NURSING COLLEGE STUDENT'S ANXIETY AND ELECTRONIC LEARNING DURING INTERNATIONAL PHENOMENA OF COVID-19

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DOI: http://dx.doi.org/10.37500/IJESSR.2021.4613

ABSTRACT

University students all around the world have been under lockdown due to the international phenomena of COVID-19. This shutdown has stimulated the growth of the virtual learning spaces within such establishments in order not to interrupt learning. The coronavirus outbreak has challenged the readiness of the global educational systems to cope with disasters that demand electronic and remote operation. A descriptive study was conducted to identify and assess the anxiety and e-learning faculty of nursing students, aimed to determine how nursing students' education would continue in the future, and multiple educational solutions were deployed, all based on distance learning, a sample consisted of (167) female students and (77) males in the College of Nursing- University of Basrah. Study's questionnaire has (15) multiple chose questions (influential, Ineffective, very impressive, Somewhat) about the student's anxiety. The study showed that the anxiety rate in the College of Nursing was moderate in general. As for the answer to the questions of assessing anxiety caused by e-learning, the study showed that the percentage of anxiety had a significant impact on questions.

KEYWORDS: nursing, anxiety, electronic learning

INTRODUCTION

E-learning has been adopted internationally as the alternative teaching or learning strategy during the coronavirus disease 2019 (COVID-19) quarantine to fill the academic gap that has been created by the existing reality of the pandemic due to nationwide closures.[1] Using various methods and modalities to provide educational content with fixed and moving visual elements and audio-visual effects, which makes education more interesting, fun, more efficient, with less effort and time. This is what is now known as e-learning, for which there are several definitions, including the definition presented by [2].

While [3] sees e-learning as a distance (Distance Learning) education through which the learner is far from the teacher in terms of place and perhaps time, and this is presented by providing educational and training courses using modern technologies.

dollars in (2004) in the field of e-learning technologies, and the number is constantly increasing with the progress of the years. [4]. E-learning has many advantages and advantages that make it an effective way to develop education and increase its efficiency, and justify the amount of money and investments spent on it. It spent more than (6) billion dollars in (2002) and (23) billion dollars One of the main reasons that might have influenced the dissatisfaction with online learning can be technological difficulties [5,6]. [7] indicated that one of the problems confronting information and communication technologies and the online learning system is Internet consumption and accessibility to digital technology.

During the times of COVID-19 have emphasized the higher need for psychological counseling of students due to the increased levels of stress and moral distress of generation z students as a result of the drastic change in the learning environment and the future prospects of their careers [8]. High-level thinking skills, such as the ability to digest and filter information and spot patterns, are fostered via concept-based curriculum and teaching [21]. Examinations improve teaching by helping the teacher's planning and consistent student preparation. Examinations are not limited to measure educational or societal objectives and needs but incorporate in a way of coping with the educational system [22].

METHODOLOGY

The present study is as across-sectional study, (244) students were participated the questionnaire ,167 female and 77 males at college of nursing–university of Basrah in Iraq. To achieve the aim a questionnaire of (12) multiple choice questions include influential, Ineffective, very impressive and somewhat and the other regard socio- demographic characteristic include gender, education stage, was designed as Google form to assess student anxiety. Data were analyzed using SPSS Program v. 26 include Percentage, Frequency and Mean of score.

RESULTS AND DISCUSSION

University students are characteristically susceptible to developing stress disorder and depression and the possibilities of such implications are expected to grow in the times of COVID-19 quarantine due to the psychologically challenges conditions that they are faced with every day [9,10]

Table 4-1-1 descriptive statistics of Demographic Variables

Demographic Variables		Frequency	Percent
Sex	**Female**	161	66%
	Male	83	34 %
	Total	244	100 %
Study	**Moring**	159	65 %
	Evening	85	35 %
	Total	244	100 %
Stage	**First**	148	61 %
	Second	24	10 %
	Third	20	8 %
	Fourth	52	21 %
	Total	244	100 %
Age	18 – 28	237	97 %
	29 – 40	7	3. 5%
	Total	244	100 %
De-1	**No**	199	82 %
	Yes	45	18%
	total	244	100 %
De-2	**no**	161	66 %
	yes	83	34 %
	Total	244	100 %
De-3	**No**	204	84 %
	Yes	40	16 %
	Total	244	100 %

Such students will lack vital incentives for their progression in their education or career. During quarantine, social isolation and reduced activity can intensify procrastination and feelings of worthlessness. The conditions may exacerbate anxiety and depression understandably. [10].

Table 4 – 2 -1 Answers the Questions about Anxiety of e-learning N=244

Questions	N	Minimum	Maximum	MS	Sd	Ass
1-Frequent power cuts during the lesson or exam	244	0	3	2.37	0.85	High
2-Weak internet that causes a glitch during the lesson or exam	244	0	3	2.59	0.67	High
3-Insufficient availability of e-learning supplies, including computers and internet connection	244	0	3	2.00	0.95	High
4-Poor communication and human interaction between professor and student	244	0	3	1.81	0.925	Medium
5-There is no suitable atmosphere for taking the exam at home	244	0	3	1.80	1.068	Medium
6-Equality of diligent students with non-diligent	244	0	3	1.77	1.381	Medium

students in exam scores						
7-Lack of curricula that are compatible with e-learning	244	0	3	1.80	0.987	Medium
8-The lack of sufficient awareness of some students of this type of learning, especially middle-aged students in evening studies	244	0	3	1.77	0.928	Medium
9-Worrying about Internet addiction in the shadow of home stone	244	0	3	1.73	1.078	Medium
10-Concern about the student's academic level declining in the absence of traditional education	244	0	3	2.09	1.018	Medium
11-The inability to practice practical lessons during the school year	244	0	3	2.37	00.901	High

12-Concern about working in hospitals and health centers affiliated with the public or private sector because of the lack of practical practice during the study	244	0	3	2.28	0.950	High

Table 4 – 2 -2 Assessment of students about Anxiety of e-learning N=244 nursing students

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Ass	**Frequency**	**Percent**	**MS**	**Scale**	**Sd**	**MS**	**Ass**
Very low	11	4.5 %	0.41	0 - 0.75	0.248		
Low	28	11.5 %	1.12	0.76 - 1.51	0.174	2.03	Medium
Medium	104	43 %	1.90	1.52 - 2.27	0.197		
High	101	41 %	2.60	2.28 - 3	0.249		
Total	244	100 %					

Financial barriers can also impede their access to technologies that shall be used in order for them to keep up with their learning online. [12].

[13] showed that learning anxiety in the regular student group was 77.75% and in the non-regular student group was 81.05%. There was a difference in learning anxiety between regular and non-regular student groups, but it is not statistically significant.

Anxiety may appear alone or in combination with symptoms of other emotional disorders (Pan, 2020) [14]. And it may lead to physiological and psychological changes. these changes maybe physical symptoms may include cold fingers, increased heart rate, cold sweats, headaches, reduced appetite, sleep disturbances, and tightness in the chest. Its emotional symptoms may include fear, an inability to focus, restlessness, and a desire to escape reality (Morgan, 2020) [15]. The causes of anxiety vary; however, it can generally be alleviated by the removal of its causes [16]. [17] anxiety entails fear or worry in threatening situations, leading to uncertainty and fear of facing the future.

Moorhouse pointed that many students have experienced difficulty and have needed extra time to adapt to the switch in the learning mode from face-to-face learning to online learning [18].
In various studies [19,20].

CONCLUSION

The results of the study showed that e-learning had an moderate effect on the level of anxiety among a sample of students of the College of Nursing at the University of Basra. With significant impact.

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