

## **Mental Health Effect of Online Learning**

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### **Abstract**

The COVID-19 pandemic and the lockdown has taken the world by storm. This study examines its impact on Mental Health Effects of Online Learning. The current study has objectives of the purpose of this study is to determine whether Psychological Techniques to prevent the students. To explore whether anxiety affect Students. To suggest the importance of individual's students is predictive of their compatibility with others: Hypotheses: Anxiety of Students can be reduced by Psychological techniques. Methods: Locus of the present investigation will be confined to the Students initially 1000 subject will be taken from the population finally 100 subjects will select for this study from different school for Kannad Taluka . The stratified randomize sample taken into consideration for the study consisted of 200 Students. (age 10 to 16 , class 4<sup>th</sup> to 10<sup>th</sup>) . Research design Quasi-experimental design (Time Series Design). Conclusion: Anxiety of Student tends to show reduced by Psychological techniques

### **INTRODUCTION**

Due to the COVID-19 pandemic, schools and colleges all over the India and all over the world transitioned into online classes. The health and safety of everyone is the utmost priority during the pandemic, and online schooling is only the best option during these times.

At first, it was comfortable and convenient. For parents, no more driving to school, no more preparing of snacks, some kids even attend school in their pajamas. However, in the long run, students, parents, even professors, and teachers have realized the challenges of online classes, especially on one's mental health. Online classes affect the mental health of students, parents, and even teachers. For individuals who have existing mental health problems, it may worsen.

Imagine how it like is for a kid to spend hours every day in front of Zoom without social interaction and playtime with their friends. Parents are now acting like teachers and are more involved in their children's schoolwork. Teachers and professors have increased workloads and are pressured to deliver quality learning without face-to-face classes. here is this newly coined term during the COVID era, called "Zoom Fatigue". The term Zoom Fatigue refers to feelings of exhaustion after long Zoom classes or video conference calls. It may not be a formal diagnosis, but Zoom fatigue does exist especially in virtual learning. During an online class, there's information overload plus facing the screen for prolonged periods is mentally draining.

It's more challenging for students to learn new information, and even though they just sit in front of the computer, they feel like they are physically tired. Virtual learning fatigue is real, and it may lead to anxiety and stress for both students and professors.

Schools do not only teach new learning from books, it is where friendship starts and fun memories are created. Communication and social skills are best learned with social interactions. Kids, teens, even teachers need to connect with their friends and socialize.

But since the COVID pandemic, there's a lack of interaction and students face social isolation. This greatly impacts a student's mental health. The lack of social interaction in online learning leads to feelings of loneliness, lack of motivation, and isolation. In the traditional classroom setup, students follow a routine schedule during school days. When it's time to wake up, time to go to school, time for class, time to do homework, lunchtime to interact with friends and attend extra-curricular activities. It's never the same with online learning.

Staying focused on online classes is a challenge. Separating home life and class time, not following a routine schedule, the distractions at home, caused students not to able to concentrate well with their classes. As a result, students tend to procrastinate and set things aside, and then deadlines are missed. This causes pressure, stress, and anxiety to both students and their parents.

**OBJECTIVES**

- The purpose of this study is to determine whether Psychological Techniques to prevent the students.
- To explore whether mental stability and Stress, Frustration and Anxiety affect Students.
- To suggest the importance of individual's students is predictive of their compatibility with others.

**HYPOTHESES**

Anxiety of Students can be reduced by Psychological techniques

**SAMPLE:**

Locus of the present investigation will be confined to the Students initially 1000 subject will be taken from the population finally 100 subjects will select for this study from different school for Kannad Taluka . The stratified randomize sample taken into consideration for the study consisted of 200 Students. (age 6 to 16 , class 1<sup>st</sup> to 10<sup>th</sup>) The efforts will be made to have the sample as representative as possible in terms of area of living.

**MEASUREMENT TOOL:-****1. Description of the Self- Information Schedule:**

This schedule was saturated by to collect the following facts about the student.

- Personal Information:- Name, Sex, Age, Caste, occupation and yearly income

**2. Sinha's Comprehensive Anxiety test (SCAT)**

Constructed by A.K.P. Sinha and L.N.K Sinha in this test good validity and reliability.

**DESIGN:-**

**Quasi-experimental design (Time Series Design ) O<sub>1</sub> X O<sub>2</sub>**

O <sub>1</sub>	X	O <sub>2</sub>
Pre-test	After (ten day) Treatment	Post-test
1. Sinha's Comprehensive Anxiety test (SCAT)	1. Counseling and Guidance. 2. Meditation 3. Behavior Modification	1. Sinha's Comprehensive Anxiety test (SCAT)

**VARIABLES UNDER STUDY:-****I) Independent variable**

1. Students

**II) Dependent variable**

1. Anxiety

**PROPOSED STATISTICAL PROCEDURE:-**

I) Descriptive statistics i.e. Mean, S.D, will be computed.

II) 't' test

**RESULT ANALYSIS:-**

**Hypothesis :-** Anxiety of Students can be reduced by Psychological techniques

There are significant a difference between mean score of Students Pre-test on Anxiety (58.5.) is comparatively larger than the mean score of Students Post-test on Anxiety (34.5.). 't' value significant (t=5.13, P < 0.001 & 0.005 Level) difference between Students Pre-test and Post-test on Anxiety.

**CONCLUSIONS:**

On the basis of data and discussion of results, the hypotheses were tested and verified. Some hypotheses were partially retained and some were rejected and following conclusions were drawn.

- Anxiety of Student tends to show reduced by Psychological techniques.

**LIMITATIONS AND SUGGESTIONS OF THE PRESENT RESEARCH:-**

- The population was limited areas restricted Kannad Taluka only. It can be spread into other areas also.
- The sample of the study was small. The study can also be done by taking large sample size.
- The tools used in this investigation were self – reporting instrument, it is therefore noted that the accuracy of data reported is limited to the abilities and willingness of the respondents to give truthful responses

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