

Evaluating the Effectiveness of e-Learning Students of the College of Nursing

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Abstract

A descriptive study Evaluating the Effectiveness of e-Learning students of the College of Nursing Governorate, 6/1/2021 to 23/6/2021. Face-to-face classes have been canceled and moved online, bringing about the rise of online learning that has allowed learners to continue their education. The sudden transition from face-to-face to online learning has, however, posed numerous challenges for students, teachers, administrators, and education leaders. E-Learning can be viewed as computer assisted learning, and as pedagogy for student centered and collaborative learning. Early developments in e-learning focused on computer assisted learning, where part or all of the learning content is delivered digitally. More recently the pedagogical dimension of e learning has become prominent. E-learning comprises all forms of electronically supported learning and teaching.

Keywords

Evaluating, Effectiveness, e-Learning, Students.

Introduction

Educational institutions (schools, colleges and universities) in Iraq currently rely on traditional methods of learning only that is, they follow the traditional preparation of

face-to-face lectures in the classroom,"; " The term e-learning comprises a lot more than online learning, virtual learning, distributed learning, networked or web-based learning. As the letter “e” in e-learning stands for the word “electronic”, it would incorporate all educational activities that are carried out by individuals or groups working online or offline, and synchronously or asynchronously via networked or standalone computers and other electronic devices (A. Pauline Chitra*, M. Antoney Raj 2018). The use of the Internet has become a priority for humans and for all ages, now in our society most people use the Internet in terms of social Communication, games, education and business implementation, so we need sufficient knowledge about students addicted to the Internet (Afkar Fadhil Kareem, Farhan. L. Aaiz, Luay Abdulwahid Shihab, 2020). The speed of the Internet is one of the most important things that must be available in it. Everyone is trying to get the highest quality from it, and this quality can be paid attention to by observing the speed of downloading data, programs, applications, opening videos, and publishing pictures (Luay Abdulwahid Shihab, 2020). The Internet has become one of the most widely used means around the world, as it enters into many practical, scientific, recreational, marketing, political (Luay Abdulwahid Shihab, Afkar Fadhil Kareem, 2021). E-learning has been introduced as a tool in the learning process in the majority of international universities worldwide. The term “e-learning” is defined (M. Samir Abou El-Seoud 1, Islam A.T.F. Taj-Eddin1, Naglaa Seddiek1, Mahmoud M. El-Khouly, Ann Nosseir, 2014). educational content to store information about those who learn and to monitor those who learn, and to make communication and cooperation possible (Nisreen Ameen, Robert Willis, 2017). Several arguments are associated with e-learning. Accessibility, affordability, flexibility, learning pedagogy, life-long learning, and policy are some of the arguments related to online pedagogy. It is said that online mode of learning is easily accessible and can even reach to rural and remote areas (Shivangi Dhawan, 2020). In other words, it can be said that online learning has a positive effect on achieving the learning outcomes in the "Research Methods in Education" course (Magda Abdelaziz, Salwa Samer Kamel, Omar Karam, Asmaa Abdelrahman, 2011). He advancement in information technology and the Internet over the past decade leads to new educational delivery methods like eLearning (Wafaa Gameel Mohamed Ali*2016).

Objectives of the Study

1. Developing students' level and maintaining scientific sobriety.
2. To explore EdTech's emerging growth and online learning.
3. To conduct an analysis of strengths, weaknesses, opportunities and challenges for online learning during the Coronavirus and the natural world Disasters.
4. To give some suggestions and recommendations for the success of the Internet.
5. Learning method during a crisis situation.

Methodology

This chapter narrates the research design used in this study, study design, study design, and a sample of the study.

1. The Study Design

Conducted a descriptive cross section study to determine the evaluation of the performance of e-learning for research and to know the opinion of the students of the College of Nursing, University of Basra, in the electronic study during the period of receiving their lectures and exams online.

2. Administration Arrangements

The first approval was obtained from Nursing College \University of basrah, to conduct this study after clarifying the objectives of the study and its importance, as well as formal approval about questionnaire obtained from an ethical committee of the department of college of nursing/department of in 6, January, 2020).

3. Setting of the Study

The study aims to assess the performance of e-learning from the point of view of students of the College of Nursing in Basra in the students and the extent of its impact on the scientific sobriety of students and its evaluation.

4. The Study of the Sample

The study population consisted of nursing college students to participate in the study. The numbers of samples are (270) divided in to (59) male and (211) female electronic sampling method was used when selecting the sample to be used for the purpose of the data collection. They were having different levels of stage 1,2,3,4 from the College of Nursing.

5. Data Collection

Data will be collected by designing an electronic form on the subject of the study. Research study tool (questionnaire): The questionnaire consists of

6. The Instrument of the Study

An evaluation tool was adopted for researchers to assess the knowledge related to evaluating the performance of e-learning among students of the College of Nursing in the

city of Basra. A questionnaire was made to study the college students' information about their opinions after reviewing many research studies in a manner consistent with the conditions of our society and how the study was accepted online after it was the traditional method recognized within the university. After completing the questionnaire, it was distributed and presented to a team of experts.

The questionnaire determined by 15 questions related to demographic characteristics which include, gender, age, educational level.

7. Rating and Scoring of the Study Questionnaire

We use three (3) points Likert Scale which ranged from up to (3), as shown in the table (1).

Table 1 Three (3) points Likert Scale

Evaluation			
Likert Scale	Interval	Difference (Cut off point)	Evaluation
1	1 – 1.66	0.66	Weak
2	1.67 – 2.33	0.66	Medium
3	2.34 – 3	0.66	Good

8. Validity of the Questionnaire

Here is the number of instructors and experts who reviewed the questionnaire

The validity of the questionnaire was obtained by giving the questionnaire.

9. Questionnaire Score

Study questionnaire includes one parts: information about E-Learning has score as the following table (2).

Table 2 Score of Questionnaire

Questionnaire's parts	Number of questions	Max. Score per question	Min. Score per question
Information about E-Learning	15	3	1
Total	15		

10. Statistical Data Analysis

The data were analyzed using the Statistical Package for Social Sciences (SPSS), version 26.

11. Descriptive Data Analysis

1. 1-Statistical tables (Frequencies and percentages) Frequency (F): In statistics the frequency of an event is the number of times the event occurred in an experiment or study (Kenny & Keeping, 2016) Percentage (%)
2. Arithmetic mean
3. Standard deviation (Sd).

Results of the Study

1. Results Assessment the Sample Answers in the about E-Learning Questions, N=270 Nursing Students show in Table (3).

Table 3 Weak (mean score 1-1.66), Medium (mean score 1.67-2.33), good (mean score .2.34), S.d= Stander deviation Ass.= Assessment

Descriptive Statistics						
	N	Minimum	Maximum	Mean		
E-Learning questions	N	Min Score	Max Score	Mean Score	Sd.	Ass.
Q2	270	1	3	2.73	0.68	G
Q3	269	1	3	1.16	0.52	W
Q4	270	1	3	2.26	0.73	M
Q5	269	1	3	2.03	0.66	M
Q6	270	1	3	1.81	0.98	M
Q7	270	1	3	1.97	1.00	M
Q8	270	1	3	1.18	0.57	W
Q9	269	1	3	2.25	0.97	M
Q10	270	1	3	1.81	0.67	M
Q11	270	1	3	2.67	0.74	G
Q12	270	1	3	1.62	0.62	W
Q13	269	1	3	1.26	0.48	W
Q14	270	1	3	1.96	0.68	M
Q15	269	1	3	2.29	0.77	M

2. Results Assessment toward E-Learning Questions, N=270 Nursing Students show in the table (4).

Table 4 Nursing staff's knowledge toward E-Learning

	Frequency	Percent	Valid Percent
Weak	35	12.9 %	13 %
Medium	225	83.3 %	84 %
Good	9	3.3 %	3 %
Total	270	100%	100 %

And show in figure (1).

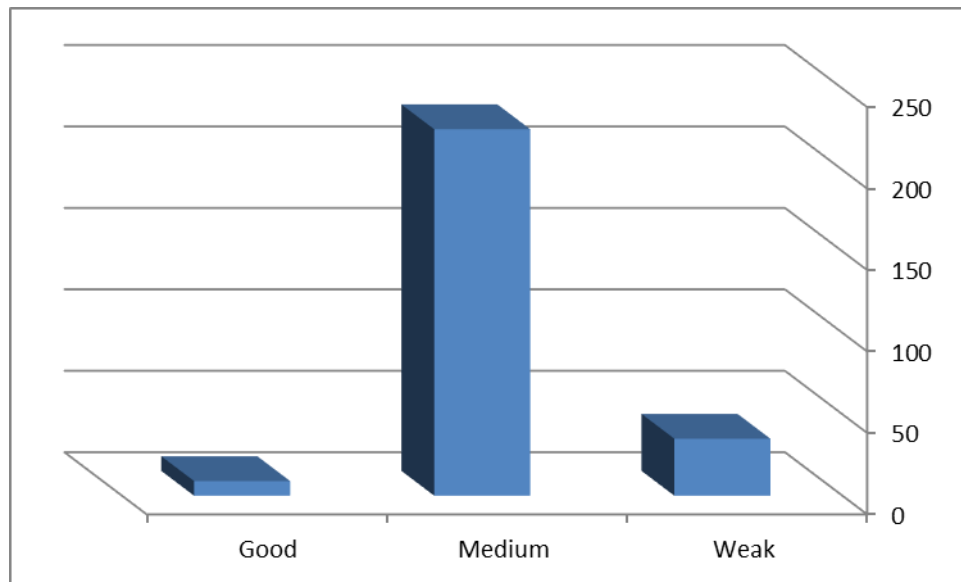


Figure 1 Evaluation of students' answers from poor, average and good

Discussion of Study Result

Studying in Research (Evaluation of the Functionality of a New E-Learning Platform vs. Previous Experiences in E-Learning and the Self-Assessment of Own Digital Literacy) the result of the research was excellent. The majority of students and their teachers rated the new SELI platform as very good and the most important factors made were the quality of the content on the platform and the usefulness of upfront incentives. A total of 95 sinks rated professionalism in subjects high and nearly five students and teachers rated the visual aspect of platform oscillation (18%) The same percentage of respondents, 18, were not satisfied with the Nero platform's high-end design. It should be noted that during their studies, former teachers and educators have the opportunity to explore the Moodle platform, as this is the official warning for the population studied.

The study in research (E-Learning and Students' Motivation: A Research Study on the Effect of E-Learning on Higher Education the) result of the research was almost average, and students needed experience in e-learning, and lack of experience with e-teaching, and students and teachers lacked experience in using the Moodle platform while they use the same platform that we conducted the research on. It was difficult to assess students' motivations for online learning. Because there is no personal contact between the students and the teacher.

The study in research (Online Learning: A Panacea in the Time of COVID-19 Crisis Journal of Educational Technology System). The result of the research acceptable because a study was lacking students devices and the Internet and electricity cuts in most cities, which caused students and teachers to lack and stumble in the use of e-learning as well. accept any change.

Conclusions

A descriptive study evaluating the performance of e-learning from the point of view of the students of the College of Nursing in Basra Governorate, 6/1/2021 to 23/6/2021.

To evaluate the performance of e-learning in the College of Nursing, University of Basra. Al-Ain included a number of students from the College of Nursing, University of Basra, in the morning and evening, and the number of samples reached 270. The results were 73% for female students and 20% for males aged 18-23 years (78.%) and 24-29 years (13%). The samples were 66% of morning students and 44% of evening students. The e-learning sample had average scores. By suspending education worldwide due to the COVID 19 pandemic and destroying all aspects of life. Education and study have stopped in countries, forcing universities and schools to resort to e-learning. It also has many negative aspects for students and faculty members in terms of educational performance, especially in Iraq, where these areas depended on the introduction. Technology in everything. In an effort to overcome the problems and obstacles imposed by the epidemic.

Based on the result obtained from data analysis, it was communicated that most students have a clear idea of e-learning, and the Internet was available to them at a good speed, and the electronic lectures were clear and there was time for discussion between the professor and students and interaction between them, but they were afraid of the performance of e-learning and how it would affect their scientific assessment, and they also believed that the effectiveness of e-learning was not equal to direct education, and they faced difficulty in downloading lectures from the Internet.

E-learning, which is often used interchangeably with online learning or distance learning, is known to be at least as effective or even better than traditional education in medical education. However, the research on e-learning in a clinical education environment is average, although the effectiveness of online videos for learning clinical skills has been well demonstrated. The widespread use of technology due to the COVID-19 pandemic has increased the need for research on the effective use of e-learning in clinical education. He asserts that research into e-learning needs to focus on when and how to use it

effectively rather than making direct comparisons of its effectiveness with traditional education.

Recommendations

1. To provide a high-quality network with a capacity of 200 MB, to provide a high-speed connection, download electronic lectures and videos, exchange data and tests in the case of interactive learning.
2. It provides high-speed servers and extensions.
3. Providing equipment to students.
4. Quality assurance of teacher education on e-learning.
5. Providing students with interpretive and interactive courses on the work of e-learning and preparation Even continuous practical tests to facilitate the work.

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