the respondents are not representative of all Nursing teachers

## Ethical consideration

The researcher has obtained the Institute research Committee approval. Informed consent was obtained from each nursing educators. Privacy and confidentiality was maintained. Codes allotted to the respondents and maintained during and communicating the findings Field notes, interview data, transcripts were stored with investigator and as the study ends.

**Conflict of Interest:** Nil

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