

**ONLINE LEARNING IN RELATION TO MENTAL HEALTH  
OF PROSPECTIVE TEACHERS**

**\*Dr. Mukhtiar Singh**

**\*\*Mr. Ritiz Kumar**

**ABSTRACT**

*The present research was conducted with the objectives to study the attitude of the prospective teachers towards online learning and to study the effect of the online learning in relation to the mental health of the prospective teachers. The sample of 100 prospective teachers was selected through random sampling technique from Government College of Education Sector 20-D, Chandigarh. The tools used for conducting the present research work was; Mental Health Battery prepared by Kumar and Sengupta (2012) and a questionnaire prepared by the investigator for attitude toward online learning. A result of the study shows that, there exist no significant difference in the attitude of male and female prospective teachers towards online learning; there exist significant difference between the mean score of mental health of male and female prospective teachers and there exist significant relationship between online Learning and Mental Health of the Prospective Teachers.*

**Key Words– Online Learning, Prospective Teachers, Difference, Correlation, Online Education, Mental Health.**

**INTRODUCTION**

Online Learning is one of the new innovative study methods that have been introduced in the pedagogy field. In the recent years there has been a reported shift in the training methods of the teachers. Students have now facilities to learn remotely by using internet and with the help of computers. Online Learning occurs in varied forms and has been developed with the introduction of recent technologies. Many universities, schools and other institutions of higher education across the world have instituted online form of learning and the numbers of students are on rise in the online class. With technology involved in education, the students are more active in their

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\*Assistant Professor, Govt. College of Education, Sector-20D, Chandigarh

\*\* M. Ed. Student, Govt. College of Education, Sector-20D, Chandigarh

learning. The teacher is no longer the center of attention. They play the role of a facilitator or guide of information and no so much of an information source. Online Learning offers powerful, interesting and new way of providing knowledge to student. Online Learning enables the style, time, model and place of the education to be different than the traditional education. Several arguments are in vogue for the online learning. The accessibility, lifelong learning, affordability, learning pedagogy, flexibility and online learning policy are some of the arguments supporting online pedagogy. It is said that online mode of learning is easily accessible and can even reach to rural and remote areas.

Mental Health is a state of well-being in which a teacher understands his or her own abilities, can cope with the normal stresses of life. It can work productively and fruitfully for the students and thus he/she is able to make significant contribution to the community. Mental Health encompasses emotional, psychological, and social well-being of the person. Mental health affects thinking, feeling, and our action. It also helps us to determine how we are handling stress related to others, and make appropriate choices. Maintaining mental health is important at every step in life that is from childhood to adolescence through adulthood. At any stage of your life, if you experience Mental Health problems, your thinking, mood, and behaviour could be affected. Mental Health refers to cognitive, behavioral, and emotional well-being.

### **EMERGENCE OF THE PROBLEM**

The reason behind the study is to check the relation between Online Learning and Mental Health of the Prospective Teachers. There are many challenges in online learning. The most common challenge for the teachers in online learning is to move from offline mode of instruction to online mode, and to change their teaching learning methodologies and adjust to the changing time of online learning. It is also challenging to develop content for online learning that not only cover curriculum component but also engage the students in learning (Kebritchi et al., (2017)). Teachers said that the most common challenge in online education is Mental Health. Increasing mental stress and the enhanced workload are the common challenges in the Online Learning. There are no specific guidelines by the Government regarding online learning in their educational institution. Cojocariu et al., (2014) reported that there is lack of internet quality, resources of online learning & proper learning content in their research study and suggested that this problem

needs to be taken care of immediately so that all students can reap the benefit of quality education through online learning.

### **SIGNIFICANCE OF THE STUDY**

The concept of traditional education has changed a lot and significantly in the last couple of years. Students can now access quality education with the help of online learning tools and available resources. In traditional system of education, education is quite expensive, time-consuming and does not guarantee results, but Online Learning has its baggage of probable solutions to every type of learning problem. In the case of online education physical presence is not required which saves time and money of the learners. Online learning offers innovative and long-lasting solutions to combat learning disruptions and it assist people to communicate better and work in the virtual mode without face-to-face interaction. Keeping in mind the benefits of the online learning researcher conducted the present study with objectives to study the attitude of the prospective teachers towards online learning and effect of the online learning in relation to the mental health of the prospective teachers.

### **LITERATURE REVIEW**

Serin(2011)investigated the effectsof the computer-based instruction on the academic achievement and their problem-solving skills in the subject of science and technology. The study concludes that there is a significant rise in the achievement level of the students and problem-solving skill of the experimental group. The experimental group received the computer-based science and technology instruction and the control group was taught through conventional method.

Anand(2012) explained online learning applications/processes include computer based, web based and technology-based learning, in addition to virtual education opportunities. Subject content delivery is through internet/intranet/extranet and audio or video tape, satellite TV, and CD ROM including media as text, image, animation and video and audio streaming.

Mangis (2016) conducted the study with an objective to investigate the effect of online Learning course on functional health. A Short Form Health Questionnaire (SF-36) was given to students of two different online courses. Students who completed the survey, yields 14 different types of significant correlations were observed among the eight functional health parameters. It was found there is strong significant correlation between general health and social functioning,

and also between marital status and physical functioning. However, no other significant effects were observed. The results of the study support earlier research and conclude that functional health is negatively affected by the Online Learning.

McLafferty et al. (2017) suggested that main aim of the research is to provide baseline prevalence rates of Mental Health problems, ADHD and suicidal behavior among first year undergraduate students. The study also examines the age of onset of disorders in the reported cases and 12-month disorders with regards to gender. Logistic regression method was employed to explore the socio-demographic correlates of Mental Health disorders.

Dhawan (2020) includes the importance of online Learning and Strengths, Weaknesses, Opportunities, & Challenges (SWOC) in the study for carrying out analysis of e-learning modes in the time of distress. The study also throws some light on the growth of Educational Technology start-ups at the time of pandemic and natural calamity. This study also included suggestions for improving academic institutions to deal effectively with challenges associated with online learning.

Gopal, Singh and Aggarwal (2021) tried to identify the factors affecting students' satisfaction and performance in the online classes at the time of pandemic period of COVID-19, the study was to establish that there is a relationship between the variables. The study carried was quantitative in nature, and the data was collected through 544 respondents studying in the business management or hotel management courses of different Indian universities through the process of online survey. Chang, Liuxiashi, Liuzhang, YueLong Zin (2021) assessed the Mental Health status of medical students engaged in online learning at home during the pandemic. It also explored the potential Mental Health risk factors. In the cross-sectional study conducted through online survey of 5,100 medical students of the Wannan Medical College, China, self-reported symptoms of depression, anxiety, and stress were determined by using the Depression, Anxiety and Stress scale (DASS-21) in online Learning mode during the pandemic.

Thus, these studies show that online learning has both the aspects positive as well as negative and depends upon many factors responsible for learning among human.

## **OBJECTIVES**

1. To study the attitude of the prospective teachers towards online learning.

2. To study the difference of attitude towards online learning of male and female prospective teachers.
3. To study the mental health of prospective teachers.
4. To study the difference in mental health of male and female prospective teachers.
5. To study the correlation between attitude towards online learning and mental health of prospective teachers.

### **HYPOTHESES**

1. There exists no significant difference in attitude towards online learning of male and female prospective teachers.
2. There exists no significant difference in mental health of male and female prospective teachers.
3. There exists no significant relationship between attitude towards online learning and mental health of prospective teachers.

### **METHODOLOGY**

The study was carried out by following survey Descriptive research method. The purpose of this study was to measure “Online Learning in relation to Mental Health of Prospective Teachers”. Online survey was carried out with the help of a self-prepared questionnaire on “Attitude towards Online Learning” and Mental Health Battery by Kumar and Sengupta.

### **SAMPLE**

The sample of 100 prospective teachers was selected from Government College of Education Sector 20-D, Chandigarh by making use of the random sampling technique.

### **TOOLS USED**

In the present study, the following tools were employed to collect the data:

- 1) Self-prepared questionnaire on “Attitude towards Online Learning”
- 2) Mental Health Battery by Kumar and Sengupta (2012).

### **STATISTICAL TECHNIQUES USED**

The description and distribution of scores have been represented in terms of Mean, Median, Mode, Standard Deviation, Correlation and T - test was applied to see the significance of difference between means of variable under study.

**ANALYSIS AND INTERPRETATION**

**Table 1: Difference in Attitude towards Online Learning of Male and Female Prospective Teachers**

Gender	N	Mean	Standard Deviation	t- Ratio	Remarks
Male	30	80.66	17.40	0.972	Not Significant at 0.05 level
Female	70	77.18	13.89		

Table 1 shows that the difference in attitude towards online learning of male and female of Prospective Teachers. The t-test value calculated comes out 0.972 which is not significant at 0.05 level. Therefore, hypothesis “There exists no significant difference in attitude towards online learning of male and female prospective teachers” is accepted. Hence, we can say that there is no significant relationship between Online Learning and Mental Health of Prospective Teachers.

**Table 2: Difference in Mental Health of Male and Female Prospective Teachers**

Gender	N	Mean	Standard Deviation	t-ratio	Remarks
Male	30	80.2	10.12814	2.18	Significant at 0.5 level
Female	70	75.6	8.497911		

The table 2 shows that the calculated value of t-ratio for difference in Mental Health of Male and Female Prospective Teachers, which is 2.18 at 0.05. The calculated value is more than the table value for 98 degree of freedom i.e. 1.96 at 0.05 levels. Hence, the hypothesis “There exists no significant difference in mental health of male and female prospective teachers” is rejected.

**Table 3: Correlation between Attitude towards Online Learning and Mental Health of Prospective Teachers**

Variable	Number	Mean	Coefficient of Correlation	Remarks
Online Learning	100	78.23	- 0.436	Significant at 0.05 level
Mental Health	100	76.98		

From the table 3 the value of Coefficient of Correlation is  $-.0436$  which is significant at 0.05 level of significance. Hence, the hypothesis “There exists no significant relationship between attitude towards online learning and mental health of prospective teachers” is rejected.

### **DISCUSSION AND FINDINGS**

The study shows that hypothesis “There exists no significant difference in attitude towards online learning of male and female prospective teachers” is accepted.

Study also shows that the hypothesis “There exists no significant difference in mental health of male and female prospective teachers” is rejected.

The result of study reveals that the hypothesis “There exists no significant relationship between attitude towards online learning and mental health of prospective teachers” is rejected

### **CONCLUSION**

In conclusion, we can say that Online Learning initially started as a great advantage but took a drastic turn and didn't work so much in the same spirit. It has been observed that the increased screen time leads to increase in the issues related to eyesight; headaches and strain. Children have been exposed to stress as well as anxiety from an early age and parents also add to the pressure on the children. It is important for us to keep in mind all these aspects to prevent any future harm that might turn into lifelong problems. This study reflects that the attitude towards the online learning is positive and hence has a scope for self-learning and continuing education programmes.

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