A Study to Assess the Impact of E-Learning Among B.Sc. Nursing Students, Bhilai (C.G.)

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Abstract: **A descriptive research approach was adopted to assess the Impact of E-learning among B.Sc. Nursing students who were selected using purposive sampling till the point of saturation for qualitative analysis. Qualitative findings suggest a positive and neutral both impact of E-learning in B.Sc. nursing students. In the present study 60 B.Sc. nursing students evaluated, Table 4.1 (Fig 4.1) reveals that majority of the students i.e. 40 (66.67%) had positive impact, whereas only 20 (33.33%) students had neutral social impact regarding E-learning, Table 4.2 (Fig 4.2) reveals that majority of the students i.e. 36 (60%) had neutral impact, whereas only 24 (40%) had positive psychological impact regarding E-learning, Table 4.3 (Fig 4.3) reveals that majority of the students i.e. 37 (61.67%) had positive impact, whereas only 23 (38.33%) had neutral physical impact regarding E-learning.**

Keywords: **Impact, E-learning, B.Sc. nursing students.**

1. Introduction

A learning activity can be defined as an interaction between a learner and an environment, leading to a planned outcome. It is the planned outcome which makes learning a purposeful activity. Learning is defined as a change in behavior. In other words, learning is approached as an outcome – the end product of some process. The rapid technological and social change puts forward need for lifelong learning. Conventional classroom learning is not able to satisfy such need. E-learning is an increasingly preferable alternative to conventional classroom learning. The move to conduct teaching and learning over the internet is rapidly gaining momentum along with the advance of computing technology and the deep researches into the pedagogical methodology on the internet. E-learning has become an important part of the routine landscape of education and training. E-learning makes able to access global world. It has been recognized that E-learning can enable more learners to have access to the learning materials and provide students and teachers with unprecedented flexibility and convenience.

American Society for Training and Development (ASTD) described E-learning as anything delivered, enabled, or mediated by electronic technology for the explicit purpose of learning. It also refers to the technology and services that help create, deliver, and manage those activities. It includes the delivery of content via internet, intranet/extranet (LAN/WAN), audio-and videotape, satellite broadcast, interactive TV, and CD-ROM.

E-learning first originated in the United States in 1990s, but became popular in the late 1990s. As many HR activities, it was focused on earlier innovations such as computer- based teaching, on-line teaching, open or distance learning, and informal E-learning based on information management methods. E-learning is delivered through websites. Provision can also be made for online guidance and discussion boards. Content could be distributed via power point, audio and video clips, drag- and- drop questions, pdf, website links, and web-enabled platforms and educational communities.

Government of India is also making endless efforts to provide access to online learning available to students in every corner of the country. Low internet tariff, cheap mobile phones and easily availability of SIM cards provides stimulus to the effort of government. Today in India we have online courses from primary level to professional level.

According to a study on online learning, It has been observed that, after the United States, India has been reported to have the second highest number of online course admissions with above 1,55,000 students from the country. Out of a total of around 1.2 million students globally, 32 percent are from the U.S. while 15 percent are from India.

The problem faced in India particularly in the rural region is that of non-availability of qualified teachers. E-learning has the potential to overcome this as it can provide live online tutoring; video sessions and virtual classrooms. Researchers have found that although there is no substitute for interactive and effective classroom teaching, E-learning is a good alternative. People who have dropped out from school or college, for any reason, can be taught through e- learning. Physically immobilized students can learn easily and effectively from the boundaries of their home through E-learning.

2. Need for the Study

E-learning is a powerful tool, which provides direct access to get information and knowledge by themselves. E-learning leading to independent learning. Teachers have the responsibility to guide students as they research and obtain information in order to further develop those skills.

Hence, there is a need to research and generate a clear plan to implement a new technology in the educational set up of the country.

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One of the main reasons for this is it gives students greater access to education in benefits of E-learning, assess the impact social, psychological and physical, its barriers and how to overcome the problems in E-learning, so students can undertake their study from anywhere and at any time as well as being given the option to study part-time or full-time. E-learning has transformed the educational sector by enabling students to share information and data in a relatively easy way. Aimed to find out students perception towards E-learning and investigate how E-learning affects the students success in language learning at preparatory.

Although the overall impact of online learning on the students has yet to be assessed, it is increasingly apparent that this impact is transformative. Given the current economics of higher education, it is likely that higher education institutions (and students) will continue to take advantage of the many benefits of studying online. From an institutional standpoint, online learning is an affordable way to increase student enrollment and revenues without having to make corresponding investments in infrastructure. In addition, by removing the need for physical presence in the classroom, online learning has the potential to make education accessible to a much larger population, while accommodating the demands of a fast-paced and global society.

As pandemic of COVID-19 where the whole world got locked into their home and students become more dependent on E-learning day by day. So, the investigator felt to study the impact of E-learning among students to analyze what are the social, psychological and physical impacts of E-learning.

3. Objectives

1. To assess the socio-demographic variables of B.Sc. nursing students of Bhilai, (C.G.).
2. To assess the social impact of E-learning among B.Sc. nursing students of Bhilai, (C.G.).
3. To assess the psychological impact of E-learning among B.Sc. nursing students of Bhilai, (C.G.).
4. To assess the physical impact of E-learning among B.Sc. nursing students of Bhilai, (C.G.).
5. To find out the association between social impact of E-learning with selected socio-demographic variables among B.Sc. nursing students of Bhilai, (C.G.).
6. To find out the association between psychological impact of E-learning with selected socio-demographic variables among B.Sc. nursing students of Bhilai, (C.G.).
7. To find out the association between physical impact of E-learning with selected socio-demographic variables among B.Sc. nursing students of Bhilai, (C.G.).

4. Assumption

The students who have attending E-learning classes may have altered social, psychological and physical status.

5. Conceptual Framework

The conceptual framework for this study adopted from general system theory model. the general system theory model was developed in 1968 by austrian biologist karl ludwig von bertalanffy. he was a biologist who began the system theory study in life sciences which eventually develop into the modern field of ecology.

6. Methodology

A descriptive research approach was adopted where 60 B.Sc. nursing students were selected from that sample till the point of saturation for qualitative analysis was taken by using purposive sampling. A self-structured tool to assess socio- demographic variables and self-structured questionnaire was used to assess responses (qualitative) regarding impact of E-learning among B.Sc. nursing students. Qualitative data was collected using self-structured questionnaire with 60 students and the responses were recorded. Collected data was analyzed using Descriptive statistics (mean, mean score%, SD), Inferential statistics (chi square, (r) value). Qualitative findings suggest a positive and neutral both impact of E-learning among B.Sc. nursing students.

7. Result

In the present study, analysis of socio-demographic data depicts that out of 60 students participated in the present study, n=34 (56.67%) students belonged to age 18-22 years and only 26 (43.33%) students were of the age group 22-25 years, n=51 (85%) were Hindus, 6 (10%) were Christian, 2 (3.33%) were Muslim and only 1 (1.67%) belong to Sikh religion, n=31 (51.67%) students were living in rural area where as 29 (48.33%) were living in urban area, n=20 (33.33%) were in graduates 19 (31.67%) had secondary level education, 9 (15%) had middle class education, 7 (11.67%) were masters and above and only 5 (8.33%) had no formal education, n=23 (38.33%) had secondary level education, 11 (18.33%) had no formal education, 10 (16.17%) had middle class education, 9 (15%) were masters and above and only 7 (11.67%) were graduates, n=54 (90%) were using Smartphone, 5 (8.33%) were using laptop, whereas only 1 (1.67%) were using desktop computer, n=39 (65%) were having cellular data, 14 (23.33%) had combination of cellular data and Wi-Fi and only 7 (11.67%) having Wi-Fi, n=22 (36.67%) spend 4hours and above, 18 (30%) spend 3 hours, 16 (26.67%) spend 1hour whereas only 4 (6.67%) spend 2 hours on E-learning, n=44 (73.33%) were having own space to study whereas 16 (26.67%) students were not having own space to study at home, n=54 (90%) students have experience of E-learning whereas only 6 (10%) were not having any experience of E-learning.

Table 1
Overall analysis to assess the social impact of E -learning among B.Sc. nursing students

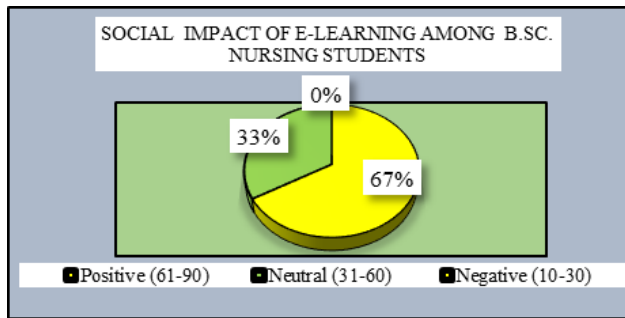| Criteria	Frequency (f)	Percentage (%)
Positive	40	66.67
Neutral	20	33.33
Negative	0	0
Total	**60**	**100%**

Fig. 1. Pie diagram representing analysis of social impact of E-learning among B.Sc. nursing students

Table 1 and Fig 1. reveals that majority of the students i.e., 40 (66.67%) had positive impact, whereas only 20 (33.33%) students had neutral social impact regarding E-learning.

Table 2
Overall analysis to assess the psychological impact of E-learning among B.Sc. nursing students

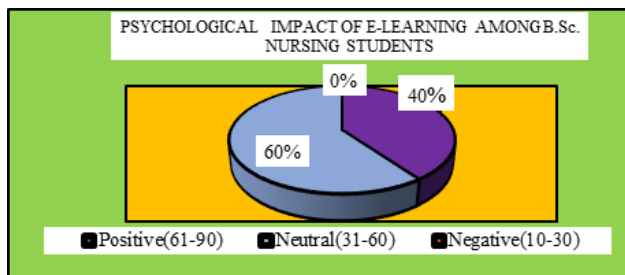| Criteria	Frequency (f)	Percentage (%)
Positive	24	40
Neutral	36	60
Negative	0	0
Total	**60**	**100**

Fig. 2. Pie diagram representing analysis of psychological impact of E-learning among B.Sc. nursing students

Table 2 and Fig 2. reveals that majority of the students i.e., 36 (60%) had neutral impact, whereas only 24 (40%) had positive psychological impact regarding E-learning.

Table 3
Overall Analysis to assess the physical impact of E-learning among B.Sc. nursing students

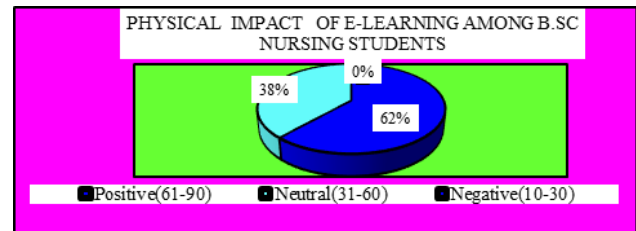| Criteria	Frequency (f)	Percentage (%)
Positive	37	61.67
Neutral	23	38.33
Negative	0	0
Total	**60**	**100**

Fig. 3. Pie diagram representing analysis of physical impact of E-learning among B.Sc. nursing students

Table 3 and Fig. 3 reveals that majority of the students i.e., 37 (61.67%) had positive impact, whereas only 23 (38.33%) had neutral physical impact regarding E-learning.

Table 4 reveals that there was significant association of social impact of E-learning with socio-demographic variable i.e., mother's educational qualification as the chi square value 15.12 was greater than the table value (13.27) at 0.01 level of significance.

Table 5 reveals that there was significant association of psychological impact of E-learning narrate that there was socio-demographic variables i.e. father's educational qualification, hours spend of E-learning classes and mother's educational qualification on the chi square value 9.49, 7.28 & 11.66 were

Table 4
Association between social impact of e-learning with socio-demographic variables

Socio-demographic variables	Chi square Value	Df	Critical value	Significance
Age (in years)	0.03	2	3.84	Not significant
Religion	1.58	6	7.82	Not significant
Residence	0.03	2	3.84	Not significant
Father's educational qualification	1.17	8	9.49	Not significant
Mother's educational qualification	15.12	8	13.27	**significant**
Types of gadget	2.4	6	5.99	Not significant
Types of internet connection	0.72	4	7.82	Not significant
Hours spend on E-learning classes	1.67	6	7.82	Not significant
provision for own space to study at home	1.06	2	3.84	Not significant
previous exposure on E-learning experience	0.83	2	3.84	Not significant

Table 5
Association between psychological impact of e-learning with socio-demographic variable

Socio-demographic variables	Chi square Value	Df	Critical value	Significance
Age (in years)	0.53	2	3.84	Not significant
Religion	0.002	6	7.82	Not significant
Residence	5.51	2	3.84	Not significant
Father's educational qualification	9.50	8	9.49	significant
Hours spend on E-learning classes	11.76	8	11.66	significant
Types of gadgets	0.002	6	5.99	Not significant
Type of internet connection	0.54	4	5.99	Not significant
Mother's educational qualification	9.16	6	7.82	significant
provision for own space to study at home	2.67	2	3.84	Not significant
previous exposure on E-learning experience	2.23	2	3.84	Not significant

Table 6
Association between physical impact of e-learning with socio-demographic variable

Socio-demographic variables	Chi square Value	Df	Critical value	Significance
Age (in years)	0.53	2	3.84	Not significant
Religion	0.002	6	7.82	Not significant
Residence	5.51	2	3.84	Not significant
Father's educational qualification	0.22	8	9.49	Not significant
Mother's educational qualification	0.22	8	9.49	Not significant
Types of gadgets	0.002	6	5.99	Not significant
Type of internet connection	0.54	4	5.99	Not significant
Hours spend on E-learning classes	9.16	6	7.82	significant
provision for own space to study at home	2.67	2	3.84	Not significant
previous exposure on E-learning experience	2.23	2	3.84	Not significant

greater than the table value 0.22, 0.22 & 0.66 at 0.05 and 0.02 level of significance respectively.

Table 6 reveals that there was significant association of physical impact of E-learning with socio-demographic variable i.e., hours spend on E-learning classes as the chi square value 0.66 was greater than the table value (7.82) at 0.05 level of significance.

8. Discussion

In the present study 60 B.Sc. nursing students evaluated, Table 1 (Fig 1.) reveals that majority of the students i.e. 40 (66.67%) had positive impact, whereas only 20 (33.33%) students had neutral social impact regarding E-learning, Table 2 (Fig. 2) reveals that majority of the students i.e. 36 (60%) had neutral impact, whereas only 24 (40%) had positive psychological impact regarding E-learning, Table 3 (Fig 3) reveals that majority of the students i.e. 37 (61.67%) had positive impact, whereas only 23 (38.33%) had neutral physical impact regarding E-learning.

Above finding is supported by the study of Idris F (2021), conducted a study on academic experiences, physical and mental health impact of E-learning during COVID-19 pandemic on students and lecturers in health care education in PAPRSB-IHS, University, Brunei Darussalam. The study revealed that studying at home caused students to feel more distracted (72.0%) with a feeling of uncertainty towards examinations, increased stress in students was reported (64.9%), though they had more time for self-reflection (54.8%). Students may experience stress due to increased pressure to perform independent learning and abandoning their usual routines, which can lead to psychological consequences such as anxiety, depression, difficulty in sleeping and stressful eating.

Deepa V (2021), conducted a study on the impact of online learning on learners' education and health in different states of India. The study revealed that students' concentration got distracted due to disturbances like network accessibility and surrounding noise. Long-time handling of e-gadgets, lack of personal interaction with teachers and peers caused severe physical and psychological discomfort.

9. Conclusion

On the basis of the finding of the present study it is concluded that there are both positive and neutral impact of E-learning among B.Sc. nursing students.

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