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Teachers' experience in using blended learning in selected nursing institutes: A Phenomenological study

Priyanka Gregory Fernandes¹, Bahubali Jinnappa Geddugol²

1. MSc Nursing (Mental Health Nursing), Bharati Vidyapeeth (Deemed to be University) College of Nursing, Sangli, Maharashtra, India 416414.
2. Associate Professor, Bharati Vidyapeeth (Deemed to be University), College of Nursing, Sangli, Maharashtra, India 416414.

Corresponding Author: Bahubali Jinnappa Geddugol, Associate Professor, Bharati Vidyapeeth (Deemed to be University), College of Nursing, Sangli, Maharashtra, India 416414.

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Abstract

Blended learning has been very instrumental in making the teaching process more meaningful and effective. Especially the post COVID era it has brought many new normal strategies in teaching learning process and now it has been realized the impact of blended learning on education system. The current study was conducted to explore teachers' experience of using blended learning in selected nursing institutes. The data was collected from 10 teachers' conveniently selected based on the inclusion criteria set and one to one in-dept interview was held by using semi structured guidelines targeting their experiences. The results of the study were obtained through a thematic analysis based on the Collaizi's method. A total of 6 themes, 18 sub themes and 57 codes emerged. These themes provide a comprehensive overview of the different aspects and challenges associated with implementing blended learning in an educational setting. The research findings suggest that the blended learning method has positively impacted teaching and learning in nursing education, necessitating increased efforts from teachers and support from educational institutions for its successful implementation. The study highlights the importance of addressing challenges in incorporating blended learning, and the insights gained can aid both nursing and educational institutions in identifying issues and enhancing the quality of education.

Keywords: Teacher, Blended learning, Nursing Institute

INTRODUCTION:

Teaching and learning is all about embracing various innovations and some of these involve the use of technology. Blended learning (a combination of face-to-face learning and online learning) shows a newer aspect of innovation in the field of teaching and learning. Online education is often used simultaneously with other terms such as blended learning, e-learning, hybrid learning, distance education. Blended learning itself is a challenge for the learners as well as the users.¹ Various aspects have to be taken into consideration during the use of blended learning to make maximum possible use in the field of teaching learning. The use of blended in teaching learning process can help improve the traditional teaching method but also help the students to gain complex knowledge.

After the 1st wave novel corona virus pandemic in the year 2020, when the whole world came to a standstill, blended learning stood as a saviour to many of the schools, colleges, institutes and universities. Although use of this technology was not new to the western countries, but it redeveloped its importance during the period of lock down. India, as a developing country which was still in making distance education an effective and easier method of teaching and learning was forced to adapt blended learning as the method of teaching and learning. At first the use of online learning came in action as the strict restrictions then at the later stages of the year where in the treatment regimen was well developed the government took measures to start the colleges and other important guidelines with certain protocols for student as well as teachers' safety. Due to the mandatory guidelines given by the government the teachers started adopting blended method of teaching learning.¹

According to the study published by 35 exciting learning statistics stated the recent statistics in the year 2021 related to blended learning. results about 82% of students prefer blended teaching to classic teaching environments and 60% of teachers noticed blended learning improves academic ability.²

According to Staker and Horn, there are four models in blended learning: The rotation model, The flex model, The self-blend model and the enriched virtual model. On the broader strategic level, blended learning helps educational continuity and reduces the other barriers of learning between students and teachers. The quality of learning management system content for learners can be a predictor of good performance in blended learning environments and can lead to learner satisfaction. Continued navigation through a learning management system increases use and is an indicator of success in blended learning. Blended learning requires teachers who not only understand the technology and its uses but also, they can be able to think through the way in which technology can serve learning.^{3,4}

This new environment allows flexible and self-paced learning and reflection, which gives the students sample time to review the learning materials and improve the lesson activities, and at the same time, allow the teachers to monitor the students' progress along the process.^{4,5} However, the abrupt shift to digital learning has led to a significant increase in the teachers' tasks, including the preparation of lectures, tutorials, laboratory works, and assessment tools.^{6,7} Blended learning addresses these issues as it combines conventional face-to-face learning with asynchronous or synchronous e-learning and is effective, complementary to traditional methods.^{8,9} The incorporation of technological resources such as virtual platforms and hypermedia resources, combined with other innovative, methodological technique such as project –based learning have revolutionaries the teaching learning process.^{5,10}

Blended education in the field of nursing was a real challenge for the teachers as well as the students. The teachers at nursing colleges felt the need to use blended learning method as education in nursing is more of practical base than any other profession.⁷

The purpose of this study was to establish the evidence-based experience of teachers teaching professional nursing subjects. And showcase the vivid experiences while using blended learning which was forceful and new normal among the nursing professionals.

MATERIALS AND METHODS

A qualitative research approach with phenomenological design was adopted while focusing on capturing the lived experiences of teachers. The teachers who had already used and using blended learning method in their teaching learning process. The study was conducted at 04 nursing institutes of Sangli district of Maharashtra state in India. The inclusion criteria set were teacher working in nursing institute for more than 3 years and teaching the BSc nursing and/or PBBS Nursing students by using the blended learning method during the demand of situation. Convenient Sampling method was used to approach the teachers and total of 10 teachers were interviewed by using semi structured interview method.

Data collection tool and data handling: The demographic information of the teachers was collected in section I of the instrument used. The researchers had developed the semi structured questions based on the presurvey and extensive review literature search and the questions were used as the guidelines to conduct one-to-one in-depth interview for the research study under section II. The overall individual interview was recorded using authenticated and calibrated audio recorder after the informed written consent was sought. The information collected was transcribed and the transcript with audio clip was given back to the participant to establish its credibility and validity. Later the Collazi's method was used to analyze verbatim manually to generate the codes, subthemes and themes.

The proposal of the study was approved by the Institutional Ethics Committee [IEC] and permission was sought for the competent authority to access the teachers at their workplace and the space to conduct the interview.

ANALYSIS AND INTERPRETATION OF DATA

Qualitative data analysis included the coding of data, categorizing the data, relevance to the study topic and making sense of the data when interpreted, to provide meaning of the whole. The investigators worked to figure out the similarities between the data obtained from samples by audio recording.

Interpretation of essential context and the codes to create themes is justified under. Among different codes, association was looked for to set up definitions for codes and to clarify them to draw a conclusion. The information was deciphered utilising tables and detailed thematic descriptions.

SECTION I: FINDINGS RELATED TO DEMOGRAPHIC VARIABLES OF TEACHERS

Table no 1: Frequency and percentage distribution of Demographic variables

N=10

SN	Demographic variables	Category	<i>f</i>	%
1	Age in years	20-40	04	40
		41-60	06	60
2	Gender	Male	04	40
		Female	06	60
3	Educational qualification	MSc (N)	09	90
		PBBS (N)	01	10

4	Designation	Lecturer	07	70
		Clinical instructor	03	30
5	Years of experience	3-5	02	20
		6 and above	08	80
6	Programme in which engaged in teaching (combine response)	Basic BSc (N)	07	70
		PBBSc (N)	03	30
7	Orientation related to use of technology	Yes	09	90
		No	01	10
8	Portion of technology used with blended learning techniques (in percentage)	40-50	05	50
		50-60	05	50

Table 1 revealed that, out of 10 participants, 60% (06) were in the 41-60 years of age group. Majority ie. 60% (06) were female teachers. Ninety percent (09) of the participants qualified with master's degree and 10% (01) were with PBBSc nursing degree. The designation wise distribution of the teachers portrayed 70% (07) were in lecturers' position whereas, 30% (03) were holding the post of clinical instructors.

About 80% (08) of teachers had 6 and above years of teaching experience whereas, only 20% (02) teachers had 3-5 years of teaching experience. The teachers engaged in teaching program for basic BSc nursing were majority of 70% (07) and rest teachers teaching PBBSc nursing were 30 (03). As reported by the participants related to orientation of use of technology 90% (09) teachers responded yes and about 10% (01) reported that they had no orientation related to use of technology. Fifty percent (05) of teachers said that they used 40 to 50% of portion of technology while using blended learning method.

SECTION II: ANALYSIS OF DATA AMONG THE TEACHERS WHO HAVE USED BLENDED LEARNING METHOD

The themes developed from the transcribed information revealed that the participant encounters included how they interpreted the circumstances in which they were. Most of the participants said they confronted pressure to adapt to the new technique of blended learning. There were several responses where they emoted that teaching was their passion and devotion.

They communicated mixed responses when they were asked to express about traditional method to be compared with blended learning method of teaching learning. According to their age group and the years of experience they have gone through different generations of students and various methods have been used to make teaching learning effective.

In order to obtain better results and clarity of data the sub themes are generated and represented below; each theme was analyzed into smaller topics.

THEME:1- THE TEACHERS EXPERIENCE WHILE USING BLENDED LEARNING

Table no 2.1: Theme emerged, subtheme and the supporting codes related to the lived experiences in utilizing the blended learning method N=10

THEME	SUB THEME	CODES
Teachers experience using blended	a) Strengths	<ul style="list-style-type: none"> ➤ I felt good ➤ good experience

learning		➤ scope to upgrade
	b) Disappointments	➤ challenging task for me ➤ I was not much satisfied ➤ sometimes created confusion
	c) Doubt	➤ not sure ➤ still query

While conducting the interview, it was seen that teachers had difference in their experience and opinions related to usage of blended learning techniques. For some teachers it was a newer method of adaptation and some teachers were already known to the method of blended learning. Each one had a different level of commitment towards utilizing the method of blended learning.

A. STRENGTHS

In connection with why they thought that using blended learning was strength, they expressed few conditions. Many of the teachers thought using technology was strength to make teaching learning process effective. Despite it being a newer technique to be followed suddenly by the teachers it was also a effective method.

Participant no 4 stated “.....it was very much new for me but I like teaching student with different methods,.....felt good teaching students in different way altogether,it had a positive aspect.....”

Participant no 10 “.....preparation was needed, at starting I was not sure how it would work,..... I took grip when I once started using.....It was overall a good experience....”

Participant no 7 “I was not in teaching field for very long.....I learnt blended learning technique to improve my teaching skills..... I got scope to upgrade my teaching method by using blended learning”

Participant 3 and 9 expressed “ it was totally a great experience of learning for me as a teacher also.....and it benefited me as a teacher

B. DISAPPOINTMENTS

Many teachers who were not more familiar with technology expressed their disappointments towards their experience using blended learning method. This disappointment were related to the technology , the efforts needed, and many other were the teachers were not satisfied.

Participant no 2 stated “....preparation , gathering equipment’s andpreviously I was confused on what all to concentrate.....it was really a challenging job for me...it took time for me to understand.....”

Participant no 5 “ I was used to taking my lectures in traditional method....I even tried to use blended learning method with different aspects as per student requirement.....but I was not much satisfied....”

Participant no 8 “....our teachers used the traditional methodnursing is skill based and well taught by demonstration...I felt I lost the connectivity of students while utilizing this method....”

Participant no 1 and 3 “...I was so exhausted using this technique....its not an easy job to gather each and everythingit sometimes created confusion for students...”

C. DOUBT

Very few teachers expressed that they were doubtful how their experience was. They had mixed emotions when asked about their experience

Participant no 4 “.... I tried my level best..... it was duty to keep up the mark.... But im not sure how it worked for me and for the students..... it was the need of time....”

Participant no 1 “... effectiveness of the method was query for meI couldn’t connect to the students the way I used in traditional method.....I m really doubtful about it.....”

THEME: 2- ISSUES RELATED TO TECHNOLOGICAL RESOURCES AND ITS USAGE IN BLENDED LEARNING

Table no 2.2: Theme emerged, subtheme and the supporting codes related to the lived experiences in utilizing the blended learning method N=10

THEME	SUB THEME	CODES
Experience related to technological resources and its usage in blended learning method	a) Training provided by institution	<ul style="list-style-type: none"> ➤ not provided ➤ did not take any initiative for training ➤ I don’t think it is really needed
	b) Appropriateness of resources	<ul style="list-style-type: none"> ➤ had to select resources ➤ difficulty selecting videos
	c) Lack of assistance by IT expert	<ul style="list-style-type: none"> ➤ discussed by our own colleagues ➤ Many a times I called my colleagues ➤ tried to fix the problem somehow
	d) Poor network connectivity	<ul style="list-style-type: none"> ➤ Range issues ➤ fluctuation in the mobile network ➤ net connecting cord took time to connect

Describing the findings related to the issues with technological resources the teachers verbalized dire need for the formal training to be provided to the teachers by the institution, appropriateness of the resources, lack of assistance by IT expert and poor network connectivity were other subthemes emerged.

A. TRAINING PROVIDED BY INSTITUTION

Participant no 7 stated “..... it all started suddenly process of blended learning method was necessary to be usedso we were not provided with any type of training....we did it on our own.....”

Participant no 2, 5 and 8 stated “..... we were been explained about the processinstitution did not take any initiative for training us..... It was our discussion with other teachers that helped me.....”

Participant no 7, 9, and 10 stated “.....we have learnt a lot about computers during our PG degree I don’t think training from the institution was really needed....”

B. APPROPRIATENESS OF THE RESOURCES

Participant no 2 stated “.....resources where many.... as a teacher I had to select whether to use videos, or certain pictures..... that part was really difficult...”

Participant no 6 stated “..... many videos are available online..... selecting from the expert videos which would give clarity to the student was difficult..... I worked on it for better understanding of students.....”

Participant no 3 and 8 expressed “.....Its not difficult to follow blended learning..... difficulty lies in the resources we choose as a teacher must be appropriate to the student group.....”

C. LACK OF ASSISTANCE BY IT EXPERT

Participant no 4 stated “.... So many features I saw on the screen and I got confused.....advanced features where discussed by the colleges ... he is really good at it....”

Participant no 7 stated “ many a times I called my colleagues excuses where given by them....how would I always ask for help every time...”

Participant no 10 stated “ ... I struggled with the resources myself and tried to fix the problem.... It there was a person appointed it would have been great help....”

D. POOR NETWORK CONNECTIVITY

Participant no 2 stated “....first we have to take in consideration the network.... Range was the issue that aroused frequently..... it was a major drawback.....”

Participant no 5 stated “.....due to fluctuation in the mobile network there was disturbance in continuity of the work.....”

Participant no 8 verbalized “..... the net connecting cord itself was the problem..... students really struggled to put it in place....it took time”

THEME:3- EXPERIENCE RELATED TO TIME SCHEDULING IN UTILIZATION OF BLENDED LEARNING METHOD

Most of the teachers expressed that time was the most important aspect of blended learning technique and managing time was the skill to be adopted by teachers.

Table no 2.3: Theme emerged, subtheme and the supporting codes related to the lived experiences in utilizing the blended learning method N=10

THEME	SUB THEME	CODES
Adequacy of time related to utilization of blended learning method	a) Insufficient time	<ul style="list-style-type: none"> ➤ continued lecture although time was over ➤ usually exceeded the time limit ➤ Sticking up with time was difficult
	b) Rigid scheduling of computer usage	<ul style="list-style-type: none"> ➤ schedule our lectures strictly ➤ making the computer available to other teachers ➤ everyday to avoid confusion

A. INSUFFICIENT TIME

Participant no 4 stated “..... It kept going on with the lecture..... sometimes we continued with the lecture although the time was over.....”

Participant no 5 and 8 stated “.....it took time to come to the major points of the topic....once the lecture got into the core I usually exceeded the time limit.....”

Participant no 9 stated “.....I am used to exceeding my lecture if necessary..... Sticking up to the time limit of 45mins in the zoom meet was difficult.....many a times I couldn't finish the topic.....”

B. RIGID SCHEDULING OF COMPUTER USAGE

Participant no 1 stated “....the institute just gave us guideline.....we were supposed to use the same computer lab,each one used the same lab.....we had to schedule the same our lectures strictly...”

Participant no 5 stated “.....I had no option to..... I had to stick to the time for making the computer available for other teachers..... there was no freedom for usage.....”

Participant no 6 and 10 stated “.....I used concern all the subject teachers.....time table was the first thing I look for everyday to avoid confusion...as a coordinator it was my responsibility.....”

Participant no 3 stated “.....sometimes I waited outside computer room.....although time table was provided it went difficult to execute that....”

THEME:4- TEACHERS EXPERIENCE RELATED TO TECHNIQUES IN BLENDED LEARNING

Teachers need to use and execute certain techniques to make the teaching learning more effective. It is the role and responsibility of teacher to modulate the teaching according to the availability of A V AIDS. There are certain extra responsibilities that are to be followed by the teachers while using blended learning method.

A. SELF INTEREST

Participant no 1 stated “..... As a teacher it was my due responsibility..... I took effortsand the response of students was good and that was the fruit of my efforts....”

Participant no 4 and 8 stated “.....I like experimenting with my method of teaching...I used innovative methods to make it interesting for students.....”

Participant no 10 stated “.....Sometimes I took my work home to prepare well for class the next day....it worked well for me the next day.....”

B. EXTENDED RESPONSIBILITIES

Participant no 1 stated “.....institute had already formed rules.....We teachers were made to maintain register for the computer roomeveryone worked accordingly....”

Participant no 3 stated “.....teacher has to look into every aspect.....many a times internet cord was miss handled by students so we had to pay attention to that also.....everything thing needed attention

Participant no 7 and 9 stated “.....as a teacher I couldn't be bias.....I made sure that everyone got the chance to work out with the activities on computer.....every student is important.....”

Participant no 5 stated “..... to put all things together for teaching.....extra preparation was needed for the class to be delivered.....the well I prepare the more satisfied I was.....”

Participant no 10 stated “.....easy concepts also demanded the use of computer and other technological resources.....it was difficult to concentrate while handling technology... if teacher felt so what the students would have felt....”

C. UTILIZATION OF TECHNIQUES OF BLENDED LEARNING WHILE TEACHING

Participant no 1 stated “..... it was teachers choiceI liked using videos as it had more impact....students got the concept right after watching videos... demonstration vides were the best.....”

Participant no 4 stated “.....Involvement of students is really important.... when I used activity with help of lecture it was more understandable for students....activities kept them involved in the lecture.....”

Participant no 7 stated “.....I involved student to work with computer to explore more about the study topic created....working on computer itself.... extra interest in the student.....”

D. DIFFICULT TO PRACTICE BLENDED LEARNING METHOD IN ROUTINE TEACHING LEARNING PROCESS

Participant no 2 stated “.....every time colleagues and students help isn't possible....It's a tough job actually to practice it in routine.... Traditional method can easily be practiced..... but blended learning has its having its own positive aspects...”

Participant no 3 stated “.....I think I would prefer how my teachers used to teach me during my studentship... I don't disagree with the benefits of blended learning method.... But I would like to teach my own teachers with the actual demonstration”

Participant no 4 and 8 stated “.....as it is time was a barrier....Every time gathering equipments is not an easy task..... Availability is also important to practice blended learning in routine...”

Participant no 9 stated “.....Instead of always going and asking for the permission I would rather take lecture face to face..... It is always the important education keeps on continuing...”

Table no 2.4: Theme emerged, subtheme and the supporting codes related to the lived experiences in utilizing the blended learning method N=10

THEME	SUB THEME	CODES
Teachers experience related to techniques in blended learning	a) Self interest	<ul style="list-style-type: none"> ➤ Took efforts ➤ Used innovative methods ➤ Took my work home
	b) Extended responsibilities	<ul style="list-style-type: none"> ➤ Maintain register for the computer room ➤ pay attention ➤ Everyone got the chance ➤ Extra preparation ➤ demanded the use of computer and other technological resources
	c) Utilization of techniques of blended learning while teaching	<ul style="list-style-type: none"> ➤ I liked using videos as it had more impact ➤ Used activity with help of lecture was more understandable ➤ Created extra interest in the student.
	d) Difficult to practice blended learning method in routine teaching learning process	<ul style="list-style-type: none"> ➤ Tough job to practice in routine ➤ Would prefer how my teachers used to teach ➤ gathering equipment is not an easy task ➤ i would rather take lecture face to face

THEME:5- EXPERIENCES RELATED TO STUDENT WHILE USING BLENDED LEARNING METHOD

A good teacher is a good observer. In experience related to students while using blended learning the teachers have expressed their observation regarding student activity and response.

Table no 2.5: Theme emerged, subtheme and the supporting codes related to the lived experiences in utilizing the blended learning method N=10

THEME	SUB THEME	CODES
Experiences related to student engagement while using blended learning method	a) Probing questions	<ul style="list-style-type: none"> ➤ One or other questions in between ➤ new question made the students to think ➤ interested to answer
	b) Opportunity to lead during discussion in class	<ul style="list-style-type: none"> ➤ select one student for each class ➤ Randomly selecting student and asking the student for opinion ➤ Assignment and revision
	c) Use of A.V.AIDS	<ul style="list-style-type: none"> ➤ PPT was shown ➤ video of procedure was shown ➤ videos where the expert in the field would speak

A. PROBING QUESTIONS

Participant no 3 stated “sometimes if the lecture was in sided only.....is used to ask One or other questions in between to get student attention back in lecture....student also were prepared for it ...”

Participant no 6 stated “i continued the lecture keeping in mind certain questions.....any new question on the topic made the students to think it was my method of keeping up students attention.....”

Participant no 9 and 10 stated “I like to implement student centric teachingI could see that some specific students were interested to answer all the questions that were asked during lecture..... that particular student when asked question they felt encouraged...”

B. OPPORTUNITY TO LEAD DURING DISCUSSION IN THE CLASS

Participant no 1 sated “it my technique....I used to select one student for each class to make him attentivedepending upon the ability of the student Weaker students given opportunity.....”

Participant no 5 stated “during class some students are always getting distracted.....randomly selecting student and asking the student for opinion helped me drag student attention.....that ho they got back in track....”

Participant no 10 stated “important topic were revised again....Assignment and revision which were given at end of class made student realize that they have to pay attention.....student would come to know that teacher is emphasizing on particular point means that can be the assignment.... This technique is best one for me.....”

C. USE OF A.V.AIDS

Participant no 2 stated “sometimes students lost attention.....they just kept staring up blank..... at least when PPT was shown they would write something in the book.....”

Participant no 7 stated “ nursing is skill based....skill was better explained by showing the actual video of procedure..... manual demonstration is not always possible.... Video sharing could reach each and every student.....”

Participant no 4 and 9 stated “.....it is teachers responsibility.... to select good videos...I selected videos where the expert in the field would speak about the topic for better understanding of the studentexpert videos included everything....”

THEME:6- TEACHERS EXPERIENCE ABOUT STUDENTS’ RESPONSE ON BLENDED LEARNING

This theme was developed depending upon how the teacher felt about the students and their response to the blended learning technique utilization. The student response to the technique of blended learning is very important as teaching and learning is a combined process. The student views, behavior, and verbal expression needs to be taken into consideration.

Table no 2.6: Theme emerged, subtheme and the supporting codes related to the lived experiences in utilizing the blended learning method N=10

THEME	SUB THEME	CODES
Teachers perception about students response on blended learning	a) Behavior of students during blended learning	<ul style="list-style-type: none"> ➤ I brought laptop in class they were happy ➤ Students lost interest ➤ Passing comments was more during this method
	b) Interest	<ul style="list-style-type: none"> ➤ Some were interested some students were not ➤ Not every time they paid attention ➤ Are interested in learning
	c) Students verbal expression about d) Usefulness of blended learning method	<ul style="list-style-type: none"> ➤ Am I going to use blended method of teaching ➤ Ask me whether to arrange resources ➤ Arrange class with enthusiasm

A. BEHAVIOR OF STUDENTS DURING BLENDED LEARNING

Participant no 3 stated “.....i really felt goodbecause when I brought laptop in class their face would express that they were happy..... I think they were interested.....”

Participant no 5 stated “.....as I went on with the lecture..... some topics would get lengthy.....Some students lost interest while using blended learning method..... because they got distracted.....”

Participant no 9 stated “.....as I got busier with technology..... some students would star Passing comment..... I thought this was more while using blended learning.....”

B. INTEREST

Participant no 2 stated “.....i carried out my lecture as per topic requirement....Some students were interested some students were not.... It was difficult to keep up interest of each and every student....”

Participant no 5 and 7 stated “.....as teacher we had to implement blended learning method.....It was not every time they paid attention....technology does not always work...”

Participant no 9 stated “....all students are not the same.....Always there are some students who are interested in learning which ever method of learning it might be....it depends on the student urge to learn also....”

C. STUDENTS VERBAL EXPRESSION ABOUT USEFULNESS OF BLENDED LEARNING METHOD

Participant no 1 and 3 stated “.....time table was already provided to student so they were already excited.....Student would ask me am I going to use blended method of teaching Did I need any help”

Participant no 6 stated “..... I would be busy arranging class..... many times students came to staff room to ask me whether to arrange resources they would take everything from me and arrange the class...”

Participant no 9 “..... The moment I said to arrange class with help of laptop.....Student would arrange class with enthusiasm..... they said that videos and pictures made the class more exciting....”

CONCLUSION

The teachers offered expert and narrative responses of their experiences dealing with the technology, students, evolving teaching learning process, role of self and the institution to develop student centric learning approach.

The study concludes as, the blended learning method has brought a change in the field of nursing education. The teaching learning has become upgraded with the use of technology. As the process of blended learning is a combination of both face to face learning and learning with use of technology it has proven to be a perfect method of teaching and learning for the field of nursing education.

Various shortcomings also were noted down during the research as some teachers showed more compliance to practicing traditional method as per their previous experience and their comfort to practice it since years together. Institutional support to be a prior need for an effective implication of blended learning in the routine teaching learning process. In addition, the authorities of the nursing colleges should provide educational services and infrastructural support to make the implementation of blended learning method smooth running for the teachers as well as the students.

Continuous research is also needed to in this field to establish promising evidence to upgrade the nursing institutions across the pan India which may develop appropriate support models for teachers and students that can make the blended learning approach more acceptable and easy to use.

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CONFLICT OF INTEREST

No conflict of interest involved.

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