



# A STUDY TO ASSESS THE PERCEPTION OF CONVENTIONAL TEACHING VERSUS ONLINE CLASS TEACHING AMONG NURSING STUDENTS IN SELECTED COLLEGES OF LUCKNOW

Jijy P Jacob<sup>1</sup> Bhupendra Verma<sup>2</sup> Ekta Pandey<sup>2</sup> Farida Rehman<sup>2</sup> Manju Pal<sup>2</sup> Niharika<sup>2</sup> Pinki Soni<sup>2</sup> Pooja Chauhan<sup>2</sup> Priyanka<sup>2</sup>

<sup>1</sup>Assistant Professor, St. Mary's College of Nursing, Lucknow

<sup>2</sup>Bsc Nursing Interns, St. Mary's College of Nursing, Lucknow

<https://doi.org/10.53926/YNJR/0009>

<https://ynjr.in/>

## Abstract

**Background of the Study:** In the last decade online teaching and learning have become a major part of formal and informal education. Despite the current expansion of online teaching and learning settings, the most common use of online teaching and learning still appears to be the same: putting a specific content of face-to-face teaching on the web using a learning management system.[4] Compared with traditional class room lectures, faculty has less control over online teaching, and students are more likely to skip the class. Therefore, the progress of online teaching and its learning effectiveness largely depend on students' high level active learning outside of classroom. The students have difficulties due to the lack of a good learning attitude. Students often have problems such as lack of self - discipline, suitable learning materials or good learning environments when they are self-isolated at home. [4] As per the above affirm mentioned reasons, the researchers felt that it is important to analyze the effectiveness of the perception towards conventional class teaching and online class teaching. Aim of this study is to find out comparison between perception of conventional class teaching versus online class teaching. **Materials & Methods:** A descriptive survey research method was used. 100 students who fulfilled the inclusion criteria like BSc Nursing first year to third year students who attended the online class and class room teaching regularly for a minimum period of 3 months or more were selected by using convenience sampling technique. Semi structured questionnaire was used for the collection of data from the samples through an online survey. Inferential and descriptive statistics were used to analyze the data. **Results:** The mean value (77.73) and standard deviation (14.26) of online class teaching is higher than mean value (77.13) and standard deviation (13.01) of conventional class teaching. The t- test value is (1.88) shows highly significant at (0.05) level of confidence. So online class teaching is more effective than the conventional class teaching. **Conclusion:** From the present study it can be concluded that the flexible study hours and the environment as well as the decreased study pressure may be reasons for the online classes to be more effective than conventional class teaching.

**Keywords: Conventional Teaching, Nursing Students, Online Teaching, Perception**

## Introduction

In our Indian history traditional educational system varies greatly with geography and by historical period. In ancient times, India has the traditional educational system of which anyone who wished to study went to teacher's house and requested to be taught. In recent times, several major announcements were made from developing the poor state of affairs, education sectors in India. The

primary objectives of teaching are the flow of information between the teacher and student.[1] Due to the widespread of Corona virus disease (COVID-19) across the world, as of March 13, 61 countries in Africa, Asia, Europe, the Middle East, North America, and South America have announced or implemented school and university closures and most of universities have enforced localized closures. For the non - stop teaching

and learning, most universities have started online education. In a short time period, millions of faculty members started to teach in front of a computer screen, and their students have to stay at home and take the courses through the internet.[2] Online education is not a new phenomenon. The first correspondence and distance learning educational programs were initiated in the mid-1800s by the University of London. This model of educational learning was dependent on the postal service. It was in 1873 when what is considered the first official correspondence educational program was established in Boston, Massachusetts known as the Society to Encourage Home Studies. Since then, non-traditional study has grown into a more viable online instructional modality. Technological advancement helped to improve the speed and accessibility of distance learning courses; now students worldwide could attend classes from the comfort of their own homes.[3]

In the last decade online teaching and learning have become a major part of formal and informal education. Despite the current expansion of online teaching and learning settings, the most common use of online teaching and learning still appears to be the same: putting a specific content of face-to-face teaching on the web using a learning management system.[4] A cross sectional study was conducted to determine the perception of student towards e-learning among Liaquat college of medicine and dentistry in Karachi, Pakistan. The sample size was 377 and purposive sampling technique was used. The data collection was done with a self-administered questionnaire. The result shows that total 7382 responses were received. Overall, 77% of the students had negative perception toward E-learning. 76% of the students use mobile device for E-learning. The researcher concluded that the students did not prefer e-learning over face-to-face learning during this situation.[5]

Literatures show many challenging factors. In traditional class teaching, body language, facial expressions, and teachers' voice are all important teaching tools. However, once a course is switched to online teaching only 'voice' could be fully functioned. Therefore, in online teaching, faculty should appropriately slow down their speech to allow students to capture key knowledge points.

Compared with traditional class room lectures, faculty has less control over online teaching, and students are more likely to skip the class. Therefore, the progress of online teaching and its learning effectiveness largely depend on students high level active learning outside of classroom. The students have difficulties due to the lack of a good learning attitude. Students often have problems such as lack of self-discipline, suitable learning materials or good learning environments when they are self-isolated at home. [4] As per the above mentioned reasons, the researchers felt that it is important to analyze the effectiveness of the perception towards conventional class teaching and online class teaching. Aim of this study is to find out comparison between perception of conventional class teaching versus online class teaching.

### Methodology

A descriptive survey research method was used. 100 students who fulfilled the inclusion criteria like Bsc Nursing first year to third year students who attended the online class and class room teaching regularly for a minimum period of 3 months or more were selected by using convenience sampling technique. Semi structured questionnaire was used for the collection of data from the samples through an online survey. Questionnaire consists of three parts. Section - A consists of demographic variables of participants. Section B consists of 20 semi structured questionnaire on perception of conventional class teaching. Each question carries maximum score of 5 and minimum score of 1 with the total score of 100. Scoring Interpretation; Score 1 to 50 – Negative perception, Score 51 to 100 – Positive perception. Section -C consists of 20 semi structured questionnaire on perception of online class teaching. Each question carries maximum score of 5 and minimum score of 1 with the total score of 100. Scoring Interpretation; Score 1 to 50 – Negative perception, Score 51 to 100 – Positive perception. Inferential and descriptive statistics were used to analyze the data.

### Results

Majority of samples are under the age group of 18-20 years (69%), and the most of the sample are females (89%). In regard to education, the majority of the samples belonging to B.Sc. Nursing 1st year (36%), the majority are having Rs. 20000-30000 (40%) as their monthly income of the family. The data presented in Table 1 Shows that the 50 % of the samples reported positive

perception and the other 50% reported negative perception towards conventional class teaching method. The data presented in Table 2 shows that majority of samples 60 % have positive perception of online class teaching and the remaining 40 % have negative perception towards online class teaching.

**Table – 1 Level of Perception of Conventional Class Teaching among Nursing Students**

(n=100)

Perception of Conventional Class Teaching	Frequency (f)	Percentage %	Mean	Standard Deviation (S.D)
Positive Perception	50	50%	74.13	13.01
Negative Perception	50	50%		

**Table – 2 Level of Perception of Online Class Teaching Among Nursing Students**

(n=100)

Perception of Online Class Teaching	Frequency (f)	Percentage %	Mean	Standard Deviation (S.D)
Positive Perception	60	60%	77.73	14.26
Negative Perception	40	40%		

## Discussion

Traditional education occurs in a classroom with a teacher who plans and presents a particular topic lesson. Online learning takes place over the internet and is a form of distance learning. There are several critical differences between online and traditional classes. These are vital factors students consider when they choose one or the other. The purpose of the study was to assess the perception of conventional class teaching versus online class teaching among nursing student in selected

colleges. This was a descriptive survey method study conducted in St. Mary's College of Nursing, Lucknow among nursing students. 100 samples were selected by convenient sampling technique. Structured questionnaire was used to collect the data. Results were analyzed by using inferential and descriptive statistics.

## Level of Perception of Conventional Class Teaching among Nursing Students

Out of 100 participants 50 % of the participants reported positive perception and the other 50% reported negative perception towards conventional class teaching method.

### Level of Perception of Online Class Teaching among Nursing Students

Out of 100 participants 60 % of the samples reported positive perception and the other 40% reported negative perception towards online class teaching method.

This is similar to findings of a cross sectional study conducted to assess the nursing students' attitude on the

practice of e-learning in Nepal. Results of this study revealed that though e-learning was implemented as a substitute during the pandemic, almost half of the nursing students showed a positive attitude regarding e-learning. The majority of the students had internet problems and technological issues. If e-learning can be made user-friendly with reduced technical barriers supplemented with programs that can enhance practical learning abilities, e-learning can be the vital alternative teaching method and learning in the nursing field. [6]

**Table -3 Comparison of the Perception of Conventional Class Teaching Versus Online Class Teaching**

Perception	Mean	Standard Deviation	t – test Value
Conventional Class Teaching	74.13	13.01	t = 1.88 df = 99
Online Class Teaching	77.73	14.26	p<0.05 1.660

(n=100)

The data presented in table 3 shows that the mean value (77.73) and standard deviation (14.26) of online class teaching is higher than mean value (77.13) and standard deviation (13.01) of conventional class teaching. The t-test value is (1.88) shows highly significant at (0.05) level of confidence. So online class teaching is more effective than the conventional class teaching. Findings of this study is similar with other study which was conducted to assess the perceptions of graduate students relative to online courses in their program of study. The sample size of the study was 41 graduate students completed a survey about their perceptions of online courses. Results indicate that traditional students may harbor misgivings about the social aspects involved in online courses, that online students have had positive experiences. Though the online courses are not always up to their expectations, the researcher concluded that the traditional learners and online learners perceive online learning as convenient though not necessarily conducive to their learning. As

online learning continues to grow, institutions of higher education need to monitor the impact of online courses on their programs.[7] A post – test only design study was conducted to compare the two methods of education (virtual versus traditional) on learning of Iranian dental students revealed that despite the difficulties encountered in designing the virtual learning environment, the virtual learning was more effective than lecture-based training.[8]

### Conclusion

Teaching is the stimulation, guidance, direction and encouragement of learning. Physical and psychological environment contributes much for an effective and learning. From the present study it can be concluded that the flexible study hours and the environment as well as the decreased study pressure may be reasons for the online classes to be more effective than conventional class teaching.

## References

1. Balasubramaniam, M.A.Baig; The system of education in India,2006 Available from: [\[View Site\]](#)
2. Bao W. COVID -19 and online teaching in higher education: A case study of Peking University. Human Behavior and Emerging Technologies [Internet]. Wiley; 2020 Apr;2(2):113–5. Available from: [\[Crossref\]](#)
3. Paul J, Jefferson F. A Comparative Analysis of Student Performance in an Online vs. Face-to-Face Environmental Science Course From 2009 to 2016. Frontiers in Computer Science [Internet]. Frontiers Media SA; 2019 Nov 12;1. Available from: [\[Crossref\]](#)
4. Sendag S, Duran M. Comparing preservice teacher's perceptions of online problem- based learning and online instructor-led learning. Procedia - Social and Behavioral Sciences [Internet]. Elsevier BV; 2012;31:212–7. Available from: [\[Crossref\]](#)
5. Abbasi S, Ayoob T, Malik A, Memon SI. Perceptions of students regarding E-learning during Covid-19 at a private medical college. Pakistan Journal of Medical Sciences [Internet]. Pakistan Journal of Medical Sciences; 2020 May 9;36(COVID19-S4). Available from: [\[Crossref\]](#)
6. Thapa P, Bhandari SL, Pathak S. Nursing students' attitude on the practice of e-learning: A cross-sectional survey amid COVID-19 in Nepal. Wilkinson J, editor. PLOS ONE [Internet]. Public Library of Science (PLoS); 2021 Jun 24;16(6):e0253651. Available from: [\[Crossref\]](#)
7. L. Smart K, J. Cappel J. Students' Perceptions of Online Learning: A Comparative Study. Journal of Information Technology Education: Research [Internet]. Informing Science Institute; 2006;5:201–19. Available from: [\[Crossref\]](#)
8. Moazami, F., Bahrapour, E., Azar, M.R. *et al.* Comparing two methods of education (virtual versus traditional) on learning of Iranian dental students: a post-test only design study. *BMC Med Educ* **14**, 45 (2014). [\[Crossref\]](#)

*This work is licensed under [Attribution-NonCommercial-NoDerivatives 4.0 International](#)* 