

## **CHAPTER 5**

### **5 CONCLUSION**

#### **5.1 INTRODUCTION**

This chapter includes the summary of the research work titled “A Study of The Psychological Impact of Online Learning on Secondary Class Students during the Pandemic Covid-19”. The researcher has also described the suggestions for further studies.

#### **5.2 SUMMARY OF THE STUDY**

The novel coronavirus disease (COVID-19) has been declared by the World Health Organization as an international public health emergency. Owing to its high infectivity, countries all over the world implemented nationwide lockdowns with the hope of flattening the epidemic curve. India faced total lockdown from 24<sup>th</sup> March 2020 to May 2020 and even though a phased re-opening of public services has since then been attempted, most educational institutions including schools and colleges remain closed without a clear view regarding their re-opening. This has created an unprecedented crisis in the education sector for students as well as educators. So, classes were conducted via online. School shifted into four walls of their home. Neither the students got a chance to meet friends, teachers nor to play outside. They feel suffocated by staying at home for a longer period, they may get exhausted. By observing this scenario the researcher wished to study the psychological impact of online classes on adolescence students during the pandemic COVID-19. She reviewed the related literature to find out the problem and research gaps. She found out that

very little study has been done on the psychological impact of online classes on school students in India.

Due to COVID-19 safety guidelines the study was limited to secondary school students of JNV and KV of researcher's home town and in the psychological impact, the irritation, anxiety and mood swings are observed as well as the perception of students for online classes by them. The researcher prepared some tools in the format of Likert's scale as well as some semi structured interview questionnaires for students, teachers and parents. She visited schools as well as some respondents home for interviews. Also prepared Google form link and shared by creating whatsapp group. Like this she collected the data and analyzed by correlating both the percentage of Google form response to the interview responses and concluded the findings accordingly.

### **5.3 CONCLUSION**

The worldwide closure and transition to virtual class meetings throughout Secondary Education institutions due to the COVID-19 pandemic changed the delivery of education to learners. Traditional learning environments were became impossible to implement due to health and safety risks in most institutions in an attempt to regulate COVID-19 infections. Because of this, most of the educational institutions embraced online learning environments. The study analyzed that many of the students expressed concern that the online learning environment was not effective for them. They are missing the face-to-face teaching learning method. Due to unavailability of gadgets and infrastructure half of the students are exempted to attend the online classes. Those remaining students who attended the classes initially lost their interest towards class and they started to bunk. The attendance decreased along with their participation level in online classes. It's inferred that due to online classes

students are unable to grasp many abstract and procedural skill based concepts. Their doubts remained unsolved. Sometimes this makes them feel worthless and their self-motivation gets lost.

Psychological dynamics shows the background of the occurrence of boredom in students, caused by various social conditions that occur in their environment. Research subjects experienced emotional disturbances due to home works and also staying inside four walls of home. Gradually the implementation of the learning policy from home, the students explained how they lose interest in study and how they got angry in small things. Some research subjects even assume that lecturers are not wise in determining useful learning patterns. This became a strong reason to mood swings in them. Secondary school students are generally at adolescents' age. At this age they used to spare much time with peers. The lockdown became a barrier. This created mood swings and irritation to secondary school students. From having to shift from face to face to virtual, and students having to study in isolation, away from their peers, to the changes in teaching and learning approaches, students have had to contend with anxiety and necessary but unavoidable changes. 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 psychological distress.

#### **5.4 SUGGESTION FOR FURTHER STUDIES**

As per the above study the researcher only studied some of the psychological dimensions like irritation, anxiety and mood swings of adolescence students but other dimensions also can be used in further studies. Due to less data the researcher unable to use any appropriate

statistical technique but it can be further studied by using larger group of data. Here the researcher only limited the study on psychological impact on secondary school students but it also can be studied on the perception of socio cultural and economical factors of online education during pandemic COVID-19.