



EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING CHALLENGES OF ONLINE CLASSES AMONG NURSING STUDENTS AT A SELECTED NURSING COLLEGE, BANGALORE.

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ABSTRACT

Introduction:-Education is electronically supported learning that relies on the internet for Teacher/student interaction and the online distribution of class materials. Online education enables teacher and students to set their own learning space. It offers a wide selective of programmer in a space as vast and wide as the internet. A growing number of universities and higher educational schools are offering online version of thin programmed for various levels of Disciplines. It allows for customized learning experiences and is flexible for each student but it is more most effective than traditional education because it allow for better budget management.[1] In April 13 2021, the times of India, Bangalore reported challenges of online education faced by students face a condition of issues in assessing education digitally. The dominant mode of delivering education in Whatsapp which is used by 75%, followed by phone calls between teacher and students which is 25%. Over 15% children reported a loss of challenges to assess education due to low internet connection.3 out of every 4 students faces challenges to assess education.[2] **Design:**-Pre-experimental design (one group pre-test post-test design) was used for this present study of effectiveness of structured teaching programme on knowledge challenges of online classes among nursing students in Selected Nursing College, Bangalore. 60 Nursing students were recruited by non-probability purposive sampling technique. Necessary administrative permission was obtained from concerned authority. Structured interview schedule was used to elicit the baseline data and structured questionnaires were used to elicit the knowledge regarding challenges of online classes, among of nursing students in selected nursing colleges, Bangalore. **Setting:**-The study was conducted in selected Nursing College, Bangalore, 60 samples were selected for the present study. **Result:** - The study revealed that among 60 nursing students, 20 (33.34%) nursing students had adequate knowledge, 40 (66.66%) nursing students had moderately adequate knowledge & there was no inadequate knowledge found in the post-test score. The mean pre-test knowledge score of nursing students was 19.2, whereas the mean post-test knowledge score was 26.1. The obtained 't' value was 3.84 which was found statistically significant 0.05 levels. **Conclusion :-** The study concluded that the structured teaching programme on knowledge regarding challenges of online classes among nursing students from selected nursing college, Bangalore carried out, the study was found to be effective in the improving knowledge of nursing students as evidenced by the significant change between pre-test and post-test knowledge score

Key words: Effectiveness, Structured teaching programme, Knowledge, online classes, Nursing Students.

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INTRODUCTION

Online learning is an education takes place over the internet. It is often referred to as learning among other term. However online learning is just one type of distance

learning the umbrella term for any learning that take place across distance and not in a tradition classroom. There are many challenges faced by students in online classes. The main challenges are lack of communication, lack of self-



motivation, technical issue, lack of computer knowledge and health issues.[3]

Health issues is one of the main challenges of online education continuous classes cause health issues like eye pain, headache, body pain, fatigue and insomnia to the students. Lack of face to face interaction can cause isolation and behavioral change in students. Students lack effective communication skills during online learning. Teachers give assignment for improving reading and writing skills, but there is possibility that they might not be able to write so conveniently that educators understand the concept behind their assignments. Technical issue is one of the main challenges faced by the students during online learning. Many students are not provided with high band width or the strong the strong internet connection that online learning require, and thus fail to catch-up with their virtual classmate. Their weak monitors make it harder to follow the learning and their learning experience become problematic. Lack of motivation is common challenge for all students. Students start losing hope once they find difficulty in online learning. It requires motivation to complete tasks and engages students with their learning. Communication plays an important role in learning process. It establishes the sharing information's through an idea which contributes to learning.[4]

Online education is one of the major challenges faced by nursing students at this pandemic. Education has changed dramatically with the distinctive raise of E-learning, whereby teaching is undertaken remotely and digital platform research suggest that online learning has been shown to increase retention of information and take less time, meaning the changes Corona virus have caused might be here to stay.[5]

There are many challenges faced by students in online classes, Adaptability struggle, technical issues, lack of computer education, health issues, etc. are some of the major challenges faced by students in online classes. These challenges can be frustrating for some students. Moreover, students show that social engagements and community components make students five times more engaged and 16 times more likely to finish the course. This sudden and rapid transformation from an environment of conventional learning to virtual learning has made a great impact on students' attitude towards learning. Most changes unequal access for all students, optimized software for mobile devices and security issues.[6]

A Lots of students shared similar opinions some students agreed that teachers must hold a Google meet for students as a replacement for office hours. The first student answered that they have office hours available where they can talk one on one with the instructor online. Other students agree that communicating more with the teachers outside of lectures through social media sites can be very helpful. The second suggested that communication with more modern ways than E-mail (such as Whatsapp),

giving fewer assignments per course to give them time to actually get connected to their instructors. [7]

Challenges of online education include:

Health issues are one of the main challenges of online education. Continuous classes can cause health issues like eye pain, headache, body pain, fatigue and insomnia to the students. Lack of face to face interaction can cause isolation and behavioral changes in students. Lack of communication- Students lack effective communication skills during online learning. Teachers give assignments for improving reading and writing skills but there is a possibility that they might not be able to write so convincingly that educators understand the concept behind their assignments. There are some students who feel shy to communicate with their teachers and friends due to the new model of learning. It might happen due to lack of internet, poor technological skills with apps and video calls or unable to express themselves via live chats, e-mails or text messages. During the online classes it's hard to keep students engaged without a teacher's physical presence and face - to - face contact. Lack of motivation is a common challenge for all students. Students start losing hope once they find difficulty in online learning. It requires motivation to complete tasks and engage students with their learning. Most students are experiencing stress and lack of motivation because of the number of assignments they receive each day. Many have hard time learning through online learning and would much rather has in-person learning. Communication plays an important role in the learning process. It enables the sharing of information, thoughts and ideas which contribute to learning.[8]

STATEMENT OF PROBLEM:-

“A study to assess the effectiveness of structured teaching programmed on knowledge regarding challenges of online classes among students at a selected college Bangalore.”

OBJECTIVES:

1. To assess the pre-test knowledge regarding challenges of online classes among
2. Nursing students at selected college, Bangalore.
3. To assess the post -test knowledge regarding challenges of online classes
4. Among nursing students at selected college, Bangalore.
5. To evaluate the effectiveness of structured teaching program on knowledge

Regarding challenges of online classes among nursing students at selected College, Bangalore.

To find out the association between pre-test knowledge score with selected

Demographic variable regarding challenges of online classes among nursing Students at selected college, Bangalore.



HYPOTHESIS:-

H1:- There will be significant difference between pre-test and post-test knowledge score regarding challenges of online classes among nursing students at selected nursing college, Bangalore [9].

H2:- There will be significant association between the post-test knowledge score and selected demographic variables regarding challenges of online classes among the nursing students at selected nursing college, Bangalore.

MATERIALS & METHODS:-

The research design adopted for this study is Evaluative research approach. The research design used for this study is one group pre-test post-test design which belongs to the Pre-experimental study [10].

The study was conducted in selected nursing college, Bangalore. The sample size of this study comprised of 60 nursing students from selected nursing college, Bangalore, who met the inclusive criteria were selected through the non-probability purposive sampling technique. Structured knowledge Questionnaire and structured teaching programme was used as a research tool. Since, it is considered to be the most appropriate instrument to elicit the response from subjects. The reliability of the tool was established by using split half method and Karl Spearson's formula. It was found 0.9 for structured knowledge questionnaire and tool was considered reliable for proceeding with main study [11].

A letter requesting permission was sent to the concerned authority of the selected nursing college, Bangalore prior to the data collection during the month of November 2021, and permission was granted for the same. The data was collected in the month of December 2021 at selected nursing colleges, Bangalore. The data was collected from 60 nursing students by using non-probability purposive sampling technique. The purpose of questionnaire was explained to the samples with self - introduction. The questionnaire was distributed to the nursing students and they took 15-20 minutes to fill up the answers for the questions and they were very co-operative. After conducting the pre-test, on the same day structured teaching programme was administer for the same and post-test was conducted after 7 days by using the same tool used for the pre-test[12].

RESULTS:-

Description of pre-test and post-test knowledge of nursing students regarding Iron deficiency anemia.

The data presented in the table-1 shows that 16 (26.7%) nursing students had inadequate knowledge, 44 (73.3 %) nursing students had moderately adequate knowledge and no one found adequate knowledge in the pre-test. The mean is 19.2 and standard deviation was 2.95 in the pre-test knowledge.

Whereas 20 (33.3%) nursing students had adequate knowledge, 40 (66.6%) nursing students had moderately adequate knowledge and no one found inadequate

knowledge in post-test. The mean is 26.1 and standard deviation of 5.26 was found in the post-test knowledge.

The data presented in a table-2 shows that the obtained [t] value was 3.84, which was found with statistically significant at 0.05 levels.

IMPLICATION OF THE STUDY:-

The result of the study proceed that nursing students had inadequate knowledge regarding challenges of online classes. The findings of the study have scope in the following areas,

Nursing Practice:

- Nurses working in community fields should have enough knowledge about challenges of online classes among nursing students in selected nursing colleges. They should be keen observers since the students cannot speak out about their problems.
- Regular awareness classes can be conducted for students to increase the knowledge about challenges of online classes.
- Not only nurse but all the health care providers such as auxiliary nurses and midwives, village nursing working in community centres should provide in services education regarding challenges of online classes.

Nursing Education:

1. Nursing curriculum can be modified with increase emphasis on challenges of online classes.
2. Students can also be trained to work in care under proper guidance.

Nursing Administration:

1. Administration can organize structured teaching programmes in nursing colleges to improve the knowledge regarding challenges of online classes [13].
2. The nursing administrator should concentrate on the proper selection, placement and effective utilization of the nurse in all areas giving opportunity for creativity, creating interest and enhancing ability in educating nursing students regarding challenges of online classes.

Nursing Research:

The findings of the study had shown the majority of the students had inadequate knowledge regarding challenges of online classes. The study motivates the beginning researcher to conduct the same study with the different variables on a largescale.

ASSUMPTIONS:-

- Community Health Nurse has the role in educating nursing students about the challenges of online classes.
- Structured teaching programs may improve the



knowledge among nursing students regarding prevention of Iron deficiency anemia.

LIMITATIONS:-

1. The study was conducted in selected colleges
2. Sample was selected only from one institution; hence generalization can only be made for the selected sample.
3. The study did not use control group. The investigator had no control over the events that took place between pre-test and post-test.

RECOMMENDATIONS:-

Based on the study findings the following recommendations have been made for further study:

1. Similar study can be carried out on larger samples for broader generalization.
2. A similar study can be conducted among mothers to assess the knowledge on selected aspects of Iron deficiency anemia.
3. A comparative study may be conducted to assess the knowledge, belief and practice on iron deficiency anemia among rural population.
4. A comparative study could be conducted in different settings to find out the effectiveness of structured teaching programme.
5. An experimental study could be replicated with a control group.
6. A study could be conducted on large group and different setting and students from various colleges.

TABLE-I: Frequency, percentage, mean and standard deviation of pre-test and post-test knowledge score of nursing students regarding Iron deficiency anemia. n=60

Knowledge level	Category	Classification of Nursing students knowledge			
		Pre-test		Post-test	
		Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Adequate knowledge	75-100%	0	0%	20	33.3%
Moderate knowledge	50-74%	44	73.3%	40	66.6%
Inadequate knowledge	50% and below	16	26.7%	0	0
Total		60	100	60	100

TABLE: II: Mean, Standard Deviation and paired 't' test to determine the effectiveness of structured teaching programme regarding knowledge on Iron deficiency anemia among nursing students. n=60

Max score	Mean	SD	Mean difference	paired "t" test	Significance
Pre-Test	19.2	2.95	6.9	3.84	0.05*
Post-Test	26.1	5.26			

TABLE: III Association of effectiveness of structured teaching programmes on knowledge regarding challenges of online classes with selected demographic variables n=60

Sl.No	Demographic variable	No	%	Levels of knowledge				Chi Square
				Adequate		Moderate		
1	Age: 18-20 years 21-23 years	46	76.6%	10	16.6%	32	53.3%	x ² =3.14
		14	23.3%	7	11.6%	11	18.3%	
2	Religion Hindu Christian Muslim	36	60%	4	6.6%	30	50%	x ² =11.4*
		16	26.6%	2	3.3%	10	16.6%	
		8	13.3%	3	5%	11	18.3%	
3	Education: Arts science	28	46.6%	2	3.3%	26	43.3%	x ² =2.91
		32	53.3%	7	11.6%	25	41.6%	
4	Type offamily: Nuclear Joint	41	68.3%	2	3.3%	39	65%	x ² =5.8*
		19	31.7%	7	11.6%	12	20%	

NS** Not significant

S* Significant



DISCUSSION:-

Structured teaching programme was found to be an effective educative method for improving the knowledge of nursing students in the selected nursing college regarding challenges of online classes. The findings were similar to other studies, which shown that nursing students having good knowledge on challenges of online classes. In the present study results revealed that obtained [t] value was 12.05, which were found with statistically significant at 0.05 levels.

CONCLUSION:-

The study concluded that the Structured teaching programme on knowledge regarding challenges of online classes of nursing students in the selected nursing college carried out was effective in improving the knowledge of nursing students as evidenced by the significant change between pre-test and post-test knowledge score.

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