

The Relationship Between Online Teaching- Learning on The Mental Health of Bachelor of Education Students

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Abstract

“Mental health and mental balance are critical to leading a healthy life.” Due to the pandemic the academic year 2019- 2020 began with online teaching-learning. Online teaching- learning became the new normal in the education system. Online teaching-learning had affected the entire education system and the students doing Bachelor of Education too were not left out. Since the colleges were closed, the modus operandi of teaching moved from classroom to virtual mode. Lectures for the session began online and students started attending them regularly. Long hours of synchronous lectures took a toll on the mental health of the students as they complained of watering of eyes, insomnia or severe headaches. Few students didn't have proper physical environment in their homes to attend the classes or conduct classes. The student teachers were not prepared for these types of uncertainties in the environment. Having a smart phone or a computer with internet facility became a basic necessity. The students had to do internship with fifteen lessons and administer a unit test to school students. Internship is generally done by visiting schools, which became difficult in the lockdown. The student teachers gave lessons online in Google classrooms and few Student teachers gave live lessons in schools. There were many curricular and co-curricular activities for students, which were also completed online. The entire program had to be done online and this created mental stress. The study focuses on the relationship between online teaching-learning and its effect on their mental health. Regular lectures, mentoring and co-curricular activities and examinations were conducted online. Few students also suffered from the Coronavirus and had to be quarantined either at home or in a center. A few students had family members suffering from the virus which indirectly affected them. The pandemic was affecting each and every one in some way or the other. The guidelines from the Education department were to conduct the Internship as well as the entire B. Ed program online. The key words are - Online teaching - learning, mental health, Internship etc.

“Mental Health needs a great deal of attention. It's a final taboo and it needs to be faced and death with”.

Adam Ant

Introduction –

Due to COVID 19, the colleges shut down unexpectedly. The institution could not open physically so the classes opened online. The trainee teachers started their course online in the third semester. The students were to teach in schools as a part of their internship. They had to first get used to learning and then teaching online. The student teachers had to go to schools to teach the students. Most of the schools were open online but did not give permission to student teachers to teach online on their google platform. So, the student teachers took lessons in their peer groups in the google classrooms. Very few students gave lessons in

schools on their online platform. The students who volunteered to teach in schools gave two lessons in schools out of fifteen lessons. There was a complete switch from offline to online learning.

By mental health of a student is meant her/his mental condition. As physical health of a student is meant by the proper maintenance and functioning of all her/his external and internal body organs, in the same way, mental health is meant the proper maintenance and functioning of his/her mind.

Mental health is defined as a person's condition with regard to their psychological and emotional well-being. Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every

stage of life, from childhood and adolescence through adulthood.

The Main Objectives:

- To find out the effect of online teaching on the mental health of Bachelor of Education Students.
- To understand the stress and strain due to the online mode of teaching and learning.
- To study the effect of educational stress in the online mode.
- To study how co- curricular activities and examination could be dealt with on the online mode.
- To study the dependence on internet and computers for teaching and learning.

Statement Of Aim:

The Relationship between Online Teaching-Learning on the Mental Health of Bachelor of Education Students.

Operational Definitions:

Mental health – By mental health, it is meant, the ability of human being to limit his feelings, desires, aspirations and ideals on the real surface, to adjust himself according to his environment according to himself/herself.

Student Teachers- The students studying in S.Y.B. Ed (Semester III)

Online teaching and learning - Online teaching and learning is a faculty – delivered instruction via the internet.

The Need For The Study:

- To study the mental health of the student
- To keep a check on the stress level of students
- To make teaching and learning meaningful and joyous online

Sample:

There were 33 Student teachers from the S.Y. B. Ed (Semester III) class. They were selected as sample from Second Year of the Two-Year Bachelor of Education Course.

The Tools Used For This Study:

The researcher used a self-prepared Questionnaire with 30 statements with YES and NO as responses. The student teachers were asked to choose either YES or NO for the statements framed.

Method Of The Study:

The researcher looked at each statement to look into the area of **stress of the students** studying in Second Year Bachelor of Education (Semester III).

Data Collection:

- The Tool – A self-prepared **questionnaire** was mailed to the students via Google form to be filled up.
- The data was finally tabulated using Google application.

Findings:

The findings and conclusion of the study were as follows-

1.	<p>Recording of internship lessons took a long time. Sometimes I was unable to sleep due to the time taken for recording of the lesson.</p> <p>90.9 per cent students suffered from lack of sleep and discomfort while 9.1 per cent were satisfied with the recording of the internship lessons. (30 YES : 3 NO). The institution made it mandatory to record the lessons and the students were left with no choice but to record the lessons for internship. The lessons were uploaded in the Google Clasroom.</p> <p>Conclusion : Mental health issues manifest themselves in many ways, from insomnia to eating disorders to emotional mood swings and self- harming, all of which can be treated given the right interventions. Majority of students suffered from insomnia as it took a long time to record and upload the lessons to be given during internship. The student teachers didn't have to prepare files for record checking thereby reducing the use of paper and space for storage of physical files. A paper free submission was good for the environment.</p>
2.	<p>Internship resulted in lack of sleep, increased stress and no social interaction etc.</p> <p>97 per cent of students had lack of sleep due to the internship program while 3 per cent students opined that there was no stress. It increased their stress level as they had to wait till all the family members slept</p>

	<p>and there was no sound from the outside environment. The students were required to give 15 lessons (10 General lessons, 2 theme based lessons Experiential lessons and 3 Co-teaching lessons with school teacher) in the third semester. The guidelines for the students didn't reduce the number of lessons to be given by students but certain liberties were given. The students were allowed to choose a lesson of their choice and teach in their own peer group. (32 YES :1 NO)</p> <p>Conclusion: Same as above.</p>
3.	<p>Coach's expectation could be easily matched during internship. 78.8 per cent students could match the expectations of the coach expectation's while 21.2 per cent could not match with the expectations of the coach. For most part of the internship lessons the coach and the supervisor were the same teacher. Therefore, many students could match with the expectations of the coach. (26 YES : 7 NO)</p> <p>Conclusion: The coaches could be a little reasonable in their expectations as all students were not the same. A survey was done to check the student's resources with respect to mobiles and computers at home. It was found that some students lacked these gadgets required to record lessons.</p>
4.	<p>Planning of lessons was very easy during the lock down as the lessons were self-selected. 81.8 per cent of students were satisfied with the lessons they selected for teaching while 18.2 per cent were not happy with the lessons they chose to teach. The lessons were generally allotted by the school teachers in schools. Due to the online mode of teaching and lockdown the students selected their own lessons. Very few students opted to give live lessons in school . (27 YES :6 NO)</p> <p>Conclusion: The students were given a choice to select the lessons they want to teach. Most of them were happy with the selection of lessons for Internship.</p>
5.	<p>Giving live lessons or in classrooms was satisfactory experience for most of us. 60.6 per cent students were satisfied with the internship while 39.4 per cent were unsatisfied. Internship is major part of the teacher education program. Majority of the students gave lessons in their peer group. They were satisfied with their performance. (20 YES :13 NO)</p> <p>Conclusion: After delivering 4 to 5 lessons students became comfortable with the online mode of giving lessons. Initially, there had teething problems and technological glitches but later they became experts in teaching online.</p>
6.	<p>It was easy to use e-tools and other tools to make the lessons interesting. 81.8 per cent students could easily use e- tools to teach while 18.2 per cent didn't find it interesting to use them. Many students could use e-tools to make their lessons interesting. The most common software used were Word-Wall, Jamboard, Renderforest, Google forms, Canva etc., in order to teach, (27 YES : 6 NO)</p> <p>Conclusion: The students were quick to update themselves with the latest technology as they were free in the summer. They attended many webinars which helped them to have hands on experience with the applications mentioned above.</p>
7.	<p>I enjoyed being part of the webinars organized by the method masters. 90.9 per cent students were happy to be a part of the organizing committee of method related webinars whereas 9.1 per cent were not happy. The students generated Google forms and certificates for the webinars. They were the co-host and master of ceremonies of the webinars. Flyers, certificates and Whatsapp groups were created by student teachers. While 0.9 per cent didn't want to be part of the webinars may be because they didn't have the technical support and other gadgets required. (30 YES:3 NO)</p> <p>Conclusion: Since the webinars were conducted by the method masters and were not marked activities, students enjoyed being a part of them as they were learning things in a new way. The speakers were eminent in their fields and the student gained a lot of insight in the methods selected by them.</p>
8.	<p>Online platform for Co-curricular activities was well organized by Student Council. 100 per cent students happy with the online platform for co-curricular activities. The co-curricular activities were part and parcel of the Bachelor of Education program. Mass for St. Ignatius, Independence Day, Teacher's Day, etc., other important days were celebrated on online. (33 YES : 0 NO)</p> <p>Conclusion: For co-curricular activities, it was best to go online. All students agreed with this statement. The students could coordinate well online.</p>
9.	<p>I had the opportunity to learn many new things on the computer by attending webinars organized by</p>

	<p>different institutions. 86.9 per cent students learnt new things on the computer by attending webinars organized by institutions not only from Mumbai but any part of the country. 12.7 per cent didn't gain much from these webinars. (29 YES :4 NO) Conclusion: The students took advantage of the webinars organized by many institutions to learn new skills as most of them were for free and got a certificate too as an incentive.</p>
10.	<p>Lectures were conducted online which was very efficient way of teaching-learning and covering the syllabus. 90.9 percent were happy the way the general lectures were conducted online while 9.1 per cent were unsatisfied. The college teachers too were using the online platform for the first time. They too had to update themselves with the latest computer technology. Google classrooms were prepared on the LMS. (30 YES :3 NO) Conclusion: The only way out to move on with the syllabus was to go online. The students could attend online classes instead of wasting their time waiting for the college to reopen. Very few students had problems with this online mode. It was easy to attend all lectures in time as there was no need to travel. Some students had moved out of Mumbai and could not return due to the lockdown. They could take advantage of the online mode of lessons. One student got married in the lockdown and moved out of India. One student reported that her husband has got transferred out of Mumbai. Therefore, online classes were a blessing in disguise for them. The students could easily complete the course.</p>
11.	<p>It was easy to attend all lectures in time as there was no need to travel. 87.6 per cent were happy with the way lectures were organized by the institution while 12.7 per cent were not satisfied. Lectures were kept in order to reduce stress in the student's life. (27 YES : 6 NO) Conclusion: Lectures and time table-table for the month were prepared in advance to complete the syllabus on time. The students managed to study without losing out on time. The university examinations too were conducted online.</p>
12.	<p>Mentoring as an activity was very efficient because it was easy to discuss day to day problems. 87.9 per cent felt that mentoring and counselling helped the students to reduce stress while 12.1 per cent students did not feel it was helpful. (29 YES: 4 NO) Conclusion: Mentoring and counseling helps those students who were without any means. The institution was quick to organize mentoring and counseling sessions for students. This helped the students in order to reduce mental health and stress.</p>
13.	<p>Examinations were not stressful as they were online. 72.7 per cent felt that examinations were not stressful while 27.3 per cent felt that they were stressful. Examinations had always been stressful for students. In the online mode if there was a power failure or if the internet signal was low meant that the students could fail. There was a constant fear in the mind of the students. (29 YES :4 NO) Conclusion: Examinations were stressful for all. The online mode helped the students to cope up with the stress of examination as they were at home. The weak internet and electricity were some of the issues with students.</p>
14,	<p>I was very happy with the internet facility in my place. 48.5 per cent were happy with the internet facility in their place while 51.5 per cent students were unhappy with the internet facility in their place. More than half of the population had weak internet connectivity in their homes. (16 Yes: 7 No) Conclusion: The internet was a must in online teaching-learning. Without the internet there was no teaching and learning. The students were upset with the internet connectivity in their place. The power failure was another reason for being upset with online mode of teaching and learning. Mobile phones with data pack was used as back up.</p>
15.	<p>I had a good smart phone and computer to attend online classes. 72.7 per cent students agreed that they had good smart phones and computer while 27.3 per cent didn't not</p>

	<p>have good smart phone and computer. The students come from different socio-economic class. Some students had to share the smart phones with their siblings and other members at home. Therefore a few students cannot afford expensive phones and computers. (24 YES: 9 NO)</p> <p>Conclusion: Since many people lost their jobs during the pandemic, few students could not afford to buy laptops and mobiles. Some students were sharing these resources with their siblings. Some financial help could be given to students who could not afford these gadgets by the government or non-government institutions. Students were applying for concessions in their tuition fees in the institution,</p>
16.	<p>I had a good laptop and internet to attend the classes, complete the assignments and perform online examinations. 51.5 per cent agreed with this statement while 48.5 per cent did not agree. This shows that the students have good phones but internet facility was a problem. (17 YES :16 NO)</p> <p>Conclusion: For young college students, the institution offers social networks and exposes them to new ideas and avenues, creates aspirations far beyond their social milieu. This could not be done in the online mode. The institution provides computers and free internet facilities on the premises but could not provide the same services to the students studying at home.</p>
17.	<p>I was overwhelmed by the e-resources I could use. 78.8 per cent agreed that they had choices to use e- tools whereas 21.2 per cent were not excited about the e tools. (26 YES :7 NO)</p> <p>Conclusion: The Students could use the new knowledge they had acquired with respect to online teaching- learning.</p>
18.	<p>It was difficult to understand the teacher’s expectation online. 57.6 per cent students found it difficult to understand what the teachers expected in the lessons given by student teachers during internship from them. 42.4 per cent students could understand what the teachers expected from them. Since there are eight teachers teaching different methods, in the college, each one has a different expectation from the students. (19 YES:14 NO)</p> <p>Conclusion: On one- to- one basis (Coach and student) the students could understand the teacher’s expectations. The teacher from different methods supervised the lessons they gave a different type of feedback. Therefore, the students got confused. The students belong to different methods and each and every method had a different method of teaching. For mathematics and science methods there were applications which could be easily used by the student to teach online but the other methods had to adopt to other strategies like MCQs in order to evaluate.</p>
19.	<p>It was easy to interact and co-ordinate with the peers. 51.5 per cent students found it easy to interact online whereas 48.5 per cent students found it difficult to interact. (16 YES :14 NO)</p> <p>Conclusion: It was difficult to interact online with peers. Socialization was not possible online. For co -teaching two students pair up and teach the same lesson. Co-teaching lessons needed coordination while teaching which was slightly difficult on the online mode as the students were physically away from each other.</p>
20.	<p>I started missing face to face interaction with my peers and teachers due to the lockdown. 78.8 per cent students missed face to face interaction whereas 21.2 per cent students didn’t miss face to face interaction. (26 YES :7 NO)</p> <p>Conclusion: The students were missing interacting with their colleagues and teachers. For students, college provides socio- economic environment which was not possible online.</p>
21.	<p>Online mode had many distractions at home, which I could not foresee. 78.8 per cent students found many distractions at home whereas 21.2 per cent students didn’t find any distractions at home. (26 YES :7 NO)</p> <p>Conclusion: Majority of the student teachers are females. The student teachers were either married or unmarried. If</p>

	<p>they were married the had children and other family members at home. It was difficult to find space to learn in their homes as there were many distractions. Unmarried students too had problems as many of the apartments in Mumbai were small, this made it difficult to teach during internship with their camera on. Few students live very close to noisy places like the railway stations and highways. While recording their lessons they have to wait till mid night so that the background noise becomes less. All this could lead to mental health issues.</p>
22.	<p>It was easy to prepare notes for the examinations in the pandemic without going to the library. 39.4 per cent students found it easy to prepare notes for the examination while 60.6 per cent found it difficult. The students could not visit the library due to the pandemic. Therefore, they found it difficult to prepare notes from the books in the library. Teachers provided notes which were sufficient to give examinations. Some books were scanned and uploaded by the librarian. (13 YES : 20 NO) Conclusion: The students were dependent on books which were available online and professor’s notes. The examination pattern changed to Essay type questions and short answers (with option of choice) to MCQs and Short Answers for which the student teachers had to go through the entire syllabus. As the students could not visit the institution and the library, they found it difficult to prepare notes and this led to mental frustration and illness.</p>
23.	<p>Student forum helped me voice out my problems. 78.8 per cent students felt that student forum helped them to voice out their problems whereas 21.2 per cent students felt that student forum did not help the students. (26 YES:7 NO) Conclusion: The student forum was a platform for students to voice out their problems to the staff and management. It really helped the students at large.</p>
24.	<p>I could multi-task as I was studying at home. 57.6 per cent students agreed that it was easy to multi task whereas 42.4 per cent students could not multi- task being at home. (19 YES: 4 NO) Conclusion: Majority of student teachers were females, household chores had to be done by them if they were at home. They had to look after their toddlers and complete their college work too.</p>
25.	<p>I could easily understand the instructions given by my teachers. 66.7 per cent students could understand the instructions given by the teachers whereas 33.7 per cent students could not understand the instructions of the teachers. (22 YES :11 NO) Conclusion: The students could understand the instructions given by the teacher. The teacher repeated the instructions till she/he confirmed from the student if they understood it well.</p>
26.	<p>Long hours of screen time effects my health specially my eyes. 96.7 per cent students agreed that studying online brings in health issues whereas 3.3 per cent students had no health issues. The long hours of screen time effected the eye sight of individuals. (32 YES:1 NO) Conclusion: Long hours of screen time on mobile and computer would definitely affect an individual. Majority of the students were affected health wise. There was no reduction in the syllabus,</p>
27.	<p>I had good mental health while completing my task. 15.2 per cent students said they had good mental health whereas 84.8 per cent did not have good mental health. 28 Students did not have good mental health whereas 5 students had good mental health. (5 YES : 28 NO) Conclusion: Mental health was a major issue with the students. Initially the students had to buy gadgets like mobile or laptop with internet facility. There were loss of life or job or employment of the working parent or guardian due to the pandemic. Majority of the students suffered in some way or the other.</p>
28.	<p>I am waiting for the college to reopen. 48.5 per cent students were waiting for the college to reopen whereas 51.5 per cent students didn’t wish the college to reopen. (16 YES :17 NO). Therefore, it had seen that almost half of the students want to</p>

	attend college while the other half didn't want to attend physical college. Few students had gone to their native places and could not return. They could attend classes online. Some students had to move with their husband/ father as they got transferred and were not able to attend college. Conclusion: A little more than half of the population, were not waiting for the college to reopen because of the fear of the pandemic. The Coronavirus was contagious and could be fatal if not cured on time. There was no treatment for the virus. The only way was to be safe was by staying at home, sanitizing the home and hands and maintaining social distance.
29.	I don't want the college to reopen as I fear that I might suffer from the pandemic. 87.9 per cent students didn't want college to reopen due to the fear of the pandemic whereas 12.1 per cent want to attend college. (29 YES:4 NO) Conclusion: As the vaccine for the pandemic was not out for the public, students didn't want to take a chance by travelling to college by any means of transport and catching the disease. Suffering from coronavirus meant symptoms like high fever, loss of taste, body ache and weakness and death. The patient had to be quarantined at home or in a quarantined center.
30	I was disturbed as few of my near and dear ones were suffering from the pandemic. 69.7 per cent students were disturbed when someone was suffering at home and 30.3 per cent students were not disturbed. They may not be disturbed, as no one was suffering at home. Some students had parents working in the hospitals as doctors and nurses or were front line workers. They were very disturbed as they didn't see their parents for long. (23 YES:10 NO) Conclusion: During the pandemic, it must be remembered that students had to bear the loss of loved ones, often a parent, or had to witness illness personally. Even normal grieving process had been curtailed in the pandemic, leading to further stress on students. The COVID related death patients were cremated by the authorities and no family members were allowed to attend the funeral.

Main Findings - Out of the 30 statements – These statements show that the student teachers did not have good mental health.

- Internship resulted in lack of sleep, increased stress and no social interaction. 97% Yes
- Long hours of screen time effects my health specially my eyes. 97% Yes
- I had good mental health while completing my tasks. 84.8% No

Conclusion

In the pandemic times, the streets were isolated and people were at home. In school and colleges, the examinations, lectures, co-curricular activities, student forum, internship etc were all completed online. As the saying goes that “the show must go on”. The students and the teachers too were adapting to the new way of living. The students were mentally disturbed due to spread of coronavirus. People had to maintain social distancing, sanitize their hands, wear a mask etc. in order to prevent the spread of the virus. There were

travel restrictions too. Few students and staff suffered from coronavirus. There were students reporting of a family member suffering from the virus. They had to be home quarantined or stay in a center for 14 days in isolation. With all the sickness around the students had to study. They still had to complete their assignments and examinations on time. This pressure created mental stress among students. Staff meetings and preparation for inspections took a toll on everyone's health. Social distancing and isolation had pushed the students from poor families even more to the margins than before. There was mass unemployment as most of the offices had shut the doors. Some students had to study as well as work to look after themselves. Therefore, to conclude, the student teachers suffered from mental health issues in the online mode of teaching learning mode. But learning had to continue even in the most difficult times ... I end my paper with Mahatma Gandhi's Quote – *“Live as if you were to die tomorrow, learn as if you were to live forever.”*

APPENDIX = RELATION BETWEEN ONLINE TEACHING- LEARNING ON THE MENTAL HEALTH OF BACHELOR OF EDUCATION STUDENTS

S. No	Items	YES	NO
1	Recording of internship lessons took a long time. Sometimes I was unable to sleep due to the time taken for recording of the lesson.	30	3
2	Internship resulted in lack of sleep, increased stress and no social interaction etc.	32	1
3	Coach’s expectation could be easily matched during internship.	26	7
4	Planning of lessons was very easy during the lock down as the lessons were self selected.	27	6
5	Giving live lessons or in classrooms was satisfactory experience for most of us.	20	13
6	It was easy to use e- tools and other tools to make the lessons interesting.	27	6
7	I enjoyed being part of the webinars organized by the method masters.	30	3
8	Online platform for Co-curricular activities was well organized by Student Council.	33	0
9	I had the opportunity to learn many new things on the computer by attending webinars organized by different institutions. .	29	4
10	Lectures were conducted online mode which was very efficient way of teaching and learning and covering the syllabus.	30	3
11	It was easy to attend all lectures in time as there was no need to travel.	27	6
12	Mentoring as an activity was very efficient because it was easy to discuss day to day problems.	29	4
13	Examinations were not stressful as they were on conducted online.	24	9
14	I was very happy with the internet facility in my place.	16	17
15	I had a good smart phone and computer to attend online classes.	24	9
16	I had a good laptop and internet to attend the classes, complete the assignments and perform online examinations.	17	16
17	I was overwhelmed by the e-resources I could use.	26	7
18	It was difficult to understand the teacher’s expectation online.	19	14
19	It was easy to interact and coordinate with the peers.	17	16
20	I started missing face to face interaction with my peers and teachers due to lockdown.	26	7
21	Online mode had many distractions at home, which I could not foresee	26	7
22	It was easy to prepare notes for the examinations in the pandemic without going to the library.	13	20
23	Student forum helped me voice out my problems.	26	7
24	I could easily multi- task as I was studying at home.	19	14
25	I could easily understand the instructions given by my teachers.	22	11
26	Long hours of screen time affects my health specially my eyes.	32	1
27	I had good mental health while completing my tasks.	5	28
28	I am waiting for the college to reopen.	16	17
29	I don’t want the college to reopen as I fear that I might suffer from the pandemic.	29	4
30	I was disturbed as few of my near and dear ones were suffering from the pandemic.	23	10

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