

Original Article

Perception and Practice of Online Learning among Nursing Students in Dhanusha, Nepal

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ABSTRACT

Background & Objective: With the increasing use of technology in education, online learning has become a common teaching methods. The objective of the study was to find out perception and practice of online learning among nursing students Dhanusha, Nepal.

Material and Methods: The descriptive cross-sectional research design was used to find out perception and practice of online learning among nursing students in Dhanusha, Nepal. Students studying in academic program of Proficiency Certificate Level, Generic Bachelor Science Nursing, and Bachelor in Nursing Science were identified from seven conveniently selected nursing colleges out of the nine nursing college in the study area. Simple Random sampling technique (Lottery Method) was used to selected students from selected nursing colleges. A total 392 nursing students participated in this study, and all students filled out the questionnaire completely. Data entry and analysis were done in Statistical Package for Social Science (SPSS)

version 17. The collected data were analyzed using descriptive statistical methods like frequency, percentage, mean, and inferential statistics chi -square test was applied to measure associations between level of perception and practice with selected variables.

Results: The descriptive cross-sectional research design was used to find out perception and practice of online learning among nursing students in Dhanusha, Nepal. Students studying in academic program of Proficiency Certificate Level, Generic Bachelor Science Nursing, and Bachelor in Nursing Science were identified from seven conveniently selected nursing colleges out of the nine nursing college in the study area. Simple Random sampling technique (Lottery Method) was used to selected students from selected nursing colleges. A total 392 nursing students participated in this study, and all students filled out the questionnaire completely. Data entry and analysis were done in Statistical Package for Social Science (SPSS) version 17. The collected data were analyzed using descriptive statistical methods like frequency, percentage, mean, and inferential statistics chi -square test was applied to measure associations between level of perception and practice with selected variables.

Conclusion: The findings showed that 52.55% had favorable perceptions towards online learning, which was comparatively higher than unfavorable perceptions, which were 47.35%. Among the 392 respondents, 16 (4.08%) had not attended an online class. Among 377 respondents who had taken online classes, 248 (63.27%) had

good practice while the practice of 128 (32.6%) was found to be poor. There was a statistically significant association between perception and practice. Similarly, there was an association between perception and the academic year of a nursing student, as well as between perception and monthly family income.

Keywords: Nursing Students, Perception, Online Learning

INTRODUCTION

With the spread of COVID-19 worldwide has impacted human life and education system [1]. The number of children, youth and adults not attending schools or universities because of COVID-19 is soaring. Governments all around the world have closed educational institutions in an attempt to contain the global pandemic [2]. COVID-19, which has caused more than 1.3 million students at various levels to miss regular college activities and universities to postpone exams and admission plans [3]. Many countries declared e-learning education as an alternative method to ensure students continue learning. Being aware of students learning styles can help them find the appropriate ways to learn and benefit from these styles in their future professional journeys [1]. Recognizing the pandemic, most universities worldwide began to teach their classroom courses online using various modes of teaching and learning technologies. Worldwide, the mode of teaching and learning activities has been forced to shift from classroom teaching to online teaching, and Nepal is no exception [4].

Online learning is a way of delivering education that integrates digital technology and media with traditional classroom activities led by instructors, giving students

more flexibility to personalize their learning experiences [5, 6]. Online learning is a computer-based educational tool that can be delivered anytime and anywhere. It is rapidly increasing in nursing education, enables students to engage in exciting ways of learning through collaboration, and serves to develop and implement technology that improves every aspect of education [7].

The shifting trend in the Nepali education system has thus made Nepali teachers, students, and parents familiar with online classes [8]. Evidence suggests that online learning can act as a catalyst for active learning, increasing creativity and motivation for learning while also updating existing bodies of knowledge and communication [9]. With the increasing use of technology in education, online learning has become a common teaching method [10].

As a result of digitization, educational institutions are beginning to switch to online learning. Therefore, it is crucial for educators to understand students' perceptions of online learning and practice it in a manner that ensures their readiness for new learning environments. Additionally, it improves attendance, satisfaction, and motivation, thereby creating a learning environment that is meaningful and effective [8]. A study done in Nepal showed that nearly two thirds of the respondents (63.2%) were satisfied with the online classes. Overall, 54.1% had a negative perception towards online classes [11]. An analytical study done in Lalitpur, Nepal, revealed that 53.4% of the nursing students had positive perceptions and 46.6% of the students had negative perceptions towards online learning during the COVID-19 pandemic [12]. While in Pakistan, students did not prefer online learning over face-to-

face teaching. A descriptive cross-sectional study was conducted at Liaquat College of Medicine and Dentistry on the perceptions of students regarding online learning during COVID-19. Overall, 77% of students have negative perceptions towards online learning [13].

The different studies mentioned create a sense of curiosity about why there are differences in perception and what the factors are that affect perceptions. Another question is whether positive perception results in positive practice or not. It is therefore very important to understand how students perceive and practice online learning for effective program implementation. Technological progress requires changes and adaptations in the new environment itself, and learning goes hand in hand. In this era of modernization, it is essential to have knowledge of the Internet, and optimal use of the resources available online must be made. How a learner perceives online learning plays a major role? Hence, the researcher felt the need to study the perception and practice of online learning among nursing students. So, the aim of this study was to find out the perception and practice of online learning among nursing students in Dhanusha, Nepal.

MATERIAL AND METHODS

A descriptive cross sectional research design was used to find out the perception and practice of online learning among nursing students in Dhanusha, Nepal. The research setting was nursing colleges of Dhanusha. There are nine nursing colleges in Dhanusha accredited by Nepal Nursing Council, which are running nursing program. Among them six colleges are affiliated to Council for Technical Education and Vocational Training (CTEVT), one college is affiliated to CTEVT for

Proficiency in Certificate Level as well as Tribhuvan University (TU) for Bachelor of Nursing, two colleges are affiliated to Purbanchal University. First, Students studying in academic program Proficiency Certificate Level, Generic Bachelor Science Nursing, and Bachelor in Nursing Science were identified from seven conveniently selected nursing colleges out of the nine nursing college in the study area. Simple Random sampling technique (Lottery Method) was used to selected students from selected nursing colleges. A total 392 nursing students participated in this study, and all students filled out the questionnaire completely. Instrument were divided into three distinct parts.

Part I: Structured questionnaire related to socio-demographic information (8 items) and academic information (2 items).

Part II: Five point Likert Scale related to nursing student's perception regarding online learning which is represented in four domains (ease of use, access to technology, perceived usefulness and satisfaction). It included 30 statements. Scoring was done as 1=strongly disagree, 2=disagree, 3=uncertain, 4=agree, 5=strongly agree. Total score for perception was 150. The level of perception was calculated using the median score (90) and was categorized as a score equals to and above median (i.e. ≥ 90) = Favorable perception and a score below median score (< 90) = Unfavorable perception.

Part III: Checklist (yes/no) related to practice of online learning by nursing students. It included 13 statements. Total score was 13. The level of practice was calculated using median score (6). Score equals to and above median (≥ 6) was categorized as good

practice and below median (<6) as poor practice.

The content validity of the instrument was established by logical thinking, extensive literature review consulting with research advisor, subject matter expert, statistician, peer and oral presentation. Modification was done as per need. For clarity and easiness, the English version of questionnaire was used to collect data. Before data collection, Ethical approval was taken from Janaki Medical College Institutional Review Committee (Ref. 482/078/079) for conducting research. Permission for the data collection was obtained from respected colleges. Self-introduction and purpose of the study was explained to the class coordinators and respondents prior to the data collection.

After getting written informed consent from the respondents, researcher herself distribute self-administered pretested structured questionnaire to the respondents in each class and approximately 30 minutes was given to fill the questionnaire.

Data was collected within two weeks of time period. Anonymity and confidentiality of the respondent and data was maintained by giving code number. All collected data was overviewed, checked and verified for completeness, consistency and accuracy. Editing, categorizing, coding and organization were done by entering the data into computer system. The finding was analyzed using descriptive and inferential statistics through Statistical Package for Social Science (SPSS) version 17. P-value of <0.05 was considered to indicate statistical significance at level of significance of 95%.

RESULTS

This study concluded among 392 respondents, it was found that more than half (58.93%) of respondents were age group below 20. The Mean age of nursing students was 19.55 years with SD of 0.134 years. Regarding gender, almost all (99.74%) of female an 0.26% was male. Likewise, more than half of the respondents (57.40 %) lived in urban area while 42.60% lived in rural area. Similarly, most (89.54%) of respondents were unmarried. Concerning monthly income of the family of respondents, majority (67.35%) had income of more than 50 thousand. Regarding provincial distribution, 61.73% of the respondents were from Madhesh Pradesh. Regarding ethnic group, disadvantaged non Dalit Terai ethnic groups have nearly half number in all of caste (46.94%).

Table 1: Academic Information of Respondents (n=392)

Academic Characteristics	Number	Percentage
Academic year		
First	94	23.98
Second	127	32.40
Third	140	35.71
Fourth	31	7.91
Program		
B.Sc. Nursing	48	12.24
BN	6	1.53
PCL Nursing	338	86.22

Table 1 represents academic information of respondents. In terms of academic year, one third (35.71%) of respondents were in third academic year and very few 7.91% have fourth year students. Regarding academic program, most of the respondents 86.22% are in PCL Nursing. There are only 1.53% respondents from BNS which is the lowest and respondents in B.Sc. Nursing are 12.24%.

Table 2: Nursing Students' Perception towards Ease of Use (n=392)

Statements related to Ease of Use	Strongly Agree F (%)	Agree F (%)	Uncertain F (%)	Disagree F (%)	Strongly Disagree F (%)
The online learning system is easy to use	12 (3.06)	180 (45.92)	86(21.94)	98(25.00)	16(4.08)
It is easy to manage study time effectively	26(6.63)	181 (46.17)	75 (19.13)	88 (22.45)	22 (5.61)
Online learning improves the technical skill in using electric gadget	84(21.43)	185(47.19)	49(12.50)	57(14.54)	17(4.34)
There is easy sharing ideas with colleagues in online learning	42(10.71)	151 (38.52)	75(19.13)	95(24.23)	29(7.40)
Population of learners does not affect learning	31(7.91)	123 (31.38)	80(20.41)	119(30.36)	39(9.95)
It is comfortable communicating electronically during online classes	36(9.18)	116(29.59)	56(14.29)	139(35.46)	45(11.48)

Table 3: Nursing Students' Perception towards Access to Technology (n=392)

Statements related to Access to Technology	Strongly Agree F (%)	Agree F (%)	Uncertain F (%)	Disagree F (%)	Strongly Disagree F (%)
I have internet access at home	124 (31.63)	203 (51.79)	20 (5.10)	29 (7.40)	16 (4.08)
I have my mobile	151 (38.52)	191 (48.72)	14 (3.57)	26 (6.63)	10 (2.55)
I have my own laptop	85 (21.68)	113 (28.83)	34 (8.67)	111 (28.32)	49 (12.50)
I feel internet connection strength determines effective learning opportunity	87 (22.19)	169 (43.11)	59 (15.05)	49 (12.50)	28 (7.14)

Table 4: Nursing Students' Perception in Perceived Usefulness (n= 392)

Statements in Perceived Usefulness	Strongly Agree F (%)	Agree F (%)	Uncertain F (%)	Disagree F (%)	Strongly Disagree F (%)
Online learning improves access to learning material	26(6.63)	144(36.73)	89 (22.70)	111(28.32)	22(5.61)
Online learning helps me to achieve better results	17(4.34)	67 (17.09)	84 (21.43)	170(43.37)	54(13.78)
Online Learning increases my understanding of concepts	28(7.14)	104(26.53)	71 (18.11)	148(37.76)	41(10.46)
Online learning is too time consuming to use.	34(8.67)	166(42.35)	78 (19.90)	97 (24.74)	17(4.34)
Online learning has had little impact on me	37 (9.44)	219 (55.87)	70 (17.86)	58 (14.80)	8 (2.04)
Online learning help to reinforce my knowledge	30(7.65)	174(44.39)	86 (21.94)	82 (20.92)	20(5.10)
Online Learning increases my effectiveness to create presentation	53(13.52)	183(46.68)	55 (14.03)	82 (20.92)	19(4.85)
Online learning increase my research capability.	73(18.62)	181(46.17)	51 (13.01)	61 (15.56)	26(6.63)
Online learning makes familiar with advanced IT tools and technology.	75(19.13)	184(46.94)	66 (16.84)	41 (10.46)	26(6.63)
Policy should be developed by government towards online learning	73(18.62)	151(38.52)	62 (15.82)	67 (17.09)	39(9.95)

Table 2 represents response of students in ease of use. Nearly half (48.92%) of respondents agreed that online learning system is easy to use and 3.06% strongly agreed on the statement "online learning improves the technical skill in using electronic gadget" 21.43% and 47.19% strongly agreed and agreed respectively.

Table 3 depicts that nursing students' perception on items of access to technology (4 statements), higher percentage found in the respondents had internet access at their home (83.42%) among them 31.63 were strongly agree, and lowest in they have own laptop (50.51%) among whom 21.68% were strongly agree. On the statement that I feel internet connection strength determines effective learning opportunity, 65.3% were strongly agreed and agreed while 34.7% of respondents'

responses ranged from uncertain to strongly disagree.

Table 4 shows response of nursing students towards perceived usefulness in online learning (10 statements). Majority (64.79%) of respondents were agreed on online learning improves research capability among whom (18.62%) were strongly agreed.

Table 5 illustrates responses of Nursing Students in Satisfaction, in which highest percentage (83.93%) of respondents said they were agreed with satisfaction about online learning was new experience for students, and lowest percentage (40.82%) of respondents were agreed with satisfaction towards online learning is comfortable.

Table 6 illustrates perception of online learning among nursing students. Among total of 392 respondents, more than half of the respondents (52.55%) had favorable

Table 5: Nursing Students' Satisfaction in Online Learning (n= 392).

Statement on Satisfaction	Strongly Agree F (%)	Agree F (%)	Uncertain F (%)	Disagree F (%)	Strongly Disagree F (%)
Online learning is feasible	20(5.10)	136(34.69)	107 (27.30)	100(25.51)	29(7.40)
Online learning involves most of time in internet	82(20.92)	234(59.69)	38(9.69)	27(6.89)	11(2.81)
Online learning led to know aboutIT-enabled tools such as Zoom, Google meet, Moodle etc.	148(37.76)	189(48.21)	33(8.42)	14(3.57)	8 (2.04)
Online learning is comfortable	39(9.95)	121(30.87)	107 (27.30)	89(22.70)	36(9.18)
Online learning improves the learning process	31(7.91)	154(39.29)	77(19.64)	101(25.77)	29(7.40)
Online learning was new experience for the students	120(30.61)	209(53.32)	19(4.85)	25(6.38)	19(4.85)
Online learning slows the activity of students as well as teachers.	73(18.62)	161(41.07)	58(14.80)	70(17.86)	30(7.65)
Online teaching is better than traditional classroom teaching.	35(8.93)	71 (18.11)	51(13.01)	126(32.14)	109(27.81)
Online teaching lacks experiments in laboratory and examining live patients in hospitals	142(36.22)	113(28.83)	44(11.22)	47(11.99)	46(11.73)
Facebook and What's-app message disturbs the online learning process.	136(34.69)	176(44.90)	35(8.93)	24(6.12)	21(5.36)

perception towards online learning which was comparatively higher as 47.45% respondents had unfavorable perception towards online learning.

Table 6: Nursing Students’ Overall level of Perception towards Online Learning (n=392)

Perception	Number	Percent
Favorable	206	52.55
Unfavorable	186	47.45
Total	392	100

the distribution of students attending and receiving online classes before and during COVID 19 pandemic. Among 392 respondents, 113 had received online class before COVID 19. Similarly, only 16 of them had not taken online classes during COVID 19 pandemic.

Table 9 illustrates the practice of online learning among nursing students. Among 376 respondents, who attended online class,

Table 7: Association between Perception of Online Learning and Socio Demographic Variables among Nursing Students (n=392)

Variables	Perception		χ ² - Value	p-Value
	Favorable	Unfavorable		
	F (%)	F (%)		
Age				
<20	125 (54.11)	106 (45.89)	1.85	0.396
20-24	68 (48.57)	72 (51.43)		
>24	13 (61.90)	8 (38.10)		
Type of Residence				
Rural	82 (49.10)	85 (50.90)	1.38	0.238
Urban	124 (55.11)	101 (44.89)		
Monthly family income				
<50 thousand	128 (48.48)	136 (51.52)	6.49	0.038*
50thousand -1 lakh	64 (63.37)	37 (36.63)		
>1 lakh or more	14 (51.85)	13 (48.15)		
Religion				
Hindu	182 (51.85)	169 (48.15)	0.65	0.417
#Others	24 (11.65)	17 (9.14)		
Program				
B.Sc. Nursing	23 (47.92)	25 (52.08)	2.69	0.259
BN	5 (83.33)	1 (16.67)		
PCL Nursing	178 (52.66)	160 (47.34)		
Academic year				
First	59 (62.77)	35 (37.23)	8.11	0.043*
Second	69 (54.33)	58 (45.67)		
Third	66 (47.14)	74 (52.86)		
Fourth	12 (38.71)	19 (61.29)		

*significant level at p<0.05, χ²= Chi-square others; Muslim, Buddhist, Christian, Kirati

Table 7 outlines the association between perception of online learning and socio-demographic variables. There was statistically significant association of perception with academic year of nursing student (p=0.043) and monthly family income (p=0.038) of the respondents. Table 8 shows

almost all (97.34%) agreed on using mobile, laptop for online classes. Half of the respondents (50.26%) had high bandwidth of internet. Similarly, 58.51% attended lecture to its end while 41.48% did not.

Half of the respondents (52.12%) agreed that it was easy to get lectures materials / notes from teachers. Nearly three fourth of

respondents (71.80%) agreed on getting annoyed when internet access was not available. Nearly three fourth (71.80%) of the respondents felt continuous online learning in routine day by day was boring.

Table 8: Nursing Students' Attending and Receiving Online Classes Before and During COVID 19 Pandemic (n= 392)

Statement	Number	Percent
Received an online class before COVID 19.		
No	279	74.20
Yes	113	30.05
Attend online classes during COVID 19 pandemic		
Yes	376	95.91
No	16	4.08

Table 10: Practice of Online Learning among Nursing Students during COVID 19 (n= 376)

Practice	Number	Percent
Good	248	66
Poor	128	34
Total	376	100

Median = 6

Table 10 represents practice of online learning during COVID 19 pandemic. Among 377 respondents who had taken online classes 248(66%) had good practice while practice of 128(34%) was found to be poor. Table 11 illustrates the association between perception and practice of online learning among nursing students. There was

Table 9: Nursing Students' Practice of Online Learning (n=376)

Statement	Yes (%)	No (%)
Use laptop, mobile, tablet for online learning	366 (97.34)	8 (2.12)
Source of the internet fast during online class	189(50.26)	187 (49.73)
Attend the lecture to its end	220(58.51)	156 (41.48)
Give the lecture full attention throughout the time of the lecture	198 (52.65)	178 (47.34)
It was easy to get notes/ lectures materials from the teachers when I could not join my class online	196(52.12)	180 (47.87)
Get annoyed when internet access was not available	270 (71.80)	106 (28.19)
Use online resources to cover curriculum content	290 (77.12)	86 (22.87)
Attend any lectures intermittently	260(69.14)	116 (30.85)
Return to the recorded lectures when lost or did not understand part of the lecture	208 (55.31)	168 (44.68)
Continuous online learning in routine day by day was boring.	270 (71.80)	106 (28.19)
Share response of online teaching to parents, teachers and colleges	307 (81.64)	69 (18.35)

statistically significant association between perception of online learning and practice ($p=0.000028$).

also similar with another study done by Patan Academy of Health Sciences (PAHS), School of Nursing and Midwifery, it was found that

Table 11: Association between Perception of Online Learning and Practice

Perception	Practice				χ^2 value	p - value
	Good		Poor			
	N	(%)	N	(%)		
Favorable perception	152	(73.79)	49	(23.79)	17.96	0.000028*
Unfavorable perception	96	(51.61)	79	(42.47)		

*significant level at $p<0.05$, χ^2 Chi-square

DISCUSSION

The finding of this study revealed that the mean age of nursing students was 19.55 years with SD of 0.134 years. Similarly, study finding showed that most of respondents (89.54%) were unmarried. Finding of this study revealed that 57.40 % of respondents were lived in urban area while 42.60% lived in rural area. Regarding monthly income of the family of respondents, majority (67.35%) had income of more than 50 thousand. Concerning provincial distribution, majority of the respondent (61.73%) were from Madhesh Pradesh. Regarding ethnic group, Disadvantaged non Dalit Terai caste groups have highest number in all of caste (46.94%). In terms of academic year, 35.71% were from third year. Regarding academic program, most of the respondents (86.22%) were studying PCL Nursing very few (1.53%) were from BNS and 12.24% from B.Sc. Nursing.

In this present study assessed the perception of nursing students towards online classes. Finding showed that 52.55% respondents had favorable perception towards online learning which is consistent with a study done in Palpa, Nepal revealed that 56.9% of the respondents had positive perception towards online learning [13]. Finding was

53.4% of the nursing students had favorable perceptions [12]. There was contrary to the finding of this study conducted in Nepal in Nepalese Army Institute of Health Sciences among 513 students during the COVID-19 pandemic showed 77% students had a positive perception of online learning [15]. Favorable perception of nursing students in this study is not as high, it might be due to alternative teaching-learning methods to continue online learning as a part of the nursing school teaching-learning curriculum beyond the COVID-19 pandemic situation.

Accordingly, the present study showed that 47.45% had unfavorable perception towards online learning. Findings of this study were similar to the study done in Patan Academy of Health Sciences (PAHS) Lalitpur, Nepal which revealed that 46.6% had unfavorable perception of online learning. This findings was also similar to study done in Pakistan among 382 respondents, revealed that 77% respondents had unfavorable perception towards online learning [16].

All these studies were conducted during the COVID-19 pandemic period. Thus, although online learning was advantageous, flexible, and convenient during this pandemic situation, many students were not

comfortable with it. Lack of readiness of students to shift forcibly from face-to-face to online classes due to COVID-19 pandemic could have been the reason for their unfavorable perception. Also, the Pakistani study was conducted during very early period of pandemic (April 2020) and the students were yet to accept and be ready for online learning. Therefore, learners' satisfaction and perception is important for better and effective online learning.

In this present study, the perception of respondents towards online learning was found to be significantly associated with the academic year ($p=0.043$) and monthly family income ($p=0.038$) which is similar to the study on Lumbini revealed that academic year was significantly associated with online learning ($p=0.033$) [14]. This study is contrast to the study conducted in Chitwan showed that internet facilities were associated with online learning [17]. Regarding ownership, this study showed that most (87.74%) respondents had their own mobile phone which is similar to the finding from Lumbini reported that all (100%) participants had their own mobile phone [14]. The use of mobile phones and other electronic gadgets encourages anytime and anywhere learning. Since they are readily available, easy to assess and portable, they are of greater importance. This study revealed that 50.51% of respondents had their own laptop. This result agrees with other similar studies [12, 14].

This study presents study showed that most (83.42%) respondents had internet access to run online classes which is similar to the other study conducted in Chitwan, Nepal showed that 85.5% respondents had internet access [17]. This finding was distinct with other study showed that 93.8 % had internet

access [12]. As most of the respondents in this study were from urban areas with good internet facility. Current study revealed that most (82.9%) of the respondents used internet for academic activities which concurs with other study [12, 14].

In this present study, 59.95% of respondents showed disagree to strongly disagree to the statement on online teaching is better than traditional classroom teaching in which finding was similar to study done in Lumbini Medical College found that two third of students rated online classes to be poorer than the traditional classroom teaching and 77.8% of the students preferred traditional classroom teaching in future [18].

This might be students were comfortable in traditional environment and might be due to decreased practical learning and interaction during online classes. Correlating to the above statement, 65.05% of the respondents in this study agreed on the statement that online teaching lacks experiments in laboratory and examining live patients in hospital. This finding is consistent with study showed that 54.3% of the students disagreed that E-learning is useful for practical courses [19].

This study also assessed the practice of online learning among nursing students during COVID 19 pandemic which was focused on covering the curriculum content of specific courses. It was found that very few (4.08%) of respondents were did not attend online class during COVID 19 pandemic. Among 377 who attended online classes, 63.27% had good practice. This result could be due to change in the methodology of teaching learning process as well as unfavorable environment for online study. More than three fourth (77.12%) of respondents used

online resources to cover curriculum content while 22.87% did not use online resources to cover curriculum content. Accordingly, more than 50 % of the respondents stated that they attend lectures intermittently. Finding was contrast to study showed that 27.1% of respondents were strongly agreed that they were bothered by the lecture on the internet because of the internet problem. This might be large sample size and web-based research study [19]. Similarly, this study revealed that there was significantly association between perception of and practice of online learning ($p=0.000023$).

Out of 392 respondents, 74.20% had not received online classes before. This study finding was similar to study done in Lumbini Medical College Palpa, Nepal revealed that almost one-third of the students ($n=173$, 76.5%) admitted of never having attended the online classes [18]. This result is also line with other study where out of 983 students, 84.02% had not taken online classes earlier [20]. In current study it was found that nearly half (47.34%) of the respondents didn't give attention to the lecture throughout the time of lecture. This may be related to decrease interaction during an online session. This study is congruent with a study done in Saudi Arabia which found that more than half (52%) of the respondents didn't give attention to the lecture throughout the time of the lecture [19].

CONCLUSION

The study concludes that more than half of the nursing students had favorable perception towards online learning. Similarly, more than half of nursing students had good practice. There was statistically significant association between perception and practice.

Similarly, there was association between perception and academic year of nursing student, also between perception and monthly family income. So, on the basis of the study, it is recommended to concerned authority to introduce a good learning management system to improve the online nursing as well as medical education.

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Conflict of interest

The authors declare that they have no conflict of interest.

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