A Study on the Effect of Online Teaching on Mental Health of Middle School Students

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ROLE OF GENDER DISCRIMINATION ON EMOTIONAL MATURITY OF HIGHER SECONDARY SCHOOL STUDENT *SONIYA PANDEY, Researcher, M.ed. (student) Pragati College, Raipur **DR. SAVITA SALOMON, Guided, Assistant Professor, Pragati College, Raipur Abstract Education is the sum-total of all experiences that the child receives either in the school or outside. In wider sense, Education is life and life is education.

Education is the process by which a person gradually adapts himself to his physical, social, and spiritual environments. It is the development of all the capacities in an individual that will allow him to control his environment and realise his potential. In a broad sense, education is "the transmission of life by the living, to the living, through

ABSTRACT

Education is the sum-total of all experiences that the child receives either in the school or outside. In wider sense, Education is life and life is education.Education is the process by which a person gradually adapts himself to his physical, social, and spiritual environments. It is the development of all the capacities in an individual that will allow him to control his environment and realise his potential. In a broad sense, education is "the transmission of life by the living, to the living, through living, and for living." Education is a tool for the development of a balanced and harmonious personality. The main objective of the present study was to study on the effect of online teaching on mental health of middle school girls and boys. The research is limited to only Raipur city. for data collection Survey method is used. A self-made questionnaire is used as a tool. Results revealed the existence of a significance difference in mental health of Govt. girls and Private girls of Class VIII, there is no significance difference in mental health of Govt. boys and Private boys of Class VIII and there is a significance difference in mental health of boys and Girls of Class VIII.

KEYWORDS

Students, Online-Education, Mentel Health.

INTRODUCTION

The goal of education is to develop physical, mental, emotional, social, moral and spiritual aspects of life education is a lifelong process. It starts from the cradle to grave. In broader sense, teacher in the process of education is friend, philosopher and guide.

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The forces that produce and limit faculty members' experiences teaching online must be critically considered by those responsible for managing online learning. A hypothesis concerning faculty preparedness and equal experiences with online teaching might be created on the basis of such a crucial readiness construct. This integrated literature review pursued the research question, "What are the variables and overarching themes that emerge in research literature specifically focused on non-expert faculty transitioning, developing, and teaching online courses?" in order to pinpoint components of a nuanced conceptualization of faculty readiness.

Applying a theoretical framework capable of going beyond simply examining the topic requires going beyond simply assessing faculty's technological skills, attitudes toward technology, or access to technology in order to attend to structural and cultural issues in faculty readiness to teach online, rather than just seeking a checklist of competencies. The principle of professional vulnerability was used.

Mental Health

"The basic structure in vulnerability is always one of feeling that one's professional identity and moral integrity, as part of being a "proper teacher," are questioned and that valued workplace conditions are thereby threatened or lost," said Kelchtermans in his explanation of professional vulnerability (p. 319). Some faculty members may feel vulnerable when they try to design, transition, and implement online learning since it threatens their professional identities and highly regarded workplace environments. However, Kelchtermans explained that professional vulnerability gives a critical analysis to structural concerns rather than being only a feeling.

When professors go to online teaching, the structure and culture of academia may make them feel even more professionally vulnerable.

The differences between tenure-track faculty and contingent faculty are an example of the well-established structural mechanisms in academia (Davis, Nica), and they can be emphasised in scenarios involving online instruction (Luna,; Ortagus & Stedrak). However, tenure-track professors can still experience professional vulnerability that is exacerbated by online instruction. Online teaching by tenure-track teachers, according to Crawford, is undergoing a "social and political upheaval" in which faculty members' expectations are drastically changing and may have an impact on their ability to advance in rank (p. 203). The structural aspects of faculty members who teach online are highlighted as having possible professional vulnerabilities.

Significance of the Study

The assessment of faculty readiness can be operationalized as a pre-assessment of faculty's preparedness (mental and physical) to develop and implement online teaching (Adnan,; Hashim & Tasir,; Hoppe). Historically, research on faculty integrating technology into their teaching has focused on the adoption process of faculty's technology integration and its sustainability (Carbonell et al.,; Ertmer,; Hew & Brush,; Nicolle & Lou,; Rogers). Garrison et al. described faculty's competencies needed in online teaching. They identified work that had a focus on organizational issues and work examining transactional issues. When reviewing literature 17 years after the work of Garrison et al., Gülbahar and Adnan largely identified similar issues as markers of competencies.

Review of Literature

It is a thorough synthesis of earlier research on a subject; it examines scholarly books, essays, and other sources relevant to a particular field of study. The purpose of a literature review is to demonstrate to a specific reader that a researcher has read and has a solid understanding of the key published material pertaining to a given topic or question in a certain field. It may be in any format including online source or any dissertation or a report. The research work can also help someone later to guide the other fellow research person.

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Researches Done in INDIA

Ankuran, Dutta (2020) Indian higher education can boost of being one of the torch bearers among many developing nations for its rich plethora of dynamic content. Due to the pandemics, all the higher educational institutions which including universities, stand alone institutes and colleges a total of about ten million academic hours are compromised, which will be rather in difficult to compensate. The outbreak of COVID-19 has affected all segments of students, but it is particularly damaging to students of the vulnerable groups of the society.

Sumitra Pokhrel, Roshan Chhetri (2021) A review of the literature on the effects of the COVID-19 pandemic on education. The COVID-19 epidemic, which has affected approximately 1.6 billion students in more than 200 nations, has caused the biggest disruption of educational systems in human history. Over 94% of students around the world have been touched by school, institution, and other learning place closures. All facets of our lives have seen profound transformations as a result of this. Traditional educational techniques have been seriously disrupted by social exclusion and restrictive movement laws. Reopening of schools once a limitation is lifted presents another problem due to the numerous new SOPs that have been implemented.

Researches done in Abroad

Carmen Carrillo (2020) COVID-19 and teacher education: a literature review of online teaching and learning practices. The COVID-19 pandemic has impacted education at all levels in various ways. A sudden and "forced" switch from in-person instruction to online instruction required institutions and teacher educators to act rapidly. In order to meet the needs of teacher education programmes and the operational requirements for both universities and schools, they also had to design learning environments for student teachers completing their preparation. The literature on online teaching and learning strategies in teacher education is reviewed in this essay. 134 empirical studies in all were examined. Practices for social, cognitive, and teaching presence in online teaching and learning were found. The conclusions made it clear that a thorough analysis of the pedagogy of online education is required, one that incorporates technology to help teaching and learning. The study's consequences for the advancement of online teaching and learning methodologies are examined. The suggestions for additional study are also looked at.

Florence Martin, Ting Sun, and Carl D. Westine (2020) A systematic review of research on online teaching and learning from 2009 to 2018. In the 1990s and the first decade of the 2000s, systematic reviews of online learning research were carried out. There is, however, no evaluation that looks at the larger scope of research themes in online learning from the previous ten years. By looking at 619 research publications on online learning that were published in twelve journals over the past ten years, this systematic review fills in this gap. These studies' publication trends, patterns, research themes, research methodologies, and research venues were all investigated, and they were then contrasted with the research themes from earlier decades. The number of studies on online learning did experience a minor decline in 2015 and 2016, but it subsequently increased again in 2017 and 2018.The majority of the studies were quantitative in nature and were examined in higher education. Twelve topics were used to group the study on online learning, and a framework that took into account organisational, course, and learner levels was created. Numerous research looked at online learner characteristics and engagement, and the results were in accordance with three previous systematic evaluations. More study is still required, though, particularly on the qualities of online instructors as well as issues at the organisational level, such as management, access, and culture.

Statement of the Problem

"A study on the effect of online teaching on mental health of middle school students."

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Functional Definition of the Problem
Mental Health

When someone is in a state of mental health, they are aware of their own abilities, are able to handle life's typical stressors, are able to work efficiently, and are able to give back to their community.

Middle School Students

Sixth through eighth pupils attend middle school, which is located halfway between elementary and high school. Students in the seventh, eighth and in certain districts, ninth grades attend junior high schools to get ready for high school.

Objective of the Study

1. To study on the effect of online teaching on mental health.
2. To study on the effect of online teaching on mental health middle school girls.
3. To study on the effect of online teaching on mental health of middle school boys.
4. To study on effect of online teaching on mental health of middle school students.

Hypotheses of the Study

1. There will be no significant difference on the effect of online teaching on mental health of middle school girls.
2. There will be no significant difference on the effect of online teaching on mental health on middle school boys.
3. There will be no significant difference on the effect of online teaching on middle school students.

Variables of the problem

In presents study, Dependent variable is mental health of middle school students. Independent variable is online.

Area and Limitation of the Study

1. Research is limited to Raipur city only.
2. Only class VIII students has been selected.
3. Four schools have been selected.
4. Two private CBSE and two Govt. school of Raipur will be selected for research.

Selection of research method

Here the researcher has adopted Survey method in the various school of Raipur City to test the wellbeing of Middle School Student of class VI-VIII.

Sampling method

Showing the sample size

S.No.	Name of the School	Boys	Girls	Total
1.	Mayaram Surjan Govt. school, Choubey colony, Raipur	12	13	25
2.	Govt. Middle School, Kota, Raipur	13	12	25
3.	Om Shree Higher Secondary school, Kota, Raipur	12	13	25
4.	Padmavati Vidya Mandir, Kota, Raipur	13	12	25
	Total	50	50	100

(Source: Primary Data)

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Selection of tool

Now, in present study, researcher has used self-made questionnaire as a tool. For this purpose self made questionnaire has been prepared under the guidance of supervisor.

Statistical Analysis
Simple Arithmetic Mean

Arithmetic Mean: $\overline{X} = \dfrac{EX}{N}$

Satandard Deviation

Standard Deviation : $\sigma = \sqrt{\dfrac{E d^2}{N}}$

Critical Ratio

$$C.R. = \dfrac{M1 - M2}{\sqrt{\dfrac{\sigma\,^2_1}{N1} + \dfrac{\sigma\,^2_2}{N2}}}$$

Varification of Hypothesis
Hypothesis 01

There will be no significant difference on the effect of online teaching on mental health on middle school Girls.

Table 01: The table representing mean, Standard Deviation and Critical Ratio for Class VIII students.
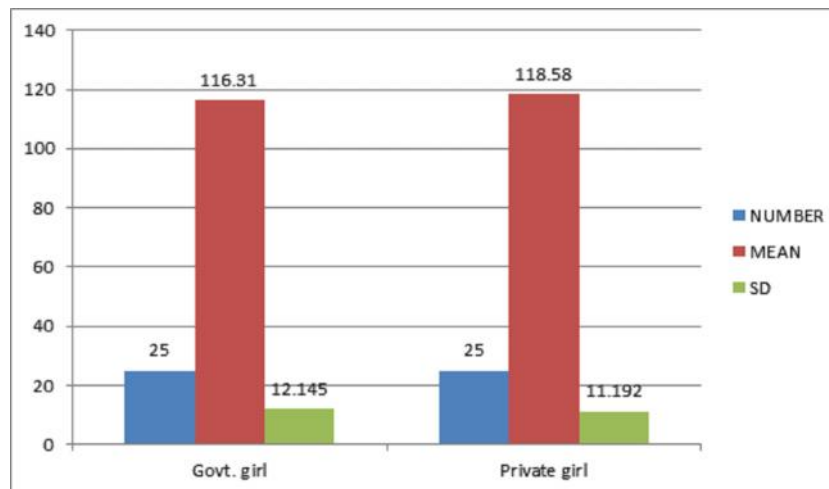
Variable	Number	Mean	SD	Df	t-test	Level of Significant
Govt. girl	25	116.31	12.145	48	3.452	0.01
Private girl	25	118.58	11.192			

(Source: Primary Data)

Result

From the Table 4.1 it is observed that the 25 Govt. Girls and 25 Private Girls were studied and analyzed. Mean of Govt. Girls were found 116.31 and Mean of Private Girls was found 118.58 Standard Deviation of Govt. Girls and Private Girls were found 12.145 and 11.192 respectively. Thus Mental Health in the Private girls was found more than the Govt. Girls. To find the significance difference, t was calculated which was .3.452 Degree of Freedom of the data was calculated value 48 in .05 level. Thus observed that the obtained 't' value (3.452) is higher than the table value of 't' at 0.01(2.57) level significance. So the null Hypothesis 01 is accepted. This implies that, there is a significance difference in mental health of Govt. girls and Private girls of Class VIII.

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Graph no 01: Bar diagram showing comparison of mean of girls students (Class VIII) of middle school.

Hypothesis 02

There will be no significant difference on the effect of online teaching on mental health on middle school boys.

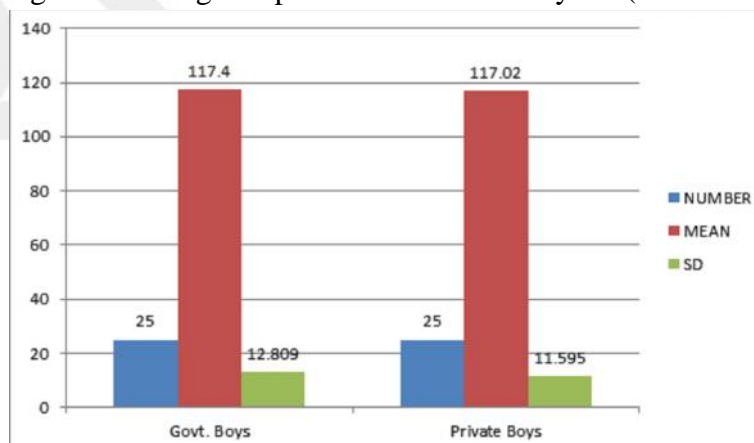**Table 02:** The table representing mean, Standard Deviation and Critical Ratio for Class VIII students.

Variable	Number	Mean	SD	Df	t. test	Level of Significant
Govt. Boys	25	117.40	12.809	48	0.295	0.01
Private Boys	25	117.02	11.595			

(Source: Primary Data)

Result

From the Table 4.2 it is observed that the 25 Govt. Boys and 25 Private Boys were studied and analyzed. Mean of Govt. Boys were found 117.40 and Mean of Private Boys was found 117.02 Standard Deviation of Govt. Boys and Private Boys were found 12.809 and 11.595 respectively. Thus Mental Health in the Private Boys was found Less than the Govt. Boys. To find the significance difference, t was calculated which was .0.295 Degree of Freedom of the data was calculated value 48 in .05 level. Thus observed that the obtained 't' value (0-295) is Lesser than the table value of 't' at 0.01(2.57) level significance. So the null hypothesis 1.2 is rejected. This implies that, there is no significance difference in mental health of Govt. boys and Private boys of Class VIII.

Graph no 02: Bar diagram showing comparison of mean of boys of (Class VIII) of Middle school.

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Hypothesis 03

There will be no significant difference on the effect of online teaching on middle school student.

Table 03: The table representing mean, Standard Deviation and Critical Ratio for Class VIII students.
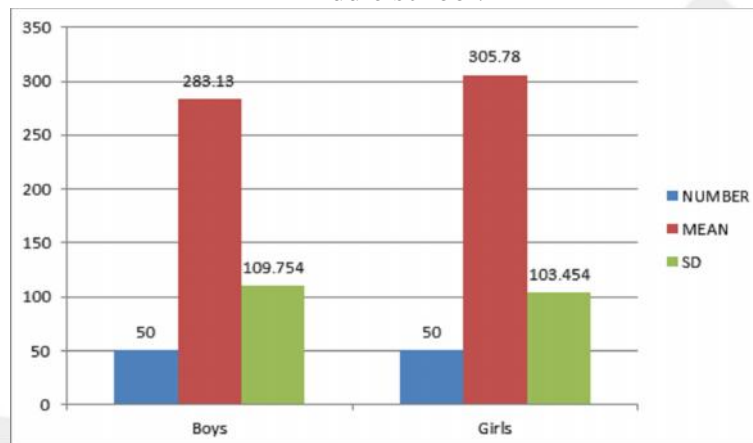
S.no.	Number	Mean	SD	Df	t. test	Level of Significant
Boys	50	283.13	109.754	98	3.764	0.01
Girls	50	305.78	103.454			

(Source: Primary Data)

Result

From the Table 4.3 it is observed that the 50 Boys and 50 Girls were studied and analyzed. Mean of Boys were found 283.13 and Mean of Girls was found 305.78 Standard Deviation of Boys and Girls were found 109.745 and 101.454 respectively. Thus Mental Health in the Boys was found Less than the girls. To find the significance difference, t was calculated which was. 3.764 Degree of Freedom of the data was calculated value 98 in .05 level. Thus observed that the obtained 't' value (3.764) is Higher than the table value of 't' at 0.01 (2.57) level significance. So the null hypothesis 1.3 is accepted. This implies that, there is a significance difference in mental health of boys and Girls of Class VIII.

Graph No 3: Bar diagram showing comparison of mean of boys and girls students (Class VIII) of Middle school.

CONCLUSION

Hypothesis 01

There will be no significant difference on the effect of online teaching on mental health on middle school Girls.

Result

From the Table 4.1 it is observed that the 25 Govt. Girls and 25 Private Girls were studied and analyzed. Mean of Govt. Girls were found 116.31 and Mean of Private Girls was found 118.58 Standard Deviation of Govt. Girls and Private Girls were found 12.145 and 11.192 respectively.

Thus Mental Health in the Private girls was found more than the Govt. Girls. To find the significance difference, t was calculated which was .3.452 Degree of Freedom of the data was calculated value 48 in .05 level. Thus observed that the obtained 't' value (3.452) is higher than the table value of 't' at 0.01(2.57) level significance. So the null hypothesis 01 is rejected.

This implies that, there is a significance difference in mental health of Govt. girls and Private girls of Class VIII.

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Hypothesis 02

There will be no significant difference on the effect of online teaching on mental health on middle school boys.

Result

From the Table 4.2 it is observed that the 25 Govt. Boys and 25 Private Boys were studied and analyzed. Mean of Govt. Boys were found 117.40 and Mean of Private Boys was found 117.02 Standard Deviation of Govt. Boys and Private Boys were found 12.809 and 11.595 respectively.

Thus Mental Health in the Private Boys was found Less than the Govt. Boys. To find the significance difference, t was calculated which was .0.295 Degree of Freedom of the data was calculated value 48 in .05 level. Thus observed that the obtained 't' value (0-295) is Lesser than the table value of 't' at 0.01(2.57) level significance. So the null hypothesis 02 is accepted.

This implies that, there is no significance difference in mental health of Govt. boys and Private boys of Class VIII.

Hypothesis 03

There will be no significant difference on the effect of online teaching on middle school student.

Result

From the Table 4.3 it is observed that the 50 Boys and 50 Girls were studied and analyzed. Mean of Boys were found 283.13 and Mean of Girls was found 305.78 Standard Deviation of Boys and Girls were found 109.745 and 101.454 respectively.

Thus Mental Health in the Boys was found Less than the girls. To find the significance difference, t was calculated which was.3.764 Degree of Freedom of the data was calculated value 98 in .05 level. Thus observed that the obtained 't' value (3.764) is Higher than the table value of 't' at 0.01(2.57) level significance. So the null hypothesis 03 is rejected.

This implies that, there is a significance difference in mental health of boys and Girls of Class VIII.

Recommendations

➢ Priority must be given to tribal students' in relation to financial allocation by the State and Central Government as there is level of good infrastructural facilities like electricity, library, computer, road communication and availability of schools within the short distance.

➢ The Government teachers and NGO's should make an arrangement of remedial and special coaching classes for the academic development of tribal students which motivate them to learn more.

➢ The Government should establish more schools for the tribal students in rural areas. Private initiatives should also be encouraged with developmental motives

➢ Home environment plays an important role for attaining good academic achievement. So, parents should provide more rewards, nurturance and permissiveness and should allow their children to express his/her views freely.

➢ Parents who are low in educational status should endeavor to allow their children to attend remedial summer coaching provided by non-Governmental organization during holidays to supplement the regular school programme.

➢ Parents should involve actively with school authority about their children education to enable them understand the progress or otherwise of their children.

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> ➤ The attitude of the tribal Parents towards education should be improved through proper counseling and guidance.

Scope for further studies

Further studies on Mental Health of tribal students may be conducted as mentioned below:

1. The similar study can be conducted on students of different age group.

2. A study can be under taken to develop package for developing mental health and emotional intelligence among secondary school students.

3. The curriculum of secondary school can be analyzed in the background of learning experience provided to later to mental health and emotional intelligence of students.

4. A comparative study on Mental health and Academic achievement of tribal and non-tribal students can be conducted.

5. A study on the Mental health and Academic achievement of the Tribal students can be conducted in other district also.

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