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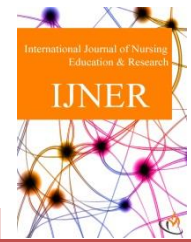
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ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING THE INTERNET BASED E- LEARNING AND TOOLS AMONG B.Sc NURSING STUDENTS

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ABSTRACT

The aim of the study is to evaluate the effectiveness of Structured Teaching Programme on knowledge regarding the internet based e-learning and tools among BSc nursing students in a selected college at Kollam district. The objectives of the study were to assess the knowledge regarding the internet based e- learning and tools among BSc nursing students, to evaluate the effectiveness of structured teaching programme on knowledge regarding the internet based e-learning and tools among BSc nursing students, to find out the association between pretest knowledge scores with the socio demographic variables. The study was undertaken with 50 samples. Convenience sampling was used. The research design was one group pre-test post-test design. Structured knowledge questionnaire was used for collecting data. Pretest was administered followed by structured teaching programme and post test was done. The data was analyzed using descriptive and inferential statistics. The study findings shows that in the pretest 1% of nursing students are having very poor level of knowledge, 36% of nursing students are having poor level of knowledge, 64% of nursing students are having average level of knowledge and 8% are having good level of knowledge regarding internet based e-learning and tools. After the structured teaching programme, in the posttest 40% of adolescence have very good level of knowledge, 30% having good level of knowledge,24% having average level of knowledge and 6% have poor level knowledge regarding internet based e-learning and tools. The calculated t value (6.53) is higher than tabulated t value (t49=2.02) at 0.05 level of significance. So the hypothesis (H1) was accepted. Hence it can be concluded that there is significant difference in the knowledge level of BSc nursing students regarding the internet based e- learning and tools. It is inferred that structured teaching programme was effective in increasing the knowledge score of BSc nursing students regarding the internet based e- learning and tools. It was concluded that there was a significant improvement in posttest score when compare to the pretest score, so the structured teaching was effective. There was no significant association between pretest knowledge scores and the selected socio demographic variable.

INTRODUCTION

"Change is the end result of all true learning"

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E-learning or electronic learning has resulted in a paradigm shift in the field of education- learning systems is a powerful tool for achieving strategic objectives and it contributes to the progress on the institutional level as well as the personal level.

E-learning defined as the means of delivering of training on education programs by electronic means it

essentially encompasses the use of computer or electronic device such as mobile phone in some way to endow training, education or material for learning. It is very effective and powerful now a days and it imparts enhanced ability to learn and implement among learner.

OBJECTIVES OF THE STUDY

1. To assess the knowledge regarding internet based e learning and tools among second year B.sc nursing students.
2. To evaluate the effectiveness of structured teaching programme on Knowledge regarding internet-based e-learning and tools among second year B.sc nursing students.
3. To find out the association between pretest knowledge score of e-Learning and tools with selected socio demographic variables.

HYPOTHESIS

➢ There will be statistically significant difference in the pretest and posttest knowledge score regarding internet based e learning and tools.
➢ There will be statistically significant association between pretest knowledge score regarding the internet based e-learning and tools with selected socio-demographic variables.

METHODOLOGY

Research Approach: Quantitative approach
Research Design: One group pre test post test design
Research Setting: The present study was conducted in a selected College at Kollam.
Population: Second year B.sc nursing students
Sample: Second year B.sc nursing students at Kollam District.
Sample size: 50
Sampling technique: Convenience sampling
Tools: Baseline proforma and self-administering questionnaire

Part 1:
Baseline Performa of the second year B.sc nursing students consists of age, gender, Education, advantages and previous knowledge regarding internet based e-learning and tools.

Part 2:
It is named "structured knowledge questionnaire on internet based e-learning and tools." It consists of 20 multiple choice questions.

Method of data collection
1. The investigators enquired on the working days of the college with permission to conduct study.
2. Based on the available time the investigator sends the tool through online.
3. Selected the students as per the sampling criteria. Investigator self-introduction given. The tool was given to the nursing students and thus pretest was conducted.
4. Immediately after the pretest structured teaching programme through online was administered.
5. After 5 days post test was conducted.
6. The data thus collected was set to statistical analysis.

Data analysis
1. Descriptive: frequency, percentage, mean and standard deviation
2. Inferential: Paired t test and chi square.

RESULTS
Data collected were tabulated, analyzed and interpreted. Paired t test was used to test the effect of structured teaching programme, and the t value 6.53 was found to be significant at 0.01 levels (49 degree of freedom). The mean percentage of posttest knowledge scores (14.03 %) was significantly higher than the mean percentage of pretest knowledge scores (8.78%). In the pretest children had average level knowledge, which was changed to very good level in the post test. Hence the structured teaching programme was effective. There was significant increase in the knowledge among B.sc nursing students.

Table 1: shows the effectiveness of structured teaching programme

Aspects	Mean	SD	t value	P value
Pretest	8.78	2.92		
posttest	14.03	3.77	6.53	**0.00***

t49= *Significant at 0.01 level.

Figure 1: shows the pretest and posttest level of knowledge score
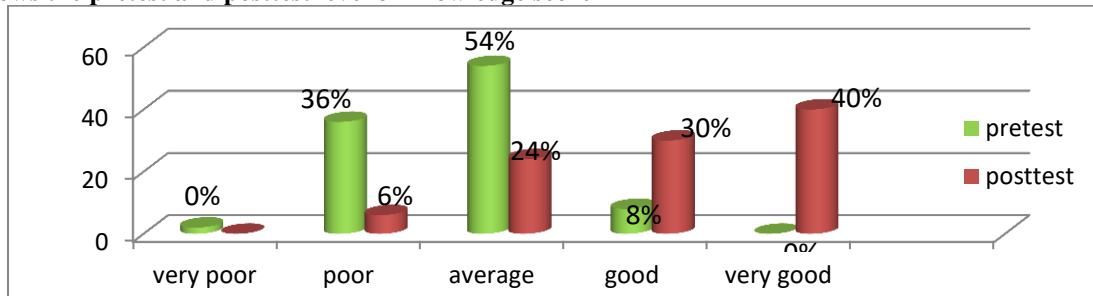
DISCUSSION

In the present study the first hypothesis (H1) was accepted, because the t value was 6.53, and that was significant at p<0.01. Also the mean percentage of posttest knowledge scores (14.03%) was significantly higher than the mean percentage of pretest knowledge scores (8.78%) of the second year B.sc nursing students. Thus it was interpreted that the intervention was effective in improving the knowledge level of the B.sc nursing students.

NURSING IMPLICATIONS
Nursing service

Nurse can support the students to learn internet based e-learning and tools. Public health nurse can conduct the awareness programme regarding internet based e-learning and tools.

Nursing Education

Nurse educators can train the students about internet based e-learning and tools. Nursing students can be motivated to conduct the awareness programme on improving knowledge and attitude towards the internet based e-learning and tools in the various settings.

Nursing administration

Nurse administrators have added opportunities in providing continuing education programme regarding the internet based e-learning and tools. Workshops should be planned for nurses, parents, and nursing college teachers.

Nursing Research

Further research can be conducted on assessing the knowledge and practice of nursing students regarding internet based e-learning and tools.Also comparison of students between the urban and rural areas.

LIMITATIONS

1. The study was limited to one college.
2. Generalization of the findings was difficult because of small sample size.
3. The tool used was not a standardized one. The investigator prepared the tool.

RECOMMENDATIONS

A similar study can be conducted using different sampling technique with a larger sample size and different age groups.

CONCLUSION

The present study aimed to assess knowledge regarding internet based e learning and tools among second year B.sc nursing students, Provide structured teaching programme regarding the internet based e learning and tools, so that the students can follow proper usage of internet based e learning and tools. In order to test the effect of structured teaching programme, paired t test was used and the value was statistically significant at 0.01 levels. The mean post test score was much higher than the mean pretest score, and so the structured teaching programme regarding the internet based e learning and tools among Nursing students were effective.

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