
Implementation of Online Learning Modalities and Academic Performance of Nursing Students: Basis for a Curriculum Guide in Geriatric Nursing*

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ABSTRACT

The Coronavirus Disease 2019 (COVID-19) pandemic has caused worldwide disruption in people's lives. The education sector is greatly affected, necessitating a shift to online education that requires further evaluation of its usability. The primary intent of the study is to determine the implementation of online learning modalities as perceived by academic administrators, faculty members, and nursing students, regarding the legitimacy of online education, its equivalency with traditional face-to-face instruction and determine the academic performance of nursing students as a basis for the curriculum guide in Geriatric Nursing Course in FEU-NRMF, a Tertiary School in Quezon City. The study is largely descriptive-evaluative describing perceptions of 83 respondents, whereas, a descriptive-comparative design is utilized in determining the difference between a traditional classroom setting and online learning setting in terms of academic performance in Geriatric Nursing wherein classes are matched based on certain characteristics: both on the same topic, same school and taught by the same professor. The statistical treatment of data using one-way classification ANOVA showed that there is no significant difference based on the result on the perception of nursing students, faculty members and academic administrators as to the implementation of online learning and traditional classroom learning. There is a significant difference between the performance mean score of the traditional and online classroom setting of nursing students.

Key words: Online learning, Traditional classroom setting, Distance education, Geriatric Nursing

Learning takes precedence over disparities in learning conditions. The delivery of education from preschool to tertiary education has changed immensely and continues to progress (Manila Standard, 2013). Throughout the years we had been accustomed to the traditional classroom setting as it provides face-to-face instruction to students and communication between and among teachers and students. In the recent COVID-19 Pandemic situation that impacted change worldwide; the education sector is one of those severely affected, resulting in schools shut down all across the world, countries needed to shift from traditional settings to online learning so as to assure the safety of every person in the academe. Globally,

over 1.2 billion children are out of the classroom).¹ With or without readiness, Philippine educational system has to embark on the virtual world.

E-Learning which is also called Online Learning and Distance Education is the use of electronic media and information. It is an education that takes place over the Internet. Essentially, online learning provides many other unique features such as interactive tools that enable both instructors and learners to attain educational goals easily. It can also be a way of adapting to traditional learning but only in a way that students use the internet, laptops, cellphones, and iPad as a form of medium. Education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. Though we are wondering whether the adoption of online learning will continue to persist post-pandemic, how such a shift would impact the worldwide education market¹, and if we in the Philippines can truly adapt to the unplanned

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and rapid move to online learning – with no training, insufficient bandwidth, and little preparation – will result in a poor user experience that is un conducive to sustained growth, with an outcome of a creation of a new hybrid model of education, with significant benefits.

Technology in the digital age has brought significant changes in the practice of online education. These significant changes also faced issues and disadvantages in Online education. According to Protosaltis, an associate professor and director of the Center for Education Policy and Evaluation at George Mason University, Online education has failed to reduce costs and improve outcomes for students.² Faculty, academic leaders, the public, and employers continue to perceive online degrees less favorably than traditional degrees. This might be because the conditions of implementing Online Education must be achieved so that Educational Goals would be attained in the most effective way. Hence, studies pertaining to the use of Online learning must be pursued, and students perception who are the clientele of the educational system must be considered by faculty members in preparation for their instructional design. Instructors acknowledged content expertise and instructional design as factors in the success of online learning. Similarly, the call for staff and student training is mandatory for online learning success (Cheng and Chau, 2016). This methodology of learning will have a consequent effect on the institution as well, should the nursing administrators perceive the viability of the program as the challenge to academicians to deliver quality education through the online system proved to be difficult in health-related courses in the Philippines, more so, in nursing degree programs which necessitate hands-on related learning experience and face-to-face patient interaction. There is a need for Registered Nurses (RNs) to attain advanced proficiency in higher-order thinking skills to meet the increasingly complex demands of the healthcare environment.³ More thoughtful, systematic approaches will be needed to make the transition to online teaching and learning successful and permanent. The lack of a physical campus or classroom facilities and the potential for larger class sizes without real-time professors could lower costs and reduce prices for students. If it can make college accessible to students with limited options and busy schedules, customize the learning experience, and reduce costs for both students and institutions, online education has enormous potential

to positively “disrupt” the higher education landscape and boost student outcomes.²

The pandemic situation forces the academe: medical institutions and universities to adapt to flexible, creative, and responsive learning strategies to ensure continuity of training and education of health-related students. Just like all the other universities that shifted to online learning, Far Eastern University - Nicanor Reyes Medical Foundation (FEU-NRMF) also shifted to online distance education to aid the learning of the students. The institution has taken various measures to ensure the continuity of students’ education and minimize the impact of the suspension of face- to-face classes since the first lockdown on March 15, 2020. New resources and guidelines were put into place to implement such undertakings. In compliance with the CHED Memorandum Order #4 series 2020, or the “Guidelines on the Implementation of Online Learning”, the FEU-NRMF School of Nursing has adopted remote learning with online learning platforms such as Moodle and Online Video conferencing mediums like Zoom, for asynchronous and synchronous delivery of lessons, respectively.

Studies have been made to assess the Online Education transition, and further studies are needed to determine how members of the academe the administrators, faculty, and students with varying insights on academic challenges perceived the implemented online learning course of FEUNRMF School of Nursing to identify issues and create solutions in order to remove obstacles and create significant opportunities for innovative learning as well as the way of delivering the information to their students well for the improvement of the current system of online education in the Institution.

The objectives of the study were to

1. Compare the respondents’ perception in the delivery of Online Learning course in terms of:
 - a. Legitimacy of online instruction
 - b. Readiness and interest in participating in online education
 - c. Congruence of online education with the School’s instructional mission
 - d. Equivalency of online instruction with face-to-face instruction
 - e. Quality of online instruction with face-to-face instruction

2. Compare the Academic Performance of Students in Traditional classrooms and Online Learning settings in Geriatric Nursing Course.
3. Utilize the results of this study through a specialized curriculum guide for Geriatric Nursing Instruction.

MATERIALS AND METHODS

Research Design

The study is largely descriptive-evaluative. The choice of descriptive method rests on the fact that the method is the best way of describing the perceptions of the participants on online learning. Descriptive-comparative design is utilized in determining the difference between a traditional classroom setting and an online learning setting in terms of academic performance wherein classes are matched based on certain characteristics: both on the same topic, same school and taught by the same professor.

Respondents and Sampling Plan

This study was conducted in a tertiary institution that provides quality medical education. Its Nursing Program provides an intensive nursing practicum that will ensure the basic clinical competencies required of a nurse. Three respondent groups were selected in the study which are composed of 4 nursing administrators, 18 nursing faculty members, and 61 nursing students. Total Enumeration was utilized for the Nursing Administrators and Nursing Faculty members. The Dean, all Level Coordinators, and all Nursing Faculty members with teaching load for the first semester of the Academic year 2020-2021 were included in the study. For the nursing students, purposive sampling was utilized, respondent groups were third and fourth-year nursing students enrolled in Geriatric Nursing course affected by the transition from a Traditional classroom setting to an online learning setting.

Instruments

A Survey/Questionnaire was used as a major instrument in this study in determining the nursing Students, faculty members, and nursing administrators' perception of the online learning program of the school of nursing. A modified version of the survey by Thomas A. DePriest was adapted and modified to check both the face and content of the survey.

In addition, the researcher consulted with the administrators who reviewed the questionnaire for content and clarity in order to suggest any needed changes to the survey instrument and to assist in ascertaining instrument validity. The validation of the tool was done by experts and was subjected to pilot testing with a Cronbach alpha of > 0.70 interpreted as Acceptable to Excellent.

Data Gathering Procedure

The study was conducted with careful consideration of the ethical standards of research and the rights of the participants. Permission from the Dean of the School of Nursing and Institutional Ethics Review Committee was sought. A list of names of 3rd and 4th year nursing students who are and were enrolled in the Geriatric Nursing course was obtained from the School of Nursing, Invitation letters, Informed consent along with the survey questionnaire in google form were sent through the Telegram application of the respondents. The Institution is utilizing a Telegram application for the entire school for easy communication and transfer of files. For the nursing administrators and faculty, invitation letter to participate, Informed consent along with the survey questionnaire in google form was sent through their organization email with the assistance of the Nursing office secretary. After the survey, the gathered data were evaluated and interpreted by the researcher.

On the other hand, the researcher requested from the school of nursing and gathered the test results of the final grade of nursing students in Geriatric Nursing course. The course included is a limitation of the study as it is the course taught by the same professor under the same curriculum. The final course grades of the participants served as the primary comparative factor in assessing performance differences between online and traditional classroom instruction. All data provided by the participants and acquired final course grades in the conduct of the study were kept confidential and in compliance with the Data Privacy Act of 2012.

Data Analysis

The following statistical tools were used in the interpretation of results according to the sub-problems. The percentage was used as a descriptive measure to demonstrate the relationship between two or more magnitudes. The mean Percentage Score was

used to know the level of performance of the students in their achievement test. Weighted Mean to get the average frequency of the responses in each weighted item. The one-way classification ANOVA (Analysis of Variance). This was utilized to get the significant difference between the respondents' perceptions of the delivery of online learning courses. Standard Deviation for the group of data, Paired t-test for One sample Mean is used in this study to determine the difference between two variables (pre-test and post-test) for the same subject, and Ranking is used to determine the relative position of the variable from other variables.

RESULTS AND DISCUSSION

The findings of the study are presented according to the objectives raised in the study.

The perception of the respondent groups in terms of variables being measured got an overall weighted mean of 3.16 and is verbally interpreted as moderately acceptable. Though overall results were interpreted as moderately acceptable the range of differences in results must be carefully explored. The nursing administrators got the highest mean of 3.37 among the respondent groups, showing the highest mean on item no. 4 which is the equivalency of online instruction with face-to-face instruction that appears to be approving, given the pandemic situation, administrators should find a way and support activities that would continue learning even through distance education. Education administrators have carried out many activities to ensure the continuity

of education, have established distance education platforms that support students in every aspect and can be easily accessed, and have attempted to provide all kinds of activities needed.⁴ It is known that distance education is much more cost-effective than face-to-face education⁵, given the role of administrators as managers a need to explore alternative options in support of the organization must also be considered.

Nursing students got the overall lowest mean of 3.04, and the lowest on item no. 3 which is the Congruence of online education with the school's instructional mission with 2.75 mean score. In a study done by Özbay & Cinar, (2020)⁶, that determines the views of students majoring in the Department of Nursing at the Faculty of Health Sciences of Artvin Çoruh University during the spring semester of the 2019-2020 academic year, the students indicated that distance education was insufficient in gaining practice-based competencies in the field of nursing, and it might lead to deficiencies in the laboratory (76.4%) and clinical practices which hold an important place in the field of nursing (88.0%).

Nursing faculty members got an overall mean of 3.09, findings promote that faculty members understand professional practices and behaviors in using distance education as an emergency solution for supporting the education process.⁷ There was only one way to continue the educational process, which was a transformation to distance education through electronic platforms (Al Lily, et al., 2020). Nursing Faculty members got also the lowest mean on item no. 2 which is the Readiness in Participating in Online Education, with the mandatory and rapid transition

Table 1. Perception of the respondents on the following variables.

Criteria	Nursing Administrators		Faculty Members		Nursing Students		Overall Mean	Interpretation
	Weighted Mean	Interpretation	Weighted Mean	Interpretation	Weighted Mean	Interpretation		
1. Legitimacy of Online Instruction	3.12	MoA	3.10	MoA	3.21	MoA	3.14	MoA
2. Readiness in Participating in Online Education	3.13	MoA	2.78	MoA	2.81	MoA	2.90	MoA
3. Congruence of online education with School's instructional mission	3.31	MoA	3.17	MoA	2.75	MoA	3.07	MoA
4. Equivalency of Online Instruction with face-to-face Instruction	3.78	HA	3.19	MoA	3.08	MoA	3.35	MoA
5. Quality of Online Instruction with face-to-face Instruction	3.50	HA	3.22	MoA	3.50	MoA	3.35	MoA
Overall Weighted Mean	3.37	MoA	3.09	MoA	3.04	MoA	3.16	MoA

4.20 – 5.00 Very Highly Acceptable (VHA), 3.40 – 4.19 Highly Acceptable (HA), 2.60 – 3.39 Moderately Acceptable (MoA), 1.80 – 2.59 Slightly Acceptable (SA), 1.00 – 1.79 Not Acceptable (NA)

from traditional to online learning everyone was caught unprepared, A significant problem was some faculty members' lack of experience with the use of technology in online education. Aytaç (2021) stated that the most common problems faced by the teachers during COVID-19 pandemic are the technical and hardware problems related to the internet connection. They also believe that their colleagues lack the necessary technological skills and are unmotivated to use distance education technologies. Overall the respondent groups got the lowest overall mean of 2.90 in item no. 2. This finding was in line with studies that had noted technostress influences people's emotions and practices because technology has been identified as a source of stress and anxiety for users it, especially for one who didn't have knowledge about it before (Al-Abdullatif et al., 2020; Al-Sukayt et al., 2020).

The significant difference between the respondent's perception of the delivery of online learning courses as shown in table 2 is justified by proving the given null hypothesis H_0 = that there is no significant difference between the nursing students, faculty members and academic administrators as to the implementation of online learning and traditional classroom learning. The statistical treatment of data using one-way classification ANOVA resulted that the f-value of 3.17 which is less than the critical value of 19.41, and accepts the null hypothesis. There is no significant difference based on the result on the perception of nursing students, faculty members and academic administrators as to the implementation of online learning and traditional classroom learning. This reveals that the perception of nursing students, faculty members, and academic administrators are the same, there is no significant difference, all of the respondents perceived that the implementation of online learning courses is moderately acceptable as there must be a way to accept the situation at hand. Emergency remote education was an interim online solution to continue teaching during the COVID-19 pandemic. It could not be classified as distance education since it did not have a systematic design and planning model. It also did not depend on the collaborative environment of linked elements, or on comprehensive dimensions of all areas of distance education.⁸ But, somehow can be classified as distance education as both the students and the teachers are facilitating learning away from the school. If circumstances prevent the students from attending an institution of higher learning, distance education may be the only practical method of instruction available⁹ (DePriest, 2009).

Table 2. Differences among respondent responses on the perceived variables

Source of variation	Sum of Squares	df	Mean Sum of Squares	F-value	p-value	Decision on H_0	Interpretation
Among Instructional Mode	0.38	2	0.19	3.17	0.232	Accept	Not Significant
Within Groups	0.69	12	0.06				
TOTAL	1	14					

Note $\alpha = 0.05$; Test is significant when p-value is less than α .
Critical value = 19.41

Table 3 shows the mean performance score of nursing students in a traditional classroom setting is 78.6 and 83.1 in an online setting and can be interpreted as Satisfactory. There is an increase in the mean percentage score after the implementation of online learning modalities. There are a large number of studies that find positive statistically significant effects on student learning outcomes in the online or hybrid format compared to the traditional face-to-face format as stated in the study of Nguyen (2015). Some of the positive learning outcomes are improved learning as measured by test scores, student engagement with the class material, improved perception of learning and of the online format, a stronger sense of community among students, and reduction in withdrawal or failure. It is important to consider the concepts of traditional classroom and online learning in evaluating effective learning and listening conducted in higher learning institutions. To reach the depth of both concepts, one should understand them in a philosophical point of view, both traditional classroom and online learning play a role in the learning process (Hassan, et al., 2014)

Table 3. Mean performance score of nursing students in a traditional classroom setting.

STATISTIC	Type of Instruction	
	Traditional	Online
Mean	78.6	83.1
Interpretation	Satisfactory	Satisfactory

96-100 - Excellent, 86-95 - Very Satisfactory, 66-85 - Satisfactory, 35-65 - Fair, 34 below - Unsatisfactory

Table 4 shows the significant difference between the performance mean scores of the traditional classroom setting and online learning setting. The weighted mean of the traditional classroom setting and online learning setting are 78.6 and 83.1 and with a standard deviation of 5.05. The computed t-value is 7.34, if we compare the t-value and critical value, the t-value is greater than the critical value, which made the researcher reject the null hypothesis. There is a significant difference between the performance mean scores of the traditional classroom setting and the online learning setting. The result of the implementation of an online learning course enhances the academic performance of the group.

Certain environmental factors may affect the learning experience through online versus that of face-to-face which are uniform to students. Ya Ni

Table 4. Test on the difference between the mean scores of traditional classroom setting and online learning setting

Type of Instruction		SD	t-value	p-value	Decision on Ho	Interpretation
Traditional	Online					
78.6	83.1	5.05	7.34	0.001	Reject	Significant

t-ratio $\alpha = 0.05$, Critical Value = 2.018

(2013) found out from her study “Comparing the Effectiveness of Classroom and Online Learning: Teaching Research Methods,” that students who took online classes have higher failure rate as compared to face-to-face classes. This review of literature provides an additional insight to the present study due to the fact that it presents varying findings regarding the student performance outcomes between online education and the traditional face-to-face class.¹¹ By having a more concrete conclusion as to the differences between these two, this can help to improve the delivery of education in the School of Nursing.

Table 5 shows the summary of the encountered problems by academic administrators, nursing faculty, and nursing students in the Assessment of the Implementation of Online Modalities.

The Nursing Faculty got the lowest composite mean in the three variables which are Legitimacy of online instruction, Readiness and interest in participating in online education, and Quality of online instruction with face-to-face instruction. In a study done by Moralista and Oducado,¹² faculty perceived several difficulties and challenges in the online education setting. Uncertainty defines faculty perception toward online education during the pandemic outbreak as they are called to shift to a new normal or non-traditional mode of delivery of instruction. Research findings indicated that the majority of faculty had intermediate computer competency and had no training in online teaching, with only a few having a very stable internet

Table 5. Problems in the assessment of implementation of online modalities.

Criteria	Academic Administrators	Nursing Faculty	Nursing Students
	Grand Composite Weighted Mean		
1. Legitimacy of online instruction	3.12 (R-5)	3.10 (R-4)	3.21 (R-2)
Lowest Composite Weighted Mean	3.10		
2. Readiness and interest in participating in online education	3.13 (R-4)	2.78 (R-5)	2.81 (R-4)
Lowest Composite Weighted Mean	2.78		
3. Congruence of online education with the school's online instruction mission	3.31 (R-3)	3.17 (R-3)	2.75 (R-5)
Lowest Composite Weighted Mean	2.75		
4. Equivalency of online instruction with face-to-face instruction	3.78 (R-1)	3.19 (R-2)	3.08 (R-3)
Lowest Composite Weighted Mean	3.08		
5. Quality of online instruction with face-to-face instruction	3.50 (Rank 2)	3.22 (R-1)	3.34 (R-1)
Lowest Composite Weighted Mean	3.22		

connection. Faculty considered online education to result in more academic dishonesty, impersonal and lack of feeling compared to face-to-face classes, and difficult to manage in terms of technology. Understanding the views of faculty toward online education is necessary so that their concerns may be properly addressed. The voices of faculty are needed in the acceptance of new educational technology, and that will eventually contribute to the success of learning systems in academic institutions.¹³

Nursing Students got the lowest composite mean in two variables which are the Congruence of online education with departments' online instruction mission, and the Equivalency of online instruction with face-to-face instruction. For nursing students, online learning materials are poorly understood because, in nursing science, there is practical learning for patients that cannot only be carried out online learning.¹⁴ In a study done by Özbay & Cinar⁹, in July 2020 with 225 respondents in Turkey, the nursing students stated that the department of nursing was not suitable for distance education. Additionally, they think that distance education might lead to deficiencies in laboratory and clinical practices in the field of nursing. Therefore, if especially practice-based courses are provided through distance education in the department of nursing, it is recommended for educators use alternative learning environments that will not only increase students' practice-based competencies but also improve their laboratory and clinical practice skills.

The result of the study in terms of the acceptability of Nursing Administrators, Nursing Faculty, and Nursing Students of the online learning modalities are reflected in the proposed curriculum guide for the course Geriatric Nursing. The administrators of FEUNRMF have chosen the platform MOODLE to receive Online Instructions in the conduct of Online classes and the Zoom platform to conduct the Online Video Conference interaction between Faculty and students. The chosen platform delivery is moderately acceptable to the Nursing Administrators, Faculty, and Nursing Students. The use of Moodle and Zoom is the mode of delivery reflected in the Proposed Curriculum Guide with great consideration on the problems encountered by Nursing

Faculty and Nursing students. online education should still be maintained in our current educational system to keep pace with the technological advances all over the world. Teachers should use e/learning as one of their teaching methods. It is to address the needs

of the 1st century learners and to help these learners improve their academic achievement.¹⁵ Concept mapping will assist the faculty in determining when specific concepts are presented, in what context they are presented, and how deeply those concepts are presented. Ultimately, it is important to know where any weakness exist in the body of knowledge taught.¹⁶

In the proposed curriculum guide the first column is the Learning outcomes expected of the students enrolled in the Geriatric Nursing Course, it is aligned with the Program outcomes expected for the Year level of students. The second column reflects the content/topic that must be discussed within the semester as stated in the CHED Memorandum (CMO 15) for Nursing Degree Program. The third column is the Learning Strategies which is further subdivided into Classroom and Related Learning Experience (RLE) with a corresponding number of hours congruent with discussion/presentation of topics. The last column is the Assessment which bears the wide variety of methods used to evaluate/measure and document the learnings acquired by the students.

The online learning modalities curriculum guide in geriatric nursing was developed to help both the students and faculty members who handle the topic. With the acceptance of Nursing Administrators, Faculty, and Students a new hybrid format and which is a combination of Online classes and traditional face-to-face interaction known as Blended learning, is incorporated into the proposed curriculum guide for the course Geriatric Nursing. In a study done by Sáiz- Manzanares, et al. (2020)¹⁷ among third year nursing students, indicated that the type of blended learning in use predicted 40.4% of student learning outcomes. It also predicted 71.9% of the effective learning behaviors of students in learning management systems. It therefore appears that blended learning applied in Learning Management System (LMS) with hypermedia resources favors greater achievement of effective learning.

CONCLUSIONS AND RECOMMENDATIONS

The perception of online learning course among respondents got a moderately acceptable in terms of legitimacy of online instruction, readiness and interest in participating in online education, congruence of online education with the school's instructional mission, the equivalency of online instruction with face-to-face instruction, and quality of online instruction with face-to-face instruction. There is

A Snap Shot of the Proposed Curriculum Guide

13. Integrate nursing core values in the care of older adults.
14. Apply entrepreneurial skills in the delivery of nursing care

LEARNING PLAN:

Learning outcomes	Content/Topic	LEARNING STRATEGIES				ASSESSMENT
		Classroom / Virtual Classroom	TA	RLE	TA	
Given virtual classroom setting with minimal supervision the Level III students will: Integrate principles of social, physical, natural and health sciences and humanities relevant to current and emerging health care issues of older adults. Demonstrate cultural awareness that involves self-examination of cultural health care beliefs and values.	Concepts, Principles and Theories in the Care of Older Adults A. Perspective on Aging - Aging is a developmental process B. Demography of Aging and Implication for Health and Nursing Care 1. Global Aging 2. Aging in the Philippines C. Impact of Aging Members in the Family D. Theories of Aging and its Nursing Implication 1. Biologic Theories 2. Psychosocial Theories	Video clips	2			Graphical Organizer KWL (Know, want to know, learn)
				Virtual tour of Nursing Facility	4	Reflection
				Interview of Family Members		Rubrics
		Recorded Lectures	6			Moodle Quiz
Determine the physiological and psychological changes in older adults. Assess physical, psychosocial, emotional and environmental stressors Use scientific and theory based knowledge to develop nursing process for safe and holistic nursing care. Analyze and interpret data obtained in client assessment to draw conclusion about client health status.	E. Physiologic Changes in Aging Affecting Various Systems 1. Integumentary 2. Musculo-skeletal 3. Respiratory 4. Cardiovascular 5. Hematopoietic & Lymphatic 6. Gastrointestinal 7. Urinary 8. Nervous 9. Special Senses 10. Endocrine 11. Reproductive Nursing Care of the Older Adult in Wellness A. Assessment 1. Subjective Data - Nursing History - Functional Health Patterns 2. Objective Data - Psychological Assessment - Physical Assessment B. Planning for Health Promotion, Health Maintenance and Home Health Considerations 1. Planning for Successful Aging 2. Home Care and Hospice 3. Community-based Services 4. Assisted Living 5. Special Care Units 6. Geriatric Units	Reading Assignments through online link	6			Rubrics
		Recorded Lectures		Virtual Duty	8	RLE tool
		Concept Mapping	4			Moodle Quiz
		Case Analysis				Rubrics
		Cooperative Learning				1 Minute Paper
						Kahoots quiz

no significant difference among the respondent's perceptions of online learning courses. There is a significant difference between the performance mean scores of the traditional and online classroom settings of nursing students. The implementation of online learning courses in geriatric nursing is a powerful tool to enhance nursing students' performance in class.

School administrators should consider the utilization of online learning courses in geriatric nursing to aid both the students enrolled and faculty members handling it. They may consider the output of this study to be utilized as reference material by faculty members who aspire to develop online learning courses in another subject. They should harness the potential of computer and internet technology in adapting blended learning of the subject using a Learning Management System for the students' accessibility of the lessons during class suspensions. It was determined that conducting distance education activities as a complement to face-to-face education when the pandemic process ends and life returns to normal will contribute. In this regard, school administrators indicated that hybrid education (face-to-face education, distance education) could be the future education model. Distance education will be included in future education policies, which requires planning studies by taking into account the scientific facts about the distance education process. Solutions could be produced for extraordinary situations that may be experienced in distance education, and reducing spending on education was also obtained by school administrators' views.¹⁸

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