

CHAPTER 4

4 ANALYSIS AND FINDINGS

4.1 INTRODUCTION

This chapter deals with the description, organization, analysis and interpretation of the data obtained through the administration of tools to study student's interest towards the online classes as well as to observe the psychological impact with respect to the irritation, anxiety and mood swings of secondary school students after attending online classes throughout COVID-19.

4.2 DESCRIPTIVE ANALYSIS OF THE STUDY

The present study is entitled as "A Study On The Psychological Impact Of Online Learning On Secondary Class Students During Pandemic COVID-19". So, keeping that in view the researcher wants to analyze the student's interest towards online classes and psychological impact with respect to the irritation, anxiety and mood swings on secondary school students due to online learning.

4.2.1 Students interest towards online learning

Prior to the pandemic, traditional face-to-face class meetings were the primary form of instruction for the JNV and KV school students. Many students preferred face-to-face over online instruction and indicated that in-person instruction and learning was most effective and desired. Regularly attending classes helped students interact with peers, organize themselves, and enhance learning through class discussions. Also, in-class learning enabled students to learn from each other, thus helping teachers to understand personalities

and identify gaps in learning

Question 1. Online classes are interesting.

60 responses

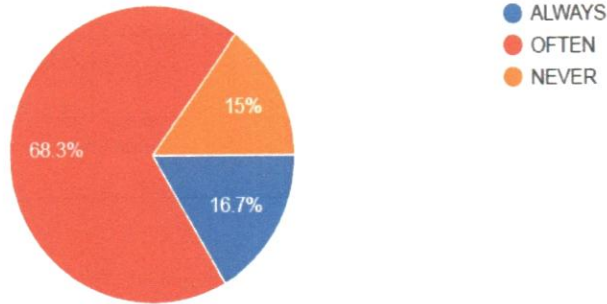


Figure1. Pie Chart showing the student's interest towards online classes.

Question 2. Online classes are better than offline classes.

60 responses

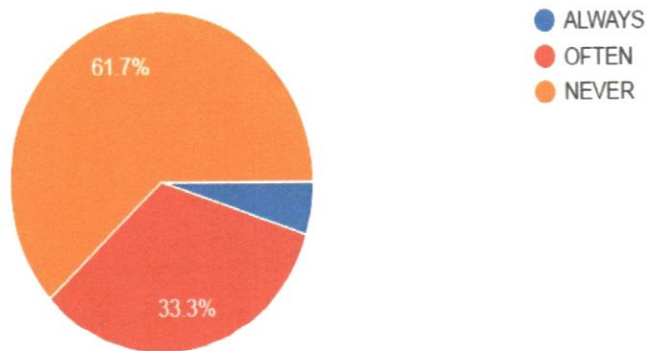


Figure2. Pie Chart showing the student's view for online classes versus face to face classes. In Likert's scale data, 15% students said online classes are never interesting, 68.3% students said often interesting whereas for 16.7% students it's always interesting. 66.7% students said online classes are never better than offline classes and 33.3% said online classes are sometimes better as per COVID-19 guidelines.

Many of the students expressed concern that the online learning environment was not effective for them. Sonny explained, *“I understand information best during face-to-face conversations. Subjects like Mathematics and science are not very clear in online classes.”* He added, *“...I crave a learning environment where I can connect with others face-to-face.”* Another student Titikhya said, *“Due to poor network connection most of the time the teacher is not audible. So, I am unable to grasp the contents. Gradually those topics are left misunderstood only.”* In the reflections, many students emphasized a preference for classroom learning because of the benefits of interacting and connecting with each other in the same space. Students did not feel that the experiences they received in face-to-face classrooms were replicated through their online learning experiences as the schools transitioned to remote learning due to COVID -19.

When the researcher interviewed the teachers of JNV Gajapati, two of the teachers (TGT Odia & TGT Mathematics) said that only 35 to 45% of students of class 10th were able to attend the online classes. The others were unable to attend due to the unavailability of electronic gadgets and accessibility of the network. According to the Odia ma'am initially students attended regularly for classes but gradually their attendance dropped. Their participation level has also decreased. She used to reinforce students again and again to interact in class and also to submit the assignments.

“When the online classes were initiated, most of the boys joined the classes. Gradually girl students joined when their mobile phone was arranged and they continued to attend daily...” said by the Mathematics teacher. Again he said that *“but after a few days boys didn't join. Maybe this is due to boys saving their mobile data for mobile games and other purposes. They get a chance to go outside and to coaching centers but girls are not allowed to go*

outside like boys. During exam time both boys and girls join the class and ask their queries.”

Question 3. I got more time to do self-study at home during lockdown.

60 responses

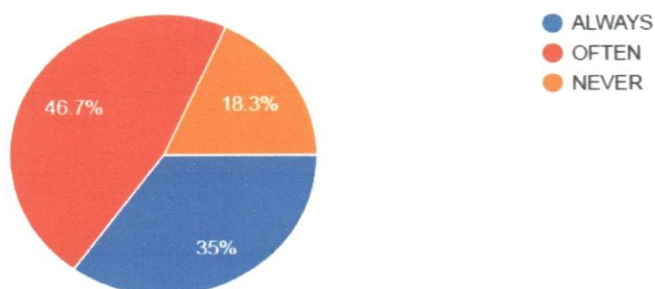


Fig3. Do students get more time to do self-study at home during lockdown?

Question 4. I am happy to get less home works due to online classes.

60 responses

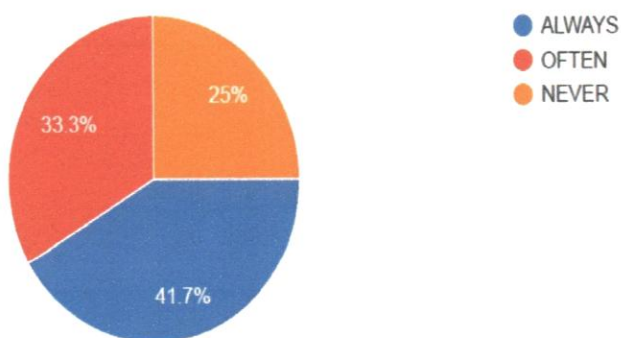


Fig4. Are you happy to get less home works due to online classes?

Homework is like a burden for students. After school most of their free time got spared to finish homework. Hardly have they got any time to do self-study or to spend time with

family. But, this lockdown became a boon for students. 41.7% of students said that they are happy to get less homework. Whereas 33.3% of them say they often feel happy and the remaining 25% are not happy by getting less homework. Like this 46.7% of students say they are often happy to get extra time for self-study while 35% said they got plenty of time to read at home and the rest 18.3% didn't get time to do self-study. Hrudesh from class 9th shared, “during face to face class time, I used to get exhausted by finishing homework. Now, due to this lockdown I get less homework. That gives me a chance to spend some time with my family and siblings.” From this point of view, it's understood that students get some time to spend with family and they are a little bit relaxed from homework.

4.2.2 Experiencing irritation in between online classes

Question 5. Instead of attending online classes, I want to watch TV.
60 responses

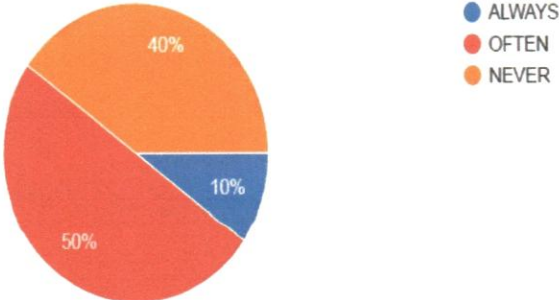


Fig.5. Pie chart showing the percentage of students about their mood to watch TV instead of attending online classes.

Instead of attending online classes 50% student often want to watch TV in between class where as 10% want to watch always and 40% of them never want to watch TV during classes.

Question 6. I like to eat snacks in between online classes.

60 responses

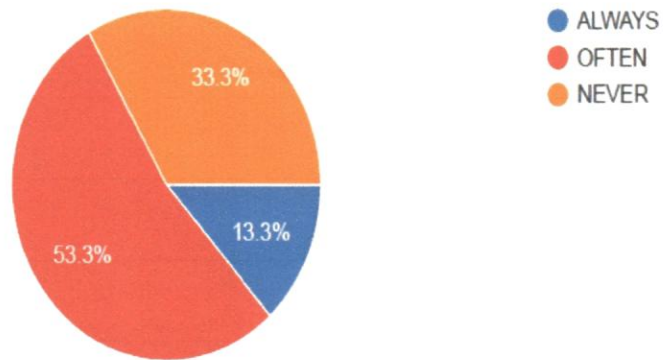


Fig.6. Pie chart showing the % of students who want to eat snacks in between class.

53.3% of students want to eat snacks in between classes, 13.3% want it always where as 33.3% never want to eat.

Question 17. I feel irritated during online classes.

60 responses

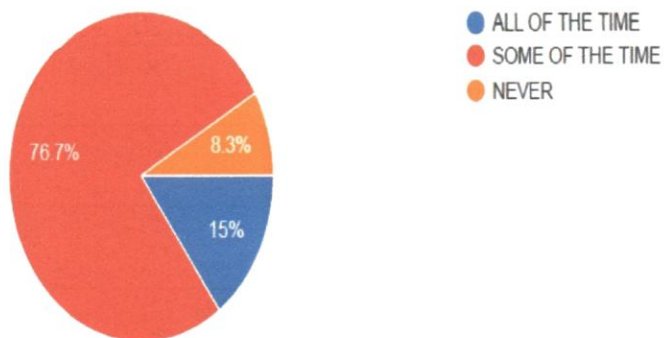


Fig.8. Pie chart showing the percentage of students who got irritated during online classes.

In this chart 76.7% of students some of the time got irritated while attending online classes while 15% were always got irritated and only 8.3% never got irritated due to online class.

Question 23. I feel headache while watching mobile screen for longer period.

59 responses

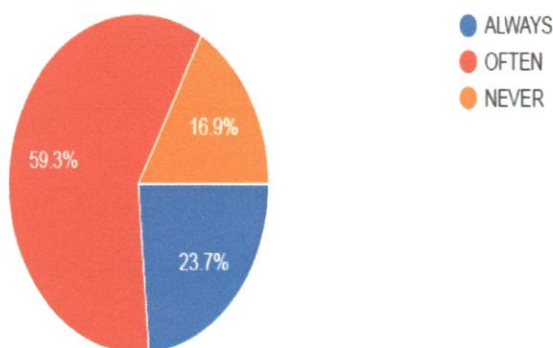


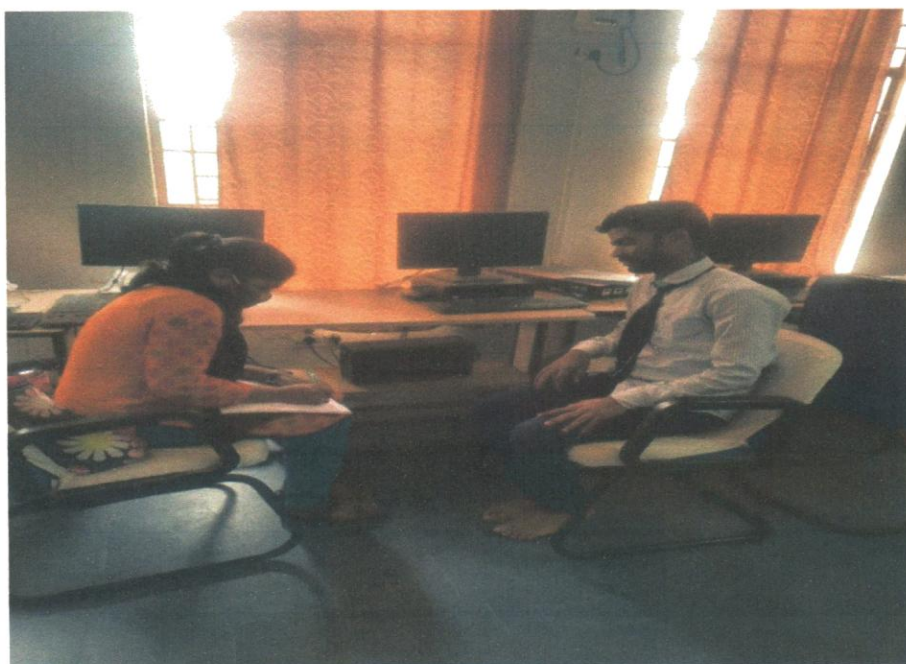
Fig.9. Pie chart showing the % of students who get headache while watching mobile screen for longer period.

59.3% of students often get a headache while watching a mobile screen for a longer period whereas 23.7% of students always feel a headache while watching a mobile screen for a longer period and 16.9% of students never felt a headache by watching mobile screen.

Due to the outbreak of COVID-19, all of a sudden the world got locked inside the four walls of home. High school students became forced to attend online classes by sitting at a confined place. When students were asked about do they want to watch TV instead of online class? Rachana from class 10th mentioned in her form that, *“Yes, I do often want to watch TV instead of online classes only when I get bored by online classes.”* She also mentioned

that, *“I want to play with friends outside home because there was no one at home to play with us.”*

M. Chaitanya said, *“Classes were boring online. I wanted offline classes soon. I was irritated by attending the classes at home. I used to miss my hostel, classroom, friends, playground and my school.”*



“50% students were attending his classes regularly and were too interactive as well as active in classes. They are also punctual in submitting their assignments....” said Mr. Harihar^[1] PGT Physics sir. The researcher was his student in her school days and it’s her

¹ To maintain ethics of the research the researcher is using pseudonym

and her friend's personal experience that he is a strict teacher. He used to scold and sometimes beat students when they delayed submitting their assignments. So, the researcher guessed that the students might be forcefully submitting and attending his classes.

From these observations it's understood that gradually the students' getting bored and irritated by attending online classes for a longer hour. The same is also quoted by (Irawan, Dwisona, & Lestari, 2020)s. That is, "Online learning that makes students communicate through gadget intermediaries makes the interaction between one individual and other individuals lack the meaning of non-verbal communication. The absence of these interactions, coupled with restrictions on physical meetings, makes students bored in classes." The longer period of screen time became a cause of headache among students. One of the mothers said, "After attending 2 to 3 classes my son gets irritated and behaves differently. Most of the time he says I have a slight headache. I want to take a nap. "

4.2.3 Mood swings caused by staying at home and attending online classes for longer hour

Emotional disorders, characterized by moods and mood swings. Research subjects experienced emotional disturbances due to homework and also staying inside four walls of home. Gradually with the implementation of the learning policy from home, the students explained how they lost interest in study and how they got angry at small things. Some research subjects even assume that lecturers are not wise in determining useful learning patterns.

Question 11. I felt angry for no reason.

60 responses

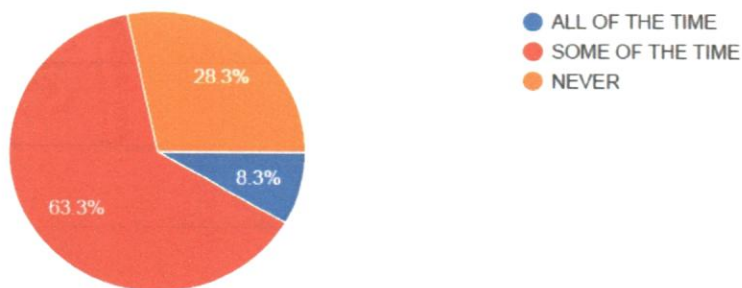


Fig 9. By staying at home and attending online classes to they feel angry for no reason?

The pie chart shows that 63.3% of students sometimes feel angry without any reason. 8.3% of them always feel angry and 28.3% of them never get angry.

Question 15. I lose my interest to study.

60 responses

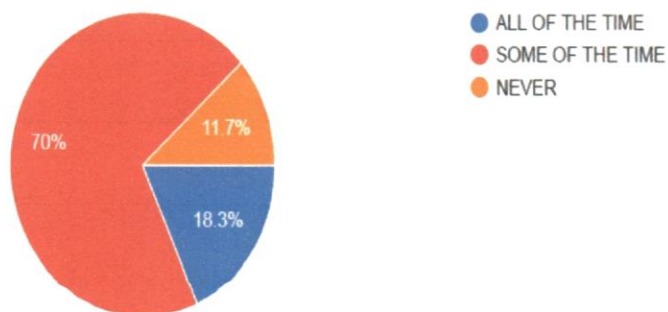


Fig10. Students interest level to study during the lockdown.

According to the above pie chart, it's observed that sometimes 70% of students lose their interest to study, 18.3% of them always lose their interest whereas 11.7% of them never lose their interest.

In the online learning process, they complained about the lack of social support from their friends. Lack of physical interaction is one reason. Students are busy with themselves to complete their assignments or in mobile games. A mother, Mrs. B. Laxmi^[2], explained, “Most of the time her daughter is engaged in mobile games. Sometimes she gets angry without any reason, behaves weird and yells at us.” Mood swings became a common problem for students. Titikhsya says, “There are many distractions at home and also by staying longer at home I get suffocated. So, I want a break from classes.”

Question 22. I feel lack of attentiveness in class.

60 responses

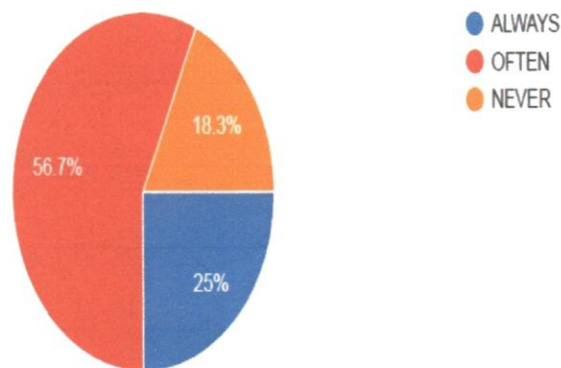


Fig.11. Do students feel lack of attentiveness in online class?

² ^[1] To maintain ethics of the research the researcher is using pseudonym

The above illustrated pie chart shows that 56.7% of students often feel lack of attentiveness in online classes, 25% of them always do feel lack of attentiveness in online class. 18.3% of students concentrate attentively in class.

Question 26. I feel lack of interest to do home works.

60 responses

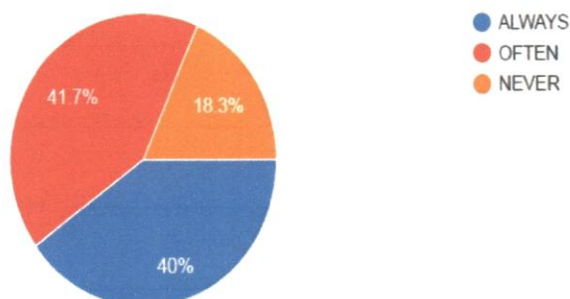


Fig.12. Do they feel lack of interest to do home works?

The given pie chart shows that 40 % of students always feel a lack of interest in doing homework. 41.7% often feel a lack of interest to do whereas 18.3% of them never lack interest to do homework.

According to Dr. Samal (TGT Odia), *“I used to ask them again and again to submit their homework in time and they rarely obeyed me.”* Generally mood swing is a normal habit of adolescents. But due to lockdown it became extreme for them. They didn’t have their peer circle to talk and spend some time with. This brought a drastic change in their attitude and behavior.

Question 27. I feel worthless.

60 responses

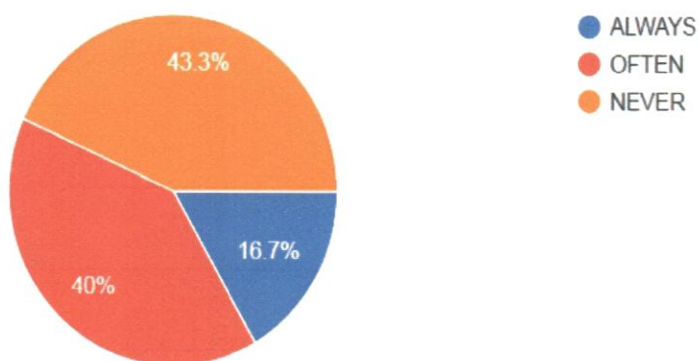


Fig.13. Do they often feel worthless?

In the above pie chart it's observed that 16.7% of students always felt worthless while 40% of students often felt worthless and 43.3% of them never felt worthless.

According to Jean Piaget's stages of cognitive development, adolescence to adulthood comes under 'Formal operational stage'. At this stage their thinking becomes more scientific and curious to learn by doing. They solve abstract problems in logical fashion as well as being able to grasp abstract concepts easily. They can think hypothetically and deductively. (Woolfolk, 2016) To better understand the concepts and abstract things there is a need for procedural and skill based learning. So, by attending online class students face problems to grasp these procedural and skill based learning. Many individuals wrote in their reflection that they are facing problems in understanding physics, chemistry, mathematics and some other practical based topics. Their doubts are remaining unclear. This led to a problem to understand the next topic. So, when they read them in books, they didn't get the concepts

properly. This decreases their interest towards studies. When some classmates do answer in class and s/he can't, they feel themselves worthless.

4.2.4 Anxiety in adolescence due to lockdown

The COVID-19 pandemic further accelerated the shift of the education sector toward online learning as gathering of students was forbidden. High school students are increasingly vulnerable to social and psychological disturbances, due to developmental and academic requirements. They are among those groups who lack coping skills to manage challenges posed by the pandemic. Hence the pandemic became a turning point for adolescent students to cope up their mental and emotional health.

Question 19. I feel exhausted during online classes.

60 responses

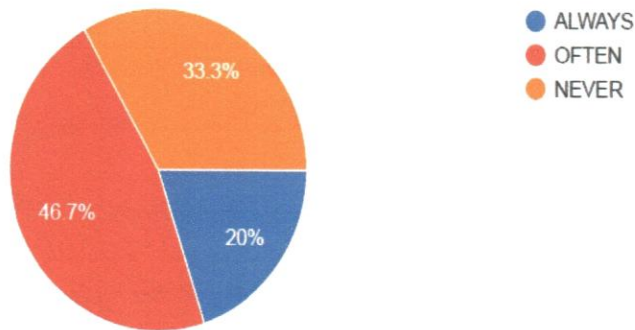


Fig.14. Do they feel exhausted during online classes

In the above pie chart it's observed that 20% of students always feel exhausted during online classes while 46.7% often feel it and 33.3% of them never feel exhausted in classes. Akankshya says, "By staying at home for a longer period and only attending classes online, day by day I lost

interest and became tired. So, I bunked the classes in between.” One student mentioned, “I feel exhausted and tired of attending online classes.”

Question 20. I feel restless.

60 responses

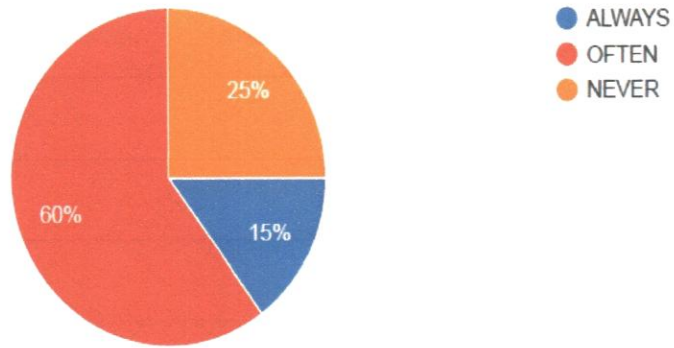


Fig.15. Do students feel restless during online classes?

From the above pie chart it's observed that 60% of students often feel restless, 15% always feel the same and 25% never feel restless after attending one or two classes.

Question 25. I feel discouraged.

60 responses

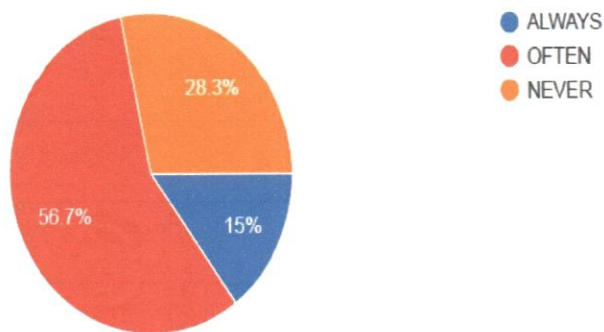


Fig.16 Do students feel discouraged?

The above pie chart shows that 56.7% of students often feel discouraged, 15% of them always feel discouraged while 28.3% of them never feel discouraged while attending online classes.

The surge in telecommunication led people to spend more time facing screens, smart phones. Previously, the increase in exposure to smart devices and screens has been reported to increase stress and burnout levels. Stress is an emotional, physical, or mental reaction that causes tension. The major factors contributing to burnout are overwhelming exhaustion, feelings of cynicism, and detachment. In addition, a sense of ineffectiveness and lack of accomplishment may result. In the reflection of form, some students mentioned that, “*We feel discouraged because I can’t understand anything during classes.*” This implies that, due to less clarity in online classes’ students lose their self-confidence and they feel discouraged as they are not getting the concepts. This might be a reason to feel discouraged.

Question 21. I feel depressed and had no self-motivation.

60 responses

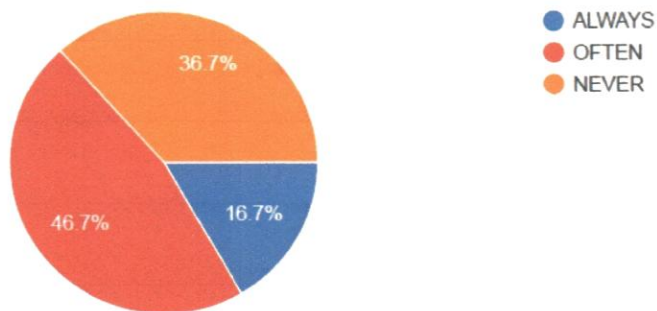


Fig.17. the above pie chart illustrates that 46.7% of students often feel depressed and lack self-motivation while 16.7% of them always feel the same whereas 36.7% people never feel depressed and they are self-motivated.

According to Mrs. Das^[3], mother of a 9th class student from KV, *“Since few months I have been observing that my son is getting depressed. Often, after attending continued classes he gets angry and yells at us. He became so silent. Mobile became his world. Nowadays he refuses us to go outside.”* When the researcher asked further about his reactions towards his study and behavior, she said, *“Whole lockdown is gone but he never touched (read or write) his text books. Gradually he lost his interest towards his passion and hobbies. ”*

In this Anglilina added, *“Dancing is my passion. I am learning Odissi at a coaching center. Because of COVID-19, I am neither able to go to my coaching center nor learn well at home. I am losing my self-motivation for my further courses.”*

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 results indicated that both anxiety and depression are prevalent among adolescents and are associated with higher risks of psychological distress. Such situations prior to the pandemic of COVID-19 were considered serious, exacerbating the psychosocial consequences of the pandemic.

³ To maintain ethics of the research the researcher is using pseudonym