

A Study of Impact of Online Education on Mental Health and Academic Performance of Children of Project Affected People Studying at Undergraduate Level in Navi Mumbai

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Abstract

Online platforms for education have affected a student's life from different perspectives. It has broadly affected the student's mental health as well as academic performance. The present study was undertaken to find out the impact of online education on mental health and academic performance of children of project-affected people studying at the undergraduate level in Navi Mumbai. The analysis of the data collected through Google questionnaire showed that students from project-affected families are facing difficulties in online learning due to most of the financial reasons as their financial condition does not allow them to get better digital devices and sufficient internet data and internet connectivity which affect their learning ability and lead to mental stress among the students which affect their academic performance. To overcome this problem, the government should initiate necessary provisions related to education in case of the project affected people.

Key-words: Online Education, Project Affected People, Academic Performance, Mental Health, Online Study Material.

1. Introduction

COVID19 pandemic situation spread around the world has brought dynamic changes in every field of life. Education field has also been affected by the current situation in India. Lock down started from 25th March, 2020 led to introducing compulsory online learning in India, even in remote areas of India. It is obvious that the sudden change in the platform of the learning system has made a

noticeable effect on the learners in India, especially the learners from remote areas and learners from middle level income group families in India.

The online learning platform requires at least an android mobile device or personal computer or tab or laptop which is mostly difficult to afford by middle class families. Most of the students use the android mobile device for online learning. Along with this, they also require a good internet connection or sufficient mobile internet data. Thus, downloading various study material requires huge mobile internet data. It is not possible for every student to have sufficient internet data. It creates financial burden on these families and thereby on students.

Another problem faced by students in online learning is lack of understanding the content taught in online lectures. Students face problems in concentrating on such online lectures which are conducted by educational institutions for at least 3 to 4 hours. Time length of the online lectures also affects the concentration level of students. They face difficulties in accomplishing their online assignments.

Thus, the present study was undertaken to find out the impact of online education on mental health and academic performance of children of Project Affected People (PAP) studying at Undergraduate Level in Navi Mumbai.

2. Theoretical Background

Recent years, there have been so many changes taking place in the education system of India. In this digital world, India has been also introducing various digital platforms for education. However, this digitization of education is still limited to the limit of most urban areas of India.

Pandemic situation aroused this year has, however, compelled the whole education system to adopt a digital technology based learning system in the education sector, irrespective of any distinction of urban or rural area or any distinction in higher and middle income group families in society.

Thus, it has brought a toll on the financial condition of the students from middle income group families taking education at different educational levels.

Online Education has compelled students to have digital devices for learning. As mode of learning has become online and all educational institutions using online platforms for providing education, it has compelled the students to have digital devices in their family. Along with the digital devices, they need a good quality internet connection or internet data in mobile phones which is not affordable by every middle class family. Eventually, the unavailability of digital devices and internet connection makes the students unable to attend their daily lectures and complete their assignments. It has further led to affect the mental health and academic performance of the students.

In recent times, there has been undertaken various research on this aspect of the education field. The researcher has reviewed some of the pre-research work done by various researchers.

According to a new research (Alghamdi et al., 2020, pp. 214-222), it has shown that classroom multitasking has a negative impact on a student's academic performance. Thus, this study further investigated the indirect effects of multitasking in the classroom on academic performance through self-efficacy for self regulated learning in males and females. Out of two models used for testing, the simple mediation analysis indicated the relationship between multitasking behaviors and GPA in Face to Face Classes. Further it was found that moderated mediation effect was found only in online classes and further suggesting the significant indirect effect for female students only. Thus, female students experienced a limited impact of online multitasking on GPA, which resulted in better academic performance.

In research from Xu and Jaggars (2013, pp. 46-57), the researcher tried to find out the impact of online versus face to face course delivery on students' course performance. For this purpose, the research data was collected through a statewide system of 34 community and technical colleges. It was found that the travel distance between college campus and a student's home serves as an instrument for the enrollment of the online section of a given course. Further, the analysis showed that there was a robust negative impact of online learning on course persistence as well as course grade. However, there was no significant difference between online and face to face student outcomes within the community colleges. Accordingly the improvement in quality of online coursework for both two year and four year colleges was suggested while further extending online learning.

In research from Wieling and Hofman (2010, pp. 992-998), the research was undertaken on “the impact of online video lecture recordings and automated feedback on student performance”. This research had shown a positive impact of online lectures including multiple choice quizzes and appropriate feedback. For the purpose of this study, the factors like, student's grade point average, study discipline, grade goal for the course, the expected difficulty level of the course, the number of online lectures students viewed, the number of lectures students attended in person and the interaction between the lectures students viewed online and attended in person. It was found that viewing online video recordings of lectures had improved the course grades of the students.

According to a research (Kearsley et al. 1995, pp. 37-42) conducted on “The Effectiveness and Impact of Online Learning in Graduate Education”, the online learning shows a positive impact on graduation education of the students at George Washington University.

In research from (Volery & Lord, 2000, p. 216-219), it focused on critical success factors in online learning. It showed that the universities should capitalize on the Internet for the success of online

learning. Thus, there should be a progress in delivery methods of online lectures. Thus, it found that the technology, the instructor and the previous use of the technology from a student's perspective are the three critical success factors. Thus, it also focused that lecturer plays a central role in online education as a learning catalyst and knowledge navigator.

According to research (Lee, 2010, pp.277-281), there were significant differences between the perceptions of Korean and US students in case of online education support service quality. The researcher had examined potential differences between Korean and American students as per their perception levels in case of online education support service quality, online learning acceptance and satisfaction. Further it was found that irrespective of differences in perceptions of students about online support service quality in both the countries stated that the online classes would benefit them more than traditional classes.

The various research reviews show the mixed results in case of online learning and its impact on student's academic performance. It can be seen here that to some extent online learning is a good platform for learning at the same time it has a significant effect on academic performance of the students around the world.

The present study was undertaken to find out the impact of online education on mental health and academic performance of specifically children from Project Affected Families in Navi Mumbai region.

3. Materials & Methods

- Objective: Objective of the present study was to find out the impact of online education on mental health and academic performance of the children of Project Affected People in Navi Mumbai.
- Research Methodology:

Descriptive research and descriptive analysis was undertaken to analyze the data gathered through Google Questionnaire from the students from Project Affected People studying at Undergraduate Level in Navi Mumbai Region. The questions formed in Google Questionnaire were close ended questions. The data was collected randomly from 50 respondents by simple random sampling method.

4. Analysis

Q. 1. No. of Lectures conducted by college every day

About 52% of the respondents mentioned that there are 4 lectures in their colleges on a daily basis. Around 36% of the respondents mentioned that there are three lectures in their colleges on a daily basis. Of the remaining respondents, there are only 6% respondents where two and five lectures each are conducted respectively.

Q.2 Device used for attending online lectures:

Around 94% of the respondents use mobile phones for attending online lectures. Remaining 6% of the respondents uses either a tab or personal computer.

Q.3 Regularity in attending the Online Lecture:

About 62% of the respondents attend the online lectures regularly. Remaining 38% of the respondents skip any of their online lectures on a daily basis.

Q.4 No. of Online Lectures attended on daily basis

Around 48% of the respondents attend three online lectures on a daily basis. About 28% of the students attend four online lectures on a daily basis and 18% of them attend two online lectures. Rest of them attends either five online lectures or one online lecture.

Q.5 Reason behind not attending all the online lectures

58% of the students can not attend all online lectures due to poor internet connection. 44% of the students do not attend all online lectures due to limited internet data. 40% of the students face difficulties in understanding online lectures and 4% of the students don't attend online lectures as they do not have android mobile or personal computers or laptop at their homes.

Q.6 Anxiety while attending online lectures

Around 20% of the students feel anxious while attending online lectures. 30% of them don't feel such anxiety while attending online lectures and the remaining 50% of them are not sure about anxiety while attending the online lectures.

Q.7 Accessing the online study material

72% of the students access online study material for learning purposes. Remaining 28% of them do not access online study materials.

Q.8 Difficulties in accessing online study materials

46% of the students do not access online study material due to limited mobile phone storage capacity. 44% of them face difficulty accessing online resources on mobile phones. 34% of them state that it requires huge internet data for accessing online study material. 20% of the respondents find

difficulty in operating educational applications and 18% of them find it difficult to install different applications for accessing online resources.

Q.9 Stress in using online resources

30% of the respondents agree that the use of online material leads to stress. 16% of them disagree with this as they do not feel any stress while using online materials. 46% of them are neutral about their opinion and 6% of them strongly agree that the use of online material is stressful. Remaining students strongly disagree about any stress in use of online materials.

Q.10 Comfort ability in use of material

Around 80% of students feel comfortable to use online study material. 20% of them feel comfortable using online study materials.

Q.11 Effectiveness of online mode of learning on the learning ability of students

34% of students feel that the online learning has affected their learning ability. 26% of them feel that online learning did not improve their learning ability. Rest of them are not sure about the effectiveness of online learning.

Q.12 Difficulty level of completing online assignments

About 40% of students feel high difficulty in completing online assignments. While 26% of them feel low difficulty in completing online assignments, 16% of them find it very difficult to complete online assignments. Rest of the students feel very low difficulty in completing online assignments.

Q.13 Score in online assignments

48% students secure good grades in their online assignments. 36% of them secure average grades. However, 10% of them secure very good grades in online assignments. Rest of them secure either bad or worst grades in online assignments.

Q.14 Effect of online learning on academic performance

58% of the students feel that online mode of learning has increased their academic performance. Remaining 42% of the students do not see any improvement in their academic performance due to online learning.

Q.15 preference for learning platform post-pandemic

About 78% of students prefer face to face learning after post-pandemic. 22% of them prefer online learning after post-pandemic.

5. Discussion

After analyzing the collected data, it was concluded that:

a) About 52% of students attend four online lectures on a daily basis. It shows that more than half of students are sincere about online learning.

b) 94% of students use mobile devices for attending online lectures. It can be observed that it is because most of the students are from middle income group families that can afford mobile phones rather than personal computers or laptops.

c) 62% of students attend lectures on a regular basis as they are from middle class families; they are sincere towards their studies.

d) 48% of students attend on an average three online lectures every day. There are various reasons for not attending all online lectures. The main reason behind not attending lectures is poor internet connection and limited mobile data. Around 20% students face difficulties in understanding the online lectures. This can be led to mental stress among students.

e) 20% of the students feel anxious while attending the online lectures. It can be due to mental stress as they do not understand the online lectures.

50% of the students are not sure about their anxiety level while attending online lectures. It can be concluded that they might feel anxious but it is not as intense to affect their learning ability. 30% of the students do not feel any anxiety while attending online lectures. Overall, it can be concluded that around 70% of the students feel anxiety on an average.

f) 72% of the students access online study material for learning purposes. However, 28% of them do not access online study materials. It might be because they face difficulties in accessing online study materials.

g) 46% of the students do not access online study material due to limited mobile phone storage capacity and 34% of them state that it requires huge internet data for accessing online study material. It is because most of the students are from middle class families and cannot afford mobile phones of huge storage capacity and unlimited internet facilities or Wi-Fi facilities. It also gives the raise to mental stress on the grounds of online learning.

h) 30% of the respondents agree that the use of online material leads to stress. 46% of them are neutral about their opinion and 6% of them strongly agree that the use of online material is stressful. It can be concluded that the previous problems in accessing online study material leads to stress and therefore on an average students feel stress in using online study materials.

i) Around 80% of students feel comfortable to use online study material. It states that students are willing to use online study materials, however, due to other difficulties as stated above in using online material, they cannot use it.

j) 34% of students feel that the online learning has affected their learning ability. The percentage of such students is less than fifty percent as most of the students face difficulties at financial level and thereby it affects their mental health and learning ability. So, 26% of them feel that online learning did not improve their learning ability. Thus, the rest of them are not sure about the effectiveness of online learning. Overall, it can be concluded that other difficulties in online learning have affected students' learning ability.

k) Due to decreased learning ability, about 40% of students feel high difficulty in completing online assignments. While 26% of them feel low difficulty in completing online assignments, 16% of them find it very difficult to complete online assignments. It can be further concluded that the learning ability has affected the understanding level for online assignments.

l) However, 48% of students secure good grades in their online assignments. It can be concluded that irrespective of decreased learning abilities students are trying to evaluate themselves by giving online assignments.

m) 58% of the students feel that online mode of learning has increased their academic performance. Remaining 42% of the students do not see any improvement in their academic performance due to online learning. This can be because of their limited use of online study material and less attendance in online classes.

n) Due to all these above discussed difficulties, about 78% of students prefer face to face learning after post-pandemic. However, 22% of them prefer online learning after post-pandemic. Thereby, it can be concluded that students prefer online learning, however due to difficulties faced on the financial grounds and thereby in the online learning process; they do not prefer face to face learning in future.

6. Implications of the Research

The findings of this research study would further be used for emphasizing more on improving the quality of online lectures. Thus, most of the educational institutions and government as well have to take initiative in providing all those facilities to the students which are necessary for online learning. There are some of the non-profit organizations who are providing tabs for the students to facilitate online learning. Thus, the government can encourage such non-profit organizations by making

necessary provisions. Further, as most of the project affected people come under lower or middle income groups, the government can take necessary steps to improve their educational status by providing their children with educational subsidies or financial assistance.

7. Future Scope of Research

The present study was conducted to find out the impact of online education on academic performance and mental health of the children of project affected people studying at undergraduate level in Navi Mumbai. This research can be further conducted for different regions in the country. Thus, other aspects of online learning such as mental health of teachers conducting online lectures, difficulties faced by teachers in preparing online material, Stress level of the teachers, difficulties faced by students while using different online platforms for online learning, etc. Can be studied in future.

Thus, there is a further scope for this research conducted in remote areas of the country as it is the most neglected area in the process of development of the country or a region.

8. Conclusion

Online platform for learning is the need of today's era. This year's pandemic situation taught us to tackle all the problems in various sectors including educational sector. Online Education has proven a milestone in learning process. However, all the parts of society are not so efficient that they can afford all the necessary requirements of online education. Project Affected People are the most vulnerable population (World Bank, 2004) of any country or any region. It is very necessary to provide the children of these families the facilities required for online education platform so as to cope with today's global crisis situation aroused due to COVID19 pandemic. The provisions made by government for such students like scholarships for education, provision of required platform for online learning will lead to reduction in mental stress of these students and eventually improvement in their academic performance.

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