IMPACT OF COVID -19 ON MENTAL HEALTH OF FACULTIES AND STUDENTS.

[1]Mr. Gurudath Shenoy, [2]Mrs. Deepa Kini P

[1]Assistant Professor, Dept. of Business Administration, SDM COLLEGE, UJIRE (D K)

Mail id: gurukg08@gmail.com

[2]Assistant Professor, Dept. of Business Administration, SDM COLLEGE, UJIRE (D K)

ABSTRACT

Covid-19 pandemic has brought about unanticipated changes in the field of education. Rapid changes in imparting education was neither helpful to faculties nor the students. Faculties have to come across with typical problems in their profession which made them literally suffer. Some of the faculties even left teaching profession, as they suffered financial crisis and also increase in workload imposed to them by management authorities in private institutes. Students were deprived from receiving quality education and substantial inputs from the same. Regular class could not be conducted and method of teaching was shifted to online. This paper discusses the impact of covid-19 on faculties and students post covid-19 especially in private institutes.

Keywords: Pandemic, rapid, literally, imposed and deprived.

INTRODUCTION

In our country we focus our attention in imparting education by emphasizing more on skill development in at least at graduation levels. Here the focus must be to deliver inputs of better quality covering present trends and also the one which meets employers expectations. But despite so much efforts by faculties and support to the students by management, majority of the students remain either unemployed or underemployed. Every year millions of youth get graduated from reputed universities or from esteemed institutions, but they hardly get placed in good companies.

Field of education is considered as one of the pure and one of the widely acceptable field in our society. Education is seen with perception which directs both knowledge and conduct of both faculty and students. Personality of students and faculty can grow when they are provided unlimited opportunities which can unleash their potential. Education by its purpose made choices clear to the students to freely choose their careers.

2020 is a year which brought massive changes in education. Neither insults, nor faculties and students were prepared to face the unexpected changes. This created major problem for students as well as to the students.covid-19 pandemic seriously affected our complete economy which led to the following effects.

- All the major performer sectors were badly hit among which education is one.
- Job loss to the majority of students parents who work for unorganized sector and earn on daily wages
- No earning and no income affected revenue of institutions as fee collections reduced or became irregular.
- Faculties were made adopted to deferred payment system by institution which affected their normal commitments.
- Closure of universities and colleges made teaching automatically switch to online mode.
- Allied institutes going along with education like food, stationary, electronics etc. got closed down due to pandemic.

Earlier covid-19, things were moving smoother in the field of education. Institutions remained committed, Faculties updated and upgraded their knowledge on regular and need basis, students exhibited brilliant talents and a separate budget was planned for improving infrastructure of institution. Sudden rise of pandemic slipped the position of entire education with effect from March 2020 onwards. This led to serious problems for faculties and students affecting their both physical and mental health. Problems faced are as follows.

PROBLEMS FACED BY STUDENTS

- Sudden shift to online teaching led them to pester their parents to provide them a smart phone, laptop and internet connection which was one of additional burden.
- Problem of poor connectivity, signals and networks especially in rural areas.
- Connectivity was also poor in raining season due to heavy torrential rains.
- Difficulties in listening as there was lack of clarity and distortions.
- Quality of study materials sent were not sufficient especially for difficult papers and for the papers that required lot of practice.
- Difficulty in understanding especially numerical and experimental subjects.
- In many cases there was dependency of students on others.
- Government offered laptops were of sub-standard quality and was not functioning properly.
- Economic uncertainty couldn't make students ask freely, the financial help from their parents.
- Online teaching was not that interesting as earlier offline class.
- Online courses thought to the students couldn't make them learn subjects methodically.

PROBLEMS TO THE TEACHING FACULTIES

1. Engaging classes online, adjusting and adopting with the same.
2. Problem of students attendance. This sometimes made them to engage sessions again and again (for absentees)
3. Pressure from management of private institutes, reinforcing policies which were not friendly to the faculties.
4. Challenges of conducting online tests, as there are lot of possibilities that students can involve in malpractice.
5. Data for online classes led to be arranged out of own costs, as management of the institute did not provide the same. Therefore it is considered as additional financial burden on faculties.
6. Problems in teaching practical and numerical subjects as these head to be specifically worked out to make students understand.

7. Quality of teaching hold to be compromised, this will naturally reduce teaching interest.

8. Deferred payment made by the institutions affected financial commitments. In some institutions fifty to seventy percent of salary is paid and in some of the institutions no salary was paid on time.

9. No increments, no financial benefits of any type were provided to the faculties which were provide before covid -19 pandemic.

10. Unavailability of transport facility to report to the institution on time.

How Covid – 19 affected mental health of students and faculties ?

Degree level education is considered as basic requirement for any candidates to take up a job or to start up a career. Many students who aspire to reach higher levels couldn't make it up and they were left behind in this competitive environment. Students suffered on the following grounds:

➢ Reading habits were lost.

➢ Methodical learning could not be practiced.

➢ Class conducted as per fixed schedule, but with less strict norms made them remain mentally absent from the class.

➢ Quality of study suffered.

➢ More addiction to smart phone and laptops made them addicted for the same. More cost of data and maintenance for the parents.

➢ Most of the students started misusing the internet facility instead of using the same for updating and upgrading their knowledge.

➢ Smart phones were more used for chatting and entertainment rather than having fruitful discussions.

➢ Sitting more in front of laptops and smart phones also resulted in eye sight problems, health and medical problems etc. for students.

On the other side faculties suffered from the following problems:

1. Increased teaching commitments, added responsibilities.
2. Teaching the same subject again and again for absentee students brought occupational stress for faculties.
3. More official time in institutions brought about lesser family attachments.
4. Eye sight problems as many hours were spent on digital devices.
5. Additional tasks were offered pertaining to institution instead of teaching, learning and research.
6. More clerical works provided to faculties affected their professional and knowledge growth.
7. Tight management norms and control made them feel insecure.
8. No vacation and holidays made the faculties reduce attainment with their families.
9. No additional hands were provided (manpower), this increased the workload of existing faculties.
10. No increments in salary, no allowances paid, if claimed it is rejected on the grounds that there is no revenue from any source to the institution.
11. Those teaching professionals who did not report to duty a day before lockdown and a day immediately after lockdown were made loss of pay (LOP) which shows ruthless treatment from the part of private management.

OBJECTIVES OF STUDY

Following are the objectives of this study.

1. To understand the problems faced by students and faculties during covid -19.
2. To analyze the challenges faced by engaging online classes.
3. To give recommendations based on findings of study.

METHODOLOGY USED IN STUDY

Primary data is collected from faculties of premier institutions. The tool used for data collection is questionnaire and secondary data is collected from newspapers, related sites and reputed journals. From the primary data collected, analysis is carried out and the findings are reported in this study.

SAMPLING PLAN

Type of sampling used in this convenient sampling. Targeted audience are faculties teaching degree colleges at reputed institutions at Dakshina Kannada district and students studying in reputed colleges of D.K district. Size of the sample is chosen to be fifty faculties and one hundred students. Area chosen in this study is Sullia and Puttur taluk of D.K district.

LIMITATIONS OF STUDY

Following limitations are observed in this study:

1. Time taken for this study is very short duration (one month only).
2. Size of the sample taken in this study are fifty faculties and one hundred students only (sample size limitation)
3. Most of the faculties fear to give information due to lack of job security and job threats.
4. There may be biases in the responses given out by students by however it is tried to the level best to minimize bias responses.
5. Respondents (both students and faculties) don't want to mention the names of institution and their location.

EXPECTED OUTCOME OF STUDY

As everyone knows that Covid -19 is the problem which has not spared anyone in the globe, almost all major profession suffered. Many people faced severe financial difficulties and took up smoother profession by default and not out of their own choice. When we specifically see education sector, there was a major blow for teaching professional especially faculties who

are teaching higher education. Teaching professionals were not seen and treated as professionals. They were asked to impart education through online modes and despite that they were forcefully made to take up clerical jobs (office jobs) which were taken up by office staff and not by teaching professionals. Salaries were not paid on time, arrears and other allowances were left of giving one or the other excuses. This made even good, meritorious ad deserving teaching staff leave their profession.

From the part of the students, many of the students from rural areas could not adjust to online classes and were left with no other choice. This faced network and connectivity issues. Parents of the students were also forced to provide separate mobile and laptops to students with huge data expenses. These faculties were twenty percent used right and eighty percent misused for any other purpose than education and learning. Time has come to transform the way of education. Faculty need support an motivation from management of institution and the students need quality education which is their right. Let this new pedagogy of education not confiscate the results of students and quality of faculties.

DATA ANALYSIS

Summarized responses collected from teaching faculties are as follows:

Table 1: Opinion on new teaching method (online)

Opinion	Number of respondents	Percentage (%)
Distraction	13	26
Stressful	18	36
Lacks quality	16	32
Poor supervision	03	06
Total	**50**	**100**

Source: primary data

Table 2: Problems faced in online classes

Problems	Number of respondents	Percentage (%)
Network issues	08	16
Data cost	07	14
Lack of students response	18	36
Poor supervision	03	06
Input quality	14	28
Total	**50**	**100**

Source: primary data

Table 3: Opinion on addressing problem by management

Opinion	Number of respondents	Percentage (%)
No revenue	35	70
Increased cost of operations	15	30
Total	**50**	**100**

Source: primary data collected from faculties

Table 4: Opinion on possible situations for current problems

Opinion (possible solutions)	Number of respondents	Percentage (%)
Recorded lectures	10	20
Google class & Google meet	18	36
Both	22	44
Total	**50**	**100**

Source: primary data

Table 5: Faculties opinion about future of education

Opinion	Number of respondents	Percentage (%)

Unsecure	15	30
Lack of knowledge & skills	35	70
Total	**50**	**100**

Source: primary data

STUDENTS FEEDBACK COLLECTED

Table 1: Burden of online classes

Opinion (Burden)	Number of respondents	Percentage (%)
Yes	72	72
No	28	28
Total	**100**	**100**

Source: primary data

Table 2: Problem faced in online classes

Opinion	Number of respondents	Percentage (%)
No clarification of doubts	12	12
Poor communication	14	14
Network issues	43	43
Difficulty in understanding numerical objects	31	31
Total	**100**	**100**

Source: primary data

Table 3: your suggestion for management of institution

Suggestion	Number of respondents	Percentage (%)
Classes rotation	20	20
Provide quality study	43	43

materials		
Career guidance & placements	21	21
Remedial classes	16	16
Total	**100**	**100**

<div align="right">Source: primary data</div>

MAJOR FINDINGS OF STUDY

1. It is found from this study that majority of the respondents say that, new technology method (online) is very much stressful and lacks quality. (Table 1)

2. Lack of students response and drop in input quality are the two major problems faced by most of the faculties in their online class. (Table 2)

3. Most of the respondents (70%) say that, their management says there is no revenue from any source to institution. Hence current problems cannot be redressed. (Table 3)

4. Majority of the respondents possible solution for current problem in education is opting for recorded lectures and Google meet and Google class. (Table 4)

5. Majority of the faculties future about education is students may come out with lack of knowledge and skills. (Table 5)

FEEDBACK FROM STUDENTS

1. 72% of the students say that online classes are burden-some to them. (Table 1)

2. Most of the students face two major problems in online class they are network issues and difficulties in understanding numerical subjects. (Table 2)

3. Most of the students suggestions for the management of the institute is providing quality study materials on time. (Table 3)

MAJOR SUGGESTIONS

1. The concerns faced by faculties in conducting online classes are genuine and true. This should be addressed as early as possible by the management of institution.

2. Providing proper study material to the students by institution is also the need of the hour.

3. Professional treatment should be provided to the faculties and also they must be exposed more to learning new things. Only then they can transfer knowledge and transform our society.

CONCLUDING REMARKS

Post covid-19 education saw the roots of digitalization. Accepting the merits of digitalization is good, but it will not work out for certain areas where numerical and experimental aspects have to be covered. Sudden change that has taken place should make faculties transformed but not the slaves of management of institution. Expecting the outcome from faculty is good, but faculties need support, guidance and motivation from the management of the institute to make this possible.

REFERENCE

1) Cut shall (2013) 'Building 21st century schools: Designing smarter facilities' Volume 78, No 3 Association for career and technical education, Virginia.

2) Bhatia B.D 'Theory and principles of education' Doaba house book sellers and publishers Naisarak New Delhi.

3) Khullar K.K 'Vocationalization of education' Education world, Volume X Jan 2012.

4) Mahantesh H.B 'Intergeneration conflict regarding the personal habits of Adolescents' Research journals journal of sociology Volume 2 No 3 March 2014.

5) Govinda Rao C. V' Vocationalization of our professional engineering education in our changing prospective' Educative quarterly Volume 38 Jan 2009.

6) Sharma 'Education for national development for teachers today;' April 2008 (p-p) 136 -137.

7) Sen Guptha 'Vocational and technical education: A new approach main stream 17 (p – p) (19 – 26) 2007.