

Impact of Online Education on the Mental Health of Students

Dr. Anupam Karmakar [1]

Abstract

Conventionally, Indian students were accustomed to the offline mode of learning. However, a massive pandemic named COVID-19 broke out in the month of March 2020 in the Indian subcontinent forcing the government to implement a series of nationwide lockdowns. This has disrupted the normal lifestyle and forced people, especially the students to stay at home and pursue their learning via online mode. The study tries to draw some light upon the actual psychological condition of the school-goers after participating in the e-learning process for over a year. The survey also tries to predict the future outcomes and possibilities, if the same kind of online learning methodology is continued in upcoming days. This study has been conducted with primary data in the form of an online survey through Google form. It was conducted with a pre-formed survey questionnaire. Secondary sources like books, magazines, journals, the internet, etc. were used wherever required. The time period of this study covers March 2020 to March 2021. Finally the paper concludes that the online learning methodology has shown a strong trend towards negativity in the Indian subcontinent.

Key words: Obedience, Self-accusation, Adaption, Suppression of emotion.

Article History: Submitted: 17th August, 2021, Revised: 30th August, 2021, Accepted: 11th September, 2021,
Published: 30th September, 2021.

I. INTRODUCTION

For the last few decades offline mode of learning is conventionally followed and students were accustomed to such mode of learning. However, a massive pandemic named COVID-19 broke out in the month of March 2020 in the Indian subcontinent forcing the government to implement a series of nationwide lockdowns. This has disrupted the normal lifestyle and forced people, especially the students to stay at home and pursue their learning via online mode. The study tries to draw some light upon the actual psychological condition of the school-goers after participating in the e-learning process for over a year. The survey also tries to predict the future outcomes and possibilities, if the same kind of online learning methodology is continued in upcoming days.

II. OBJECTIVES

1. To study the psychological readiness towards online learning among the school students in West Bengal (India).
2. To study the psychological status of children & teenagers after implementation of the online learning process.

III. METHODOLOGY

- **Data Source:** This study has been conducted with primary data in the form of an online survey through Google form. It was conducted with a pre-formed survey questionnaire. Secondary sources like books, magazines, journals, the internet, etc. were used wherever required.
- **Time Period:** The time period of this study covers March 2020 to March 2021.
- **Statistical Tools Used:** Mean, Standard Deviation, etc.

- **Chart:** In this paper, Bar Chart, Pie Chart, Column Chart, etc. have been used.
- **Software:** In this study, software like Microsoft Excel, SPSS, Python etc., have been used.

IV. LITERATURE REVIEW

According to Chapnick, 2000, it's important to own the correct infrastructure and hardware for successful implementation of e-learning, and students and lecturers ought to be ready psychologically and mentally to simply accept the challenge for sure-fire integration of e-learning in their establishments (Borotis and Poulymenakou, 2004). E-learning has shown its potential already, so, several developed countries adopting online learning as their mode of study for the past ten years. In the Republic of India, the reflection has also been seen. E-learning includes a big selection of processes and its applications designed as per the individual need of all the scholars. So online learning will be altering the definition of the education system in near future (Ouma, 2013). E-learning was first used by the University of Illinois in the style of PLATO in 1926. nearly sixteen lacs students registered in online courses in the Republic of India within the year 2016 and expected to grow before the corona pandemic ninety-six lacs by the tip of 2021 (Srivastava, 2019). Driscoll (2002) conducted a study with nursing students to see their motivation level and Blended learning was taken as e-learning ways. He found this method well-tried worthy for those who square measure additional simply motivated and loves self-paced learning. they like face-to-face and e-classes each. Students who used their online classes properly in their studies found more positive ends up in accomplishment tests additionally (Ollermann, 2014).

^[1] Assistant Professor of Commerce, New Alipore College, Kolkata, West Bengal, Email: anupam_2013@yahoo.com

Valk et. al (2010) conducted a study on mobile connected e-learning that's m-learning in many developing countries like the Philippines Mongolia Asian nation East Pakistan and the Republic of India, the found vital proof of accelerating mobile uses however this study lacks the clarity that if there exist any role of m- learning in promoting new learning or not. Coopasami et. al (2017) conducted a study on psychological readiness among nursing students and found e-learning well-tried worthy (almost 72%) in psychological readiness among nursing students in Durban University and expected that technologies concerned in e-classes tailored by them helped students to make conception and motivated them completely towards e- Learning.

In 2008, E.Heim proposed some coping strategies used by students which help them in terms of their logical, emotional and behavioral adaptations in them.

V. ANALYSIS AND FINDINGS

First it was analyzed whether the students of West Bengal are psychologically ready to take the burden of online classes & continue the same for a longer time frame and are the students psychologically positive during the COVID-19 outbreak.

➤ *Psychological readiness parameters:*

For the purpose of this study the following Psychological readiness parameters have been chosen as per need of the survey:

- Suppression of emotion,
- obedience(towards teachers),
- self-accusation, confusion(clearance),
- pace(of learning),
- optimism(towards online learning),
- adaption(in e-classes),
- cooperation(among each other),
- problem-solving,
- distraction, were the parameters chosen as per need of the survey.

➤ *Demographic Information:*

Gender Analysis

- Total 172 responses were collected from West Bengal. Out of them 100 male and 72 were female.
- It can be inferred from this data that of the total population 58.13% are male and 41.86% are female.

So it can be said that most of the respondents are male in this study.

Age-Group Analysis

Table 1:Age group of the Respondents (n=172)		
Age group	No. of responses	Percentage
13 - 14	80	46.51%
15 - 16	40	23.25%
17 - 18	52	30.23%

From the Table 1 it can be observed that most of the responses came from the age group 13-14 (46.51%).

Least responses came from above 15 -16 age groups (23.25%).

So it can be said from these responses, that students of 13 – 14 age group have the most interest and affinity towards mobile and internet usage in comparison to other age groups.

➤ *Class/Standard analysis:*

Responses came from:

Table 2: Respondents of Different Class				
Class XII level:	Class XI level:	Class X:	Class IX:	Class VIII:
7 responses	6 responses	10 responses	8 responses	12 responses

So maximum numbers of responses came from VIIIth standard students (12) and the least number of responses came from XIth standard students (6).

Table 3: Score card of responses received from the participants in the survey								
1 to 4 markings are given.								
4 for very good experience and 1 will be marked for very bad								
(Psychological readiness parameters)								
Psychological Variables	Very Good		Good		Bad		Very Bad	
	R	P	R	P	R	P	R	P
i) Suppression of emotion	44	25.5	20	11.62	64	37.2	44	25.5
ii) Optimism	40	23.25	48	27.9	52	30.23	32	18.6
iii) Cooperation	36	20.93	36	20.93	52	30.23	48	27.9
iv) Analysis of problem	32	18.6	36	20.93	60	34.88	44	25.5
v) Distraction	32	18.6	60	34.88	40	23.25	40	23.25
vi) Pace	20	11.62	56	32.55	36	20.93	60	34.88
vii) Confusion	24	13.9	40	23.25	56	32.5	52	30.23
viii) Self accusation	32	18.6	52	30.23	36	20.93	52	30.23
ix) Obedience	56	32.55	48	27.9	40	23.25	28	16.27
x) Adaptation	36	20.93	52	30.23	40	23.25	44	25.5
Where: R - No. of responses came ; P - Percentage of Response								

Table-4: Response Percentage , Mean & Standard Deviation

Psychological Variable	Very Good	Good	Bad	Very Bad	Mean	Standard Deviation
i) Suppression of emotion	25.5	11.62	37.2	25.5	24.995	9.06
ii) Optimism	23.25	27.9	30.23	18.6	24.995	4.466
iii) Cooperation	20.93	20.93	30.23	27.9	24.997	4.15
iv) Analysis of problem	18.6	20.93	34.88	25.5	22.477	2.843
v) Distraction	18.6	34.88	23.25	23.25	24.995	6.014
vi) Pace	11.62	32.55	20.93	34.88	24.995	9.356
vii) Confusion	13.9	23.25	32.5	30.23	24.97	7.243
viii) Self accusation	18.6	30.23	20.93	30.23	24.997	5.296
ix) Obedience	32.55	27.9	23.25	16.27	24.992	6.014
x) Adaptation	20.93	30.23	23.25	25.5	24.997	3.436

VI. OBSERVATIONS

- i) **Suppression of emotion:** Greatest percentage of reciprocation was recorded in the Very Bad category, i.e. 37.2 and lowest percent of response witnessed in the Good category, i.e. 11.62 with a mean score of 24.995 and Standard deviation 9.060.

It shows a trend towards negative reciprocation.

- ii) **Optimism(towards online learning):** Greatest percent of reciprocation was recorded in the Very Bad category, i.e. 30.23 , and the lowest percentage of response was witnessed in the Very Bad category, i.e. 18.60 with a mean score 24.995 and Standard deviation of 4.466 . It shows a trend towards negativity.

- iii) **Cooperation(with one another):** Greatest percent of reciprocation was recorded in the Bad category, i.e. 30.23 and the lowest percent of response was witnessed in the Very Good & Good category, i.e. 20.93 with a mean score 24.997 and a Standard deviation 4.150.

It shows a trend towards negativity.

- iv) **Analysis of the problem:** Maximum percent of reciprocation recorded in Bad category, i.e. 34.88 and the lowest percent of response witnessed in the Very Good category, i.e. 18.6 with a mean score 22.477 and Standard deviation 2.843 .

It shows a trend towards negative reciprocation.

- v) **Distraction:** Greatest percent of reciprocation was recorded in the Good category, i.e. 34.88 , and the lowest percentage of response was witnessed in the very good category, i.e. 18.60 with a mean score of 24.995 and

Standard deviation 6.014 . It shows a trend towards positive reciprocation.

- vi) **Pace(of learning):** Highest percent of reciprocation recorded in the Very Bad category, i.e. 34.88 and lowest percent of the response was witnessed in the Very Good category, i.e. 11.62, with a mean score 24.995 and a Standard deviation 9.356.

It shows a trend towards negativity.

- vii) **Confusion(clearance):** Maximum percent of reciprocation was recorded in the Bad category, i.e. 32.50 , and the lowest percentage of response was witnessed in the Very Good category, i.e. 13.90, with a mean score 24.970 and Standard deviation 7.243 . It shows trends towards negativity.

- viii) **Self-accusation:** Good and Very Bad Category, both witnessed highest and equal reciprocations i.e.30.23 with a mean score 24.997 and Standard deviation 9.060 . Also, Very Good + Good = 48.83% and Very Bad + Bad = 51.16% .

It shows the trend towards neutrality of the response.

- ix) **Obedience(towards teachers):** Maximum percentage of reciprocation was recorded in the Very Good category, i.e. 32.55 , and the lowest percentage of response was witnessed in the Very Bad category, i.e. 16.27 with a mean score of 24.992 and Standard deviation of 6.014. It shows a trend towards positivity.

- x) **Adaptation(in online classes):** Maximum percentage of reciprocation was recorded in the Good category, i.e. 30.23, and the lowest percentage of response was recorded in the Very Good category, i.e.20.93 with a mean score of 24.997 and Standard deviation of 3.436. It shows a positive attitude towards this parameter.

VII. CONCLUSION

- The reciprocation is found to be negative in the parameters like Confusion, Pace & Optimism.
- A negative response is recorded in indicators like analysis of problem & cooperation. This shows that analysis of problems is getting minimized and cooperation among each other becomes challenging during online classes.
- Distraction from studies is evident to a high degree during the e-classes.
- The students are finding it difficult to express their emotions during online classes.
- However, the students have shown a positive reciprocation towards adaption in online classes.
- In addition, the students have become more obedient towards teachers.
- Slowly but steadily, students are getting accustomed to online classes and showing attraction towards the utilization of technology. Hence, there lies a ray of hope.
- Overall, the online learning methodology has shown a strong trend towards negativity in the Indian subcontinent.
- These challenges will keep on haunting the school-goers till the pandemic subsides.

VIII. REFERENCES

- [1] Aydin, C. H., & Tasci, D. 2005. Measuring Readiness for e-Learning: Reflections from an Emerging Country. *Educational Technology & Society*, 8 (4), 244-257.
- [2] Chapnick, S. (2000). Are you ready for e-learning? Learning Circuits: ASTD's Online Magazine All About E Learning, Retrieved June 2020, from, http://www.astd.org/LC/2000/1100_chapnick.htm at 8pm.
- [3] Srivastava, P. (2019). Advantages & Disadvantages of E-Education & E-Learning. *Journal of Retail Marketing & Distribution Management*, 2(3), 22-27.
- [4] Yacob, A., Kadir, A.Z.A., Zainudin, O., Zurairah, A. (2012). Student Awareness Towards E-Learning In Education.
- [5] Azimi, H. M. (2013). Readiness for implementation of e-learning in colleges of education. *Journal of Novel Applied Sciences*, 2(12), 769-775.
- [6] Berge, Z. L. (2002). Active, interactive, and reflective learning. *The Quarterly Review of Distance Education*, 3(2), 181-190.
- [7] Borotis, S., & Poulymenakou, A. (2004). E-learning readiness components: Key issues to Before Adopting e-Learning Interventions
- [8] Dietterich, T. G. (1998). Approximate statistical tests for comparing supervised classification learning algorithms. *Neural computation*, 10(7), 1895-1923.
- [9] Adiyarta, K., Napitupulu, D., Rahim, R., Abdullah, D., & Setiawan, M. (2018, April). Analysis of e-learning implementation readiness based on integrated elr model. In *J. Phys. Conf. Ser* (Vol. 1007, No. 1, p. 012041).
- [10] Driscoll, M. (2002). Blended learning: Let's get beyond the hype IBM Global Services.e-Learning, 1(4). Available from: http://www-07.ibm.com/services/pdf/blended_learning.pdf
- [11] Keramati, A., Afshari-Mofrad, M., & Kamrani, A. (2011). The role of readiness factors in E-learning outcomes: An empirical study. *Computers & Education*, 57(3), 1919-1929.
- [12] Negash, S., & Wilcox, M. V. (2008). E-learning classifications: Differences and similarities. In *Handbook of distance learning for real-time and asynchronous information technology education* (pp. 1-23). IGI Global.
- [13] Frasconi, P., Gori, M., & Sperduti, A. (1997). On the Efficient Classification of Data Structures by Neural Networks. In *Proceedings of the Fifteenth International Joint Conference on Artificial Intelligence (IJCAI'97)*.