



A comparative study to assess the attitude towards online teaching learning method and traditional teaching learning method among under graduate students of Gopal Narayan Singh University Jamuhar Rohtas.

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ABSTRACT

OBJECTIVE OF THE STUDY

1. To assess the attitude of the student towards online teaching learning method.
2. To assess the attitude of the student towards traditional teaching learning method.
3. To find out association between selected demographic variables with attitude of students towards online teaching and traditional teaching method.

HYPOTHESIS

H1- There is a significant association exist between positive attitude towards online teaching and socio demographic variable of the undergraduate student.

METHOD

A quantitative method was approached. The researcher adopted descriptive design and samples were collected using convenient sampling technique. 100 nursing students were selected and they underwent a series of question to assess their attitude towards online and traditional teaching. A self-structured questionnaire was made to interview the students.

RESULTS

- It was observed that most of the students were in the age group of 18-20 years 42(42%), followed by 35(35%) in the age group of under 18 years. It was seen that 20% were in the category of 20-22 and only 3% were found in above 22year.
- The present study comprises of 100, in which 52% were female and 48% were males.
- It has been reported that majority of samples 54 out of 100 were having percentage below 60%, further 20 found to have academic performance between 61-70%. It was observed 14 were having percentage between 71-80% and only 12 found to be above 80%.
- The data deals with the frequency of undergraduate students according type of residence. It was revealed that most of the students 54 were found in the urban type of residence and 46 were from rural type of residence.
- The percentage frequency of the undergraduate students related to present teaching mode. It has been reported that 78 students had online teaching due to COVID situation and 22 had class room teaching upon protocol of COVID presentation.
- The study interpreted that, it was persuaded that most of students favoured traditional teaching method that is out of 100 ,53 found it as a positive, 47 illustrated negative and 10 On describing the online method, 42 students found in positive and 58 were found in negative to online teaching method. Thus, the present study depicts that the undergraduate students more prefer the traditional teaching method than online teaching method.

Keywords: online teaching, traditional teaching, nursing students, face to face interaction.

INTRODUCTION

The implications of online learning versus face-to-face learning have been discussed for several years in higher education. Rapid developments in education technology have provided educators and students new options in a constantly changing, competitive teaching and learning environment. Nowadays, the attainment of education and knowledge goes beyond the boundaries of educational institutions. Learning and education take place in many diversified forms, which make it easy to facilitate the general public in getting education. Among these diversified and facilitated forms, the most adopted and acceptable way of promoting academics in reputed educational setup across the globe is online learning.⁴

Now a days, the attainment of education and knowledge goes beyond the boundaries of educational institutions. Learning and education take place in many diversified forms, which make it easy to facilitate the general public in getting education. Among these diversified and facilitated forms, the most adopted and acceptable way of promoting academics in reputed educational setup across the globe is online learning. To remain globally competitive, universities are incorporating greater use of information and communications technologies (ICT) into their curriculum to provide students with more online learning options via the university's Learning Management System (LMS). Many have adopted a 'blended learning' approach to deliver course content which combines traditional face-to-face teaching augmented with online teaching resources. This has been a popular approach as it provides students greater flexibility and increased accessibility to a diverse range of teaching materials to support their learning. With the increasing pressure to provide more e-learning options to students, it is important to consider student attitudes towards this shift away from the traditional face-to-face to online delivery.⁵

India is currently based only on traditional method of learning i.e., face to face lectures in a classroom. Traditionally The education is imparted in classroom by using chalk blackboard. students enrolled themselves and attend class these classes were headed by teacher's who stood at the front of the class and give instructions. Sudden outbreak of a deadly disease called covid -19 caused by corona virus shook the entire world. Which has an inevitable role in initiating role in initiating online class online learning is learning that takes place partially or entirely over the internet. Online learning program provides flexibility in time and space as well as increased communication and interaction capabilities. Many factors that are contributing to the growth and expansion of online education in schools, college and university. Technology advances have had a direct impact on the growth of online education.¹¹

STATEMENT OF THE PROBLEM

A comparative study to assess the attitude towards online teaching learning method and traditional teaching learning method among under graduate students of Gopal Narayan Singh University Jamuhar Rohtas.

OBJECTIVES

- To assess the attitude of the student towards online teaching learning method.
- To assess the attitude of the student towards traditional teaching learning method.
- To find out association between selected demographic variables with attitude of students towards online teaching learning method and traditional teaching learning method.

MATERIALS AND METHODS

RESEARCH APPROACH

Non experimental

RESEARCH DESIGN

A Non-experimental comparative descriptive design

VARIABLE UNDER STUDY

- **Research Variables:** - The research variables under study are knowledge regarding substance abuse and its consequences.
- **Socio-Demographic Variables:** - The socio demographic variables under the study are age, gender, education, education level of father, education level of mother, occupation of father, occupation of mother, type of family, family monthly income, living with, previous knowledge of substance abuse and its consequences, history of any use of substance abuse in family, are you taking any substance abuse.

SETTING OF THE STUDY

The present study was conducted among under graduate students of Gopal Narayan Singh University, Jamuhar, Rohtas.

SAMPLE

In the present study the sample comprises of 100 undergraduate students of Gopal Narayan Singh University.

SAMPLE TECHNIQUE

In present study the samples were selected through a non-probability convenient sampling technique.

SAMPLING CRITERIA: -

Inclusion Criteria

- The students above the age group of 18 years.
- The students who are willing to participate
- The students who are available at the time of data collection.

Exclusion Criteria

- students belong to school.
- The students who are participating in other research work.

DEVELOPMENT OF THE TOOL

A self-structured questionnaire was developed by the investigator to evaluate the attitude towards online teaching method and traditional teaching learning method among under graduate students. The tools were prepared on the basis of the objective of the study, review of literature that provides adequate content for the tool preparation. Personal experience of the investigator in the medical educational field and expert opinion from various department.

The investigator developed a structured self-administered questionnaire regarding knowledge among adolescents age between 16 to 20 years regarding substance abuse and its consequences.

DESCRIPTION OF THE TOOL

A self-structured questionnaire was developed by the investigator to evaluate the attitude towards online teaching method and traditional teaching learning method among under graduate students. The tools were prepared on the basis of the objective of the study, review of literature that provides adequate content for the tool preparation. Personal experience of the investigator in the medical educational field and expert opinion from various department.

DESCRIPTION OF THE TOOL

Tool: Self Structured questionnaire to assess the attitude towards online teaching learning method and traditional teaching learning method among under graduate students.

The tool consists of two sections:

Section A (Demographic variable)-

In the present study it includes age, gender, present academic qualification, type of residence, at present teaching mode.

Section B: self-structured questionnaire on attitude towards online teaching learning method and traditional teaching learning method.

In this section it consists of 2 sections; one includes Likert scale comprising of question related to traditional teaching learning method and another consists of question related to online teaching learning method. The 5 point rating scale include Strongly disagree-1, Disagree -2, Neutral-3, Agree -4, Strongly Agree-5. The total questions were 12 in each section.

PLAN FOR DATA ANALYSIS

The data analysis was planned on the basis of objectives and hypothesis of the study. The data obtained was analysed by descriptive and inferential statistical test. The plan of data analysis was as follows: -

Data was planned to be analysed on the basis of objectives and hypotheses.

1. Demographic data was planned to analyse in terms of frequency and percentage.
2. Chi-square test was planned to find out the association between the attitude scores and the demographic data.

TABLE 4.1. Distribution of online teaching learning method and traditional teaching learning method with their socio demographic variables by using frequency and percentage.

SERIAL NO.	SOCIO DEMOGRAPHIC PROFILE	ONLINE AND TRADITIONAL TEACHING LEARNING METHOD	
		NO.	%
1.	Age		
	Under 18 years	35	35%
	18-20 year	42	42%
	20-22 year	20	20%
	Above 22 years	3	3%
2.	Gender		
	Male	48	48%
	Female	52	52%
3.	Previous academic qualification		
	Below 60%	54	54%
	61-70%	20	20%
	71-80%	14	14%
	Above 80%	12	12%
4.	Type of residence		
	Rural	46	46%
	Urban	54	54%

5.	At present teaching mode		
	Online	78	78%
	Traditional	22	22%

ATTITUDE TOWARDS ONLINE TEACHING LEARNING METHOD	SCORE	ATTITUDE TOWARDS TRADITIONAL TEACHING LEARNING METHOD	SCORE	ONLINE TEACHING LEARNING METHOD	TRADITIONAL TEACHING LEARNING METHOD	T-VALUE	DF	CHI SQUARE	P VALUE	INFERENCE
POSITIVE	42		53	MEAN 6.32	MEAN 13.49	15.63	1	2.4	0.119	NS
NEGATIVE	58		47	SD 2.87	SD 2.05	26.36	1			

Correlation of mean, SD, and t-test between online teaching learning method and traditional teaching learning method.

DISCUSSION

This chapter deals with the discussion which was based on the findings obtained from the statistical analysis and its relation to the objectives of the study, the theoretical framework and the literature review.

This study is aimed to assess the attitude towards online teaching method and traditional teaching learning method among under graduate students.

The first objective To assess the attitude of the student towards online teaching learning method among the undergraduate students The researcher observed that most of students supported that 34% strongly agreed that, “I think face-to-face method is more learner-centred than E-learning methods”, 27% agreed this phenomenon, 30% neutrally supported the concept. Further, 06% and 4%, disagreed and strongly disagreed respectively. Secondly, when discussed about the phenomenon, “I believe class room studies increases social interactions”, 68% strongly agreed the fact, 20% agreed the same and 2% disagreed it. In the

further investigation, the idea of “I like reading books/magazines on new technology innovations.” was interviewed which shows that 25% strongly agreed, 38% just agreed, 17% neutrally supported it, 12% does not agreed and 08% strongly disagreed .15% strongly agreed to the notion that, “Delivering a lecture through electronic technologies is very difficult.”, whereas 42% agreed it. It was seen that 26% neutrally favoured, 10% disagreed and 7% strongly disagreed. It was reported that ,45% strongly agreed the conviction that “I believe there is an active participation in discussion in tutorial and lectures.” Later, it was revealed that 17% were agreed to phenomenon, 18% were impartial, 12% disagreed and 8% strongly disagreed. It was analysed regarding the postulates, I felt that traditional teaching lacks use of technology and computer skills, that 14% strongly agreed it, moreover 35% agreed it, 19% were unbiased, 4% disagreed and 28% strongly disagreed. It was interpreted regarding abstraction that , I feel uncomfortable reading a text book on a computer screen than a physical text book, resulted that 26%strongly agreed , 20% agreed , 14% showed neutrally , 21% showed disagreement and 19% strongly disagreement .Relatively , when analysed regarding ,” I feel difficulty and depressed in writing long essays and assignments “ , it was stated that 31% strongly agreed , 17% agreed, 21% neutrally supported , 12% disagreed and 19% strongly disagreed .Consequently ,the researcher opined regarding “I feel sleepy while sitting for prolonged time in lecture class.” It was reported that 48% strongly agreed it, 14% agreed, 16% neutrally, 16% disagreed and 06% strongly disagreed. Furthermore, the researcher instigated that, 10% strongly agreed that “I could not understand the language taught by the lectures.” Followed by 08% agreed , 21% neutrally , 31% disagreed and 30% strongly disagreed .It was explored that , 10% strongly agreed felt that , I believe it is difficult to revise electronic educational materials than printed material, followed by 08% agreed phenomenon , 21% neutrally responded it , 31% disagreed and 30% strongly disagreed .Lastly , notion regarding the fact that , “I felt that the advantages of traditional learning outweighs the advantages of online learning for teachers. “Here in this 27% strongly agreed the fact , 14% agreed phenomenon , 17% neutrally favoured , 24% disagreed and 18% strongly disagree.

The supporting study include **Karyala P, Kamat S (2020)**, wrote an article on the topic, Online education in India. in this present study the educators, bring the voices of teachers, students and parents from across the country to the fore, as they highlight the good faces of online education in India, and the need for inclusive education policies. They further added that online education allows for learning something beyond the norm. A learner has access to unlimited topics and global experts in niche subjects – something otherwise not affordable or imaginable for many. Online programs allow people of a wide age group to learn at their own pace, without inhibitions, and without compromising on their other responsibilities. They concluded that the online option is a need in this pandemic situation. It has brought education to us without us going anywhere, and it is more flexible.⁴⁰

The **second objective was to** To assess the attitude of the student towards traditional teaching learning method among the under graduate students. The researcher observed that most of students supported that 34% strongly agreed that, “I think face-to-face method is more learner-centred than E-learning methods”, 27% agreed this phenomenon, 30% neutrally supported the concept. Further, 06% and 4%, disagreed and strongly disagreed respectively. Secondly, when discussed about the phenomenon, “I believe class room studies increases social interactions”, 68% strongly agreed the fact, 20% agreed the same and 2% disagreed it. In the further investigation, the idea of “I like reading books/magazines on new technology innovations.” was interviewed which shows that 25% strongly agreed, 38% just agreed, 17% neutrally supported it, 12% does not agreed and 08% strongly disagreed .15% strongly agreed to the notion that, “Delivering a lecture through electronic technologies is very difficult.”, whereas 42% agreed it. It was seen that 26% neutrally favoured, 10% disagreed and 7% strongly disagreed. It was reported that ,45% strongly agreed the conviction that “I believe there is an active participation in discussion in tutorial and lectures.” Later , it was revealed that 17% were agreed to phenomenon , 18% were impartial , 12% disagreed and 8% strongly disagreed .It was analysed regarding the postulates , I felt that traditional teaching lacks use of technology and computer skills , that 14% strongly agreed it , moreover 35% agreed it , 19% were unbiased , 4% disagreed and 28% strongly disagreed. It was interpreted regarding abstraction that , I feel uncomfortable reading a text book on a computer screen than a physical text book, resulted that 26% strongly agreed , 20% agreed , 14% showed neutrally , 21% showed disagreement and 19% strongly disagreement .Relatively , when analysed regarding ,” I feel difficulty and depressed in writing long essays and assignments “ , it was stated that 31% strongly agreed , 17% agreed, 21% neutrally supported , 12% disagreed and 19% strongly disagreed .Consequently ,the researcher opined regarding “I feel sleepy while sitting for prolonged time in lecture class.” It was reported that 48% strongly agreed it, 14% agreed, 16% neutrally, 16% disagreed and 06% strongly disagreed. Furthermore, the researcher instigated that, 10% strongly agreed that “I could not understand the language taught by the lectures.” Followed by 08% agreed, 21% neutrally, 31% disagreed and 30% strongly disagreed. It was explored that, 10% strongly agreed felt that, I believe it is difficult to revise electronic educational materials than printed material, followed by 08% agreed phenomenon, 21% neutrally responded it, 31% disagreed and 30% strongly disagreed. Lastly, notion regarding the fact that, “I felt that the advantages of traditional learning outweigh the advantages of online learning for teachers. “Here in this 27% strongly agreed the fact, 14% agreed phenomenon, 17% neutrally favoured, 24% disagreed and 18% strongly disagree.

The supporting study include **Kaousar T, Coudry N, Gujjar A (2008)**, examined a study on the topic, A study of effectiveness of computer assisted instruction over classroom lecture at ICS level. The study was delimited to three colleges of Faisalabad city, The research was

true experimental in nature. Pre-test –Post-test equivalent groups design. Findings of this research indicate that the total gain in cognitive domain by CAI was significantly superior to the total gain in cognitive domain by CRL teaching method. This study concluded that the skills of knowledge, analysis and synthesis assured significant increase. According to the result of this study it was suggested that CAI as an effective teaching method should be applied to improve teaching quality and by using CAI it will be possible to eliminate lingual, regional and ethical biases between teacher and student.⁵⁴

The third objective was to compare the attitude score regarding online teaching method and traditional teaching learning method among under graduate students. The study interpreted that, it was persuaded that most of students favoured traditional teaching method that is out of 100 ,38 found it as a good teaching method, 52 illustrated it as average method and 10 stated it as poor method. On describing the online method, 72 students categorized it in average category and 23 were found in good teaching method. Thus, the present study depicts that the undergraduate students more prefer the traditional teaching method than online teaching method. Hence, the analysis stated that the students have fair positive relationship with traditional teaching and negative attitude towards online teaching due to some factors.

The supporting study **Das Abhik (2020), conducted** a study on the topic, Why Traditional Learning Methods Better than Online Learning Methods. In this study, they will try to point out those factors that tip the balance towards traditional learning or classroom teaching. Some of the features include discipline, a place full of like –minded people, guidance of professional. The teachers then can alter their teaching style to cater to the weaker students if that is what helps them. The teachers through interesting and interactive activities keep the students simulated resulting in high retention of the things taught. They added that engaging students in live discussions, the teachers teach the students to use their critical thinking skills to formulate arguments and opinions.

The fourth objective was to explore the association between the attitude score regarding traditional teaching among the undergraduate students with selected demographic variable. The socio demographic variable such as age, gender, present academic qualification, type of residence and present teaching mode found to be insignificant.⁵³

The supporting study **Brannan D, White A, Long J et al (2016),** addressed a study on the topic, Impact on Knowledge and Confidence in Nursing Students in Simulation and Classroom. The present study is a mixed which explore new methods of teaching that considers how students learn. Index of learning styles instrument was conducted to examine nursing student learning styles and their impact on confidence and knowledge in traditional and high-fidelity simulation settings. Findings revealed students were more likely to have active, visual, sensing, and sequential learning styles. Student confidence or knowledge did

not significantly differ among the learning styles in either simulation or traditional classroom methods. Awareness of learning styles may aid faculty in adapting engaging teaching strategies. Further research is needed with larger samples to identify best approaches to enhances student learning within the context of learning styles.³⁴

MAJOR FONDINGS OF THE STUDY

- It was observed that most of the students were in the age group of under 18 years 42(42%), followed by 35(35%) in the age group of 18-20years. It was seen that 20% were in the category of 20-22 years and only 3% were found in above 22year.
- The present study comprises of 100, in which 52% were female and 48% were males.
- It has been reported that majority of samples 54out of 100 were having percentage below 60%, further 20 found to have academic performance between 61-70%. It was observed 14 were having percentage between 71-u
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- The percentage frequency of the undergraduate students related to present teaching mode. It has been reported that 78 students had online teaching due to COVID situation and 22 had class room teaching upon protocol of COVID presentation.
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So, from the above discussion hence, the hypothesis, **H1** that, H1- “There is a non-significant association exist between positive attitude towards online teaching and socio demographic variable of the undergraduate student.” is **being rejected**.