A STUDY TO ASSESS IMPACT OF LECTURE METHOD OFFLINE MODE VERSUS ONLINE MODE ON LEARNING ABILITIES DURING COVID-19 AMONG NURSING STUDENTS IN SELECTED COLLEGES

[1]Dr. Mrs. Nisha Naik, [2]Dr. Mrs. Rupali Salvi, [3]Mrs. Ceena Bejoy, [4]Mrs. Jithya P M, [5]Ms. Sonali Vaidhya, [6]Group B - B.Sc Nursing

[1]Associate Professor, [2]Principal & Professor, [3]Clinical Instructor, [4]Assistant Professor, [5]Clinical Instructor, [6]III Year B.Sc Nursing students

[1] Psychiatry Nursing, [2]Community Health Nursing, [3]Medical Surgical Nursing, [4]Obstetrics and Gynaecology Nursing, [5]Medical Surgical Nursing

[1] Dr. D Y Patil Vidyapeeth, Pune, Dr. D Y Patil College of Nursing, Pune, India

Abstract : In this crucial time, the most affected is the education sector which suffered drastically from primary to higher streams in colleges and universities. To analyse the effects of sudden embracement of online mode, a comparative study was conducted using self-structured questionnaire to assess impact of lecture method offline mode versus online mode on learning abilities during Covid 19 among nursing students in selected colleges. A total of 100 nursing students have participated and it was observed that 90% of students responded with positive approach, 8% reacted with a good review and only 1 out of 50 students expressed an average response. For the online mode, it was observed 10% of nursing students reacted in average manner and 7 out of 50 students review was on the good scale. Additionally, 76% of the total, had a very good opinion about the lecture methods via online mode. When a comparison of multiple frequencies was done with respect to different criteria of assessment, the score of offline mode is 90% compared to online mode 76%. So offline mode is better than online mode. The importance of online education was clearly emphasized along with the pros and cons of both mode of education. The results revealed the loopholes in online education system and some positive aspects of offline teaching. Taking the best of these two core systems and combining them is what needs to be done as relying on offline mode can be effective method.

Keywords : Online, Offline, Education, Electronic gadgets, Digital, Population.

I.   INTRODUCTION

In the year 2020, a deadly pandemic known as the COVID-19 or Novel Corona virus hit the world and entirely affected the normalcy of life. Even the education sector was drastically affected because of the virus. The Covid-19 pandemic taught the entire society on how necessity is the mother of invention by allowing educational institutions to adopt online learning and introduce a virtual learning culture[1]. The pandemic has significantly disrupted the higher education sector. While countries are at different points in their COVID-19 infection rates, worldwide there are currently more than 1.2 billion children in 186 countries affected by school closures due to the pandemic. With this sudden shift away from the classroom in many parts of the globe, some are wondering whether the adoption of online learning will continue to persist post-pandemic, and how such a shift would impact the worldwide education market[2].

According to a survey report of the Ministry of Human Resource Development (MHRD), Government of India, conducted on higher education it was observed that there are 993 universities, 39931 Colleges and 10725 standalone institutions listed on their portal, which contribute to education (DNS Kumar, 2020)[3]. Even though the country has been adapting to the new-age learning, but there still lies an obstacle in achieving entire success as only 45 crore people of our total population of the country have access to the internet/e-learning. The people residing in rural areas are still very much deprived of the technologies and therefore hampering the cause of online education[4].

Objectives

- To assess impact of lecture method offline mode on learning abilities during Covid - 19.
- To assess impact of lecture method online mode on learning abilities during Covid - 19.
- Compare impact of lecture method offline mode and online mode on learning abilities during Covid - 19.

II.   RESEARCH METHODOLOGY

A descriptive survey was conducted among the nursing students studying in different colleges. The study protocol was approved by the Institutional Scientific Committee and the Ethics Committee (DYPV/CON/253/2021). The sampling frame consisted of nursing students who are studying in second year B.Sc Nursing and Fourth year B.Sc nursing of Dr D Y Patil Nursing College, Pune. A Comparative survey design was followed. All those nursing students should have at least one month of online classes.

The data was collected using a self-designed, close-ended, validated and pilot-tested, self- administered, questionnaire. The first section of the questionnaire had questions related to age, gender, year, location, gadgets and network connections. The assessment tool consisted of Self structured interview knowledge questionnaire (16 items): Five point rating scale to assess the impact of lecture method based on the content, A.V.Aids, Dispensing lecture, Interaction between teacher and student There were four questions each for every individual domain, and the responses were based on a 5-point rating scale. Each response was given a score (Strongly Disagree=0, Disagree = 1, Neutral = 2, Agree = 3 and strongly agree = 4. The total score was calculated as Very good = 43-64, Good = 23-42, Average = 0-22.

The data was collected and it was a comparative survey, and the participation was voluntary. A Self structured interview knowledge questionnaire was prepared for data collection, and was distributed to the nursing students in their respected classrooms. Those willing to participate were asked to sign the consent form. Informed consent form was collected and the Self structured interview knowledge questionnaire were distributed. The collected data was analyzed using IBM SPSS (Statistical Package for Social Sciences) version 21.0 for Windows. The findings were expressed in terms of percentages, mean and standard deviation. ANOVA was used to check the mean difference between the domains .P-value less than 0.05 was considered as significant.

III. RESULTS

Out of the 100 nursing students invited to participate in the survey, all 100 nursing students had completed the survey questionnaire. Table 1 depicts the demographic variables 16% of the students were aged between 19 to 20 years in the offline mode and On the contrary 88% of the students were aged in the same category for offline mode of study. Moreover, 74% of the students were of online category and 10% of the students were of offline category for the age group of 21 through 22 years. Moreover, the age group of 23 to 24 year olds consisted of 10% of students present in online mode and 2% of students in offline mode whereas 25 and above there were and students present. The second demographic variable which was the gender consisted of 32% males and 36% males respectively in online and offline modes. And on the other hand 68% females were in online mode and 64% females were in the offline mode. As far as the year of study was concerned second year BSc nursing students were 100% in offline mode on the contrary thought your B SC nursing students were 100% in the online mode. Moving on when the location of the students was discussed 44% of online appearing students were hostel lights and 62% were offline attending students who were hospitalized. However, 56% online and 38% offline were the ratios of students living in local areas. No, 100% of students use mobile phone in both online and offline methods. Lastly all students in online and offline mode used mobile for the network connectivity.

Table 1: Description of sample based on their personal characteristic in terms of frequency and percentages.

N= 100

SR NO	DEMOGRAPHIC VARIABLE	FREQUENCY (f)		PERCENTAGE (%)	
		Online	Offline	Online	Offline
1	Age 19-20 years 21-22 years 23-24 years 25 & above	08 37 05 00	44 05 01 00	16 74 10 00	88 10 02 00
2	Gender Male Female	16 34	18 32	32 68	36 64
3	Year of study 2nd year B.Sc Nursing 4th year B.Sc Nursing	00 50	50 00	00 100	100 00
4	Location Hostel Localite	22 28	31 19	44 56	62 38
5	Gadget used Mobile Laptop Tabs Personal computer	50 00 00 00	50 00 00 00	100 00 00 00	100 00 00 00
6	Network Connection Mobile Wi Fi	50 00	50 00	100 00	100 00

details the knowledge regarding impact of lecture method offline mode on learning abilities during Covid 19 were assessed and observed that 90% of the students who responded to the questionnaire had a positive approach to words the different criteria mentioned. Up to 8% reacted with a good review and only 1 in a total of 50 students expressed an average response to it.

Table 2: Knowledge regarding impact of lecture method offline mode on learning abilities during Covid-19

N=50

Remark	Interval (Score out of 64)	Frequency	%
Very Good	42-64	45	90%
Good	22-42	4	8%
Average	0-22	1	2%

Table 3 details the knowledge regarding impact of lecture method online mode on learning abilities during Covid 19 were assessed and observed 10% of nursing students reacted in average manner and 7 out of 50 students review was on the good scale. Additionally, 76% of the total headcount, had a very good opinion about the lecture methods via online mode

Table 3: Knowledge regarding impact of lecture method online mode on learning abilities during Covid-19

N= 50

Remark	Interval (Score out of 64)	Frequency	%
Very Good	42-64	38	76%
Good	22-42	7	14%
Average	0-22	5	10%

Table 4 when a comparison of multiple frequencies was done with respect to different criteria of assessment the table showed a variety of opinion amongst the students. Moreover, the comparison of online versus offline mode of teaching showed similar traits as of the individual assessments recorded. Still score of offline mode is 90% compared to online mode 76%. So offline mode is better than online mode.

Table 4: Knowledge regarding impact of lecture method online and offline mode on learningabilities during Covid-19

N= 50,50

Remark	Interval (Score outof 64)	Frequency(Online)	% (Online)	Frequency(Offline)	% (Offline)
Very Good	42-64	38	76%	45	90%
Good	22-42	7	14%	4	8%
Average	0-22	5	10%	1	2%

IV. DISCUSSION

The pandemic- induced lockdown forced colleges and schools to shut down their campuses and amid this a new reality; online teaching has emerged as a potent tool to support students' learning remotely. To continue the wheels of learning, institutions, worldwide, are switching to online mode of teaching and learning. The practical usage of video conferencing platforms such as WebEx, ZOOM, Google Meet, Say Namaste, as well as learning management systems like Moodle, Blackboard etc. have been encouraged to support students' learning in all possible manner during lockdown. However, this abrupt and unexpected shift to online mode of teaching, while internet is available to only 23.8% of India's population (NSO, 2019), and in context where large numbers of learners come from disadvantaged areas or homes, internet accessibility and unaffordable technology is more likely to make learning beyond the reach of many desirous students[5].

Online Teaching incorporates the use of internet to deliver study material to students in the form of video tutorials, presentations and texts. The primary objective is to dispense knowledge to students and enable them to learn at their own pace and convenience. While online classes can be taken through video conferencing, assignments can be submitted by students by using Google platforms[6]. Most of these platforms are free to operate, making it easy for both students and teachers. There are many benefits of online learning like the ease of studying at home, flexibility, no partiality and time constraints[7].

In offline learning being face to face allows more participation and activity based on traditional forms of education. Traditional education requires students to develop a sense of discipline and responsibility[8]. Learners can gain an understanding of the subject content and make connections between them in real time. If a student doesn't understand what is being taught, they can immediately gain clarity by asking their teacher[9].
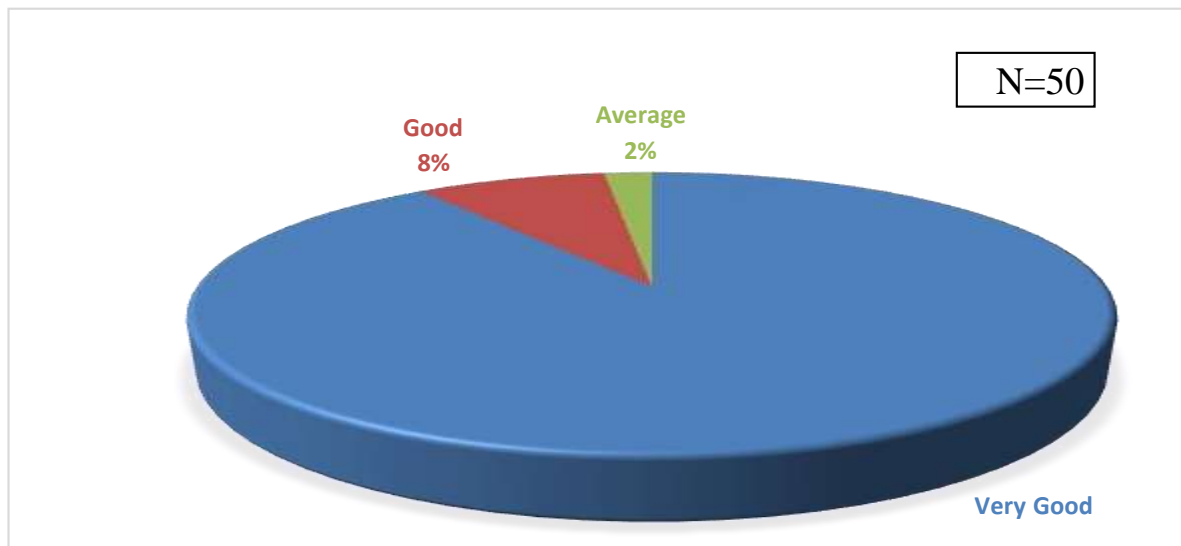
Figures

Fig1: Knowledge regarding impact of lecture method offline mode on learning abilities during Covid 19
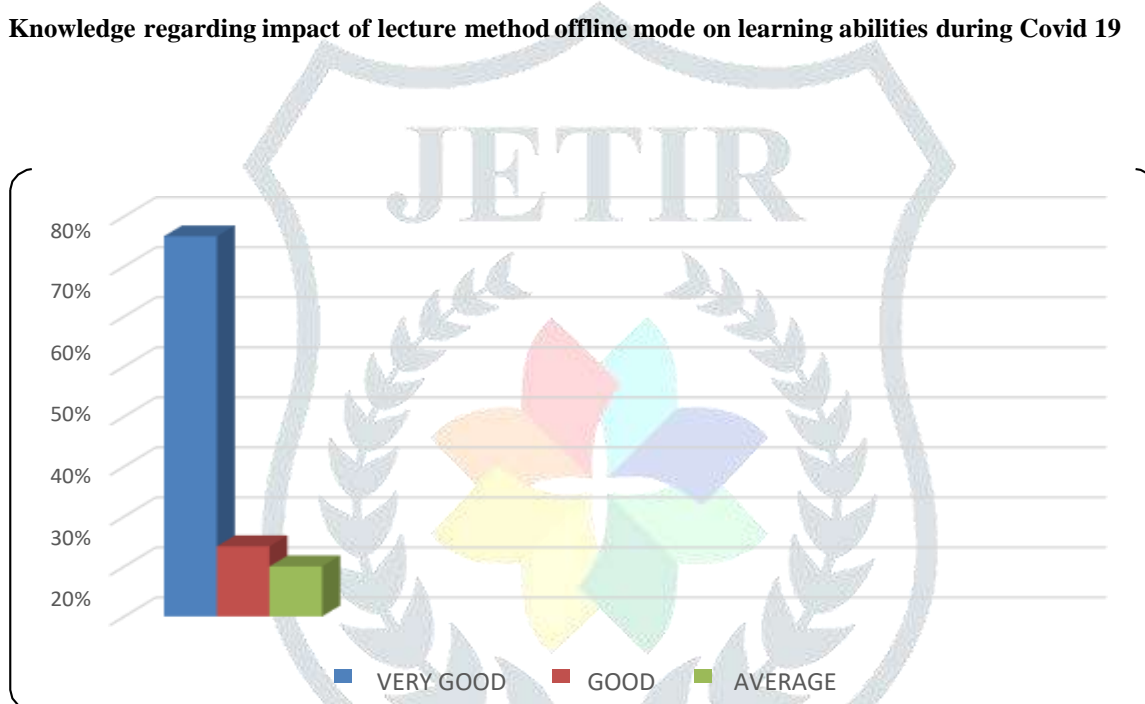

Fig 2: Knowledge regarding impact of lecture method online mode on learning abilities during Covid-19
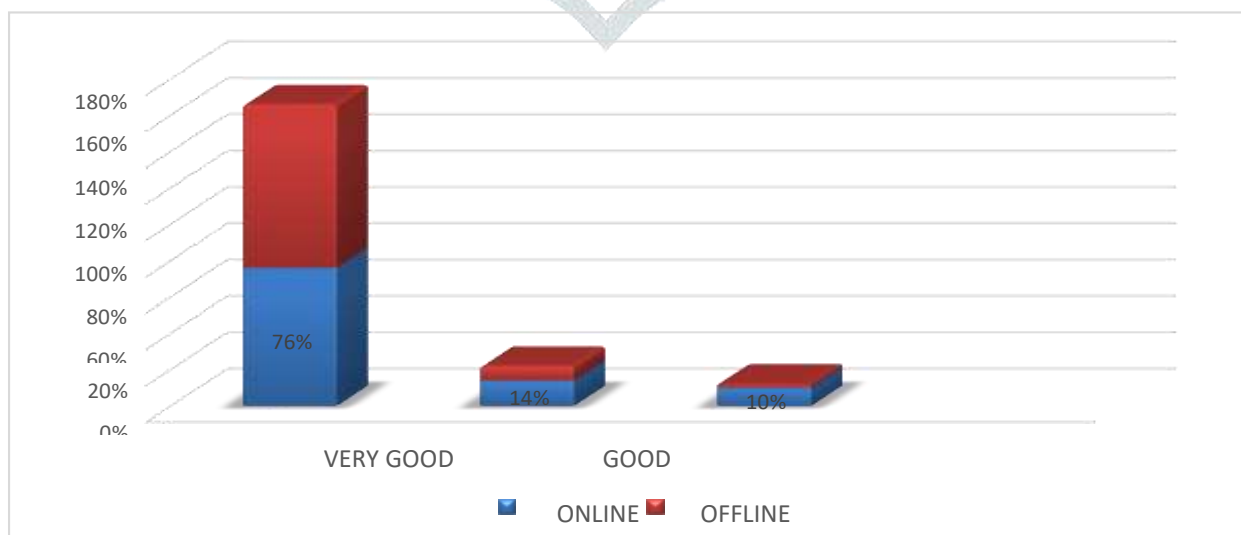

Fig 3: This comparative bar diagram depicts the variance of response of students about impact of lecture method online and offline mode on learning abilities during Covid-19

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