A Comparative Study on the Effectiveness of E-Learning Versus Lecture Method of Teaching on the Knowledge of Student Nurses Regarding Nursing Modules on Stress in a Selected Nursing College in Mumbai

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Abstract: This Prospective study was conducted on 60 consecutive purposively selected students nurse (age group 18 to 25 year), This study compares the effectiveness of E-Learning versus the lecture method of teaching in enhancing the knowledge of student nurses regarding nursing modules on stress with Mean of 9.6 (E-Learning) and 7.4 (Lecture method).It was found statistically significantly ($p<0.05$).

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I. INTRODUCTION

This study aims to compare the effectiveness of e-learning versus lecture methods in teaching nursing modules on stress management at a selected nursing college in Mumbai. By evaluating the impact of each method on students' knowledge acquisition and retention, engagement, and overall satisfaction, this research seeks to provide insights into the most effective educational practices for nursing students. The findings could inform instructional strategies and contribute to the development of more effective teaching methods in nursing education.

➢ *Objective of the Study:*
- To measure the knowledge gains of student nurses using e-learning versus those using traditional lecture methods.
- To evaluate and compare student engagement and participation levels in e-learning versus lecture-based teaching.
- To analyze the differences in learning outcomes and retention of information between the two teaching methods.

- To collect and analyze student feedback on their experiences and preferences regarding e-learning and lecture methods.
- To identify any challenges or limitations faced by students and educators in both e-learning and lecture-based teaching environments.
- To offer recommendations for optimizing teaching strategies based on the comparative effectiveness of e-learning and lecture methods.

II. MATERIAL AND METHODS:

The findings of this study indicate that **E-Learning** was significantly more effective than traditional lecture-based teaching in improving knowledge regarding stress management among student nurses. The results support previous studies suggesting that digital learning tools can enhance student engagement and facilitate better retention of complex content.

While the lecture method remains a staple in nursing education, it may be beneficial to incorporate E-Learning strategies, especially for topics that benefit from self-paced, interactive learning environments. The E-Learning group, with its access to multimedia and interactive assessments, demonstrated higher engagement and understanding of the stress management module.

➤ *Methods and Study Design:*

This study used a **quasi-experimental design** with a **pre-test/post-test** approach. The study was conducted at a selected nursing college in Mumbai.

➤ *Sample and Sampling:*

A total of 60 nursing students were selected using **simple random sampling**. The students were divided into two groups of 30 each:

- E-Learning group: Received the stress management module via online learning tools, including videos, readings, and quizzes.
- Lecture group: Received the same module through traditional face-to-face lectures.

III. RESULTS

The E-Learning group showed a statistically significant improvement in knowledge compared to the lecture group ($p<0.05$). The mean post-test score for the E-Learning group versus lecture group was significantly.

IV. DISCUSSION

The research that suggests E-Learning can significantly enhance student engagement and improve knowledge retention. The use of multimedia, interactive assessments, and the flexibility of self-paced learning in the E-Learning group contributed to higher levels of engagement and better understanding of the stress management module. While traditional lectures remain an essential component of nursing education, integrating E-Learning methods could complement and enhance the learning experience, especially for topics that benefit from multimedia support.

V. CONCLUSION AND RECOMMENDATION

The results of this study indicate that E-Learning is a more effective method than the traditional lecture method in improving knowledge regarding stress management among nursing students. It is recommended that nursing colleges consider incorporating E-Learning strategies, especially for topics that can benefit from interactive, multimedia-based content. Additionally, further studies should explore the long-term effects of E-Learning on nursing education and examine its feasibility across various nursing modules.

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