



*Investigating the Experiences of Baccalaureate  
Nursing Faculty Regarding the Transition to Remote  
Instruction Due to COVID-19*

Completed as part of PhD requirements at William Carey University



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# Statement of the Problem



- COVID-19 global pandemic reached the US in early 2020 requiring social distancing impacting traditional in-person nursing programs
- Nursing programs quickly transitioned from live classroom to online instruction
- Previous studies do not reflect nursing faculty experiences in relation to the rapid transition to online teaching (Frazer et al., 2017)
- There is a need for additional research into the COVID-19 induced transition to online education as the phenomena is still quite recent. (Tartavulea et al., 2020)
- Understanding faculty experiences during transition in teaching modality has the potential to contribute to future preparations for rapid transitions in teaching modality

# Significance



- The need for future nurses due to the rising demand for nurses and strained resources of current nursing staff highlight the importance of effective remote education during this critical time
- Negative experiences from COVID-19 precautions could contribute to faculty shortage
- Stress related to the increased use of technology, can undermine faculty job satisfaction and result in faculty leaving the profession (Tacy et al., 2016)
- Effects of the switch to online nursing education could lead to an exit of faculty, furthering both nursing staff and nursing faculty shortages (Tacy et al., 2016)
- Inability to meet program outcomes related to changes in instructional modality jeopardizes program accreditation
  - Nursing education accreditation agencies require nursing programs to address program outcomes (Billings & Halstead, 2020)

# Purpose of the Study



The purpose of this study was to investigate the experiences of traditional baccalaureate nursing faculty during the rapid transition from in-person to remote instruction related to COVID-19

## Research Questions

1. What resources were offered to assist with the transition to remote instruction due to COVID-19 precautions?
2. How did the rapid transition to remote instruction due to COVID-19 precautions affect the ability to effectively educate your students?
3. How did the rapid transition to remote instruction due to COVID-19 precautions affect the perceptions of job satisfaction?

# Theoretical Framework



- Bandura (1994) *Self-Efficacy Theory*
  - Defines self-efficacy as an individual's beliefs regarding their ability to perform a specific task at a certain level
  - There are four sources that contribute to one's self-efficacy
    - Perseverant effort
    - Vicarious experiences
    - Social persuasion
    - Physiological and emotional states

# Research Design



- **Qualitative Phenomenological Design**
  - Phenomenology focuses on the human lived experience (Polit & Beck, 2018)

## Setting

- The research study will collect data within the United States (US). Interviews will be conducted via Zoom teleconferencing with times chosen at the convenience of research participants



# Participants and Sampling

- **Population**
  - Bachelor of Science in Nursing teaching faculty who underwent the transition from in-person to remote teaching during the COVID-19 pandemic
- **Inclusion Criteria**
  - Full-time BSN faculty members at an accredited school of nursing
  - Having taught during the Spring 2020 semester and underwent the rapid transition to remote instruction
  - Informed consent
- **Exclusion Criteria**
  - Part-time BSN faculty members
  - Previous experience teaching in the remote instruction environment
  - Full-time BSN faculty members who teach only in a clinical setting

# Interview Script



- How were you able to effectively educate your students while transitioning to the online learning environment? (**Research Questions #1, #2**)
- Describe your feelings related to your role as nurse educator during the transition from in-person traditional education to online education. (**Research Question #3**)
- Describe how your personal and professional networks contributed to your experience in transitioning to the online learning environment. (**Research Question #1**)
- What would you change about your transition from in-person traditional education to online education? Why? (**Research Questions #1, #2, #3**)
- Is there any additional information you would like to provide regarding your experience transitioning from in-person instruction to the online education environment? (**Research Questions #1, #2, #3**)



# Description of Participants



- Recruitment garnered 14 responses from nursing faculty interested in participating in the research study.
  - Data saturation was reached after 11 interviews when the researcher noted no new themes had been introduced in the final 3 interviews.

| Data                         | n  | (%)   |
|------------------------------|----|-------|
| <b>Age</b>                   |    |       |
| 22-29                        | 1  | 9.09  |
| 30-39                        | 5  | 45.45 |
| 40-49                        | 2  | 18.12 |
| 50-59                        | 2  | 18.12 |
| 60-69                        | 1  | 9.09  |
| 70-79                        | 0  | 0     |
| 80-older                     | 0  | 0     |
| <b>Gender</b>                |    |       |
| Female                       | 11 | 100   |
| Male                         | 0  | 0     |
| <b>Highest Degree Earned</b> |    |       |
| MSN                          | 6  | 54.55 |
| PhD                          | 4  | 36.36 |
| DNP                          | 1  | 9.09  |

| Data                       | n | (%)   |
|----------------------------|---|-------|
| <b>Years - Nursing Ed.</b> |   |       |
| <1 year                    | 0 | 0     |
| 1-5 years                  | 7 | 63.64 |
| 6-10 years                 | 4 | 36.36 |
| 11-15 years                | 0 | 0     |
| 16-20 years                | 0 | 0     |
| 21-25 years                | 0 | 0     |
| 25-more years              | 0 | 0     |
| <b>Job Title</b>           |   |       |
| Instructor                 | 7 | 63.64 |
| Assistant Professor        | 4 | 36.36 |
| Associate Professor        | 0 | 0     |
| Professor                  | 0 | 0     |
| Other                      | 0 | 0     |

| Data  | n  | (%)   |
|---|----|-------|
| <b>Region of the US</b>                             |    |       |
| Northeast   | 0  | 0     |
| South   | 10 | 90.91 |
| Midwest   | 1  | 9.09  |
| West  | 0  | 0     |
| <b>Experience in Online Education</b>               |    |       |
| Yes   | 0  | 0     |
| No  | 11 | 100   |
| <b>Time to Transition to Online Education Hours</b> |    |       |
| Days  | 1  | 9.09  |
| Weeks   | 7  | 63.64 |
|   | 3  | 27.27 |

# Results



- Research Question 1: What resources could have assisted with the transition to online learning due to COVID-19 precautions?
- Themes
  - Better familiarity with available technology resources
    - Participants mentioned that many of the technology resources they came to rely on during the transition to online education, were already available prior to the implementation of COVID-19 precautions.
    - However, faculty did not have adequate training or experience related to these technology resources.
  - Better communication
    - Nursing faculty expressed the need for improved communication between nursing faculty and institutional administration
    - Communication needed to be more frequent and focused since there is a lack of interaction when operating in the online learning environment.

# Results



- Research Question 1: What resources could have assisted with the transition to online learning due to COVID-19 precautions?
- Themes
  - More time
    - Nursing faculty felt that more time was needed to effectively transition to the online nursing environment.
    - Ramos-Morcilla et al. (2020) presented time as a theme related to research of faculty moving to the online instructional environment.
  - Contingency planning
    - Of the 11 research participants, 9 participants mentioned the desire for contingency plans related to transitions in teaching modality.
    - With the COVID-19 pandemic still being relatively recent, the body of literature is still being developed. The current body of literature does not explore the theme of contingency planning related to faculty experiences and activities during the transition in teaching modality.

# Results



- Research Question 2: How did the rapid transition to online learning due to COVID-19 precautions affect your ability to effectively educate your students?
- Themes
  - Tech-savvy
    - Nursing faculty discussed their levels of tech-savvy and how tech-savvy played a role in the transition to online education related to COVID-19 precautions.
    - The recurrent theme of tech-savvy presents an opportunity for further research and implications for nursing education and policy.
  - Inexperience teaching online
    - Participants' lack of experience in the online learning, combined with their assignment as instructors in traditional, in-person nursing educator programs, contributed to the difficulty experienced by the research participants during the transition to the online learning environment.
    - These findings contribute to the research by following the recommendations presented in Tartavulea (2020) for more research to investigate the facilitators of the change from traditional, in-person teaching to the online instructional environment.

# Results



- Research Question 2: How did the rapid transition to online learning due to COVID-19 precautions affect your ability to effectively educate your students?
- Themes
  - Concerns related to the state of the pandemic
    - The unknowns of the pandemic, its level of contagiousness, the comorbid conditions that raised risk to certain individuals, ever-changing guidelines, and the changes in both personal and professional areas of the lives of faculty members were all considerations detailed by faculty.
    - The theme, concerns related to the state of the pandemic and its effect on the abilities of nursing faculty to educate their students is not reflected in the current literature.
  - Loss of interaction
    - Participants presented that the transition to the online education environment from the in-person environment resulted in a loss of interaction.
    - Faculty reported that the techniques they used in the in-person learning environment could not be utilized in the online learning environment.

# Results



- Research Question 3: How did the rapid transition to online learning due to COVID-19 precautions affect your perceptions of job satisfaction?
- Themes
  - Stress
    - Concerns for studentsFaculty expressed the stress of dealing with technology, the stress of dealing with the unknown, and the stress of phenomenon of teaching through COVID-19 in general.
    - This theme aligns with findings presented by Tacy et al. (2016) which stated that technostress is the phenomenon that occurs related to the increased used of technology and that it can have an effect on job satisfaction.
  - Difficulty with administration
    - Participants discussed a disconnect between the experiences of institutional administration and teaching faculty.
    - Nursing faculty felt that exceptions were given to students that were not extended to faculty.

# Results



- Research Question 3: How did the rapid transition to online learning due to COVID-19 precautions affect your perceptions of job satisfaction?
- Themes
  - Concerns for students
    - Participants discussed how the transition in learning environment made it difficult for them to be confident in the learning experience they were providing for their students and encouraged them to provide support for students.
    - Findings from Quezada (2020) presented that a rapid transition to the online education environment necessitated an increased focus on student support.
  - Feelings of ineffectiveness
    - Participants presented that the inexperience in online education and uncertainty of student success led to overall feelings of ineffectiveness and questioning of their abilities to do their job.
    - Frazer et al. (2017), presented that perception of teaching effectiveness and student success were interconnected.
  - Resilience

# Results



- Research Question 3: How did the rapid transition to online learning due to COVID-19 precautions affect your perceptions of job satisfaction?
- Theme
  - Resilience
    - Nursing faculty revealed the experience of transitioning from in-person education to the online learning environment due to COVID-19 precautions provided them with a sense of accomplishment.
    - The theme of resilience in the face of transitioning to the online learning environment due to COVID-19 precautions contributes to the body literature.
    - Lack of understanding related to nursing faculty resilience due to COVID-19 precautions could be related to the recent nature of the phenomenon and the recurring instances of COVID-19 variants requiring additional adherence to COVID-19 precautions.



# Implications



- Nursing Education
  - Contingency planning
  - Support resources
  - Development of best practices
  - Better communication
- Nursing Practice
  - Partnering with educational institutions
  - Considerations for new graduate nurse practice
- Nursing Policy
  - Accreditation standards
  - Governing body oversight
  - Involvement of professional organizations
  - Development and sharing of best practices



# Conclusions

- COVID-19 had major impacts on all facets of life
- Nursing faculty reported many issues and difficulties related to transitioning to the online learning environment
- Feelings of ineffectiveness and concerns for students were emphasized
- Though faculty expressed difficulties, resilience emerged as a theme

## Recommendations for Future Research

- Exploration of nursing faculty experiences transitioning to the online learning environment in relation to local enforcement of COVID-19 precautions;
- Exploration of nursing faculty involvement in program contingency planning;
- Development of a quantitative study to further investigate the research topic utilizing a larger sample size.



# Questions?

