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Impact of Covid-19 Pandemic on Mental Health of Higher Education Stakeholders

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Abstract: ***During the time of covid-19 whole education system has shifted from offline mode to online mode which plays a vital role in the increasing stress, anxiety, depression and other mental problem among the students, teachers, and parents. Because they all are not familiar with the online education system. So in this scenario, we should know that how much they all are aware and capable to use different online tools and courses like swayam, Courera, edu, NPTEL, YouTube, etc with their economic condition, infrastructure, and mental health too. Are they able to continue their learning during this scenario? Due to lack of awareness they all are getting mentally disturbed. In this situation, they all need support from our government because for the present situation they were not prepared from earlier.***

A survey was conducted by us in Uttar Pradesh to analyze the effect of lockdown on students (age 15-35 years), teachers and parents (total 162 respondents) belongs from urban and rural areas through Google form during Sep – Oct month2020. So that most of the responses come from Uttar Pradesh and the city Lucknow.

Through this survey we draw the different factors like not comfortable, privacy concerns, not aware, sleeping pattern, lazier, stressful, worried, eye problem, digital screens, burden of work, and disrespectful behavior which somewhere affect the mental health and behavior of the respondents. We have also taken response to rating online education system and examination at the likert scales 1(poor) — 5(excellent).

This paper will help to know what the reasons behind the above mention factors are. We have find out the proportion of students, teachers, and parents who are facing different types of mental problems, and we are trying to show finding of the survey with the help of different graphs also.

Keywords: Online higher education system, different factors affect mental health, the problem faces by the students, teachers, and parents, awareness about online courses, the suggestion for the government.

I. INTRODUCTION

Covid-19 pandemic and lock-down spread a sense of fear, anxiety and stress around the globe. On 16 March, the union government declared a countrywide lock-down of schools and colleges. So our education system has totally converted from offline mode to online mode which plays an important role in the increasing stress, anxiety and other mental problem among the students, teachers, and parents. During the pandemic/lock-down student have a lot of problems like some are at their home/ relative home or at rented room/ PG hostel there they have to face problem related to pay to rent. Many students have not proper infrastructure/ devices required to continue their study online. Infrastructure like separate room for peaceful environment, access to technology, Internet, Smart phone/laptop/tablet/computer, availability of earphone/ head phone, Recharge facilities, Electricity with this, they have lack of aware of online system of learning, different apps of online classes (like Skype, Zoom, Google Hangouts, Google meet, Google Classroom, YouTube, etc.) along with this, they are anxious about their privacy with these apps, mostly with zoom app, different courses (like Swayam, Coursera, edX, NPTEL, etc.) which is easily accessible for online learning.

They should be aware about the other online platforms like ugcmoocs.ac.in, epgp.inflibnet.ac.in, swayamprabha.gov.in, youtube.com, etc. for the detailed notes, content and free books related to their subject. For student with their study there are very important things that they do their study with comfort, flexible, interactive user interface during class whether it is online and offline. Basic knowledge of computer /PowerPoint presentation, M. Sword / making PDF, save any documents, etc. become very necessary to student at this situation. Student has different subjects like theoretical, practical, and sport. By online classes theoretical subject are easy to study and teach by student as well as by the teachers, but in case of practical and sports subject continue learning and practice in a well manner is little difficult . During this pandemic regularity of study is totally depends upon connectivity of the Internet, Electricity, recharge with our phone, tablet or laptop. Like these there are a lot of problems about which we are not aware which affect our mental health also.

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There are many questions arise in our mind like all their subject teachers are able to provide online lecture or not. They feel comfortable to attend online classes or not. Is doing online class is convenient to them? During online class students are not able to concentrate on lecture, getting bored, not able to understand the topics, not serious for class; also it may be possible that some students understand the topics. During this pandemic they are attend online education and examination. So, I thought that rating on both is necessary to know the mental view of student, teacher and parents on it. What is their thinking for online learning? Is it Time-saving, Easy to learn, Difficult to learn, Neutral, Time wasting, or stress on mental. No doubt all become lazier than compared to previous year 2019. Are they able to do preparation for their exam (like competitive, UG, PG or other)?because we observe that student has problems to like thinking much on COVID-19 news, their Health problem, Family issue, Books and notes are in hostel, Cannot buy book from market. It might be some students had any temporary job before lock- down, and they are not able to continue that job this generate a reasons for mental stress. Now they are searching, –more| for online job/part-time job during lock-down as compared to previous year 2019.

There are also many students who had joined offline any coaching institute before lock- down/used to go for any coaching institute for higher education (graduation, post-graduation, Competitive exam etc. and they are not able to continue that through online. During this time their source of books may be E-book, Offline books, Bookshelf and how many hours in a day they have to spend with screens of their Devices. It is obvious that their schedule is become totally changed due to online classes like Study schedule, using social sites, Sleeping, Wake up etc. In my study, I have tried to check the mental preference for which method they will prefer most after lock-down also, online classes /video conferencing, Classroom classes. This will show the preference of student, teacher, and parent have change due to covid-19.

Their teachers are teaching by providing live lectures through different meeting apps; provide audio/recorded video on YouTube, by live question-answer session/ discussion through meeting apps, providing assessment/evaluation with live class. These things are totally direct impact on mental health of students and teacher. For present scenario/disaster we were not prepared. In this situation government should support them. We need to know what actually student want from the government in this pandemic to continue their study. Students are worried most of the time due to economic problem, home infrastructure problem, family issue, study problem, for career.

Students are totally quarantine during lockdown so after attending online class what different things they do to fresh their mind like taking tea/follow guidelines of ministry of Ayush to improve immunity power, Watching Television, Use social media, Cooking, Playing with children at, your home. As compared to previous year during lock-down students has spent more time with their parents. It may be possible some or all students have disability to connect digitally like a mental problem, eye problem.

A. Teachers

Teachers are also facing a lot of problems they all are taking online classes during this pandemic/lock-down their job profile are private and the government sector, and they face a lot of burdens off work as compared to previous year. They are teaching to undergraduate students‘ postgraduate student PG, Ph.D. program, and competitive exam. It may be possible that they are teaching multiple courses through online classes by providing live lectures through different meeting apps, provide audio recorded/ video on YouTube, by live question-answer sessions discussion through meeting apps, providing assessment evaluation. They have both theoretical and practical subjects, but they are taking smoothly only for theoretical classes, for practical classes. They are only covered its theoretical part .for most of the teachers

It may be possible that teachers have not aware about e-learning tools, how making PDF, PPT working on MS word and how to do all technical things like using zoom app, Google meet. So mostly lack of awareness is a cause that most impact on mental health of teachers. Teachers have also problem of Access to technology, Internet, Mobile devices, Recharge facilities, Electricity, Note book, geometric box, separate room for peaceful environment these all things are interrelated without its online classes/ learning is not possible to learn. Suddenly, it is not possible to learn all things, but they all are trying to learn these things. During online examination they face a lot of problems like making Google form, maintaining records, etc.

Along with this also they have not books related to their subject at their home. All teachers are Quarantine at their home. Presently books are not available at their home that was using to make content material for teaching. Most of the teachers had their book in college cabin, library. Now they are making their content using e-book, e- library or YouTube.

According to their experience students are not interested to attend online classes during pandemic. Some getting bored or not pay attention, not take it seriously, not complete their homework, even attendance of students in online classes are 80-90%. Students are login, and then they do their other some work so this shows the laziness during this pandemic.

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So these things have created mental pressure, and within this online examination responsibilities are also there so the screen time increased much more like4 hours, 6 hours, and 7 hours. Because all things are completed by their tablet, mobile, laptop .so this will effect on their eye, some health issue, stress level increase, that's why they couldn't take regular class. Teachers are also facing disrespectful behavior from their students during online class. According to teachers learning through online is very much stressful; it is not convenient to all.

B. Parents

For Parents lock-down is a challenging to care of their children. They have also lack of awareness. They are worried about food insecurity, future e-learning, and to provide all facilities for online classes to their children. Parents should advise their child to do exercise/meditation/yoga etc. for mental peace. They have to watch/ monitor regularly their children's activities at their home.

II. LITERATURE REVIEW

Globally, depression is one of the leading causes of illness and disability among adolescents. (According to WHO). The corona virus disease 2019 (COVID-19) pandemic—and the social distancing measures that many countries have implemented have caused disruptions to daily routines. For children and adolescents with mental health needs, such closures mean a lack of access to the resources they usually have through schools. 26% said they were unable to access mental health support; peer support groups and face to- face services have been cancelled, and support by phone or online can be challenging for some young people .School routines are important coping mechanisms for young people with mental health issues. [1]

Now the schools are closed, some lock themselves up inside their rooms for weeks, refusing to take showers, eat, or leave their beds.‖ For some children with depression, there will be considerable difficulties adjusting back to normal life when school resumes. They can become frustrated and short-tempered when their daily routines are disrupted, said psychiatrist Chi-Hung Au (University of Hong Kong, Hong Kong, China). He advised parents to create a schedule for their children to reduce anxiety induced by uncertainty. Such as online speech and social skills training, are needed to think up for the loss. [1]

Due to college entrance exams during covid-19 pandemic mental disorder created. Students have been experiencing loss of appetite, and sleep problems; have a huge wave of fear that I might compact the virus. The final year‘s students are anxious about the job market they are going to enter soon. Social distancing measures can result in social isolation in an abusive home, with abuse likely exacerbated during this time of economic uncertainty and stress. [1]

A. Impact on School and University Going Students

Before lock-down there was one to one interaction with children and teachers also for learning. Sadly, the nationwide closures of schools and colleges have negative impact over 91% of the world's student population (Lee, 2020). The home detention of children and adolescents is associated with uncertainty and anxiety which is attributable to disruption in their education, physical activities and opportunities for socialization (Jiao et al., 2020). Non availability of structured setting of the school for a long duration result in disruption in routine, boredom and lack of innovative ideas for engaging in various academic and extracurricular activities. Some children have expressed lower levels of affect for not being able to play outdoors, not meeting friends and not engaging in the in-person school activities (Lee, 2020; Liu et al., 2020; Zhai and Du, 2020). These children have become clingier, attention seeking and more dependent on their parents due to the long term shift in their routine.(Lee, 2020).[3]

A study found that older adolescents and youth are anxious regarding cancellation of examinations, exchange programs and academic events (Lee, 2020).[3]

It is also found that among youth social distancing is become social responsibility and it is followed more sincerely if motivated by pro social reasons to prevent others from getting sick (Oosterhoff et al., 2020a). Further, due to prolonged confinement at home children's increased use of internet and social media persuade them to use internet, access offensive content and also increases their exposed for getting exploit (Cooper, 2020; UNICEF, 2020b).[3]

B. Role of Parents[3]

During this pandemic the role of parents is very important in developing different skill and practice among their children. So that children can boost up their mental health.

Parents require responding to the needs of their children based on the developmental phase of the child is being discussed below:

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Adolescents

Apart from areas discussed above, certain areas which need especial focus in the phase of adolescence are being described below:

1) Parents are the best _role model‘ for children of all groups their home background is practically the best place to learn the _life skills‘.
2) Adolescents should have better knowledge about COVID 19. So they can guide to other members of their home.
3) Lock-down is a good opportunity for all students to learn responsibility, cooking, maintenance of home in their spare time.
4) Spend more time with device screen for using social media, internet gaming, online classes and for entertainment
5) We can also manage our mental stress by taking part in creative programs such as music, drawing, reading books that you like etc.
6) Parents should motivate adolescents who are diffident to keep in touch with their classmate and communicate with them about their emotions, feelings and common problems they face. It is also a way for applicable problem-solving.
7) Parents require taking care of their own mental health and try to manage with stress adaptively. [3]

C. Role of Teachers [3]

In the present scenario when schools and University are conducting online academic activities, teachers are in regular touch with students, and therefore are in a position to play a vital role in the promotion of mental well-being among youngsters. Their role during COVID- 19 pandemic and lock-down are as follows:

1) Teachers can give some time related to teaching about Covid-19 and preventive health practices by using the instructions of the international organizations, according to the puberty level of the students. They can describe to the students about the need to act with responsibility during the pandemic.
2) They can organize innovative online academic and non-academic meting by making their classes more interactive, involving students in the form of quizzes, puzzles, competitions, and giving more innovative home assignments to break the dullness of the online classes.
3) Teachers have an important role to play in the boosting of mental health among students. They can discuss about wellbeing and how it is important for students. They can assist in teaching simple exercises, including deep breathing, muscle relaxation, distraction, and positive self -talk. Online workshops can be organized in which they can discuss about skill development.
4) The teachers require interconnecting with parents online or through phone regarding feedback about students and their mental health. [3]

D. Gap of Literature Review

During review of literature I feel there is gap in this studies they not consider the mental health of higher education stakeholder like students, teachers, and parents during these pandemic that‘s why in my study, I have considered these things.

E. Problem of Statement

During the time of covid-19 our education system has shifted from offline mode to online mode. Which play a vital role in the increasing stress, anxiety depression and other mental problem among the students, teachers, and parents? Because everyone has not familiar with the online education system.

F. Objective

1) We have conducted this survey to know the impact of covid19 pandemic/ lock-down on mental health of higher education stakeholders.
2) To know the causes of mental disorder among students, teachers and parents during lock- down.
3) To find out the proportion of students, teachers, and parents who are facing different types of mental problems during pandemic/lock-down.
4) Graphical representation of different factor of mental disturbance.

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III. METHODOLOGY

A. Our Study is Qualitative Research.

1) About Survey: A survey was conducted by us in Uttar Pradesh to analyze the effect of lockdown on students, teachers and parents belongs from urban as well as rural areas. Our survey mostly contains the data from Lucknow. The survey was run through online with the help of Google form using snowball sampling technique. So that most of the data come from the state Uttar Pradesh and the city Lucknow. Total number of respondents was 162 out of which there were 109 students, 30 teachers and 23 parents. Data was collected during sep –oct month 2020.

2) Sample size Determination

Sample size

n= p(1-p) z*2 / e*2 n=required sample size

p= percentage of occurrence of a condition

Here we are taking value of p is 0.5 (i.e. probability is 50% of occurring any condition) z = it is statistics value corresponding to a level of confidence required

At 95%, value of Z is 1.96

e= it is a margin of error or the level of Precision Here, we are taking 10% margin of error

So, n= $0.5(0.5)(1.96)^2 / (0.1)^2$

= 0.25 (3.8416)/ 0.01

= 96.04

So our study sample size should be at least 96 and we have collected 163.

3) Snowball Sampling: Snowball sampling helps researchers find a sample when they are difficult to locate. If we have small sample size and not easily available researchers can use this technique. This sampling system works like the referral program. Once the researchers find suitable subjects, he asks them for assistance to seek similar subjects to form a considerably good size sample. The link of the questionnaire was sent through e-mails, Whatsapp messenger and other social media to the contacts of the investigators. The participants were encouraged to roll out the survey to as many people as possible. Thus, the link was forwarded to people apart from the first point of contact and so on. On receiving and clicking the link the participants accepted to take the survey they filled up the demographic details. Then a set of several questions appeared sequentially, which the participants were to answer.

IV. ANALYSIS

Outcomes of survey

A. Student Section

We get the data between age 15 and 30 From urban as well as ruler areas students who have or pursuing higher education (UG,PG, Ph.D or other) we draw the following factors which somewhere effects the **mental health and behavior** of the students

1) 46% of the students are not comfortable with the online education system and 58% students are not convenient to continue their studies through online education system.

2) 65% students raise privacy concerns with the app that are being used to teach online like zoom ,whatsapp various others

3) 10% students are not aware about the online education system.

4) 10% students feel that their sleeping pattern has been changed.

5) 67% students prefers offline mode education after lockdown but 33% students continue with online education due to covid-19

6) Screening time- 36% -4 to 6 hours

23% -7 to 9 hours

30% -1 to 3 hours

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7) For book source or reference 50% of the students use eBook and other 50% students use downloaded books.

8) After attending online classes 52% of the students use social media, 42% students prefers to take tea /follow the guidelines by the Ministry of Ayush , rest will use cooking, watching TV and playing with children at their home to refresh their minds.

9) 74% students admitted that they became lazier as compared to 2019.

10) 30% students rated online education system as poor, 10% as excellent and 28% as average.

11) 57% students said that learning through online platform is stressful.

12) 70% students have failed to continue their part time job.

13) Before lock down 30% students say that they join the coaching institute but only 47% of them are able to continue through online.

14) 19% students say that they live in at rent and 45% of them face the problem in paying the rent.

15) students are worried about carrier -69% Study problems- 49% Economic problems- 48% Family issues-23% And due to home infrastructures-13%

16) 90% students spend more time with their parents

17) 28% needs trainers who teach them how to use various app for their studies.

18) 20% students are not able to connect with online education system properly due to mental problem (30%), due to eye problem (70%)

The main reason coming out the analysis of data from the survey which effects the mental and behavior

a) Lack of online education infrastructure

b) Students are not aware about online education system and it is only way to continue their studies in the lockdown period.

c) Most of the students have to go through digital screens for longtime.
Due to online classes, absence of offline books, and to refresh their minds

d) Worrying about their future and studies.

e) Students feel themselves disconnected from the physical world or environment

Suggestions given by the students to government

- Provide internet connectivity in rural areas.
- Provide the digital devices (mobile phones, tablets etc.) to the needy persons
- Lower the cost of internet recharge
- Generate awareness in people about the benefits of the online education system

B. Teacher Section

(Teacher /professors / private teachers/competitive teachers) During this period all the teachers who know a little bit of technology adopted online mode of education to teach their students. They put their efforts to learn how to teach online either through different app or through audio messages.

1) 30% teachers teach their students theoretical as well as practical aspect of the subject through various video links or online content.

2) 91% teachers know how to make PPT and prepare content needed to teach the students but this increase their screening time.

3) Screening time of teacher 46% -1 to 3 hours
36% -4 to 6 hours
18% -7to 9 hours

4) 14% teachers have to face the problem due to lack of digital infrastructure and separate room for giving noise free lectures online.

5) 45% teachers depend on college library and cabin for the various books.

6) 36% of the Teacher's said that they take classes through audio only due to data problem and internet connectivity issues.

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7) 10% teachers face the problem of disrespectful behavior while teaching online.
8) 73% teachers says that online is a stressful learning and teaching method
9) 55% teachers are not convenient with this system to carry forward it
10) 82% teachers said that it increases the burden of work
11) Teachers rate this system as good and online examination system as average.

C. Parents Section

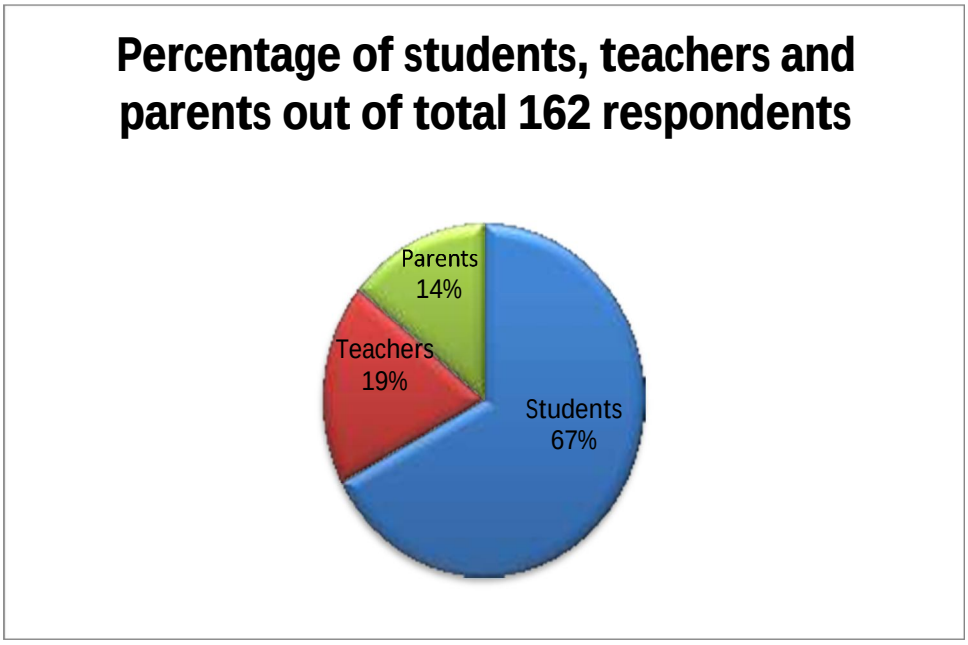
1) 69% parents are engaged in the private sector
2) 92% parents face challenge to care of their children in the lockdown period.
3) 54% of the parents are not able to guide or support their children about online education system due Lack of knowledge -55% Lack of devices -22%
4) 30% parents are not able to provide facilities like access to technology, internet, nutrition food, mobile devices ,earphone ,electricity, separate room to their children's for study
5) 54% parents worried about food security and future learning of their children's
6) 10% parents not able to help their children to achieve their goals by encouraging them.
7) 62% parents are not able to communicate online with teachers of their children's to help them in online mode of education.
8) Group discussions with children by parents

Daily- 54% Once in a week-23%
Never-15%

9) 85% parents advise their children to do exercise meditation or yoga for mental peace
10) 23% of parents monitor regularly their children achievements and praise them
11) 69% parents are more stressful due to online learning
12) 46% parents worried about their children careers

V. GRAPHS RELATED TO OUTCOME OF OUR STUDY

A. Data Collected in the Month of Sep –Oct 2020



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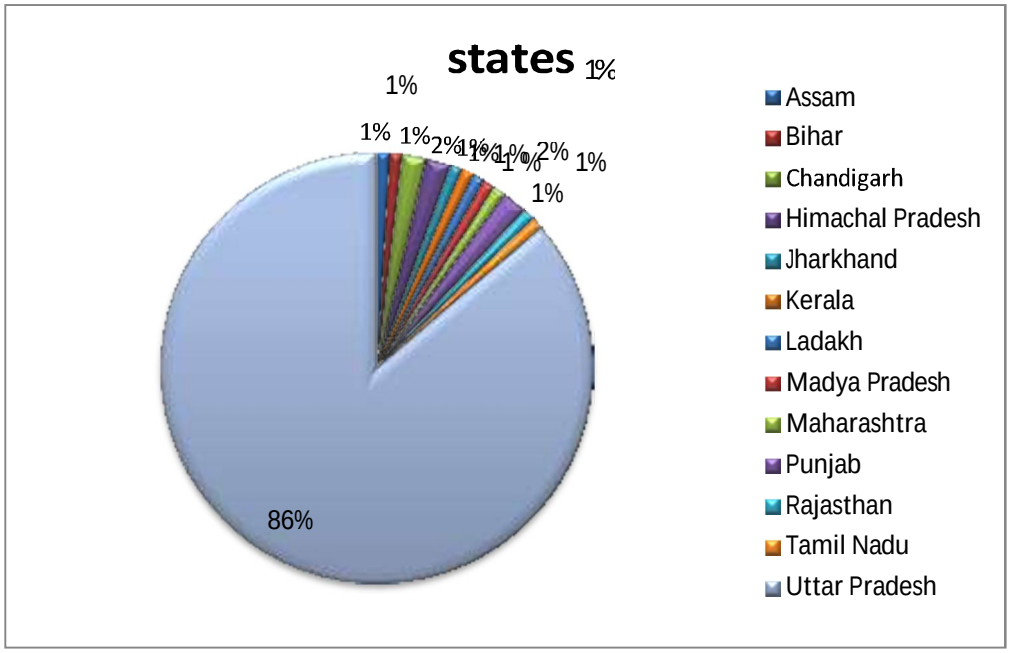
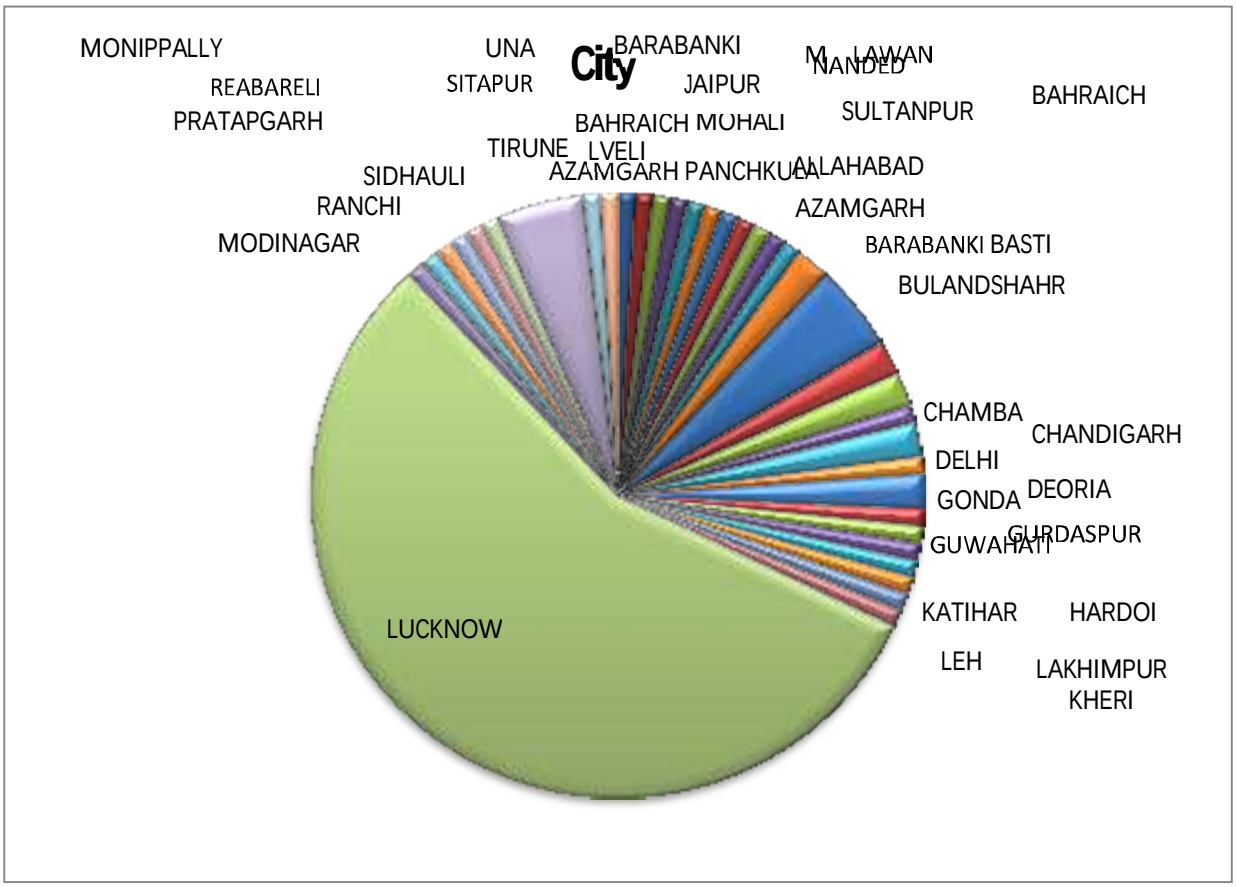
B. Students

Distribution of demographic variables





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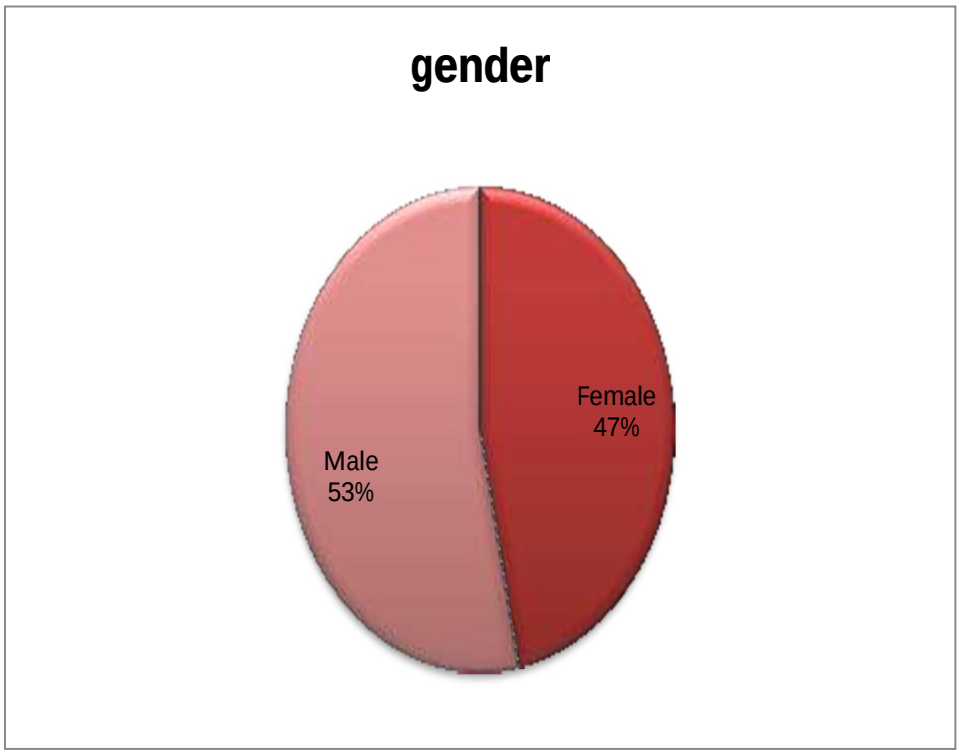

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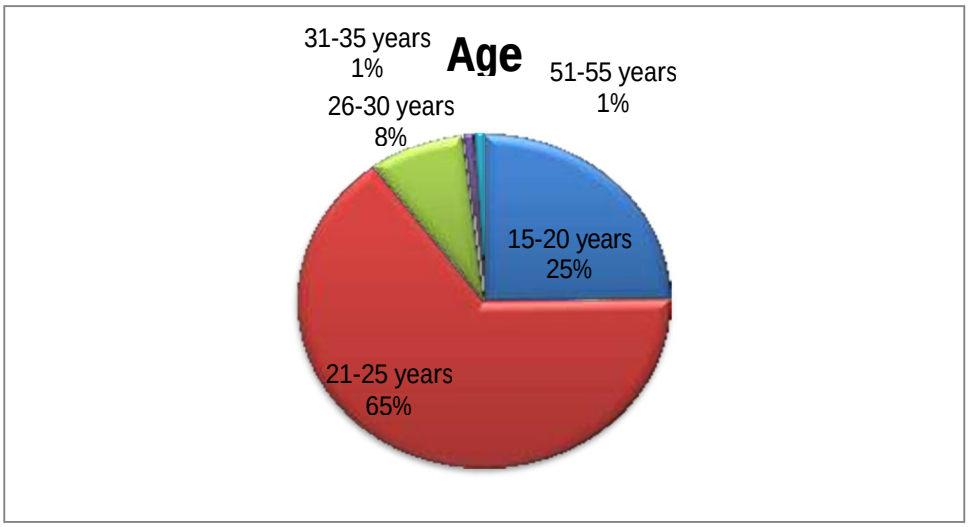

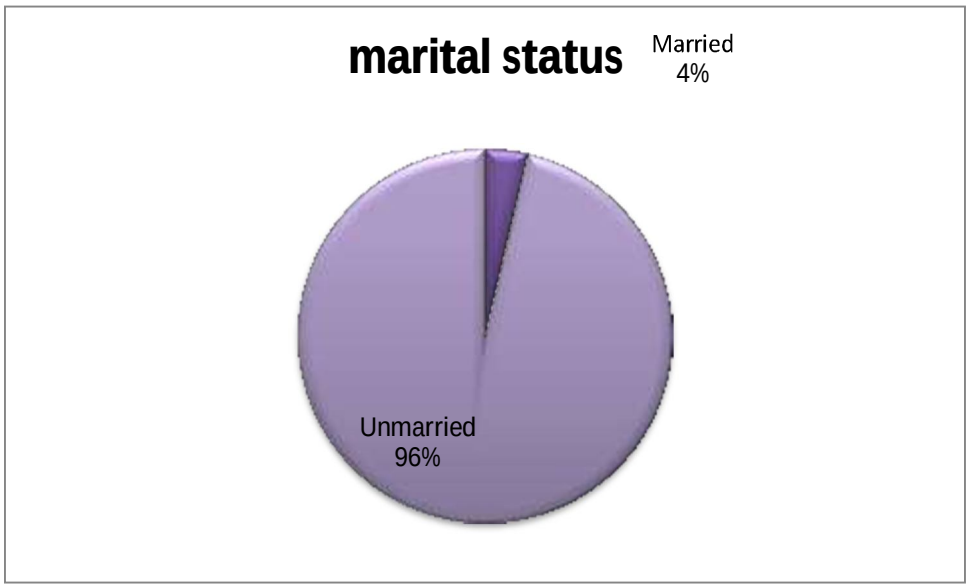

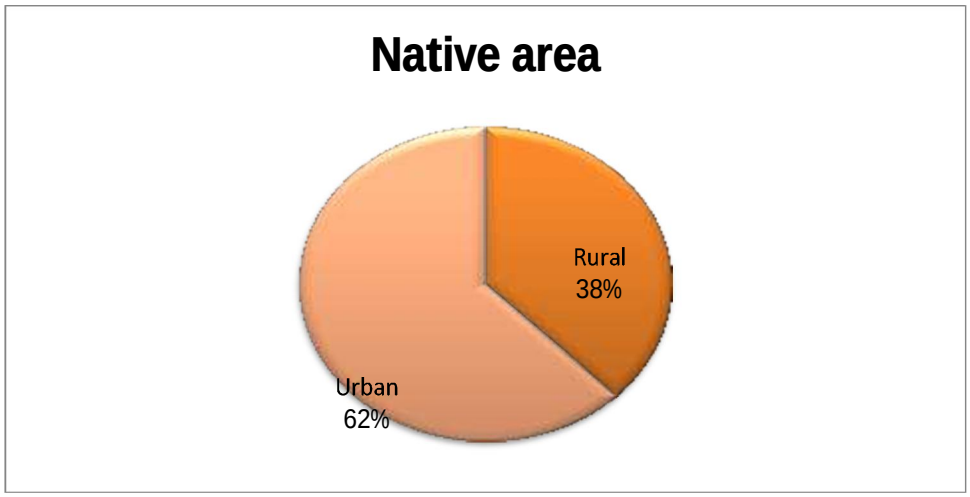

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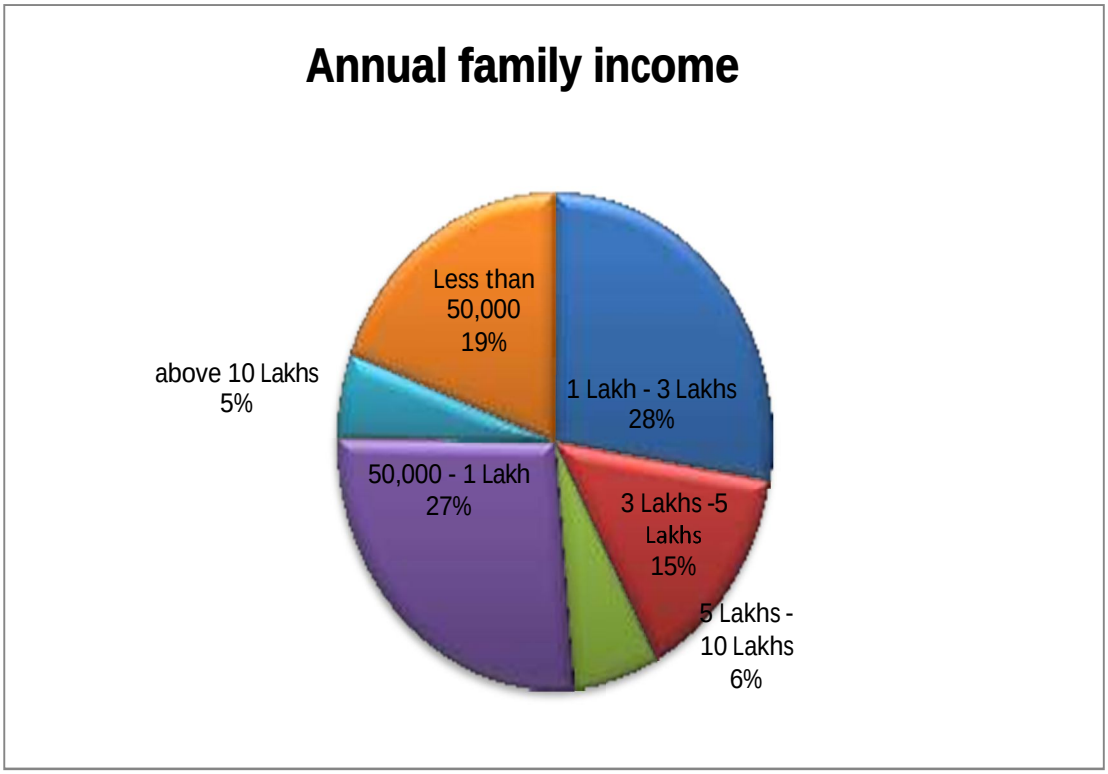

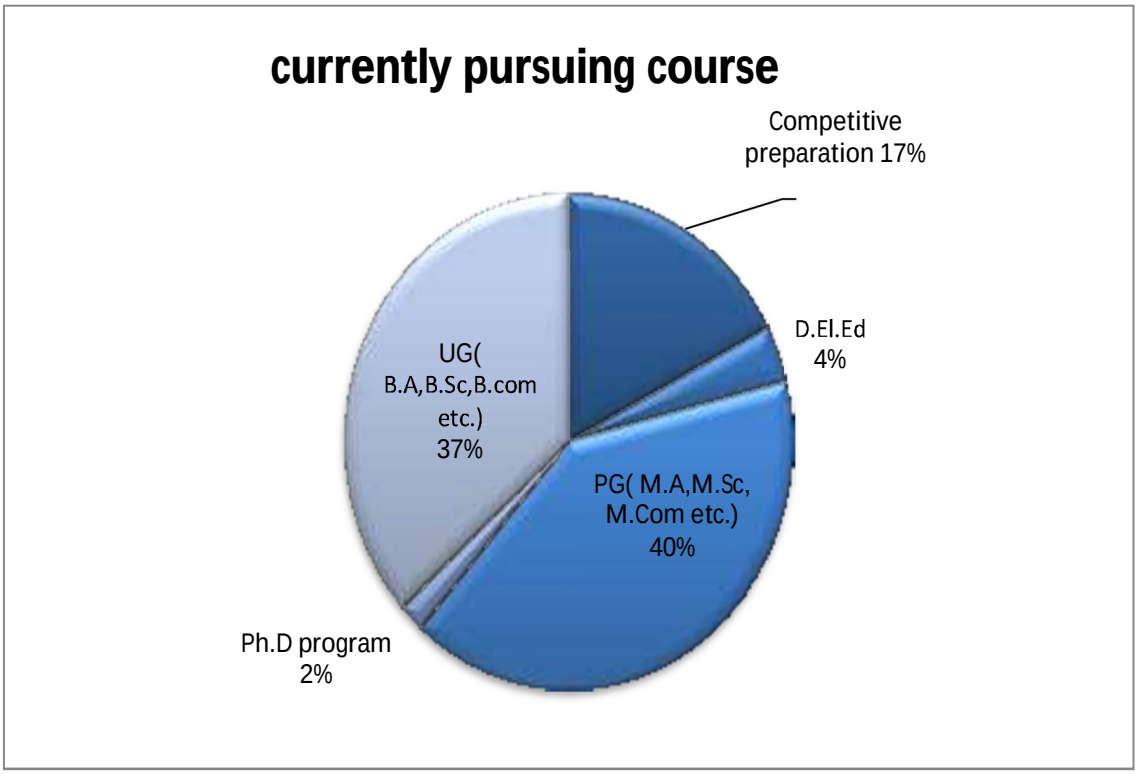

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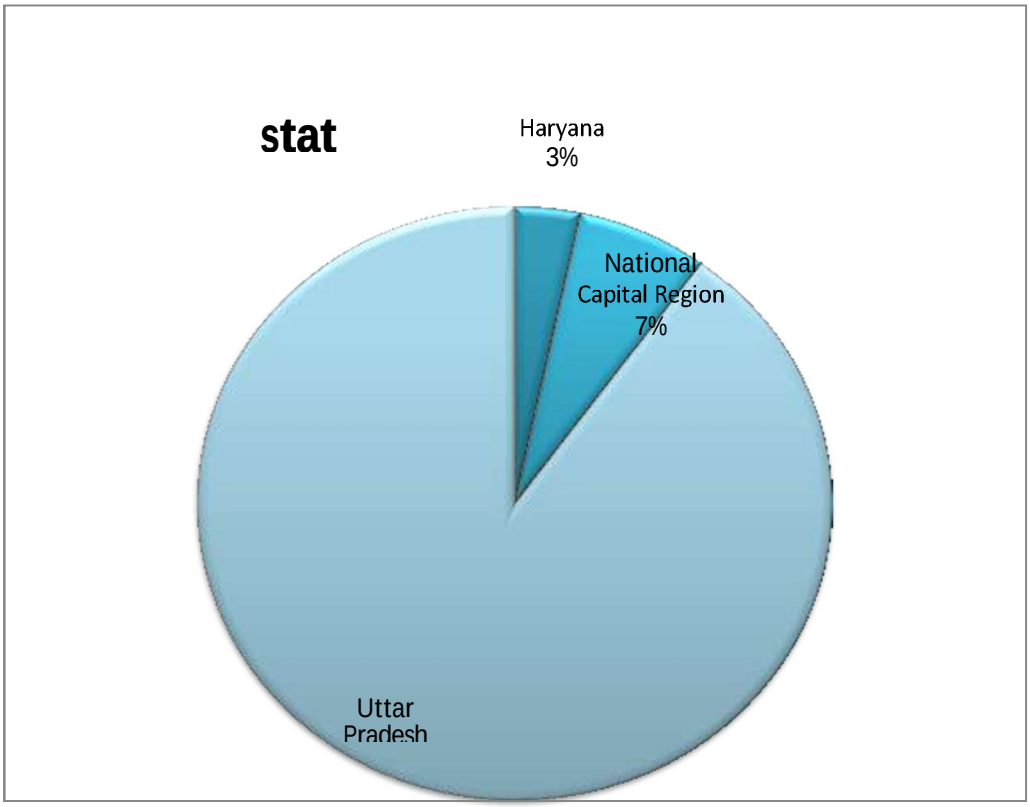
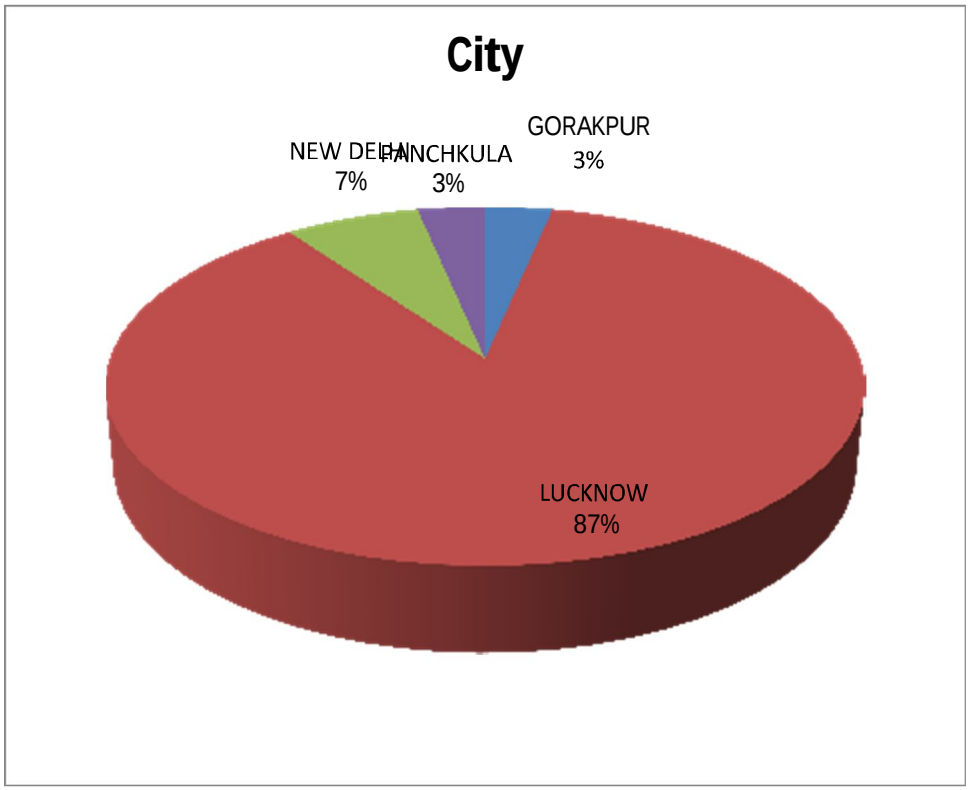
C. Teachers

Distribution of demographic variables





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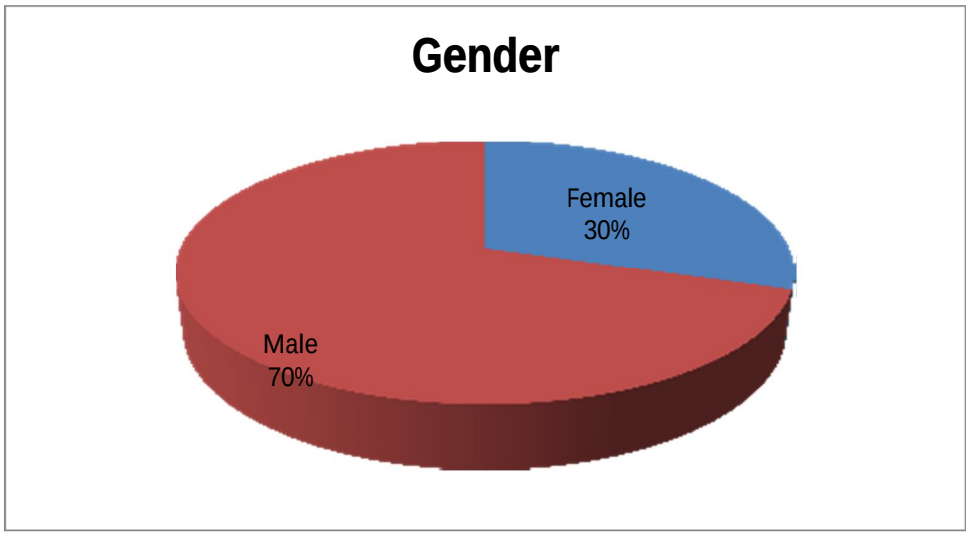

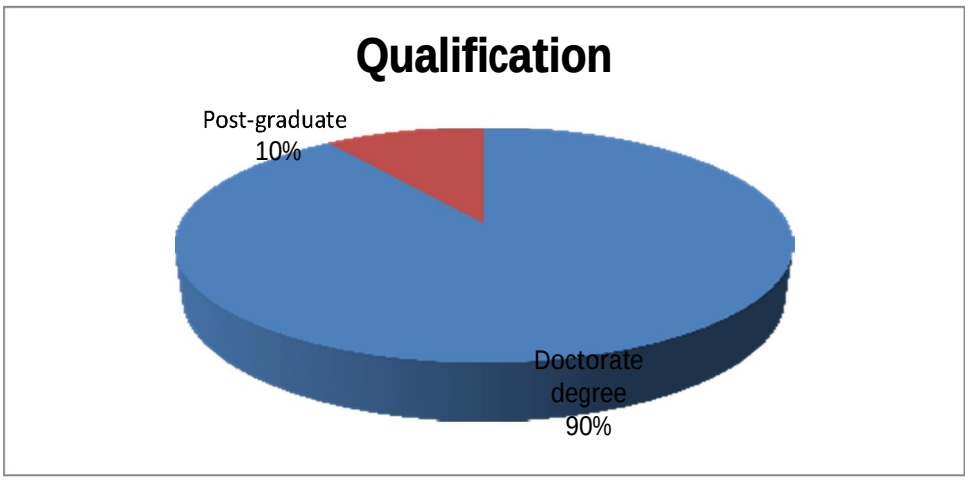

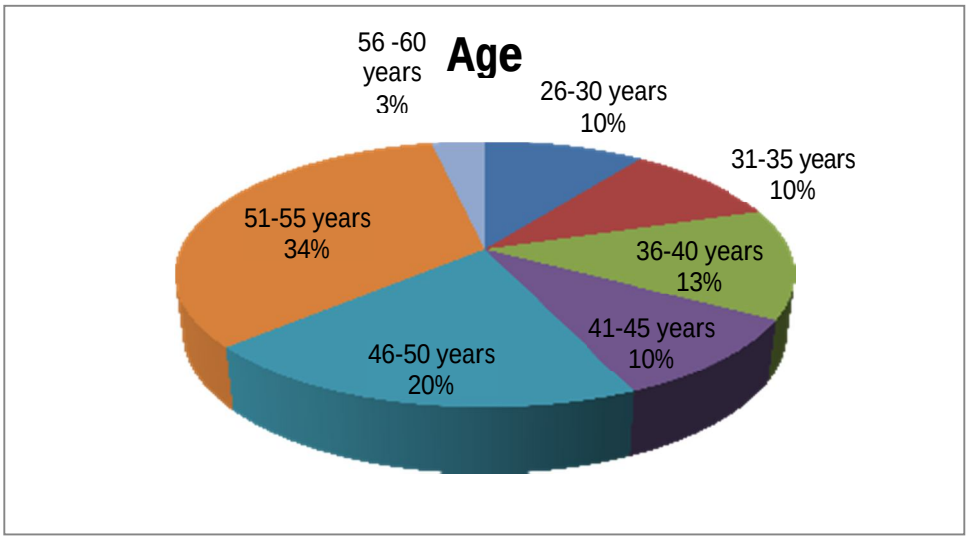

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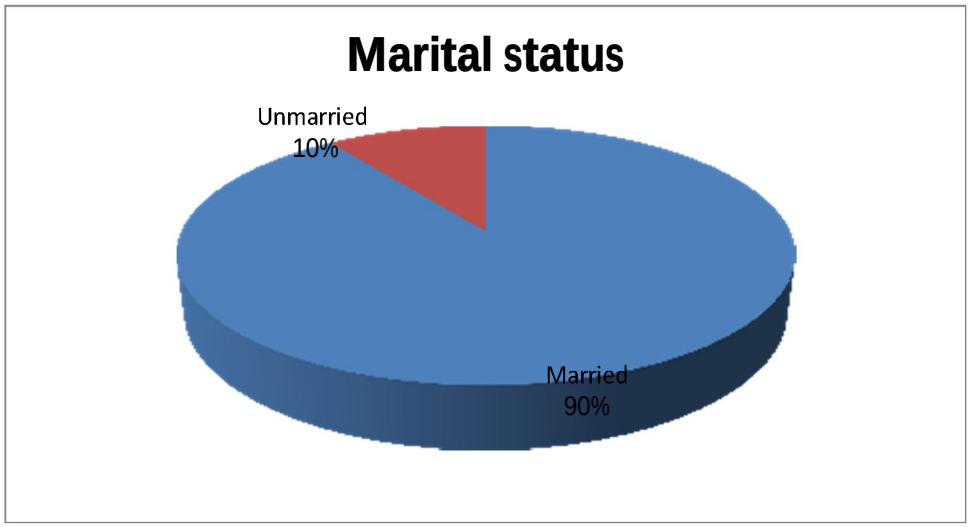

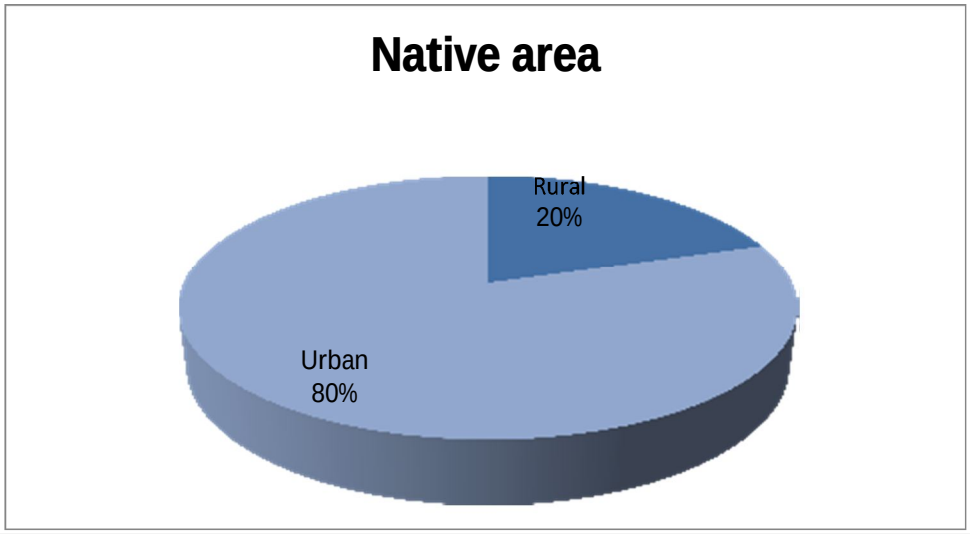

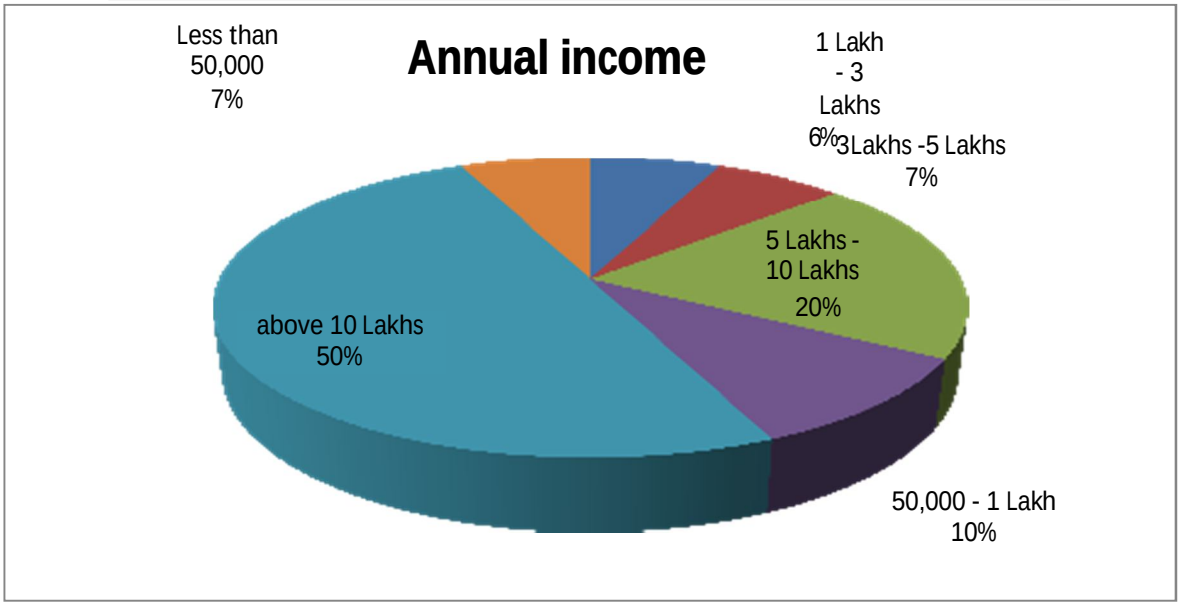

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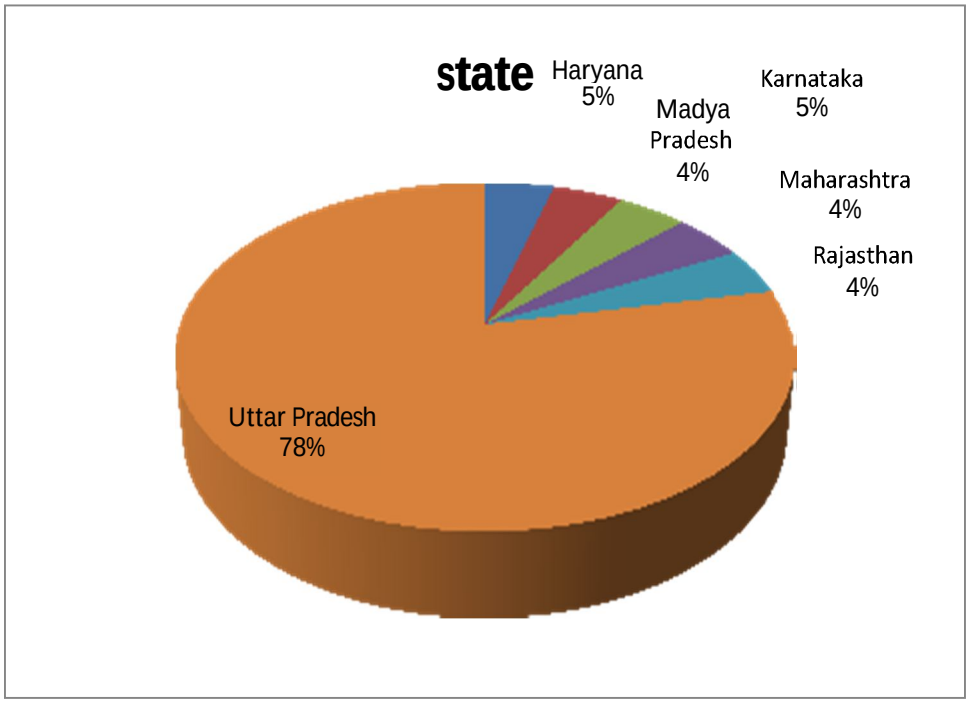
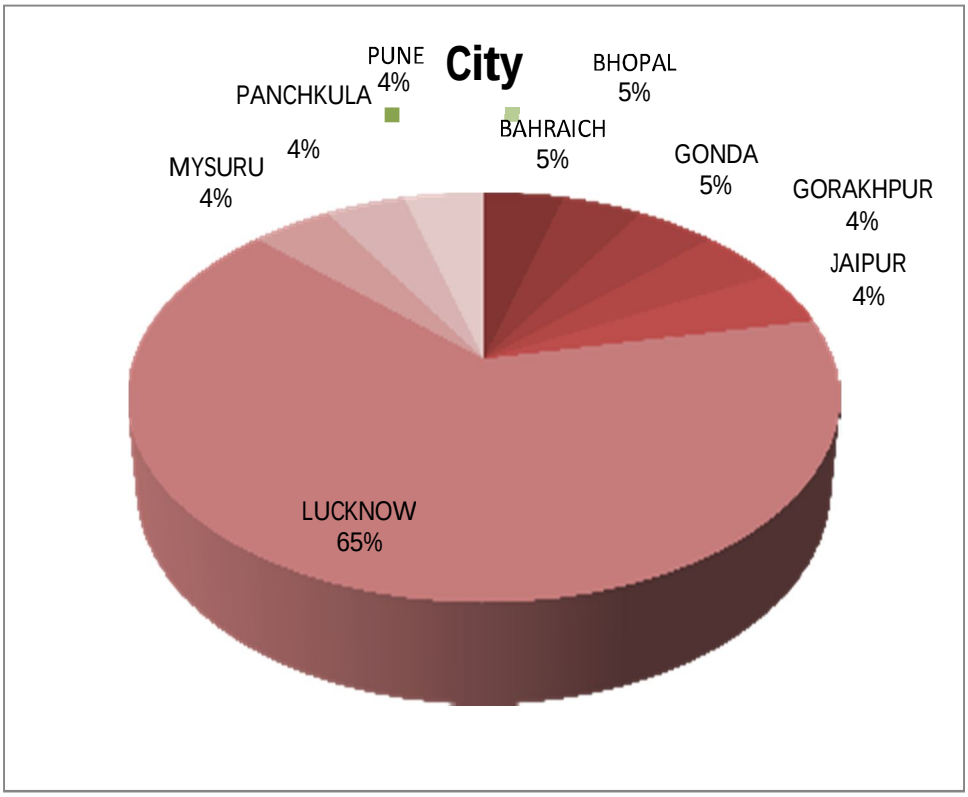
D. Parents

Distribution of demographic variables





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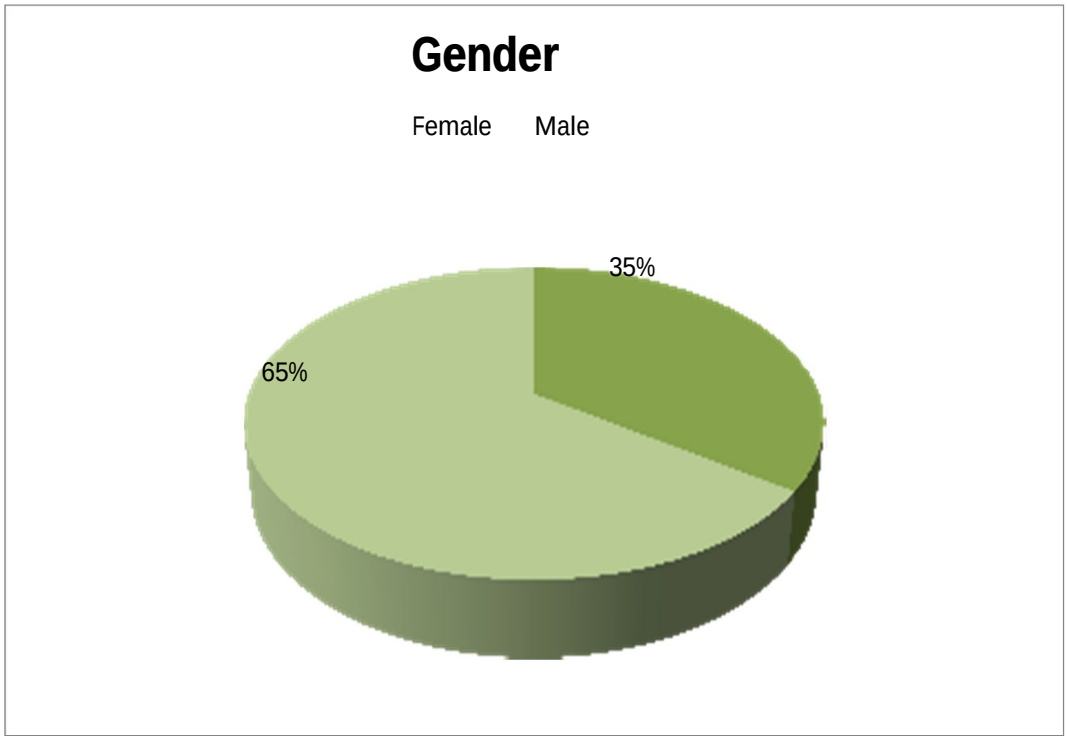

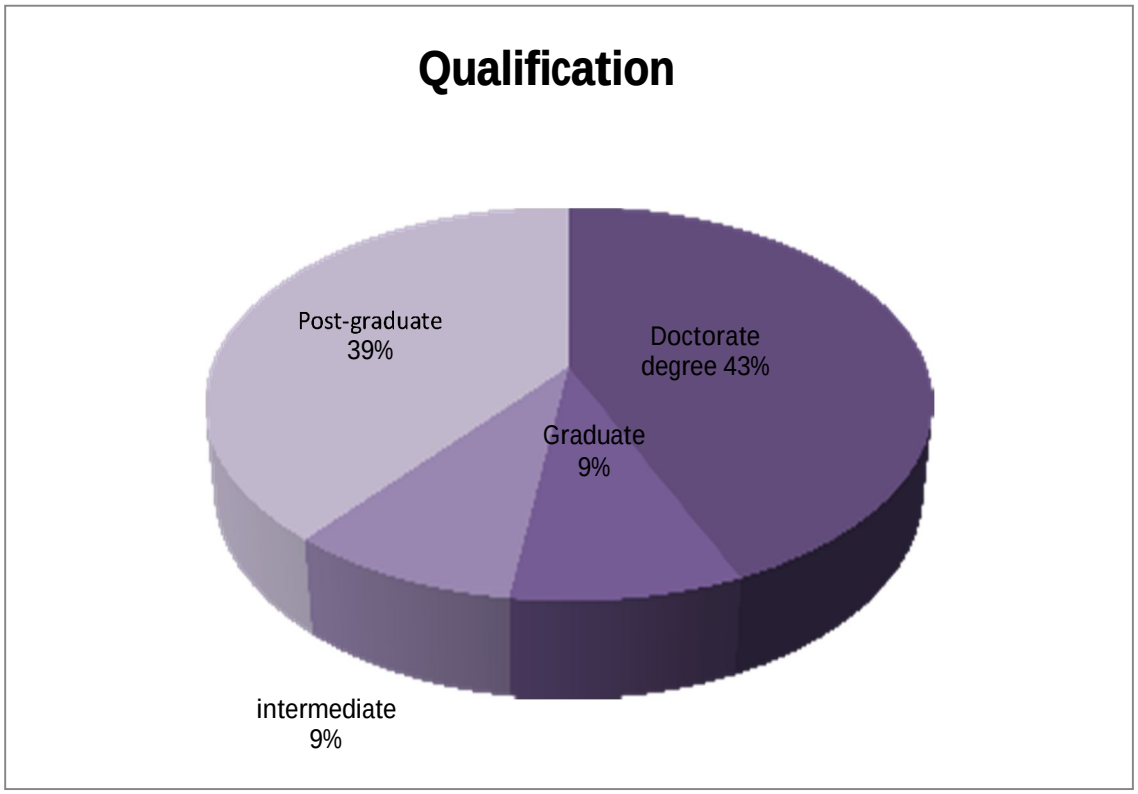

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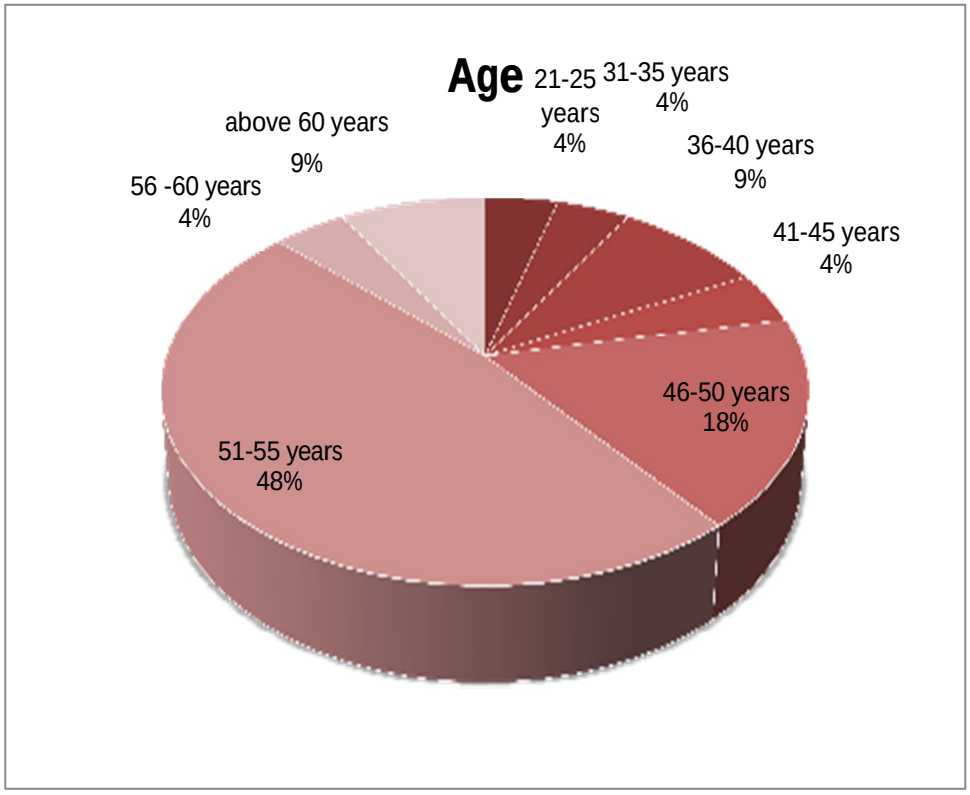

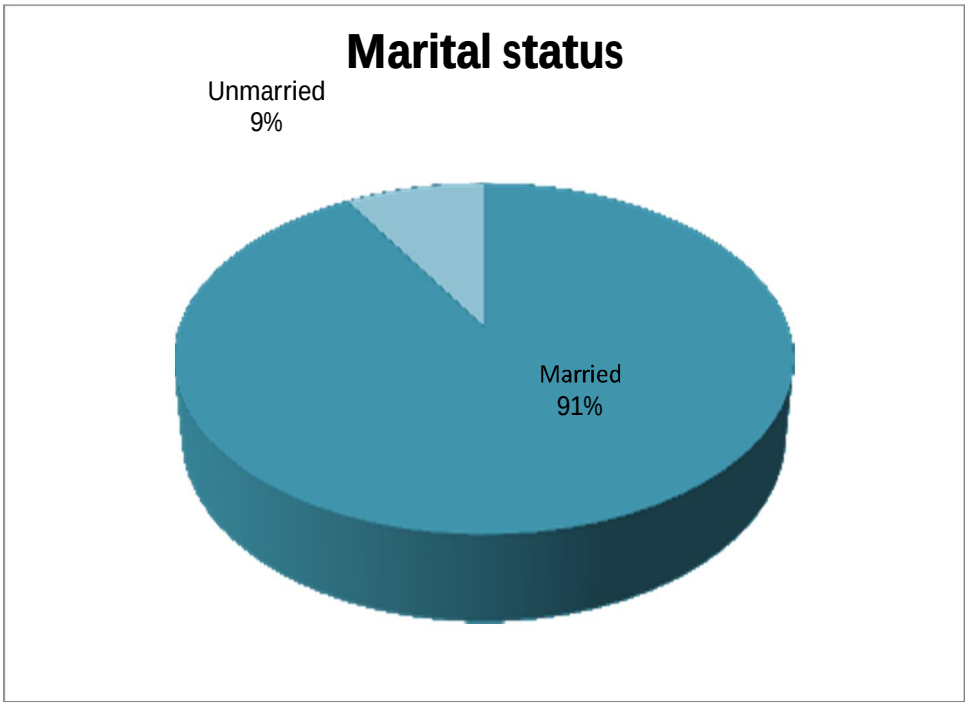

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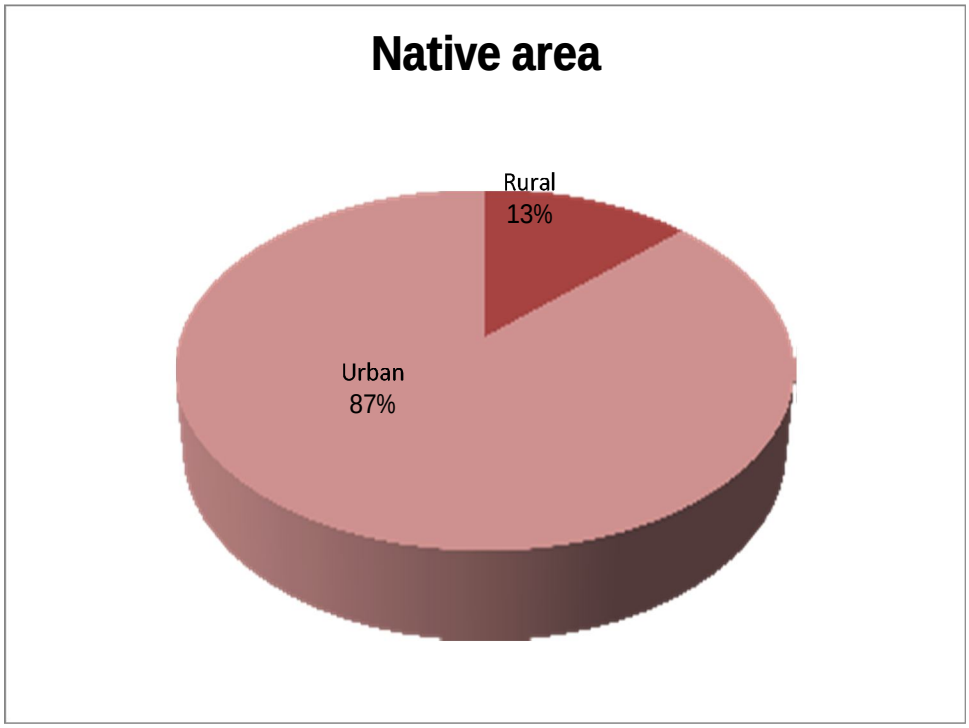

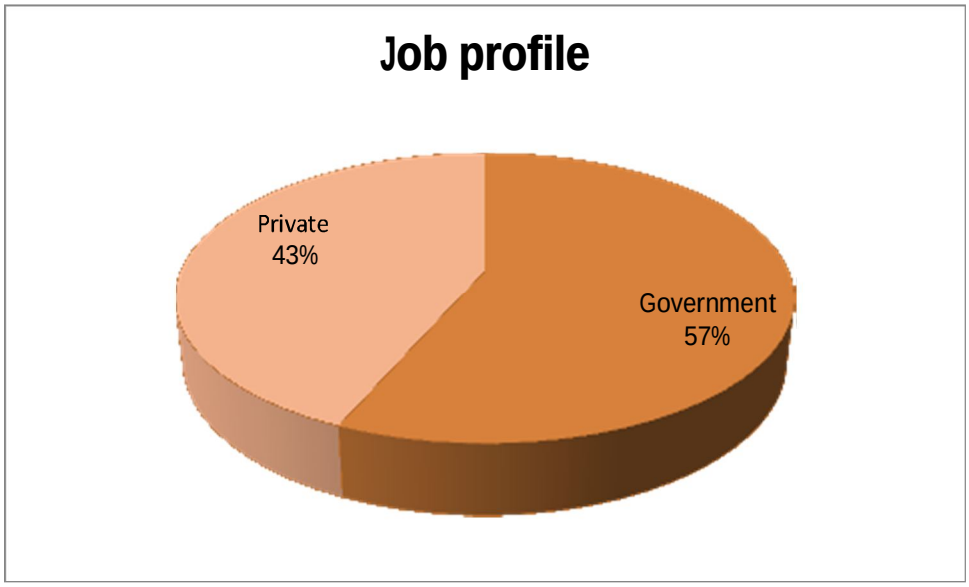

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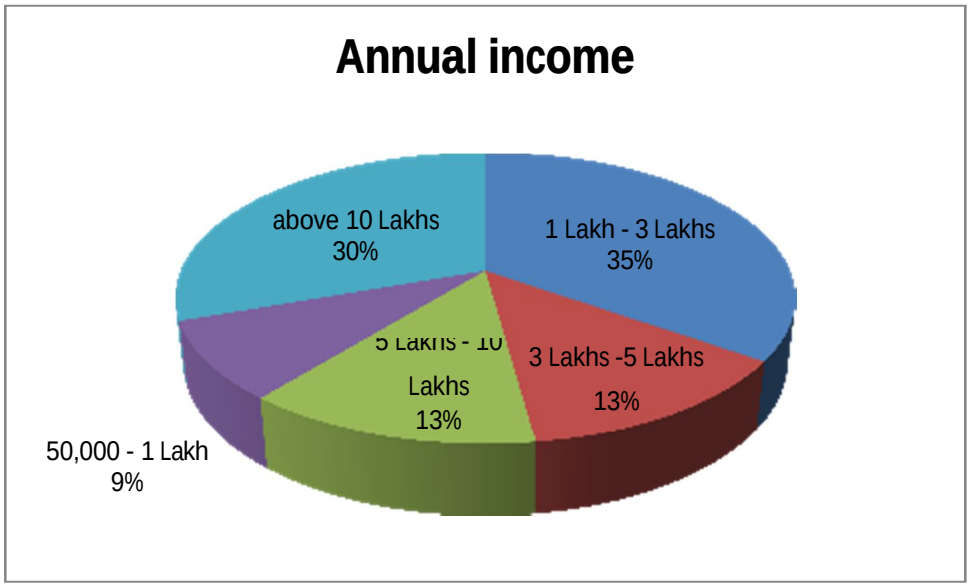

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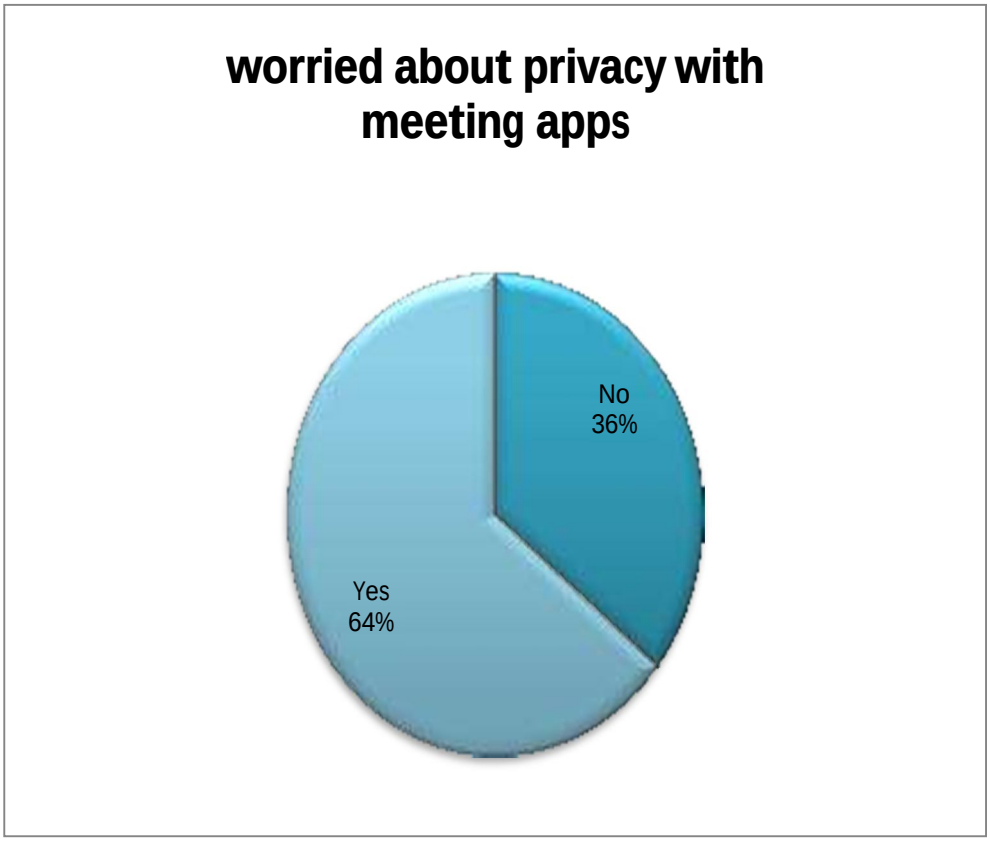

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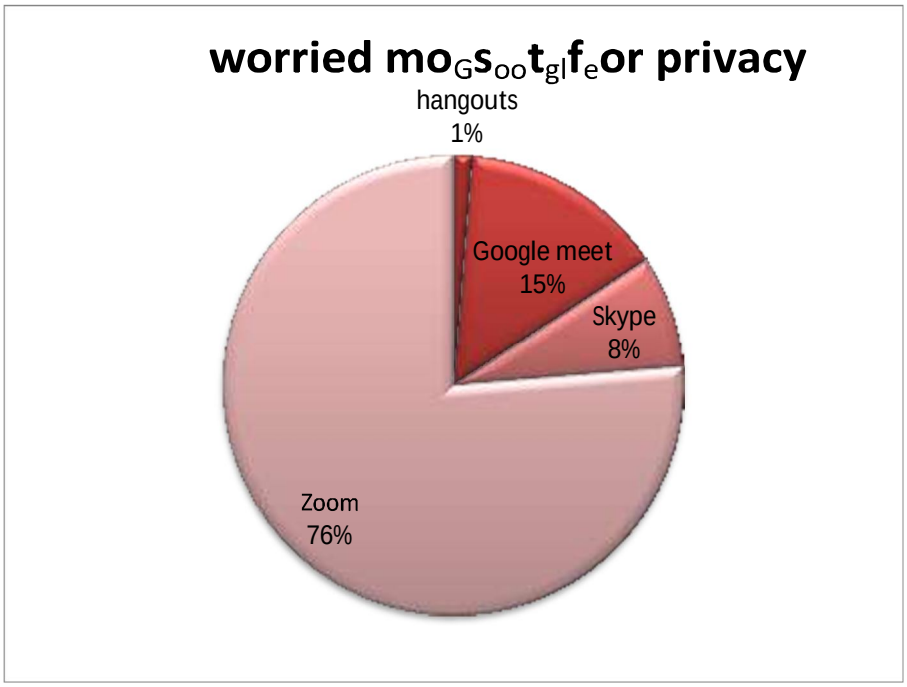

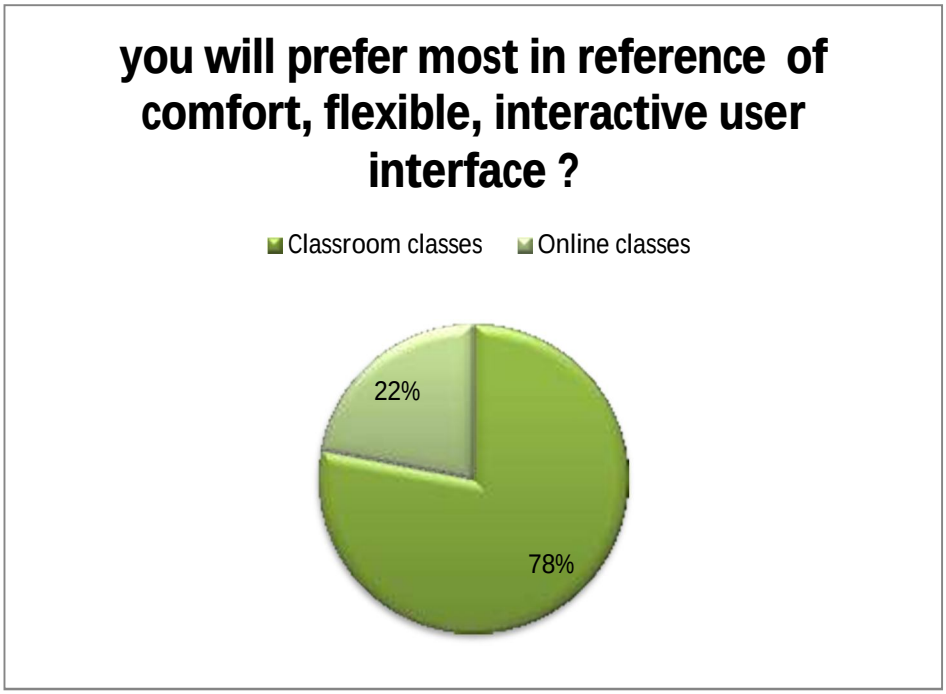

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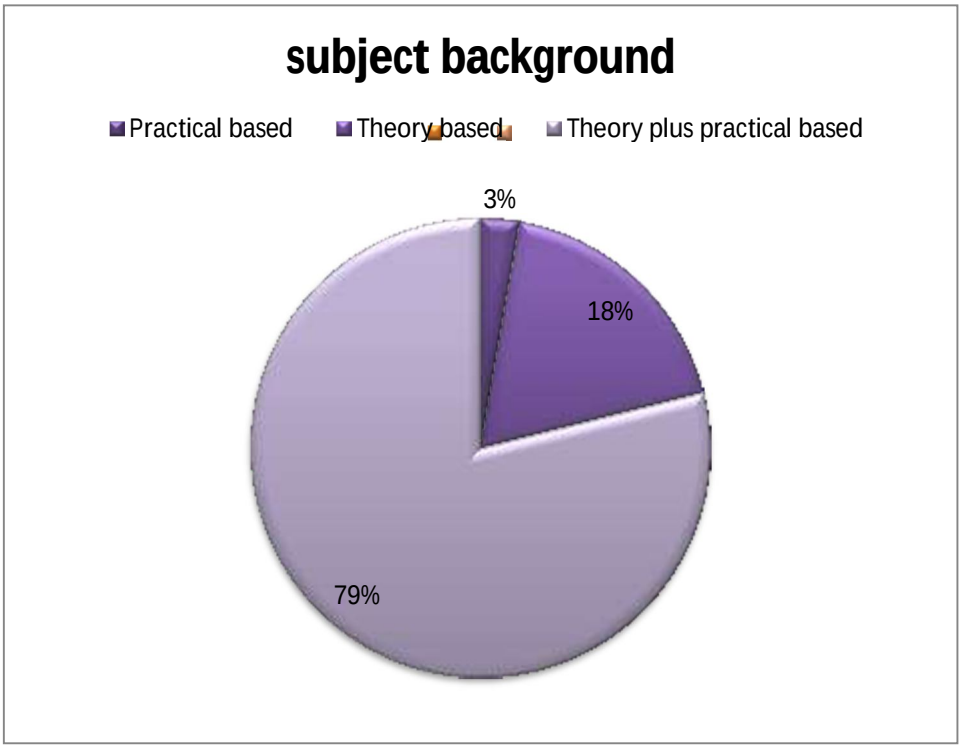

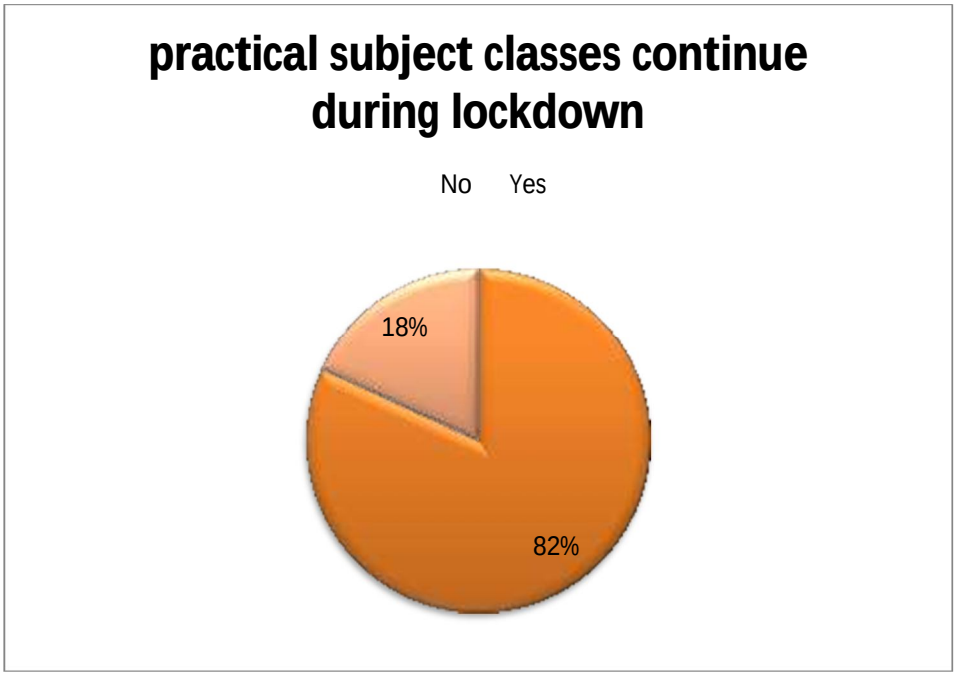

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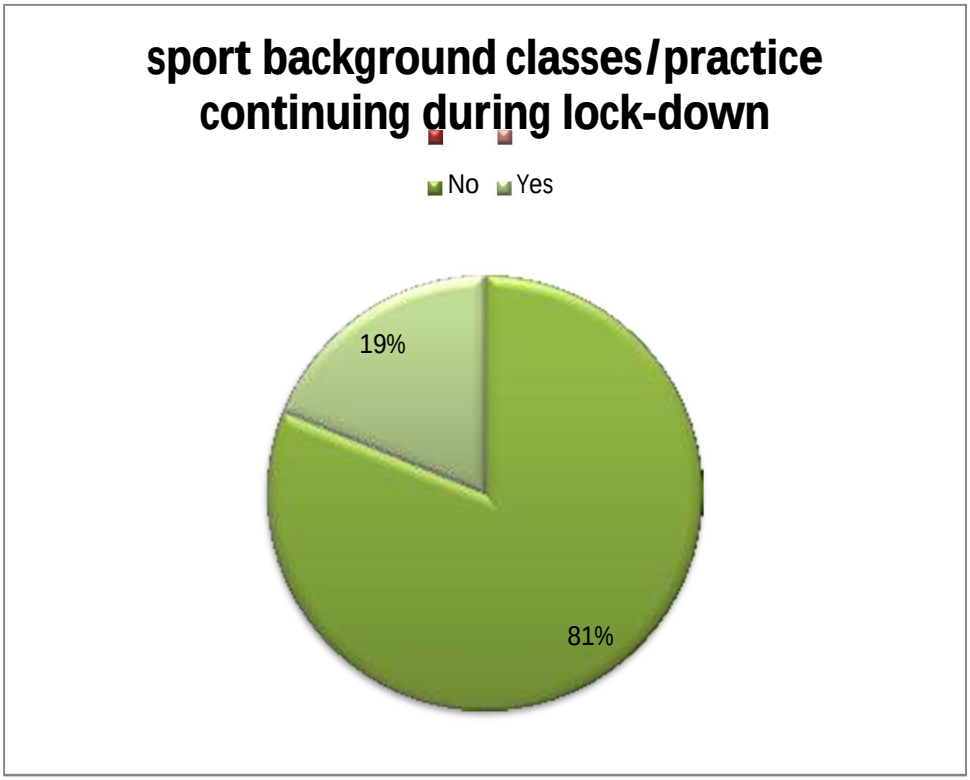

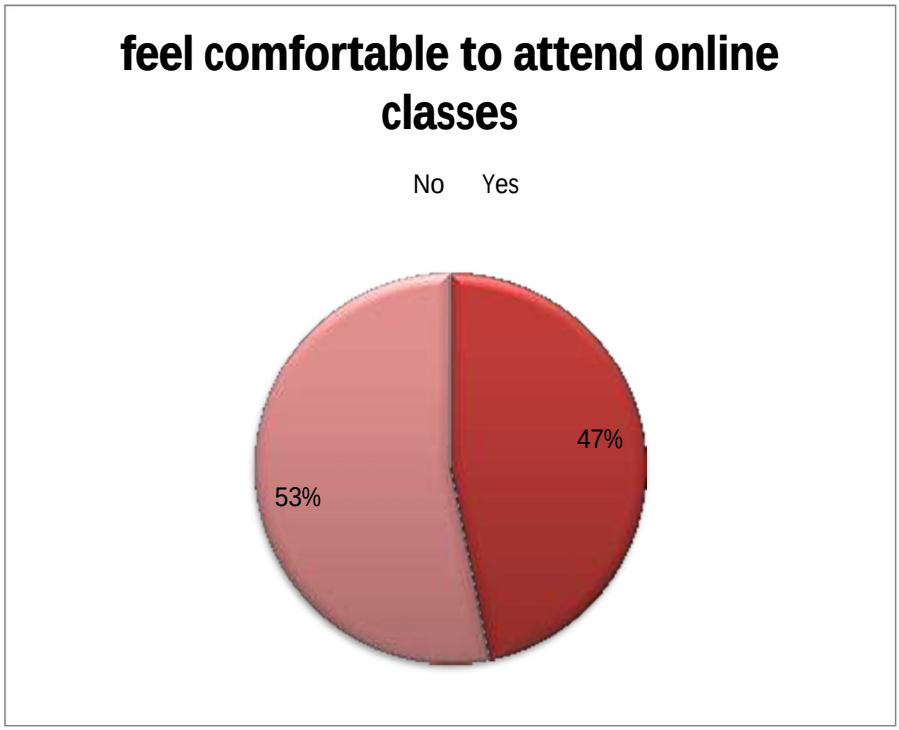

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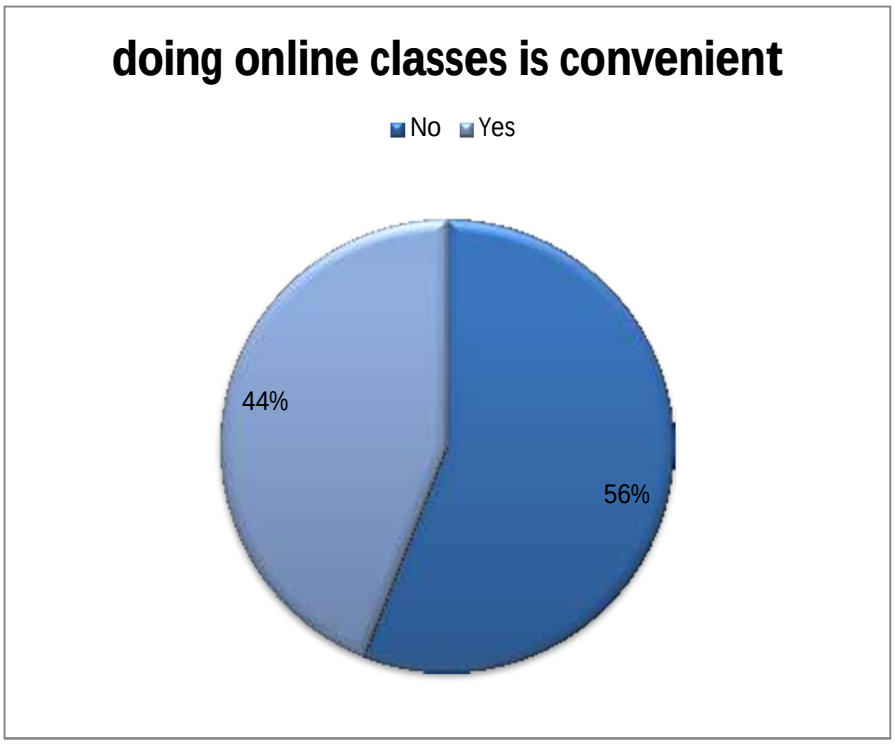

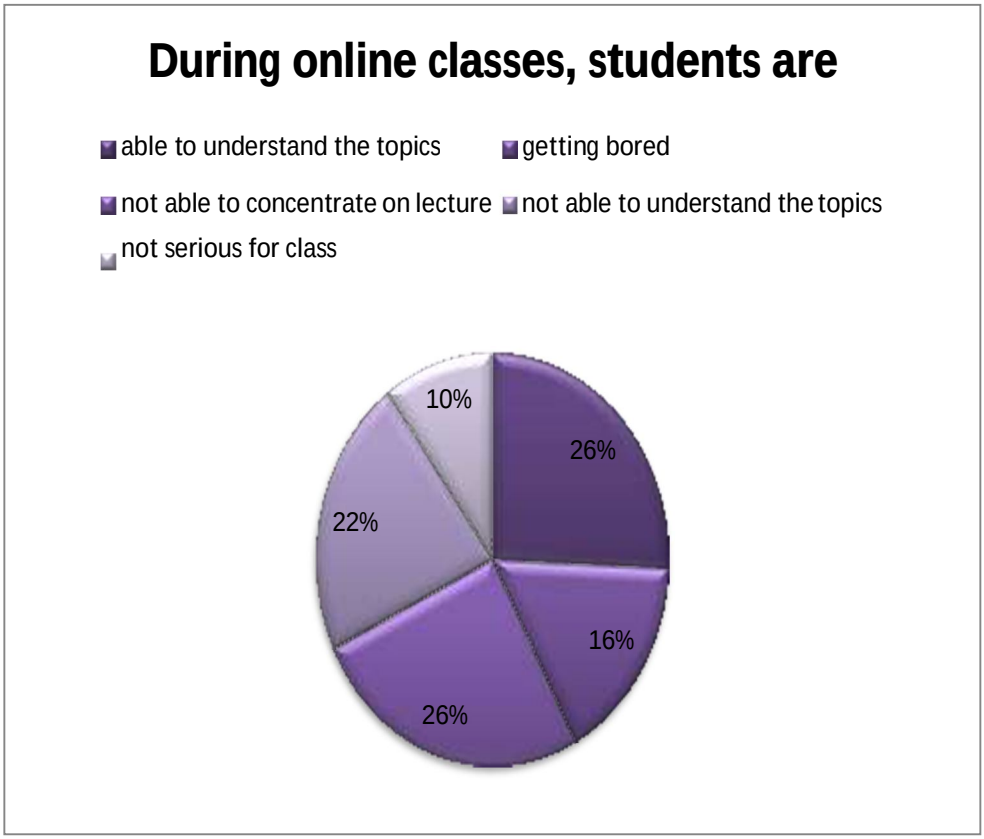

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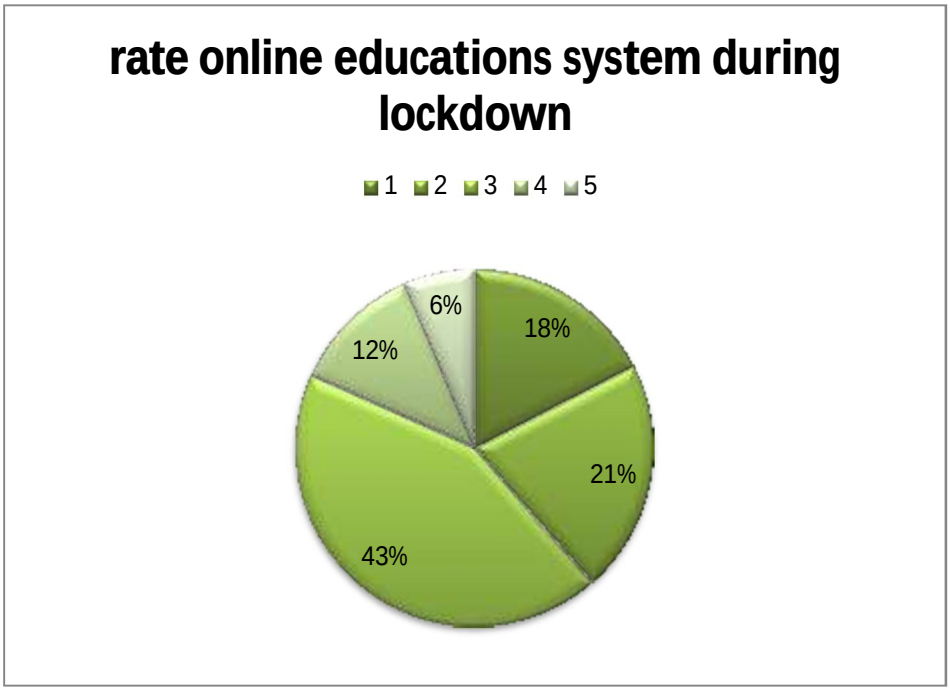

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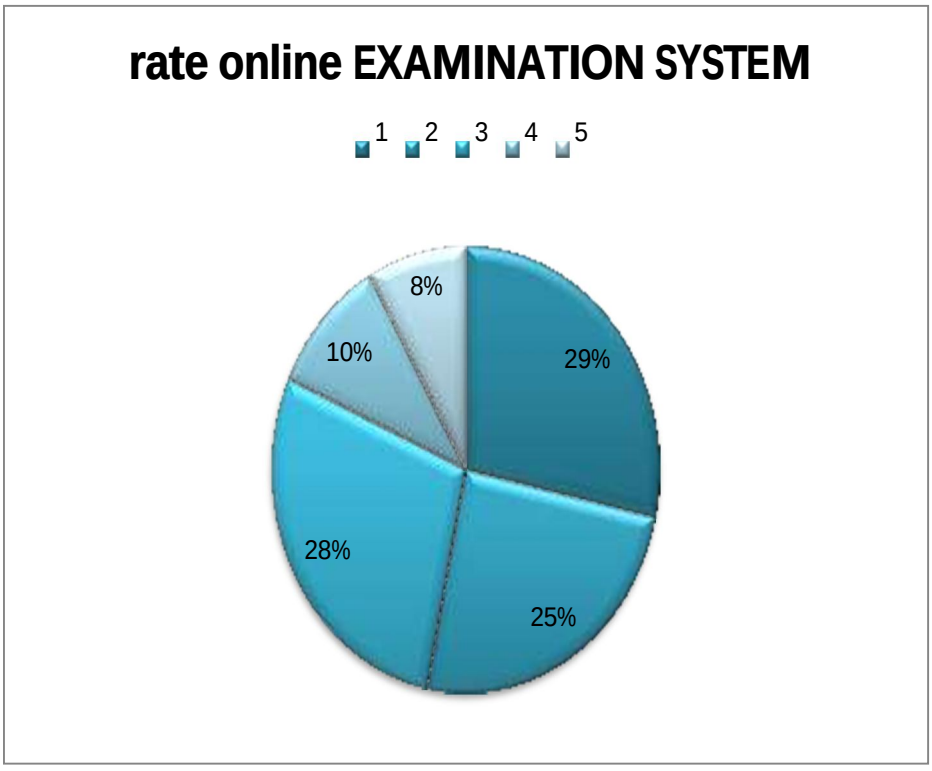

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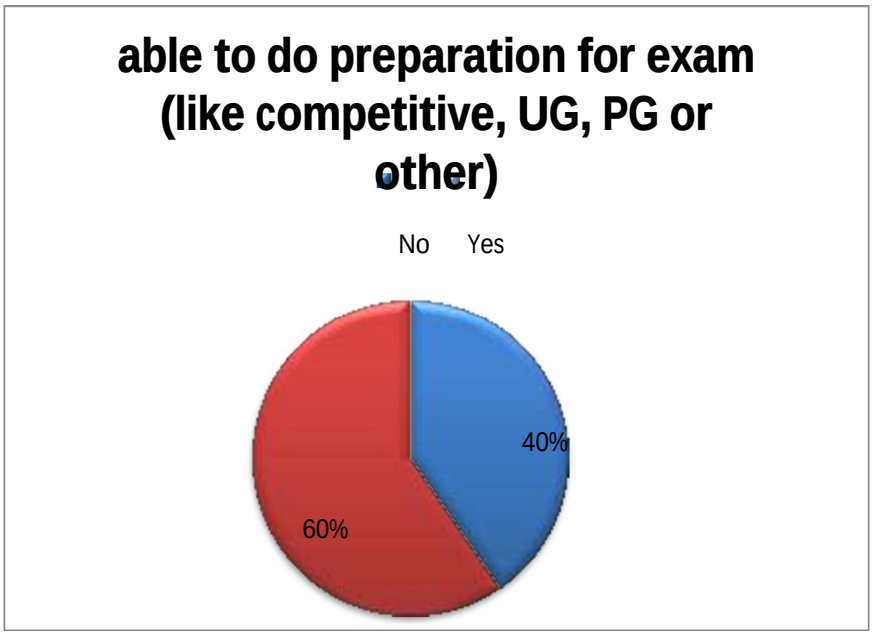

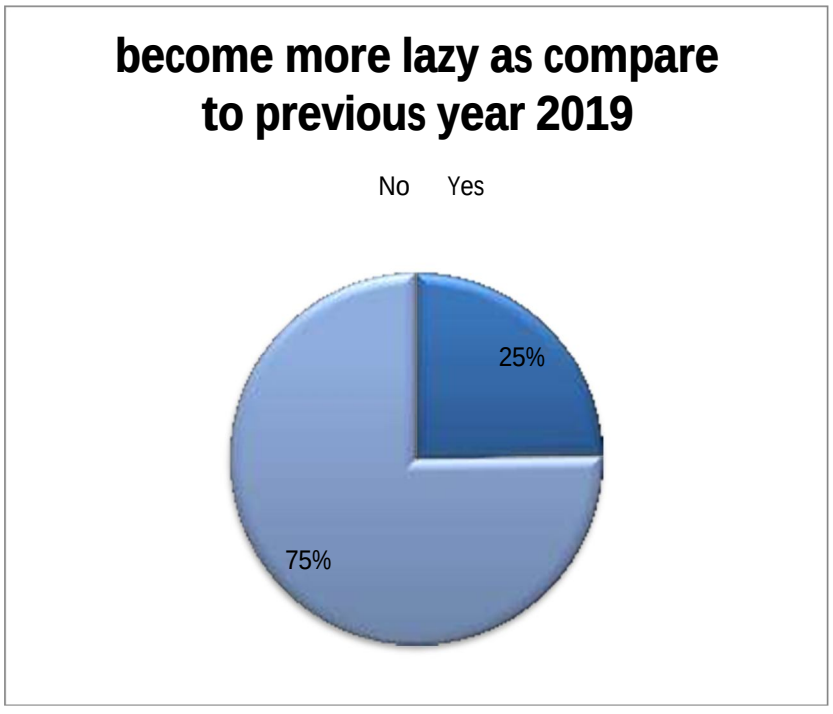

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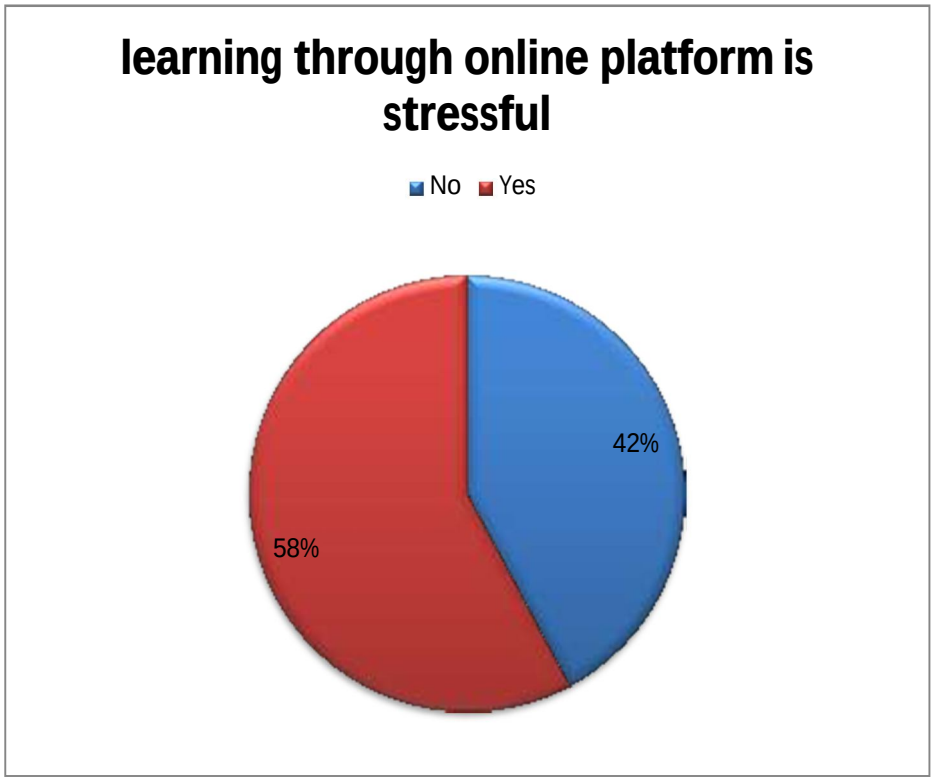

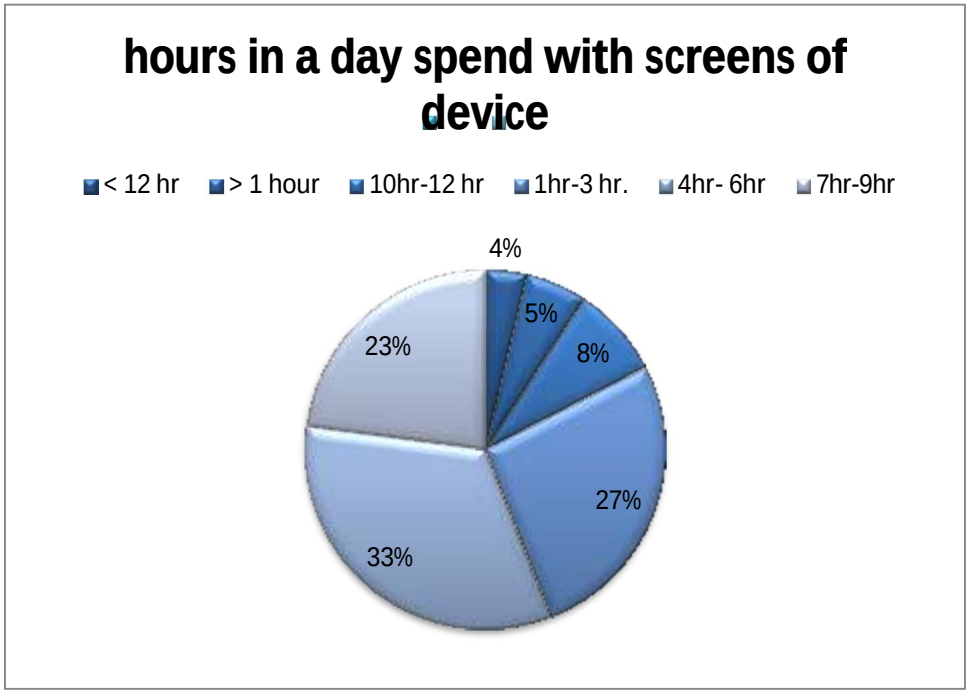

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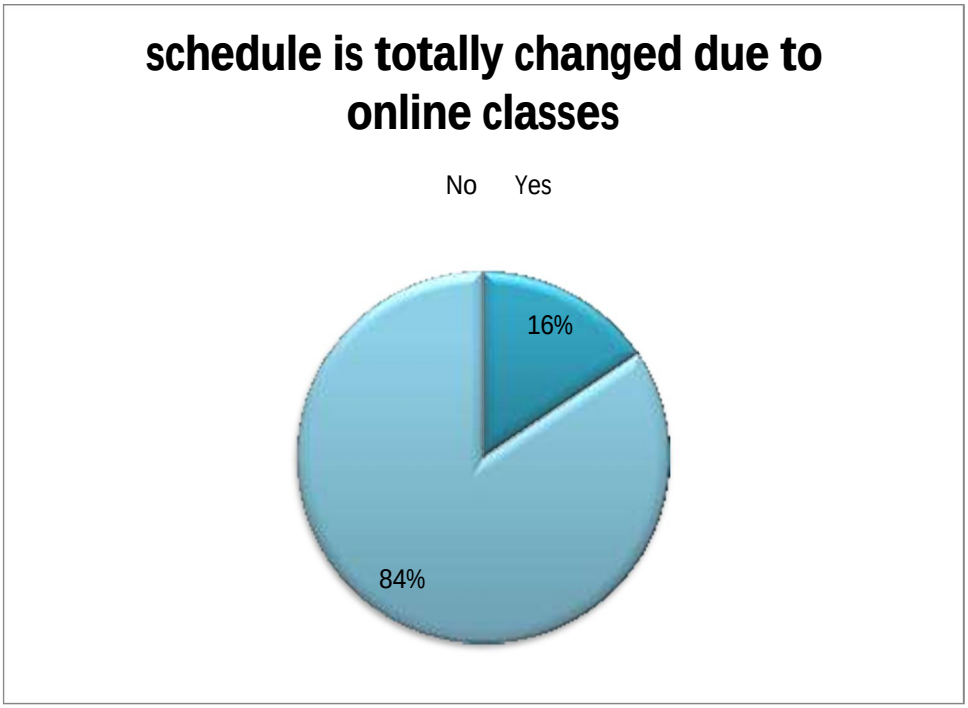

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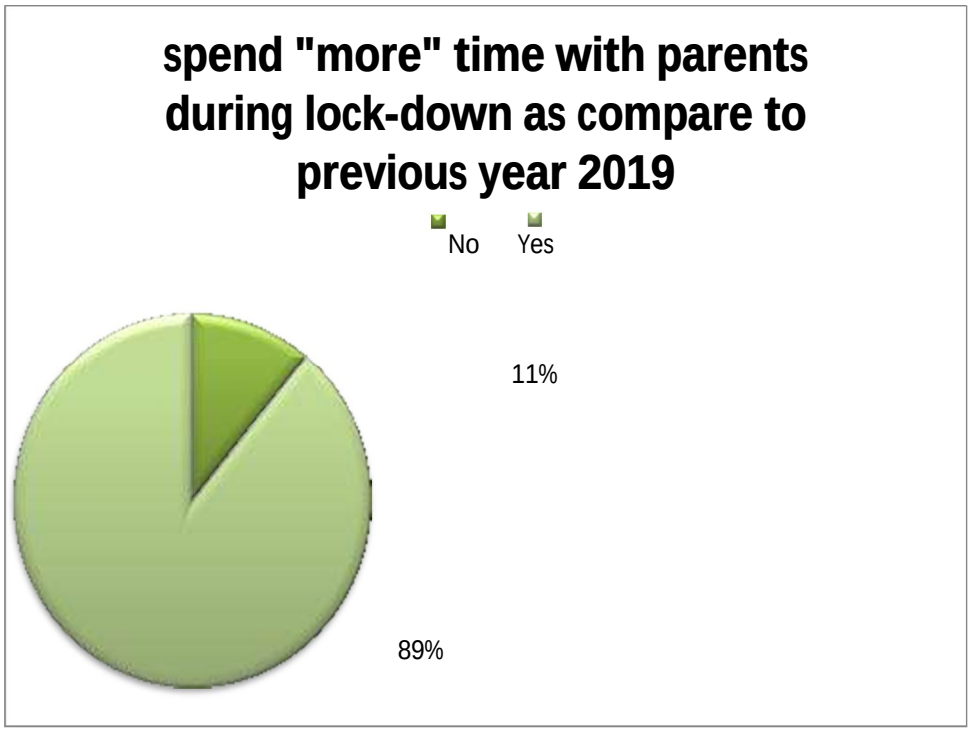

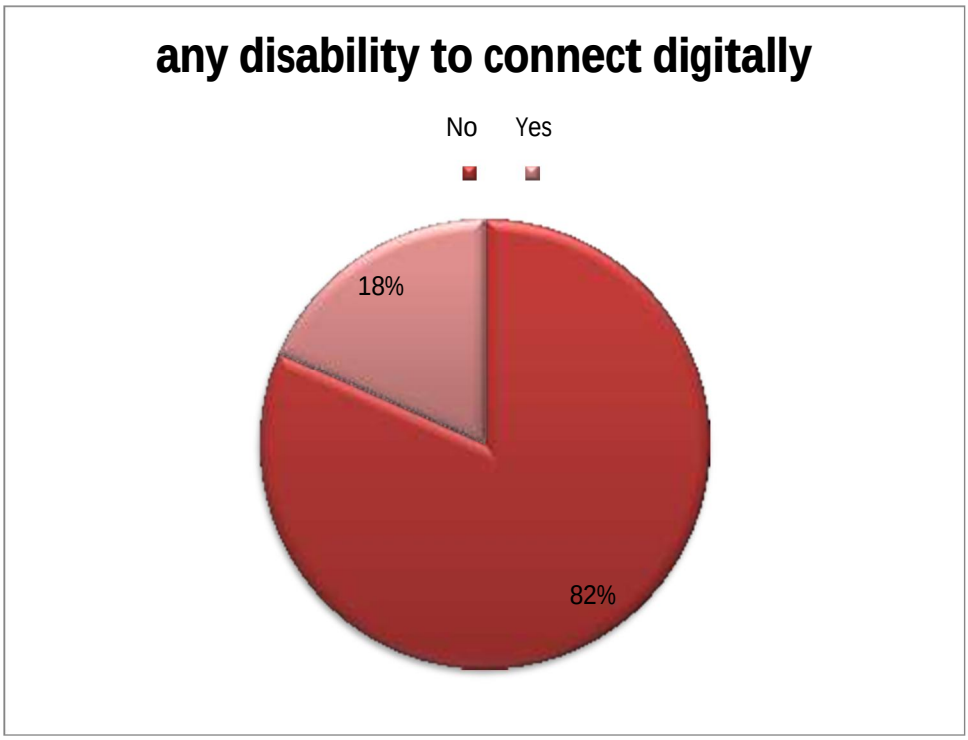

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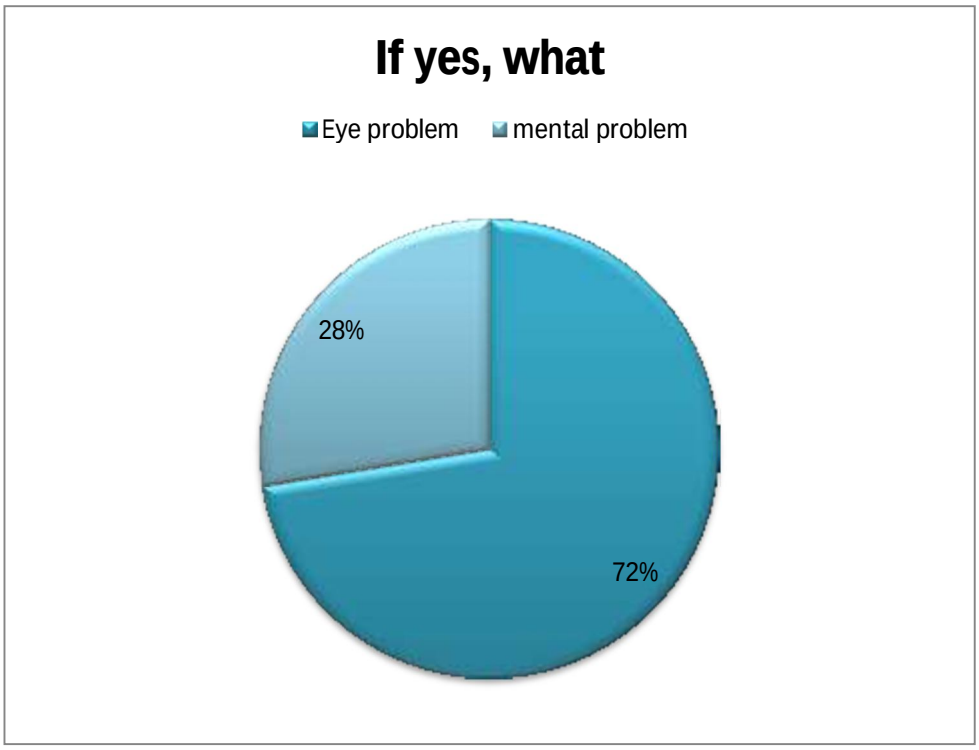

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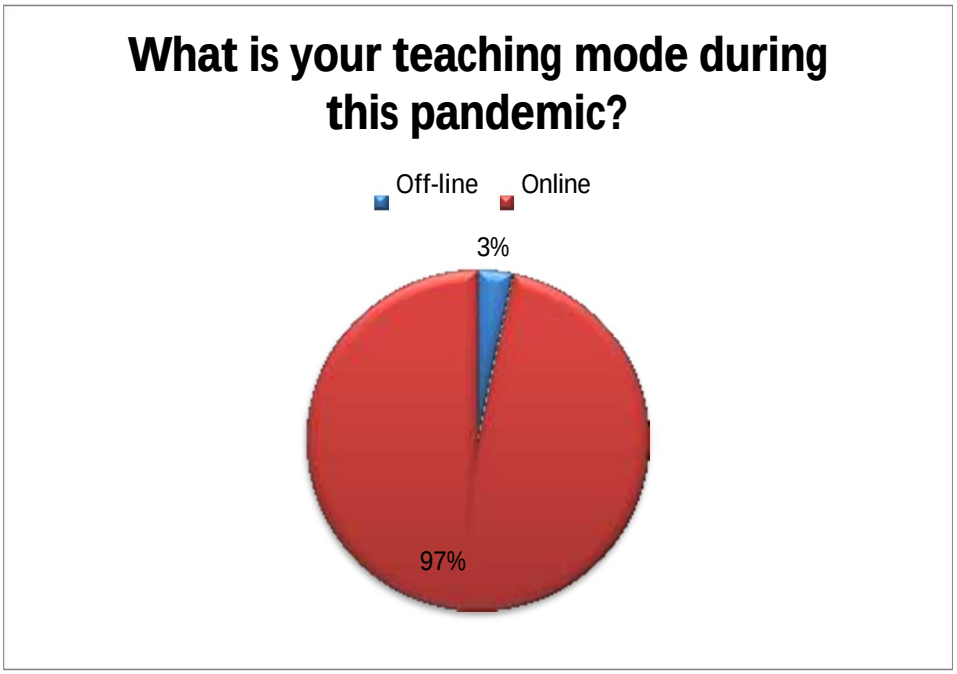

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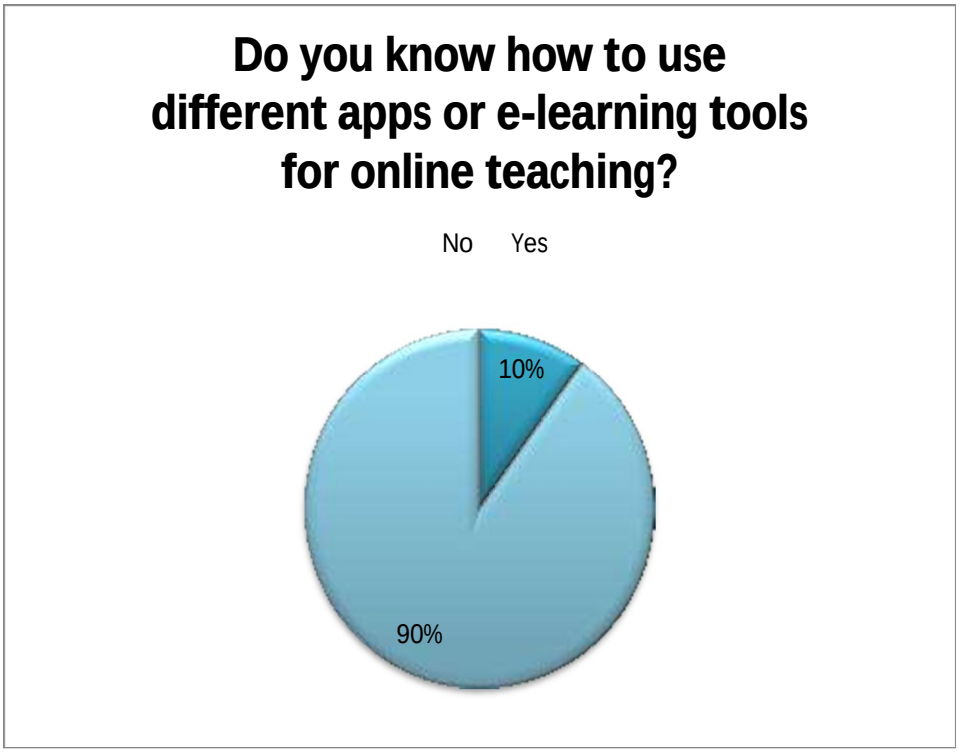

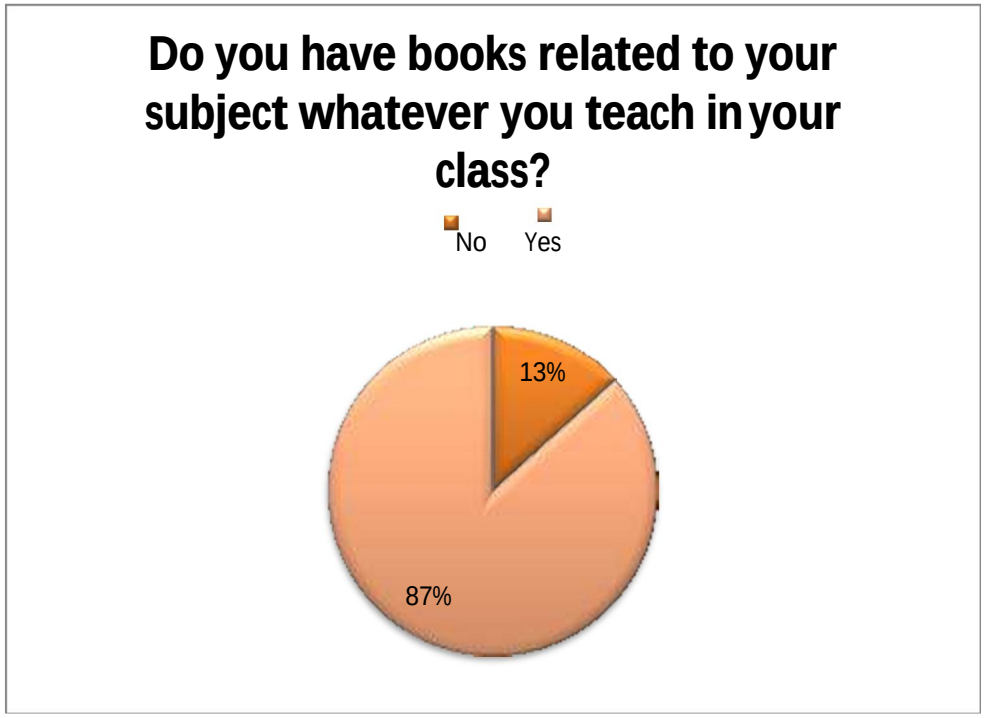

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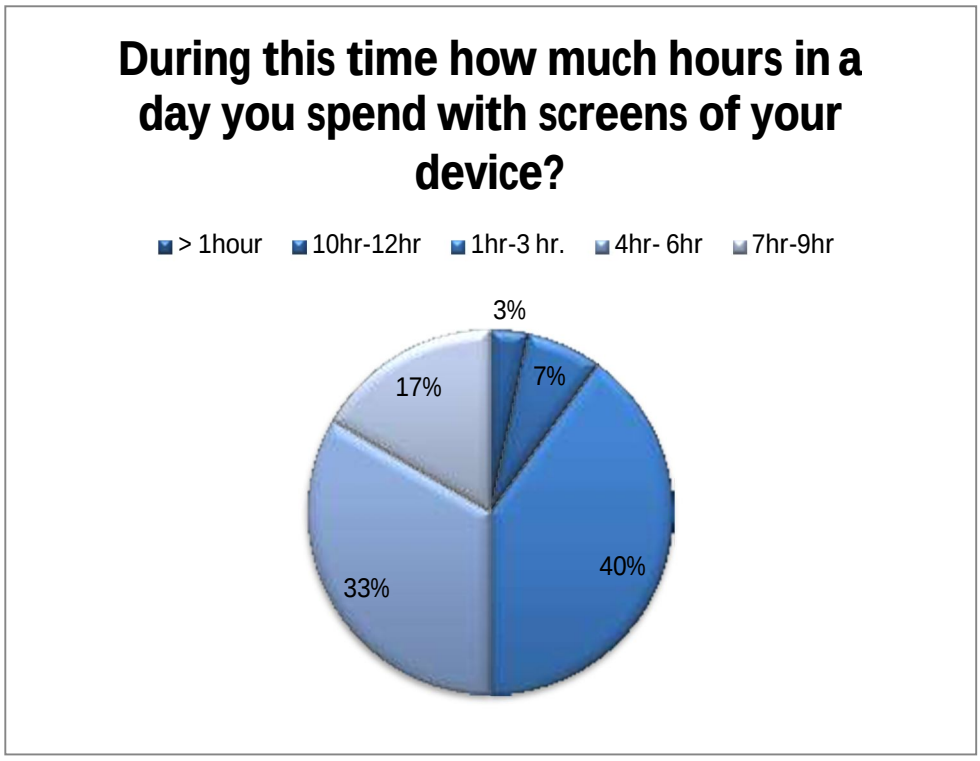

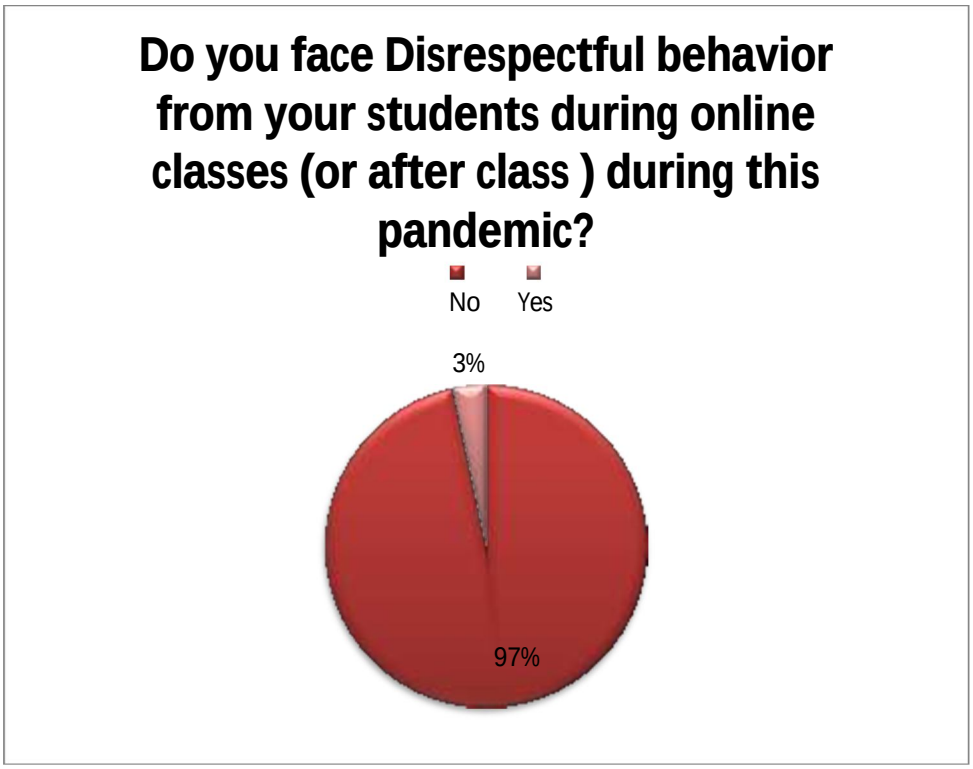

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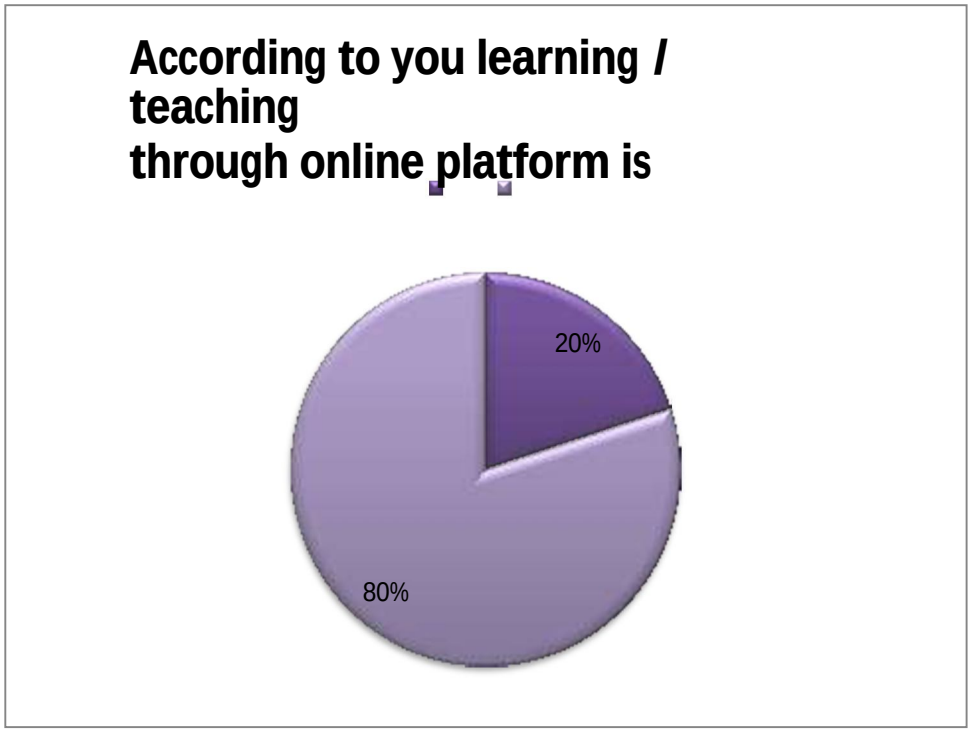

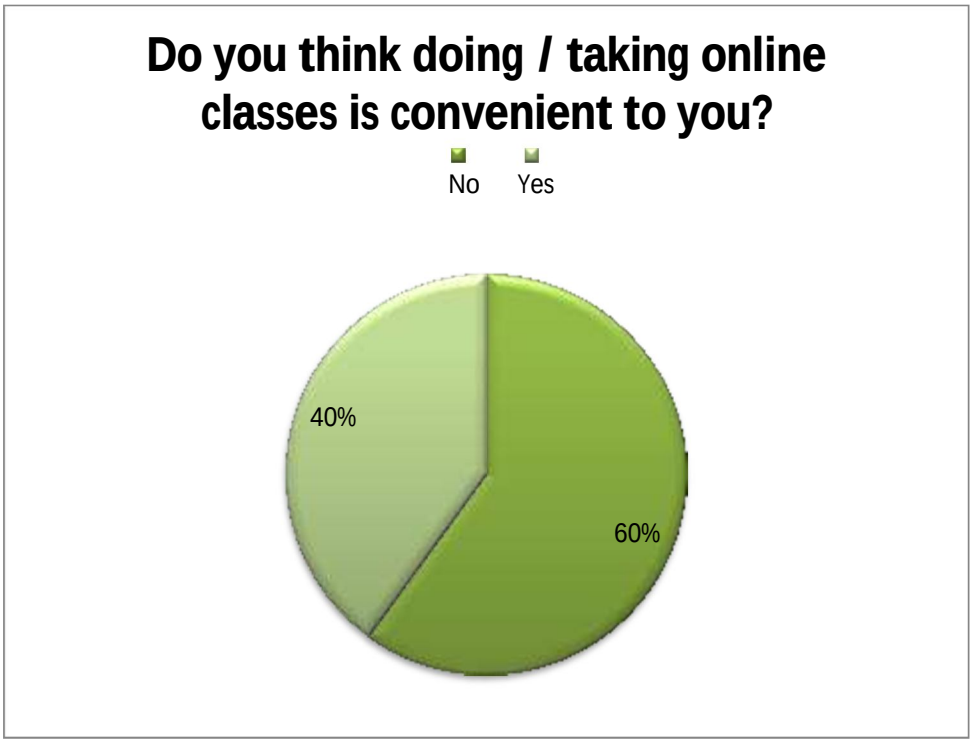

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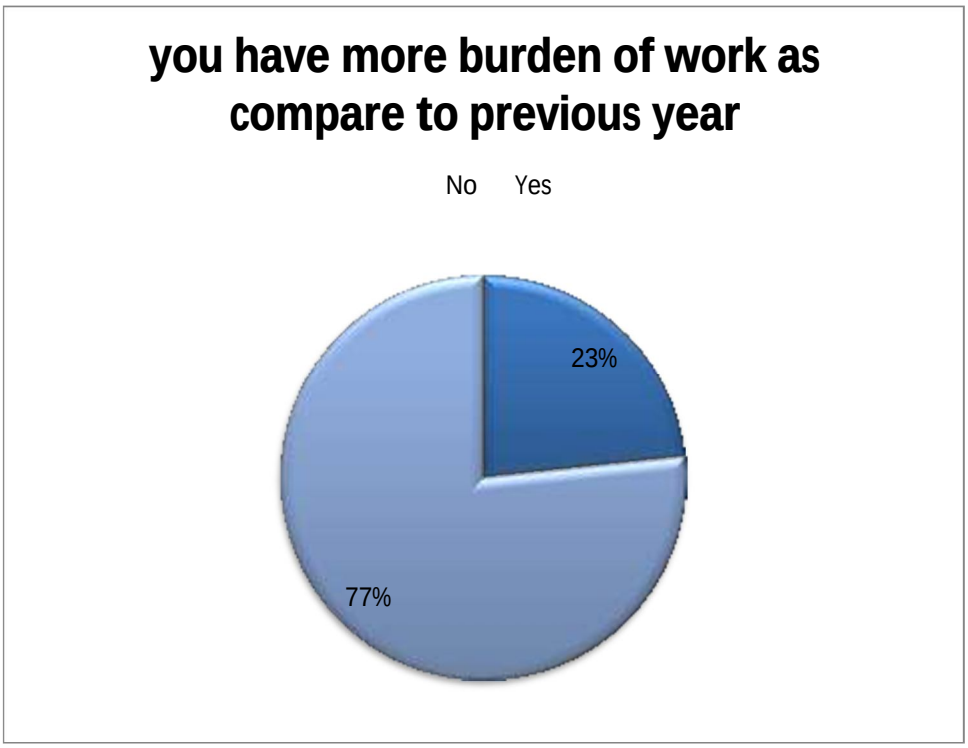

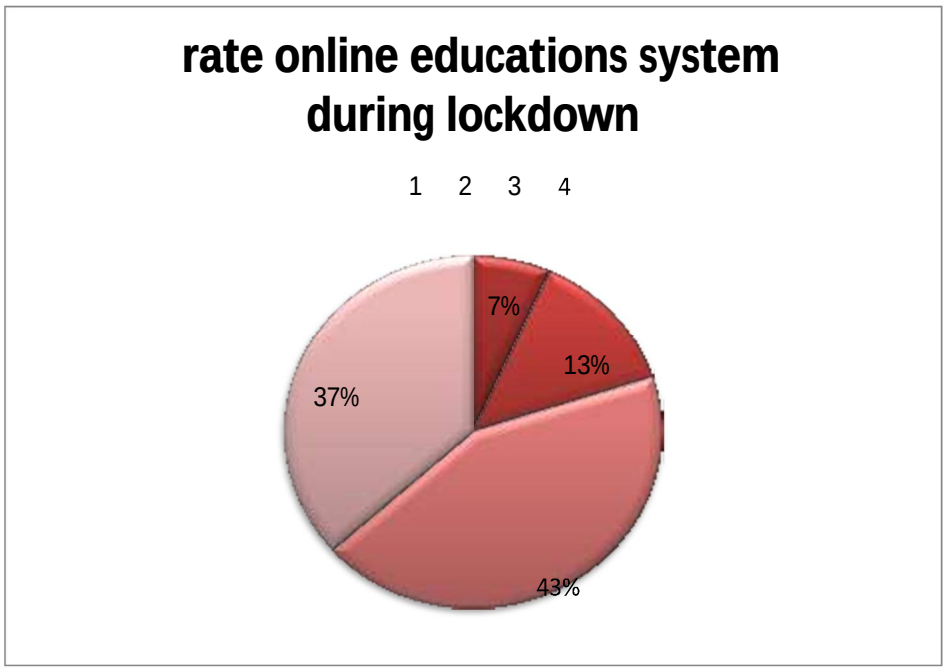

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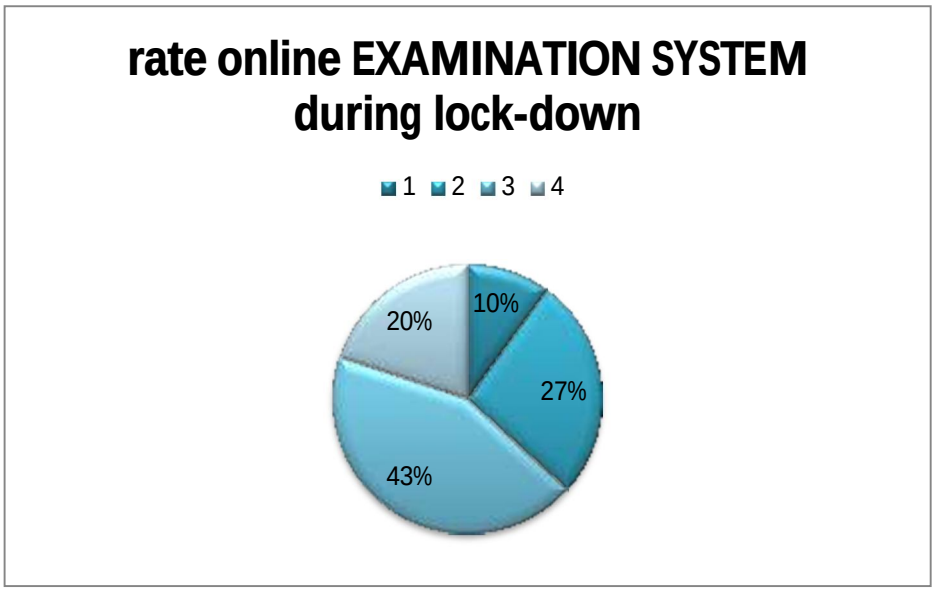

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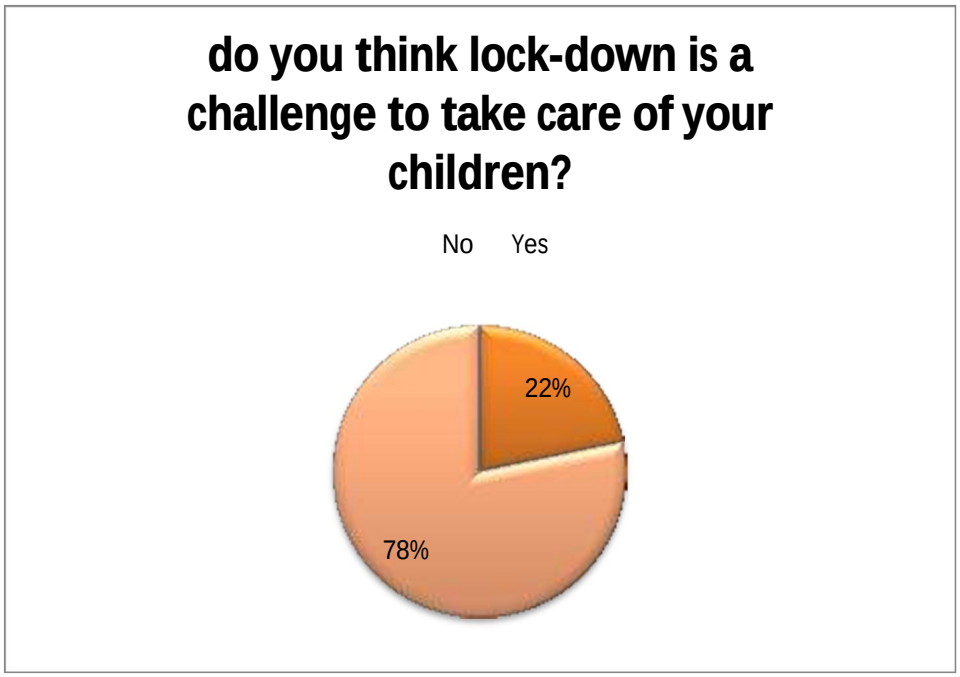

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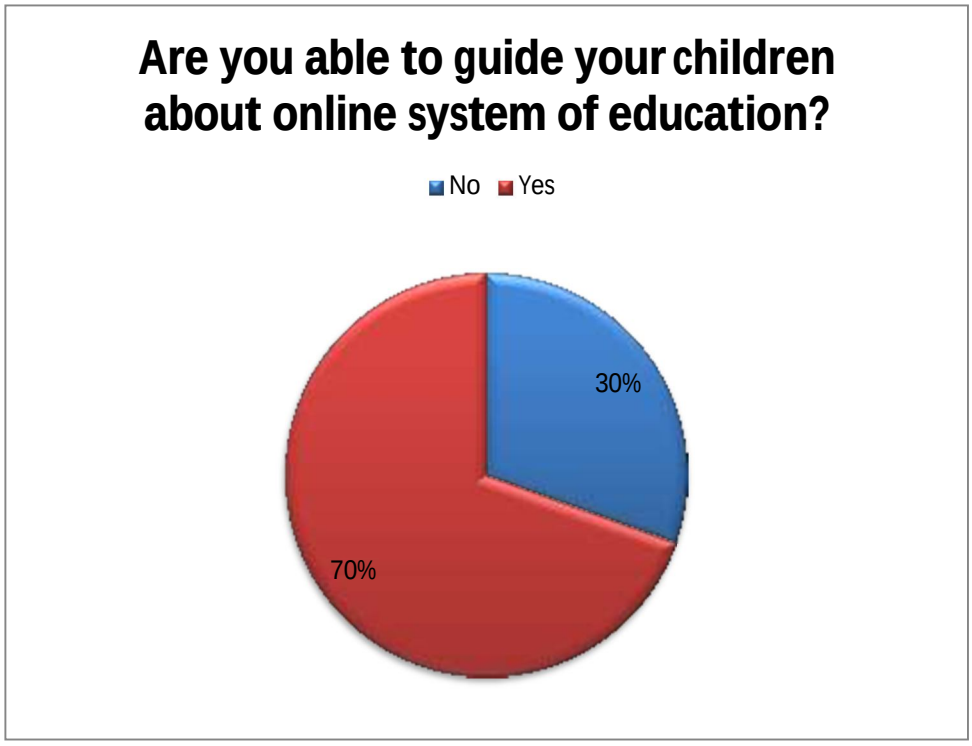

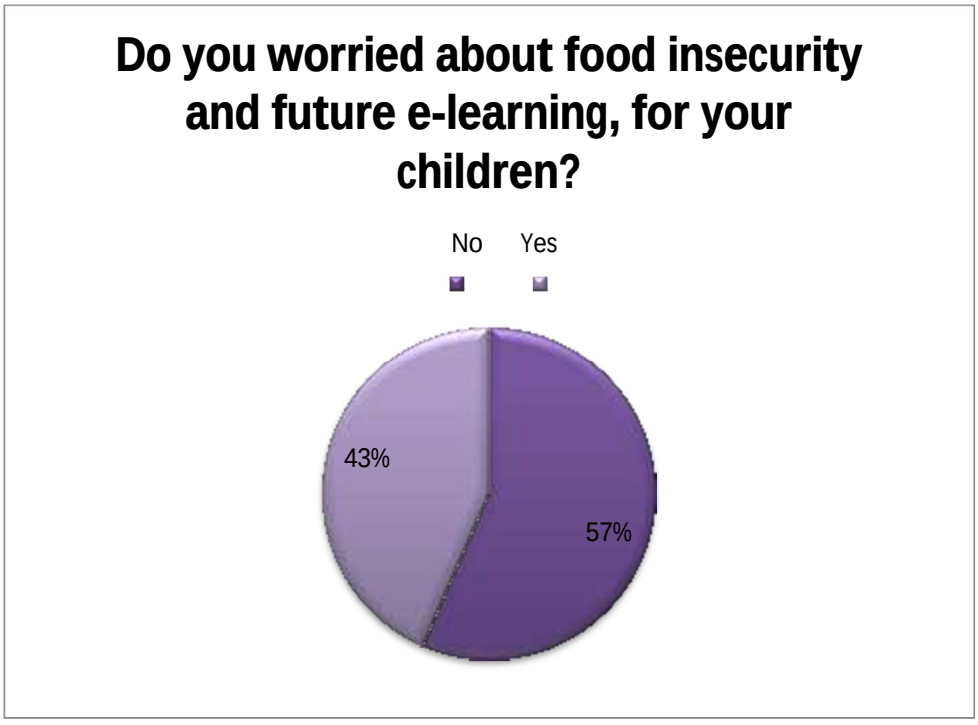

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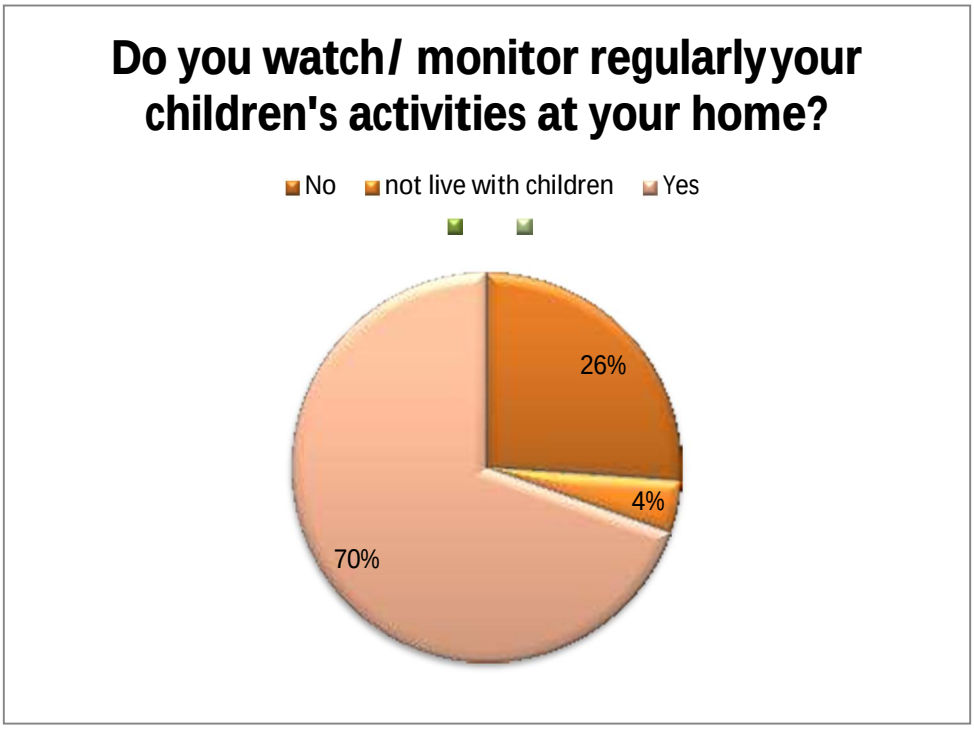

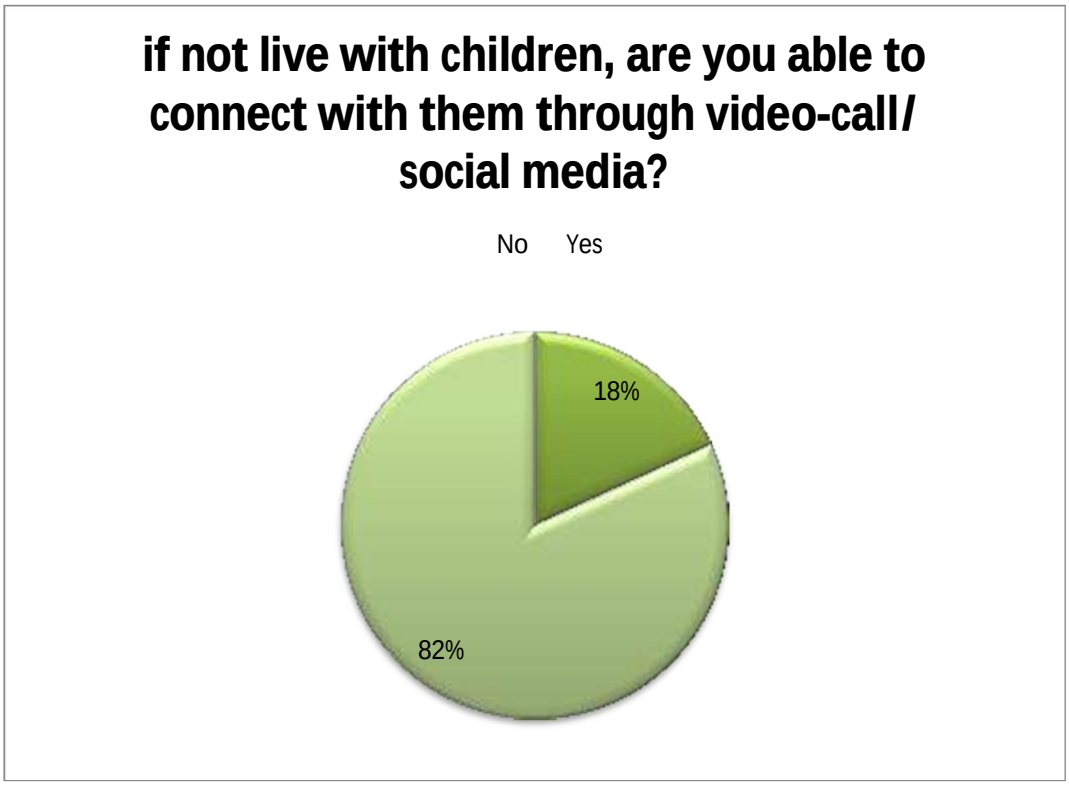

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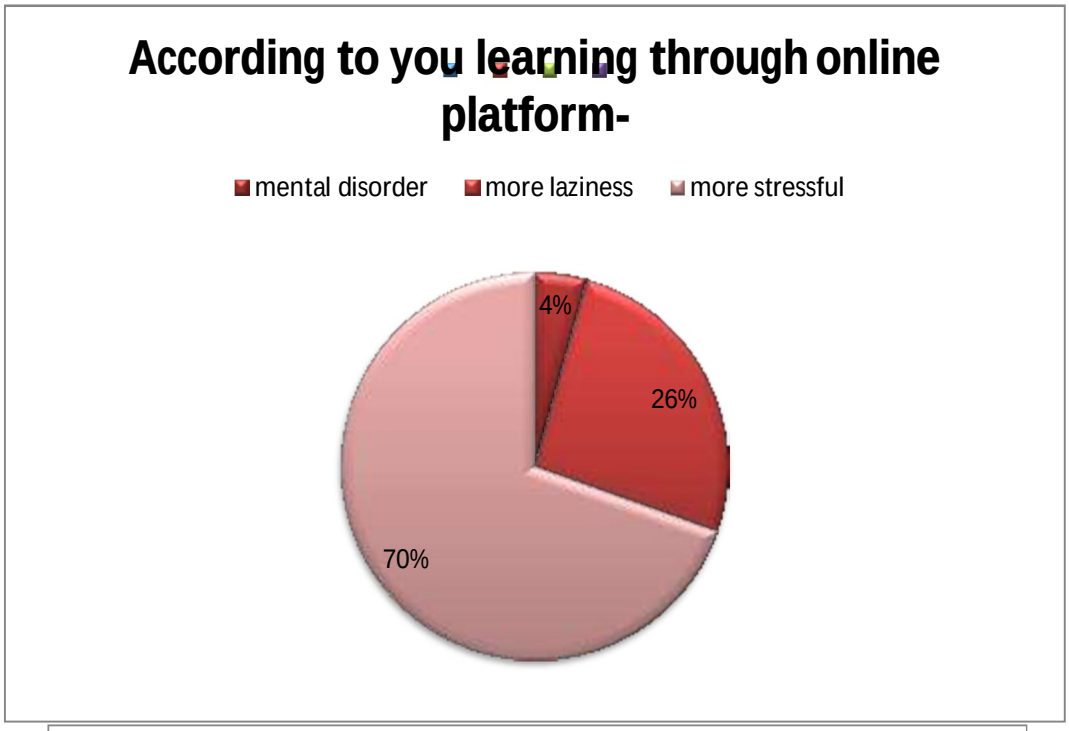

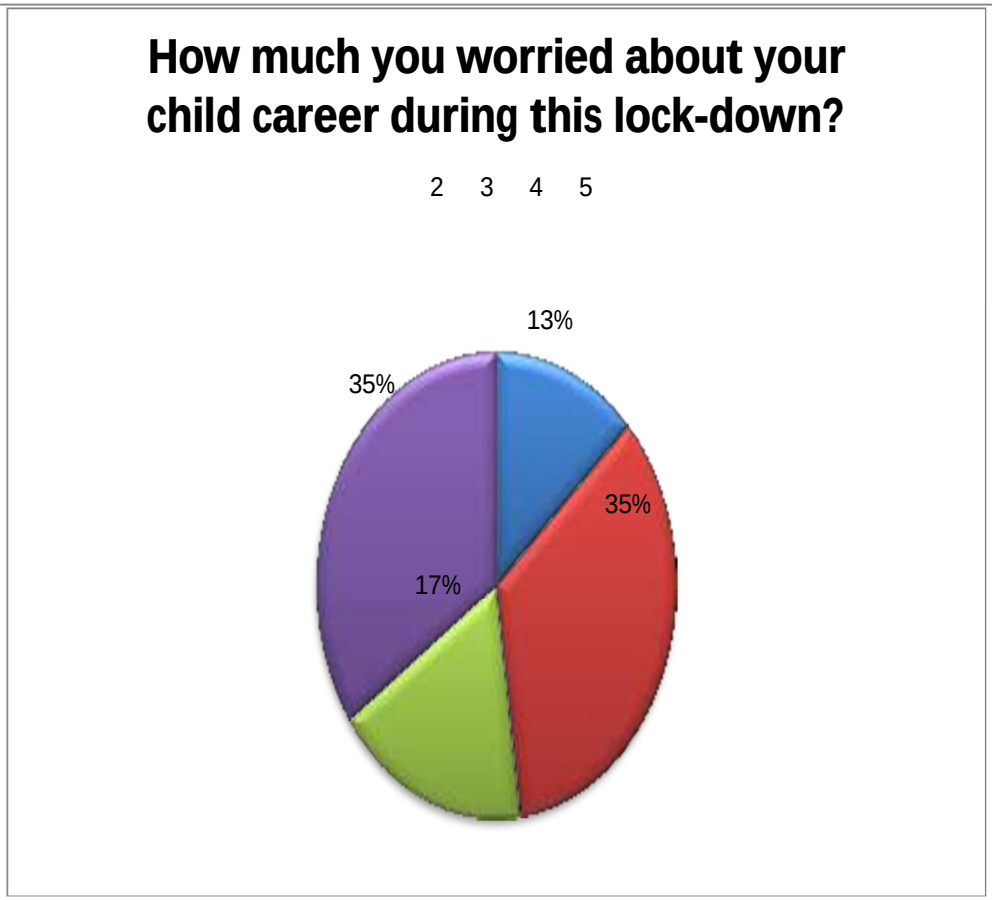

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VIII. CONCLUSION

During this pandemic/lockdown students, teachers, and parents related to higher education has faced many problems like

1) Feel not comfortable, not convenient to do regularly online classes because of
a) Random change in schedule of their life
b) lack of awareness
c) due to mental and eye problem
d) Lack of proper infrastructure, facilities related to online learning.
2) Fear of privacy with meeting apps leak of personal data, identity, etc.
3) Problem related to mental stress, sleeplessness, load of work, screening time increased with their device.
4) They are doing online classes just because of covid-19 pandemic
5) Screening time (6 to 7 hours) increases with their devices just because of
a) To attend online classes, making PDF, PPT, and other some documents
b) Online examination
c) Using the social media to refresh their mind after online classes
d) e-book, searching e-content
6) After lockdown students want to continue their study online due to covid-19 pandemic.
7) Worried about their career, study, and economic problem
8) They become lazier than compared to previous year 2019.
9) Students and parents both spend more time together during this pandemic this is good achievement actually.
10) They feel them self-disconnected from physical word or environment so that's why they are getting more mentally disturbed
11) Many suggestions came out from students to our government.
a) Provide internet connectivity in rural areas.
b) Provide digital devices (mobile phones, tablets, etc.) to the needy persons
c) Lower the cost of the Internet recharge
d) Generate awareness in people about the benefits of the online education system
e) Disseminate the information about various educational programs or channels which are broadcasted on radio or television.

IX. ACKNOWLEDGEMENT

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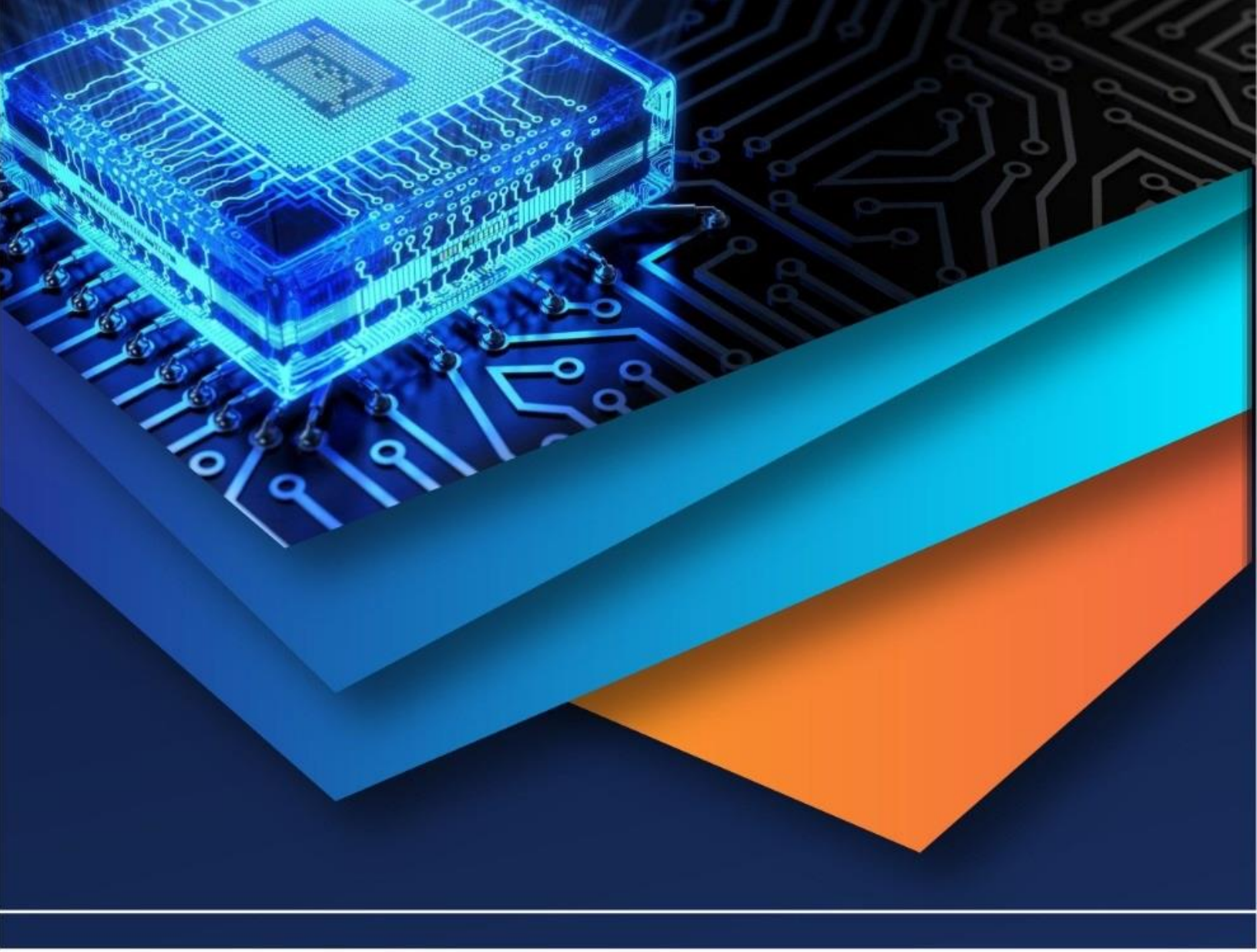

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