

## CHAPTER 2

### **2 REVIEW OF RELATED LITERATURE**

#### **2.1 INTRODUCTION**

Review of related research is an important pre-requisite to actual planning and for the execution of any research work before beginning on making a fresh study. Information about the findings of various research studies get accumulated over a period of time in the form of books, encyclopedias, generals, abstracts, thesis and other form of records. When a new investigation is started, the investigator gets new ideas and directions from this huge mass of research findings. Realizing the importance of review Best (2008) says, "A familiarity with the literature in any problem area helps the students to discover what is already known and what is still unknown and untested".

In the first chapter the researcher formulated the problem of the study, rationale of the study, objectives, research questions, operational definition and delimitations of the study. In this chapter the researcher briefly described the literature she read and the ideas and research gaps she found from them.

#### **2.2 REVIEW OF RELATED LITERATURE OF THE STUDY**

**Psychological Impacts of Students on Online Learning during the Pandemic COVID-19.** (Irawan, Dwisona, & Lestari, 2020).

"Due to the sudden emerging of COVID-19, the Indonesian government enforced the rules to stay at home and perform all of the works at home only. To reduce the spreading they

tried to minimize physical contact through gatherings and meetings as much as possible. These conditions have implications for the effectiveness of the learning process in higher education. The purpose of this study was to identify the impact of student psychology on online learning during the COVID-19 pandemic. The research method uses a qualitative research type of phenomenology. The research subjects were 30 students of Mulawarman University who were interviewed via telephone. The research findings show that (1) students have started to get bored with online learning after the first two weeks of learning from home, (2) considerable anxiety on research subjects whose parents have low income, because they have to buy quotas to be able to participate in online learning, (3) mood or mood changes occur due to too many assignments and are considered ineffective by students. Suggestions and recommendations from this research are the need for severe efforts in assisting the psychological well-being of students through the involvement of counselors and psychologists. In line with research findings that show that social support can reduce psychological distress during epidemics. These results indicate that practical and robust social support is needed during public health emergencies. Other research also shows that social support is negatively correlated with student anxiety, which is consistent with previous findings.

As the COVID-19 pandemic upended the 2019–2020 school years, education systems scrambled to meet the needs of students and families with little available data on how school closures may impact learning. In this study (Kuhfeld, Soland, Tarasawa, Johnson, Ruzek, & Liu, 2020) produced a series of projections of COVID-19-related learning loss based on (a) estimates from absenteeism literature and (b) analyses of summer learning patterns of 5 million students. Under their projections, returning students are expected to start fall 2020

with approximately 63 to 68% of the learning gains in reading and 37 to 50% of the learning gains in mathematics relative to a typical school year. However, they project that losing ground during the school closures was not universal, with the top third of students potentially making gains in reading. Specifically, we compared typical growth trajectories across a standard-length school year with learning projections that assume that students were out of school for the last 3 months of the 2019–2020 school year based on several different scenarios for the effects of that gap in schooling. In so doing, we investigated four research questions:

1. What are possible scenarios (based on prior literature and recent MAP Growth data) for student learning patterns during the 2019–2020 school years as a result of the school closures?
2. How much variability do we expect in:-
  - (a) Students' learning rates during the extended school closure period and
  - (b) Students' fall 2020 scores assuming a normal 2019–2020 school year *versus* one disrupted by COVID-19?
3. What is the predicted association between learning rates during out-of-school time due to COVID-19 and projected subsequent learning rates over the course of the 2020–2021 school years?
4. Are the COVID-19 school closures projected to affect achievement gaps by school socioeconomic status (SES)?

In the methodology they said it as an analytical sample and collected the data for this study are from NWEA's anonymized longitudinal student achievement database. School districts use NWEA's MAP Growth assessments to monitor elementary and secondary students'

reading and mathematics growth throughout the school year, with assessments typically administered in the fall, winter, and spring. The NWEA data also include demographic information, including student race/ethnicity, gender, and age at assessment, though student level SES is not available. They used different tools to analyze to each objectives and respective research questions. The results of the research are students likely are returning not only with lower achievement (on average) but with a wider range of academic skills that may require teachers to further differentiate instruction. According to the 2<sup>nd</sup> research question it is analyzed that this suggests that a student who lost ground during the summer does not necessarily continue to lose ground during the next school year; rather, they are likely to gain more ground than students who showed modest summer drops.

As a public health emergency of international concern, the 2019 novel coronavirus disease (COVID-19) swept across the whole world at a startling speed. When (Yu, Yu, & Hu, 2021)'s investigation on topic "COVID-19 among Chinese High school graduates: Psychological distress, growth, meaning in life and resilience" was carried out in October 2020. This study examined perceived impact of COVID-19 (PIC) on mental health outcomes (anxiety, depression, and posttraumatic growth) and roles of resilience and meaning in life. There were still sporadic cases in China though the epidemic situation has been effectively suppressed. It has engendered long-term changes in people's daily live and ignited another epidemic of common mental disorders, including anxiety, depression, worry, fear, and posttraumatic stress disorder .The objectives of the research are (a) to find out the psychological journey did people gone through during the COVID-19 epidemic (b) to understand how people coped with it successfully. They assumed that the COVID-19 epidemic would bring about negative and positive mental health outcomes simultaneously,

and as personal psychological assets and resources, psychological resilience and meaning in life serve as mediators between individual perceived impact of COVID-19 (PIC) and mental health outcomes.

The research hypotheses prepared by researchers are as follows:

Hypothesis 1 (H1): PIC is positively associated with anxiety, depression, and posttraumatic growth.

Hypothesis 2 (H2): Resilience and meaning in life are negatively associated with anxiety & depression, but positively associated with posttraumatic growth.

Hypothesis 3 (H3): Resilience and meaning in life mediate the links between PIC and mental health outcomes (anxiety, depression, and posttraumatic growth).

It's a quantitative research and tools used by them are a self-designed and some adopted scale. Participants were asked to evaluate their perceived impact of COVID-19 epidemic on themselves from four aspects (physical health, emotion, learning, and daily life) on a 5-point Likert-type scale from 1 (no impact) to 5 (a great impact). To measure the Meaning of life, they adopted a Chinese version of Life Attitude Profile Scale (LAP-C) by He (1979). The 6-item Brief Resilience Scale was used to assess the ability to bounce back recovers from stress. The 7-item Generalized Anxiety Disorder Questionnaire (GAD-7) was used to assess how often, over the past 2 weeks, an individual has been bothered by the anxiety symptoms of GAD. The 9-item Patient Health Questionnaire (PHQ-9) is a self-administrated depression module of the PHQ, used to measure depression and Posttraumatic Growth Inventory (PTGI-SF) is a 10-item measure of positive changes for those who have experienced adverse or traumatic events. This is used to measure the level of posttraumatic growth. Data analyses were performed with SPSS 24.0 and AMOS 20.0. The significance of

the multicollinearity problems among main study variables was tested in this study but it is indicated that there was no multicollinearity in this study. The results are described by four characters like, descriptive statistics, correlation analysis, mediation analysis and the effects of gender and medical isolation. They illustrated the results by using some models in figure and also tried to justify how the research findings were partially supporting the hypothesis 3.

**Online Learning: A Panacea in the Time of COVID-19 Crisis** The major part of the world is on quarantine due to the serious outbreak of this global pandemic Covid-19 and therefore many cities have turned into phantom cities and its effects can be seen in schools, colleges, and universities too. This situation challenged the education system across the world and forced educators to shift to an online mode of teaching overnight. Many academic institutions that were earlier reluctant to change their traditional pedagogical approach had no option but to shift entirely to online teaching–learning. The article by (Dhawan, 2020) includes the importance of online learning and Strengths, Weaknesses, Opportunities, & Challenges (SWOC) analysis of e-learning modes in the time of crisis. This article also put some light on the growth of EdTech Start-ups during the time of pandemic and natural disasters and includes suggestions for academic institutions of how to deal with challenges associated with online learning. The objectives of the study are as follows,

1. To explore the growth of EdTech Start-ups and online learning.
2. To conduct the Strengths, Weaknesses, Opportunities, & Challenges (SWOC) analysis of online learning during the Corona Virus pandemic and natural Disasters.
3. To give some suggestions and recommendations for the success of online mode of learning during a crisis-like situation.

This is a descriptive research. The SWOC analysis was conducted to understand various Strengths, weaknesses, opportunities, and challenges associated with online mode of learning during this critical situation. The research tool used for analyzing the data which amassed from different sources for this study is a content analysis and the research method is descriptive research. Secondary sources of data used are journals, reports, search engines, company websites and scholarly articles, research papers and other academic publications. After analyzing the data the researcher concluded that disasters and pandemic such as Covid-19 can create a lot of chaos and tensions; therefore, there is an important need to study the technology deeply and with due diligence to balance these fears and tensions amidst such crisis.

#### **Student's perspective of classroom and distance learning during COVID-19 pandemic**

The work on topic "Student perspective of classroom and distance learning during COVID-19 pandemic in the undergraduate dental study program Universitas Indonesia" is done by (Amir, et al., 2020). The COVID-19 pandemic has become a global health issue and has had a major impact on education. Consequently, half way through the second semester of the academic year 2019/2020, learning methods were delivered through distance learning (DL). We aimed to evaluate the student perspective of DL compared to classroom learning (CL) in the undergraduate dentistry study program at the Faculty of Dentistry Universitas Indonesia. They used a survey method through online questionnaire. That 4 Likert-type scale was sent at the end of the semester to the students. The data was analyzed by using statistical analysis. The internal consistency reliability questionnaire was measured by Cronbach's alpha. Descriptive statistics were computed and bivariate analyses were performed. Logistic regression analyses were conducted to identify factors associated with the students'

preference towards distance learning. The level of statistical significance was at 0.05. As a result the duration of study influenced student preference. Higher number of first-year students preferred DL compared to their seniors ( $p < 0.001$ ). Students preferred CL for group discussion, as DL resulted in more difficult communication and gave less learning satisfaction. Only 44.2% students preferred DL over CL, although they agreed that DL gave a more efficient learning method (52.6%), it provided more time to study (87.9%) and to review study materials (87.3%). Challenges during DL included external factors such as unstable internet connection, extra financial burden for the internet quota and internal factors such as time management and difficulty to focus while learning online for a longer period of time. Despite some challenges, dental students could adapt to the new learning methods of full DL and the majorities agreed blended learning that combined classroom and distance learning can be implemented henceforth. This current COVID-19 pandemic, changes not only the utilization of technology in education but the pedagogy strategies in the future.

The COVID-19 pandemic substantially impacted the field of telecommunication. It increased the use of media applications that enable teleconferencing, telecommuting, online learning, and social relations. Prolonged time facing screens, tablets, and smart devices increases stress and anxiety. Mental health stressors associated with telecommunication can add to other stressors related to quarantine time and lockdown to eventually lead to exhaustion and burnout. This problem encouraged (Mheidly, Fares, & Fares, 11 November 2020) to review and explore on the effects of the COVID-19 pandemic on communication and education. Novel COVID-19 has turned the whole world upside down. Each industry is showing a downward trend. At the same time, digitalization, which got its birth in 2015, got



its growth and is having a paradigm shift. Experts have given it a new name 'digital inclusion'. Financial inclusion had already proved itself now, 'digital inclusions' dice is showing a high score. Every Indian has started using more technology. Major role of digital inclusion is seen in the education sector where kids are getting an online education. At the same time, college students and various academicians are getting fond of this 'technology'. Various applications—such as Unacademy, Zoom, Udemy, Class plus, Google Meet and many more—are upcoming in the market. This scenario led (Kaur, 2021) to work on topic, "Digital Inclusion: Its Impact and Parents Perspective in Education Sector". The primary objectives of the study are, 1) to get an opinion about online education from parents of tricity. 2. To study the impact of 'digital inclusion' in the education sector for school children. 3. To suggest certain steps this could help schools and parents to carry on online education fruitfully. This is a survey based qualitative research. Primary data are collected through a simple questionnaire. Analysis was done on the basis of data collected through online mode. Frequencies obtained were represented by a histogram, bar diagram, pie charts and line charts to make the analysis simple, clear and easy for interpretation. During lockdown and COVID-19, education could have been halted and may be disrupted if online medium of education has not been imparted timely. Education is the only sector which remains unaffected during this period of pandemic due to digital inclusion in the education sector. One cannot ignore the efforts made by school teachers, but again certain measures can be taken in to effect to make digital inclusion in education sector more impactful.

### **Predictors of Depression and Anxiety among Senior High School Students during COVID-19**

(AlAzzam M. , Abuhammad, Abdalrahim, & Hamdan-Mansour, 2021) researched on topic “Predictors of Depression and Anxiety among Senior High School Students during COVID-19 Pandemic: The Context of Home Quarantine and Online Education”. The literature aimed to examine the prevalence and predictors of depression and anxiety among senior high school students in Jordan during the COVID-19 pandemic. They tried to describe beautifully about the adolescence characters and how this pandemic lockdowns impacted on psychology of adolescents. To them high school students are among those groups who lack coping skills to manage challenges posed by the pandemic. Adolescents are still maturing and therefore lack the psychological and social skills to manage overwhelming situations. Adolescence is considered a stage of life when individuals are vulnerable to accelerated developmental changes that affect both their psychological and social health. Hence, adolescents could be more substantially influenced by emotional responses due to the outbreak of COVID-19 and its associated quarantine and public health restrictions. The online education among high school students has increased the level of stress and pressure among students and increased their vulnerability to psychological problems. The purpose of the current study is to explore the prevalence of depression and anxiety, as well as the sociodemographic and personal predictors of depression and anxiety among senior high school students in Jordan during the COVID-19 pandemic.

The objectives of the study were to:

1. Estimate the prevalence rates of depression and anxiety among senior high school students in Jordan during the COVID-19 pandemic and
2. Identify socio demographic and personal predictors of depression and anxiety among senior high school students in Jordan during the COVID-19 pandemic

In methodology a cross-sectional descriptive-correlational design was utilized. A convenience sampling technique was used to recruit the students. The inclusion criteria were (1) senior high school student, (2) able to read and write in Arabic, (3) able to use software program to fill out survey questionnaire, and (4) access to social media. The data were analyzed utilizing the Statistical Package for the Social Sciences (IBM-SPSS Version 25). Descriptive analyses of the data were carried out to determine the means, standard deviation (SDs), frequencies, and percentages of the responses. In addition, standardized multiple regressions were carried out to determine the sociodemographic and personal predictors of depression and anxiety among senior high school students. Alpha was set to .05. The results were described according to the findings of different statistical studies used for data analysis. In general, the findings of this study indicate that senior high school students experienced depression and anxiety that is impacted by their parent's level of education and problems with online education. In addition, female students and older students were found to suffer depression and anxiety at higher levels than males and younger students. The results identified the role of parents, challenges with online education and gender as significant indicators of depression and anxiety. This study contributes to the understanding of adolescents' mental health problems and related factors during the pandemic.

(Mheidly, Fares, & Fares, 11 November 2020) explored about how the shift to telecommunication during outbreak can lead to increased levels of stress and burnout as a result of increased on screen time. In this review, the effects of the COVID-19 pandemic on communication and education are explored. In addition, the relationship between prolonged exposure to digital devices and mental health is studied. Finally, coping strategies are offered to help relieve the tele-burdens of pandemics.

## **2.3 RESEARCH GAP**

As per the review of related literatures, the researcher found that there are some gaps in the study which needed to research on it. They are such as-

1. Many of the reviews discussed about the problems faced during online classes as well as about the availability of internet and gadgets but hardly few talked about the psychological impact on students. Hence the researcher wants to study about the psychological impact on school students by attending online classes.
2. Although very few researchers worked on psychological impact of students, many of them worked on graduation students specially who belongs to medical students and most of them are from foreign countries. So, the researcher wants to study about the psychological impact of secondary school students in Indian context.