

A Comparative Study to Assess the Perception and Gratification Towards Traditional and Virtual Learning Experiences among the Nursing Students During Covid 19 Pandemic, In a Selected Nursing College, Bangalore

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Abstract

Introduction: The COVID-19 has led to a drastic shift in holistic educational system into online mode, but its usefulness in teaching medical and nursing course is questionable. Assessing nursing students' perceptions and level of gratifications with web-based learning system has been a critical issue.

Methodology: A quantitative study approach and descriptive study design was adopted to assess the perceptions and level of gratifications towards traditional and virtual learning experiences among the nursing students during a Covid-19 Pandemic. The sample consists of 140 nursing students who are having exposure to both traditional as well as virtual learning experiences, which were drawn using the probability sampling technique (simple random- lottery method). The data were collected through the administration of structured questionnaire, which consists 15 demographic questions, 28 Perception statements (towards traditional learning 14 & virtual learning 14), 16 Gratification statements (towards traditional learning 8 & virtual learning 8). Data were analyzed by using Descriptive & Inferential statistics.

Results: The study results revealed that with respect to virtual learning 42(30%) had positive perceptions and 98(70%) had negative perceptions, and with regard to traditional learning 139(99.29%) had negative perceptions and only one (0.71%) had positive perceptions. In addition, with regard to virtual learning 125(89.29%) were moderately satisfied, 12(8.57%) were highly satisfied and 3(2.14%) had a low level of satisfactions, and with respect to traditional learning experiences, 115(82.14%) were moderately satisfied, 23(16.43%) were highly satisfied, and 2(1.43%) had a low level of satisfaction.

Conclusion: Based on the findings of the study, it was concluded that while the empirical status of online learning studies is somewhat disappointing, online learning experiences have revolutionised learning and teaching. Virtual learning also has advantages and can enhance the nursing education learning experience, but it needs to be delivered correctly.

Keywords: Perception, Gratification, Traditional Learning Experiences, Virtual Learning Experiences.

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Introduction

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today." - Malcolm X

The 21st century has brought about an enormous change in the world of Education.

Contemporarily the internet has not only brought about a paradigm shift in the fundamental way in which learning is done but also has taken learning beyond the hallowed walls of the universities and into the palms of everyone.¹

Although one of the first instances of online learning in the world can be traced back to 1960, at the University of Illinois, the University of Toronto offered USA, the first-ever completely online course in 1984. Later in 1986, the Electronic University Network was established for being used in DOS and Commodore 64 computers. In 1989, the University of Phoenix became the first educational institution in the world to launch a wholly online collegiate institution, offering both bachelors and master's degrees, during 1990s.¹

According to Meyen et al. (2012), e-learning is defined as the 'acquisition and use of knowledge distributed and facilitated by electronic means', a definition which centred on knowledge acquisition. According to Khan (2005), e-learning can be defined as 'an innovative approach for delivering well designed, learner-centred, interactive, and facilitated learning environment to anyone, anyplace, anytime by utilizing the attributes and resources of various digital technologies along with other forms of learning materials suited for open, flexible, and distributed learning environment'.²

Experts predict that the next wave of online education will occur not in North America and Europe, but newly emerging markets like India, Africa and China as the current COVID-19 pandemic has put fuel into the fire.² India has been one of the hardest-hit countries by COVID-19. Beyond the staggering impact on human life, COVID-19 has greatly disrupted access to education in India. While some believe that the unplanned and rapid move to online learning -with no training, insufficient bandwidth, and little preparation- will result in a

poor user experience that is uncondusive to sustained growth.

In many countries, including India, traditional classroom teaching has to be suspended to ensure the safety of students, lecturers, and patients. To minimize the impact of lockdown and to continue with their professional curriculum, fortunately current technology enabled virtual learning to be the core method of teaching during this COVID 19 pandemic.^{3,4}

Traditionally, online learning perceived as lack interactivity compared to face-to-face learning. It is mainly due to the lack of social presence, social interaction, and lacks of students' satisfaction.⁵ However, online learning has been promoted as being more cost effective and convenient than traditional educational environments as well as providing opportunities for more learners to continue their educations.⁶ The Virtual Whiteboard, can be in the form of Miro, Stormboard, or Google Jamboard. Document sharing and editing can be done using Google Docs, or MS Office 365. Note taking can be on One Note or Google Keep. File sharing can be made with Dropbox or Google Drive.⁷

At present scenario, online learning is booming and expected to grow rapidly in the near future. The worldwide market size of online learning is approximately \$187.87 billion in 2019, which denotes a 400% increase over what it was just six years ago. This phenomenal growth has been made possible not only just by the rapidly evolving scenario in the world of technology, but also by the spread of education in the developing world.¹

In professional courses such as nursing, hands-on practical learning, clinical postings, and patient interactions later in the curriculum play a crucial role in gaining skills. However, the Pandemic Period does not warrant conventional face-to-face lectures, practical classes, or clinical postings for the students as it can unnecessarily expose them to the novel coronavirus unknowingly.^{3,8}

It is not an easy task to shift from something that is comfortable. However, the shift can be made foreseeable, if we know how to make small and incremental changes. In view of the pandemic situation, online teaching is justifiable but its

usefulness in teaching medical and nursing courses is questionable as assessing nursing student's perceptions and level of gratification with web-based learning systems has been a critical issue.

The aim of the present study is to assess the perception and gratification towards traditional and virtual learning experiences among the nursing students, who are having the exposure to both traditional as well as virtual learning modes during pandemic.

Hence the objectives of this study were- to assess and compare the perception & the level of gratifications of nursing students towards traditional & virtual learning experiences, to determine the correlation between traditional and virtual learning experiences and to determine the association of socio-demographic variables with traditional and virtual learning experiences among nursing students.

Background & Purpose of the study:

The COVID-19 pandemic has disrupted the traditional educational system and led to a drastic shift into online mode of education. The same has reflected in professional education of nursing too. The purpose of this study is to evaluate and compare the perception and gratification towards traditional & virtual learning experiences among nursing students.

Materials and Methods

RESEARCH APPROACH: Quantitative research approach to assess the perceptions and level of gratifications towards traditional versus virtual learning experiences among nursing students.

RESEARCH DESIGN: Descriptive Research Design.

RESEARCH VARIABLES: Perceptions and level of gratifications are the two research variables.

DEMOGRAPHIC VARIABLES: It includes information about age, gender, course of studying, area of residence, marital status, type of family, father's and mother's education, family income per month, ever received online class before lockdown, type of gadgets used for online class, type of network services, access to uninterrupted network services, should online class be continued, duration of online class per day.

SETTINGS OF THE STUDY: Narayana Hrudayalaya College of Nursing, Bangalore.

SAMPLE: Nursing students who were in Year II & III GNM, Year III & IV BSc were considered a sample.

SAMPLE SIZE: The sample size was calculated using statistics as well as software version 1.0. A sample size of 140.

SAMPLING TECHNIQUE: Probability Sampling Technique - Simple Random Sampling (Lottery Method) was used to select the samples for the study.

SAMPLING CRITERIA:

Inclusion criteria: Nursing students those who were studying in II & III year GNM, III & IV year BSc, willing to participate in the study.

Exclusion criteria: Nursing students those who were not exposed to both virtual & traditional learning methods, present at the time of the study.

DESCRIPTION OF TOOL:

Part 1: Baseline data of respondents includes:

Section-A: Socio-Demographic information of the respondents

Section-B: Virtual class accessibility of nursing students.

Part 2: Likert Scale was used to assess Perceptions of respondents towards traditional and virtual learning method, which includes two sections:

Section-A: Perceptions statements on Virtual Learning Experiences (VLE)

Section-B: Perceptions of respondents towards Traditional Learning Experiences (TLE).

Part 3: Semantic Differential (SD) scale was used to assess level of gratifications towards traditional and virtual learning experiences, which includes two sections:

Section-A: Level of gratifications of the respondents towards Virtual Learning Experiences (VLE)

Section-B: Level of gratifications towards Traditional Learning Method (TLM).

CONTENT VALIDITY OF TOOL: The prepared questionnaire along with the methodology has been

given to eight experts. The Content Validity Index was 0.85.

RELIABILITY: Inter-Rater Method of Reliability scoring(r')- Perceptions (VLE)-0.79, Perceptions (TLE)-0.85, Level of Gratifications (VLE)- 0.77, Level of Gratifications (TLE)- 0.92, which shows the tool was considered as statistically reliable for main study.

PROCEDURE FOR DATA COLLECTION: Structured interview schedule was used to distribute the tool and mark the response.

PLAN FOR DATA ANALYSIS: Descriptive statistics & inferential statistics.

Results and Discussion

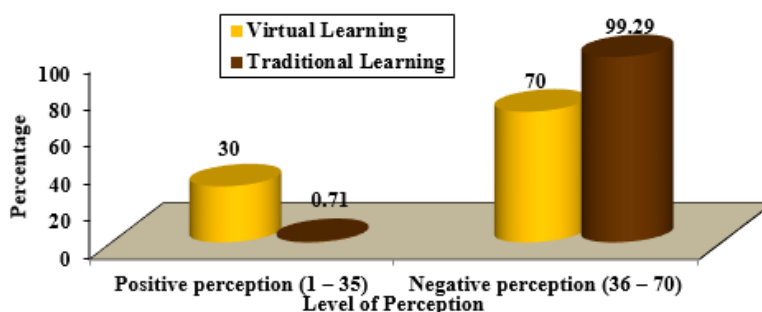


Fig 1: Frequency and percentage distribution of perceptions towards virtual learning experiences and traditional learning experiences among nursing students. [N=140]

The present study suggested that only 30% had positive perceptions towards virtual learning experiences and with regard to traditional learning method 99.29% had negative perceptions.

Another contrast study showed that 53.4% of the nursing students had positive perceptions towards online learning.⁹

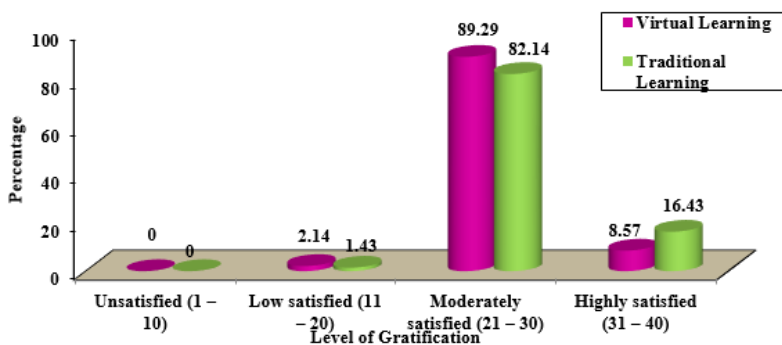


Fig 2: Frequency and percentage distribution of level of gratifications towards virtual learning experiences and traditional learning experiences among the nursing students. [N=140]

According to this study, 89.29% were moderately satisfied, with online learning and 82.14% had moderate level of satisfaction with traditional learning.

A similar study suggested no statistically significant difference in satisfaction level was found between those enrolled in the two different learning modes.¹⁰

Table 1: Comparison of perceptions towards virtual learning experiences and traditional learning experiences among the nursing students. [N=140]

Level of Perceptions	Virtual Learning		Traditional Learning	
	Frequency	Percentage	Frequency	Percentage
Positive perceptions (1 – 35)	42	30.0	1	0.71
Negative perceptions (36 – 70)	98	70.0	139	99.29

*** $p < 0.001$, S – Significant

Table 2: Comparison of level of gratifications towards virtual learning method and traditional learning method among the nursing students. [N=140]

Level of Perceptions	Virtual Learning		Traditional Learning	
	Frequency	Percentage	Frequency	Percentage
Positive perceptions (1 – 35)	42	30.0	1	0.71
Negative perceptions (36 – 70)	98	70.0	139	99.29

**p<0.01, S – Significant

This study also clearly inferred that perceptions and level of gratifications towards traditional learning was found to be higher than the virtual learning among the nursing students. A similar study revealed

that online learning works as a temporary alternative due to COVID-19, it could never substitute face-to-face learning.¹¹

Table 3: Correlation between perceptions and level of gratifications towards virtual learning and traditional learning among nursing students. [N=140]

Type of learning	Variables	Mean	S.D	Karl Pearson's Correlation Value
Virtual learning	Perceptions	38.72	7.81	r = 0.221 p=0.009, S**
	Level of gratifications	26.44	3.00	
Traditional learning	Perceptions	50.80	5.92	r = 0.203 p=0.016, S*
	Level of gratifications	27.41	2.94	

**p<0.01, *p<0.05, S – Significant

This study also showed that there was a low positive correlation between perceptions and level of gratifications.

Table 4: Association between perceptions and level of gratifications towards virtual learning with selected demographic variables

Perceptions	Level of gratifications
Course of study ($X^2=5.072$, $p=0.024$), S*	Marital Status ($X^2=6.733$, $p=0.035$), S*
Area of residence ($X^2=7.004$, $p=0.030$), S*	Type of family ($X^2=8.862$, $p=0.012$), S*
Marital status ($X^2=4.013$, $p=0.045$), S*	Ever received virtual class before ($X^2=7.014$, $p=0.030$), S*
Family income ($X^2=10.617$, $p=0.014$), S*	Type of gadgets used ($X^2=38.587$, $p=0.0001$), S***
Continuation of virtual class ($X^2=6.199$, $p=0.013$), S*	Type of network services ($X^2=21.395$, $p=0.006$), S**

Table 5: Association between perceptions and level of gratifications towards traditional learning with selected demographic variables

Perceptions	Level of gratifications
Continuation of virtual class ($X^2=4.029$, $p=0.045$), S*	Age ($X^2=25.127$, $p=0.0001$), S***
—	Duration of attending virtual classes per day ($X^2=13.779$, $p=0.008$), S**

There was a statistically significant association between demographic variables course of study,

area of residence, marital status, family income, and continuation of virtual class with perceptions, and

marital status, type of family, type of gadget used, ever-received virtual class before, type of network services with level of gratifications towards virtual learning. In addition, the demographic variable continuation of virtual class had a significant association with perception and age; durations of attending online classes had an association with level of gratifications towards traditional learning.

Conclusion

The result of the study proved that besides the traditional learning virtual learning method was essential for an independent, high quality, flexible model of education. Traditional classes provide a stimulating environment that provides both theoretical and practical aspects of learning. Along with traditional classes, virtual classes also act as a viable option and enhance the learning experiences in nursing education.

Ethical Clearance: Taken from NH Medical Ethics Committee.

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Conflict Of Interest: Nil.

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