# COVID 19-Educational Disruption and Psychological and Emotional well-being of students
# (A study with reference to UG and PG students of ShrimathiDevkunvarNanalalBhattVaishnav College for women)

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## ABSTRACT

*With the pandemic forcing the teaching and learning process to migrate to the online mode, the education system has faced an upheaval like never before. This has posed several challenges to teachers and students in India. The basic purpose of this research is to analyze the educational disruption and psychological and emotional mind-set among students due to Covid-19 pandemic. No doubt that the Covid-19 pandemic has unleashed the most important calamity that humanity has faced thus far. Most Governments around the world have temporarily closed educational institutions in an attempt to control the spread of the virus. These nationwide closures are impacting over 60% of the world's student population. Covid-19 has thrown education all over the world in a loop. To what extent it is affected was analyzed with the help of a sample of 160 respondents (students) of ShrimathiDevkunvarNanalal Bhatt Vaishnav college for women, Chromepet, Chennai. Though there is no replacement for the much effective real-life interaction of the teacher and students, life is digital by default. E-learning and exchange of data are extremely important alternatives amidst this crisis for the students whose formative years are extremely important in their career journey.*

*Key words: Educational disruption, psychological and emotional well-being*

## INTRODUCTION

The Covid-19 pandemic has forced governing bodies and faculty management to seem to digital learning (Lokanath Mishra, 2020) because the only workable solution, still, the whole education ecosystem is grossly underprepared. Covid-19 has taken the world by a storm, and to state that it influences every decision we make lately, wouldn't be an irony. Education, is one of the major sectors (Yamini Chandra, 2020) affected during this crisis, and is also an important sector that needs to adapt to this situation, that too at the earliest. Corona virus has put the majority of the world into quarantine leaving its impact on the educational institutes that have been closed as a precautionary measure. In India, Government has initiated several lock downs from March 24 to June 30th 2020 to control this

virus. After which certain relaxations were given but not for the educational institution. An attempt has been made by the researchers to find out the education disruption and psychological effects on students of ShrimathiDevkunvarNanalal Bhatt Vaishnavcollege.

SDNB Vaishnavcollege for women was started in 1968 by the late founder chairman Shri Nanalal Bhatt. This college is that the first women's college in Kancheepuram District. The college caters to the requirement of 6000+ students with high standard of education and discipline through committed staff that creates women students wiser and stronger.

## OBJECTIVES

1. To know the socio-economic profile of the respondents.
2. To analysis the educational disruption of students due to Covid 19.
3. To examine the psychological changes among students due to Covid 19.
4. To offer suggestions to improve the quality of online education.

## REVIEW OF LITERATURE

**Yamini Chandra (2020)** emphasized on the perception of academic stress and emotional intelligence coping strategies among college students. In her work she identified that the significant factors such as pressuresto perform, perceptions of workload and examination, self-perceptions and time constraint highly influenced the college students. Hence the researcher has concluded that the students all over the globe experience stress arising out of academic aspects. Students need to be taught to develop their emotional intelligence following social distancing and keeping away from each other physically but not psychologically which can be practiced with the advancement in the field of information technology.

**Rasha Mohammed Hussain et al., (2020)** aimed to investigate the emotional intelligence and uncertainty among undergraduate nursing students during the COVID -19 pandemic outbreak – A comparative study between Egypt and Saudi Arabia. Perception of emotion, managing their own emotions, managing others emotions and utilization of emotion were taken as the parameters of emotional intelligence scale. While intolerance of uncertainty scale assessed the reactions of uncertainty, ambiguous situation and the future. Their study result showed that the nursing students of Saudi Arabia demonstrated higher mean score for managing their own emotions and managing others emotions compared with those in Egypt. Thus, the COVID outbreak has caused more stress and a primary source of uncertainty among nursing undergraduate students.

**Makiko Arima et al., (2020)** focused on evaluating the factors related to psychological distress among medical students during the period of enforced quarantine.Their study highlighted the factors such as self-esteem and self-efficacy as primary and secondary outcome measures. Their

findings showed that the both self-esteem and self – efficacy were the influential factors among medical students for predicting psychological stress during the current COVID-19 pandemic.

## METHODOLOGY

The sample respondents are the students of SDNB Vaishnav College for Women, Chromepet, Chennai. The college has started implementing online classes through Google meet from July 2020. The researcher used quota sampling technique to collect a sample of 160 respondents through structuredquestionnaire. The data for the study were collected during period of December 2020. Data analysis was done using SPSS. To achieve the objectives of this research, the researchers has used Percentage analysis, Likert's summated scaling, Friedman's test and Kruskal Wallis H- test.

## DATA ANALYSIS

### TABLE 1-PERCENTAGE ANALYSIS

| ATTRIBUTE | NO. OF RESPONDENTS | PERCENTAGE |
|---|---|---|
| Age<br>17 - 20 years<br>20- 23 years<br>Above 23 years<br>Total | 90<br>70<br>-<br>160 | 56<br>44<br>-<br>100 |
| Marital status<br>Married<br>Unmarried<br>Total | -<br>160<br>160 | -<br>100<br>100 |
| Education<br>UG<br>PG<br>Total | 90<br>70<br>160 | 56<br>44<br>100 |
| Stream<br>Aided<br>Self-support<br>Total | 22<br>138<br>160 | 14<br>86<br>100 |
| Department<br>BBA<br>B com<br>M com<br>M com(A&F)<br>Total | 80<br>48<br>10<br>22<br>160 | 50<br>30<br>6<br>14<br>100 |
| Level of Technology known<br>High<br>Medium<br>Low<br>Total | 16<br>138<br>06<br>160 | 10<br>86<br>04<br>100 |
| Internet Availability<br>WI Fi<br>Mobile Data<br>Total | 114<br>46<br>160 | 71<br>29<br>100 |
| COVID Pandemic has affected your studies | | 81 |

| | | |
|---|---|---|
| Yes | 130 | 19 |
| No | 30 | 100 |
| Total | 160 | |
| | | |
| Satisfaction towards online learning | | |
| Highly satisfied | 14 | 09 |
| Satisfied | 47 | 29 |
| Neutral | 77 | 48 |
| Dissatisfied | 14 | 09 |
| Highly Dissatisfied | 08 | 05 |
| Total | 160 | 100 |
| Effectiveness of online classes through Google meet | | |
| Highly effective | 30 | 19 |
| Effective | 60 | 38 |
| Moderately effective | 22 | 14 |
| Less effective | 25 | 16 |
| Ineffective | 23 | 13 |
| Total | 160 | 100 |

**Source Field Survey – December 2020**

### TABLE 2–EDUCATIONAL DISRUPTION --AVERAGE MEAN SCORE

| PARTICULARS | MEAN SCORE | RANK |
|---|---|---|
| Sports | 3.99 | III |
| Yoga | 3.34 | X |
| Soft skill | 3.65 | VIII |
| Placement training | 3.96 | IV |
| NCC/NSS class | 3.67 | VII |
| Personality Development | 3.65 | VIII |
| Internship | 4.04 | I |
| Project | 3.90 | V |
| Extra-curricular activity | 3.77 | VI |
| Inter- collegiate events | 4.04 | I |
| Average mean score | 3.801 | |

**Source Field Survey – December 2020**

Table 2 shows the educational disruption faced by the students of SDNB Vaishnavcollege due to Covid-19 pandemic by using Likert's summated scaling technique. The learning events has been ranked from 1-10 with the help of their highest mean value to lowest mean value. The Average means score is 3.801. Inter collegiate events, Internship, sports, Placement training and project' are determined as the highly influenced disruption for the students because of this virus.

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### TABLE 3- PSYCHOLOGICAL AND EMOTIONAL CHANGES-FRIEDMAN'S TEST

| PSYCHOLOGICAL AND EMOTIONAL CHANGES | MEAN RANK | RANKING |
|---|---|---|
| Sleeping pattern | 5.63 | 1 |
| Eating habits | 5.54 | 2 |
| Depression | 4.16 | 6 |
| Watching TV | 4.30 | 5 |
| Social media | 4.85 | 3 |
| Stress | 4.43 | 4 |
| Anger | 4.08 | 7 |
| Illness | 3.01 | 8 |

**Source Field Survey – December 2020**

Rank one shows that 'Sleeping Pattern', followed by 'eating habits' had been the most affected factor due to this Covid-19 pandemic.

### TABLE 4 – PROBLEMS FACED BY STUDENTS DURING ONLINE CLASS – MEAN SCORE

| SL.NO | VARIABLES | MEAN SCORE | RANK |
|---|---|---|---|
| 1 | Isolated | 3.84 | 7 |
| 2 | Lack of motivation | 3.60 | 9 |
| 3 | Addiction towards Gadgets | 4.30 | 4 |
| 4 | Distraction | 4.32 | 3 |
| 5 | Technical issues | 4.48 | 1 |
| 6 | Lack of communication | 3.90 | 6 |
| 7 | Lack of attention | 4.10 | 5 |
| 8 | Depression | 3.64 | 8 |
| 9 | Lack of physical contact | 4.36 | 2 |
| | Average Mean Score | 4.06 | |

From the above analysis, it is inferred that the respondents Average mean score was obtained as 4.06. Hence the variables like technical issued, lack of physical contact, Distraction, addiction towards gadgets and lack of attention are the major problems faced by students during online classes.

**Kruskal Wallis Test:**

To find out whether there exists significant difference in the effectiveness of google meet among the students in different department. Kruskal Wallis H test was applied.

Ho: There is no significant difference in the effectiveness of google meet among students of different departments.

H1: There is a significant difference in the effectiveness of google meet among students of different departments.

**TABLE 5 – KRUSKAL WALLIS H TEST – EFFECTIVENESS OF GOOGLE MEET**

| S.NO | FACTORS | $\chi^2$ VALUE | DOF | TABLE VALUE @0.05 | INFERENCE |
|------|---------|----------------|-----|-------------------|-----------|
| 1 | Effectiveness of Google Meet | .855 | 1 | 3.84 | Accept Ho |

The above table shows that there is no significant difference in the effectiveness of google meet among students of different departments.

**Kruskal Wallis Test:**

To find out whether the scores assigned for the problems faced by students during online class differed significantly among departments, the Kruskal Wallis H test was applied.

Ho: There was no significant differences in the scores assigned among students of various departments for the problems faced by them during their online classes.

H1: There were significant differences in the scores assigned among students of various departments for the problems faced by them during their online classes.

**TABLE 6 – KRUSKAL WALLIS H TEST – PROBLEMS FACED BY STUDENTS DURING ONLINE CLASS**

| S.NO | FACTORS | $\chi^2$ VALUE | DOF | TABLE VALUE @0.05 | INFERENCE |
|------|---------|----------------|-----|-------------------|-----------|
| 1 | Problems faced by students | 15.94 | 2 | 5.99 | Reject Ho |

The calculated value being greater than the table value at 5% level of significance. It implies that there were significant differences among students of various departments for the problems faced by them during their online classes.

## RECOMMENDATIONS

1.  Students are moderate in the information and communication technology as per the study. So, the college should take initiative in inculcating the various open education resource that are available in online platform.

2.  E-Learning acts as a ray of hope. There is variety of educational videos covering almost every subject/stream under the blue sky. At the convenience of being at home, with the luxury of

selecting a slot that is comfortable and with some platforms offering anonymity, it improves the quality of education absorption.

3. The boom of e-learning within the B2C model will see a reversal because the teachers become highly empowered with multiple tools within the domain of Digital, Integrated and inclusive teaching.

4. Staff should be given effective training on virtual learning, Innovative Teaching Methodologies for Modern Era Student which helps them to conduct online classes more effectively.

5. In order to enrich the knowledge many Higher Educational Institutions (HEI) are conducting free webinars, online Quizzes, workshops etc which will help the students in boosting their knowledge. 'Discover' may be a better word as many amazing technology and pedagogical approaches were within the reach of students

6. College should ensure quality assurance mechanism and quality bench mark in online learning.

7. The major changes happened in everybody's life is the eating and sleeping pattern. Each individual should stay at home, stay safe, exercise regularly and eat healthy food in order to lead healthy life.

8. The present study states that students face lot of technical issues and lack of physical contact. Hence, it would be ideal if the institution adopts blended mode of learning.

## CONCLUSION

"Virtual labs have curbed our social and cultural lives"

With mandatory shutdowns and social distancing becoming the norm, the question in everyone's mind is how can we engage the upwards of 260 million students in India. The Covid-19 pandemic has forced governing bodies and educational institutions to look to digital learning as the only workable solution, still, the entire education ecosystem is grossly underprepared. Online education has had a differentiated impact across educational levels and institutes, and between various student communities.   The present situation however has ensured that this digital revolution in education is inescapable and all stakeholders should up skill themselves to meet the challenges. There is no substitute for real-life interaction of teacher and student, but E-Learning has come as a rescue amidst this crisis. Thus, our life is digital by default.

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