Impact of Transition to Studying on Online Mode on the Mental Health of MBA Students in Mumbai

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Abstract

Coronavirus set off a global chain reaction of socioeconomic calamity and mental distress. Throughout the COVID-19 epidemic, a variety of psychological issues and serious mental health consequences emerged gradually. MBA students have been identified as a vulnerable group, with rates of anxiety, depression, drug misuse, and disordered eating that are greater than the overall population. As a result of the COVID-19 epidemic, the nature of their educational experience transformed radically from an offline to an online one. Measures such as social distancing, quarantine, the closure of educational institutions, and self-isolation have a negative impact on people's psychology because they increase loneliness, distrust, and reduce social interaction. A weakened immune system or having close relatives who are susceptible to diseases increases stress, anxiety, and frustration in the population to a life-threatening level. This research is being conducted to learn more about the psychological effects of the covid19 pandemic on MBA students in Mumbai, such as social isolation, insomnia, frustration, and over thinking, as well as the effects of the same pandemic's shift from offline to online learning. In both primary and secondary research, the impact of psychological discomfort caused by social isolation/distancing, as well as dissatisfaction and sadness caused by overthinking about the future, is being investigated. Our findings underscore the critical need for intervention to address college students' mental health, as well as how the pandemic impacted more than simply traditional teaching and learning.

Keywords: COVID-19, Pandemic, Insomnia, Social Isolation, Dissatisfaction, Psychological misery, Repercussions, Transition, Educational Shift.

Introduction

The novel coronavirus disease, dubbed COVID-19 by the World Health Organization, began as a cluster of unexplained pneumonia cases in Wuhan, China, and quickly spread throughout the world, affecting countries all over. More than 2.3 million positive COVID-19 cases have been documented globally, with at least 150, 000 deaths. Infectious disease outbreaks, such as COVID-19, have been linked to psychological distress and symptoms of mental illness, such as depression. During the epidemic, people were under varying degrees of stress. Depression has the potential to harm one's health. Depending on the person, stress, anxiety, and depression symptoms will seem in an exceedingly sort of physical, psychological, emotional, and activity forms. Sleep difficulties have previously been observed in reaction to highly stressful situations such as natural disasters or conflict.

Unlike past catastrophes, which are usually rather isolated, the new coronavirus (COVID-19) pandemic of 2019 is a global disaster that has wreaked havoc on our lives. It has caused major worry, anxiety, and concerns about health, social isolation, employment, money, and the problem of balancing work and family duties for many people. Such a major stressful life event is likely to alter sleep and circadian rhythms at a time when sound sleep is especially important to cope adaptively with this crisis and uncertainty about the future.

There has been a quick pedagogical movement from traditional to online class sessions, face-to-face to virtual instruction, and seminars to webinars. Social separation is crucial at this point to preserve all communities. The pandemic's effects have ushered in a period of extreme technological change, accelerating the digitization of higher education globally. In light of the literature's assertion that online education is an effective and efficient learning environment, with advantages like accessibility, chances for lifelong learning, improved quality, and cost-effectiveness of educational resources, it is crucial for students and lecturers to make the most of digital technology. While this is happening, professors can take use of the opportunity to improve their knowledge of new subjects, expand their expertise in existing ones, and strike a healthy work-life balance. Online learning not only provides a secure method of preventing the community spread of COVID-19 without the need for face-to-face interaction, but it also improves student-centeredness by allowing lecturers to cater to their needs while providing flexibility in the delivery of instruction in terms of time and location for both parties. For lecturers to accept new technology and be better equipped to be more creative in their pedagogical delivery, a variety of online tools and digital technologies are available. An important benefit of online education is that it enables instructors to employ a variety of audio, video, and chat to create a collaborative and interactive learning environment. Apart from creating huge health outcry, this epidemic also seems to have caused an economic, mental, and social influence on the populace. In conditions like these, both a

country's economy and an individual's economic well-being are severely harmed. A reduction in the supply chain results in a scarcity of food, resources, and personal protective equipment, putting a financial strain on society and causing an economic imbalance, particularly in countries like India. This expectedly, in turn produces dissatisfaction and an overall sense of powerlessness. Social distancing measures, quarantine, educational institution closures, and self-isolation have a detrimental influence on people's psyche due to an increase in loneliness, distrust, and weakened social interaction.

 As the pandemic danger lingers, it's critical to understand how the virus' unpredictability, as well as the lockdown's associated disturbances in daily routines, affect the amount of stress, despair, effect, and welfare in our lives. It's critical to find factors that can help people cope with the psychological effects of pandemics and lockdowns.

Review of Literature

Najmul Hasan, Yukun Bao (2020), Impact of e-Learning crack-up perceptions on psychological distress among college students during the COVID-19 pandemic-A mediating role of "fear of academic year loss", Child Youth Serv Rev suggested to construct a scale of "e-Learning crack-up" and "fear of academic year loss" by conducting an online focus group discussion (OFGD) with the target demographic. The findings suggest that students' perceptions of "e-Learning crack-ups" have a considerable positive impact on their psychological anguish, and that fear of losing an academic year is the most important element causing psychological distress during COVID-19 lockdown. This study can provide an insight of how "e-Learning crack-up" and "Fear of academic year loss" effect college students' mental health. Theoretically, this study adds two new contexts to Kessler's psychological distress scale, extending

and validating its scope. In practice, this research will aid the government and policymakers in determining the mental health of students and taking more appropriate action to address these issues.

Liudmyla Holubnycha et al (2021), Psychological impact of online learning during covid-19 pandemic on students' mental health as life quality basis, Amazonia Investiga highlights current concerns with students' life quality caused by the Covid-19 pandemic and accompanying quarantine. Because online learning can be stressful, and pandemics and quarantine restrictions can have a greater impact on students' emotional and mental health, which is a foundation for their quality of life, it's important to figure out how they affect them. The purpose of the study is to see how students' mental health evolves over the course of two periods of online training. When comparing the first and second online learning periods, the results revealed that the rate of stress and anxiety among students had increased dramatically. The main conclusion is that when people are exposed to stress as a result of online learning about the pandemic their psychological well-being is negatively impacted, which can lead to depression. There have been some practical suggestions for reducing stress and psychological problems.

Kshipra Moghe et al (2020), COVID-19 and Mental Health: A Study of its Impact on Students, medRxiv conducted a study to determine and analyse the personal, social, and psychological effects of COVID-19 on the mental health of students aged 16 to 25. Female students are more anxious about their health and future, and are more prone to psychological difficulties such as emotions of insecurity, powerlessness, and outbursts than male students, according to the findings. The mental health of urban students is worse than that of rural students. In male students,

there is an increase in the craving for solitude, withdrawal, and self-harm. Although the benefits of a collectivistic society are undeniable, there appears to be a shift in mindset from seeing family as a source of support to seeing it as a constraint.

Dr. Deepti Deshpande,Chandrakala Kaluram Mhatre (2021), A Study of Impact of Online Education on Mental Health and Academic Performance of Children of Project Affected People Studying at Undergraduate Level in Navi Mumbai suggested in the study about the online educational platforms have had a variety of effects on students' lives. It has had a significant impact on the students' emotional health as well as their academic success. The purpose of this study was to see how online education affected the mental health and academic performance of children from project-affected families who were studying at the undergraduate level in Navi Mumbai. The analysis of the data collected through a Google questionnaire revealed that students from project-affected families are having difficulty with online learning for a variety of reasons, the most common of which are financial. Their financial situation prevents them from purchasing better digital devices and adequate internet data and connectivity, affecting their learning ability and causing mental stress among students, which negatively impacts their academic performance. To resolve this concern, the government should put in place the required educational provisions for those who are affected by the project.

David John Lemaya et al (2021), Transition to online learning during the COVID-19 pandemic, Comput Hum Behav talks about teaching and as a result of the new pandemic reality that has befallen us, learning activities have been pushed online. While much research has been done on student perceptions of online and distance learning, none has used a social laboratory to investigate the consequences of a forced transition on student

attitudes. Before and after the move to online learning, we polled students about their opinions on the subject. Because student perceptions are influenced by a variety of contextual and institutional factors outside of the classroom, we expected students to be generally positive about the project because access, technology integration, and family and government support would mitigate the negative consequences during the pandemic shutdown. Overall, students reported good grades. Students, on the other hand, reported higher levels of tension and anxiety, as well as difficulty in concentrating, implying that the barriers to fully online learning were not just technological and instructional, but also social and emotional issues such as isolation and social distancing. The pandemic's particular setting affected more than normal teaching and learning activities, according to our findings. Students' reluctance to continue learning online, as well as the extra stress and workload, demonstrate the limitations of this large-scale social experiment. Teachers and educational technologists will need to pay attention to the social and affective features of online learning in addition to the technical and pedagogical aspects.

Research Gap

Most of the studies focused either on how teaching has changed due to transition to online studying or on the academic performance due to the transition. The researchers found that there is no specific study on the impact of transition to online studying on MBA students, particularly on their mental health. This was identified as the research gap.

Research Objective

Given this context, the primary objective of this study is to:

- Learn more about the psychological effects of the covid19 epidemic on MBA students in

Mumbai, including social isolation, insomnia, frustration, and overthinking.

- Examine the benefits and drawbacks of switching from offline to online learning as a result of the pandemic, as well as the influence on mental health of MBA students of Mumbai.
- Examine the nature of their adaptation methods and their efficacy in dealing with the epidemic, isolation, and the new normal.

Research Methodology

Primary and secondary research is conducted to learn about the impact of psychological suffering generated by social isolation/distancing, as well as discontent and despair induced by overthinking the future during times of Covid-19. The research is be both- exploratory and causal. The major factors that affect psychological distress is understood. We have survey students about their perceptions of online learning before and after the transition to online learning. On the data we obtained as a response to a questionnaire with a sample size of 188, we performed a reliability test. We can see that our data meets Cronbach's alpha criteria, indicating that it is in good shape. The Chi-Square Test was also used to investigate numerous null and alternate hypotheses. Our findings highlight the crucial need for intervention to address college students' mental health and how the pandemic impacted more than just typical teaching and learning activities.

Analysis & Discussion

The purpose of this research is to acquire a better understanding of how students' mental health is influenced by the movement in education from traditional ways of learning to technology-based learning. We devised various questions that covered a variety of topics, such as psychological patterns and technological progress. There were 188 responses from MBA students across Mumbai. To create a foundation for this study, a thorough analysis of the data was undertaken based on the questionnaire responses.

Table 1: Item Statistics

	Mean	Std. Deviation	N
Your regular routine was affected by Pandemic	1.9415	.23533	188
Pandemic influenced your mental health	1.8191	.38592	188
Pandemic has impacted your career prospects and choices	1.6862	.46529	188
There are advantages to online learning.	2.0851	.90936	188
COVID-19 had a significant financial impact on your family	1.7713	.42113	188
The shift from offline to online learning due to COVID-19 was	2.8138	1.11979	188
Learning	3.1011	1.02138	188
Adjusting	3.1011	1.14481	188
Maintaining healthy mind and temperament during the pandemic was	1.8191	.38592	188
Age	25.1330	.98566	188
Doubts easy to clear	1.9574	.27027	188
Ease of approachability	1.8191	.38592	188
Connectivity issues	1.8191	.38592	188
Concepts_not_clear	1.8191	.38592	188
Physical_surveys_difficult_to_conduct	1.8191	.38592	188
Lack_of_coordination	1.8191	.38592	188
Project_difficult_to_conceptualise	1.8191	.38592	188
Analysis_difficult_to_explain	1.8191	.38592	188

Table 2 : Reliability Statistics

Cronbach's Alpha	N of Items
.681	18

We did a reliability test on the following data, for which we circulated a questionnaire and had 188 responses. We can see that our data is acceptable under Cronbach's alpha, which is in good condition. There are 18 items in all, with a dependability score of 0.681, which is close to 0.7. The mean and standard deviation of all the questions is also shown in the above statistics.

Analysis on Chi-Square Test

H0: - There are no significant differences between Gender and Pandemic impacted career prospects and choices

H1: - There is significant differences between Gender and Pandemic impacted career prospects and choices

Table 3

Results:

As the significance value i.e., P value 0.6607>0.05 so we accept the null hypothesis, and we can say that there are no significant differences between Gender and Pandemic impacted career prospects and choices

H0: - There are no significant differences between shift from offline to online mode and advantages to online learning.

H1: - There are significant differences between shift from offline to online mode and advantages to online learning.

Table 4

Results:

As the significance value i.e., P value 1.6552>0.05

so we accept the null hypothesis, and we can say that there is that there is no significant differences between shift from offline to online mode and

advantages to online learning.

H0: There are no significant differences between COVID-19 had a significant financial impact on your family and maintaining healthy mind and temperament during the pandemic was easy or

difficult

H1: There is significant between COVID-19 had a significant financial impact on your family and maintaining healthy mind and temperament during the pandemic was easy or difficult

Table 5

Results:

As the significance value i.e. P value 0.001204<0.05 so we reject the null hypothesis and we can say that there is a significant differences between COVID-19 had a significant financial impact on your family and Maintaining healthy mind and temperament during the pandemic was

easy or difficult

H0: - there are no significant differences between distance learning and age impacted career prospects and choices
H1: - there is significant differences between distance learning and age impacted career prospects and choices

Table 6

	A	B	C	D	E	F	G	H
C30	=CHISQ.TEST(B13:F17,B21:F25)							
1								
2								
3	Sum of Q-3)Learning through technology for distance learning is	Column Labels						
4	Row Labels		1	2	3	4	5 Grand Total	
5	23			2			2	
6	24		6	14	69	72 10	171	
7	25		2	40	81	52 35	210	
8	26		3	20	39	52 10	124	
9	27			6	18	32 20	76	
10	**Grand Total**		11	82	207	208 75	583	
11								
12	Row Labels		1	2	3	4	5 Grand Total	
13	23			2			2	
14	24		6	14	69	72 10	171	
15	25		2	40	81	52 35	210	
16	26		3	20	39	52 10	124	
17	27			6	18	32 20	76	
18	Grand Total		11	82	207	208 75	583	
19								
20	Row Labels		1	2	3	4	5 Grand Total	
21	23	0.037735849	0.26	0.7	0.7	0	2	
22	24	3.226415094	24.1	61	61 22		171	
23	25	3.962264151	29.5	75	75 27		210	
24	26	2.339622642	17.4	44	44 16		124	
25	27	1.433962264	10.7	27	27 10		76	
26	Grand Total		11	82	207	208 75	583	
27								
28								
29								
30		p=	0					
31								

Results: As the significance value i.e., P value $0 < 0.05$ so we reject the null hypothesis, and we can say that there is a significant differences between distance learning and age impacted career prospects and choices

H0: - there are no significant Relation between your mental health being affected and routine being changed

H1: - there are significant differences between Relation between your mental health being affected and routine being changed.
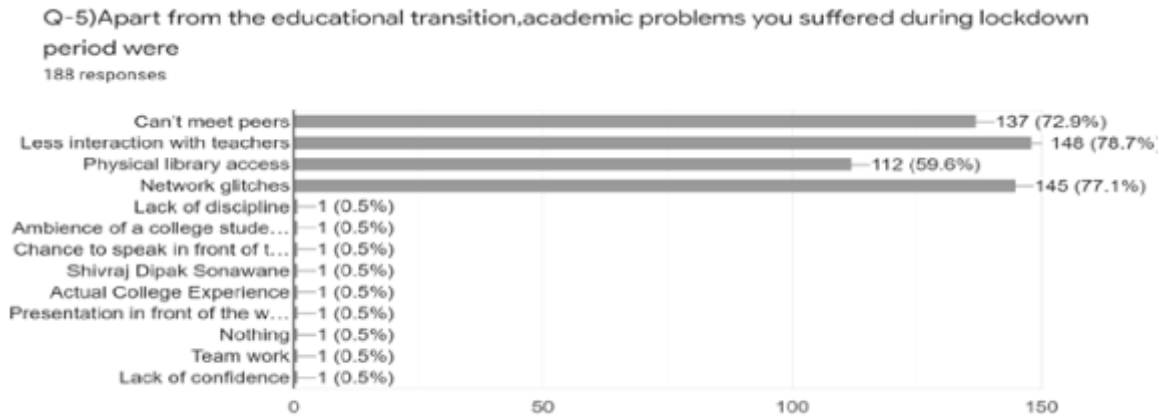
Table 7

	A	B	C	D	E	F
C23	=CHISQ.TEST(B11:C12,B18:C19)					
1						
2						
3	Count of Q-9)Pandemic influenced your mental health	Column Labels				
4	Row Labels	Agree	Disagree	Grand Total		
5	Agree	149	28	177		
6	Disagree	5	6	11		
7	**Grand Total**	154	34	188		
8						
9						
10	Row Labels	Agree	Disagree	Grand Total		
11	Agree	149	28	177		
12	Disagree	5	6	11		
13	Grand Total	154	34	188		
14						
15						
16						
17	Row Labels	Agree	Disagree	Grand Total		
18	Agree	144.9893617	32.0106	177		
19	Disagree	9.010638298	1.98936	11		
20	Grand Total	154	34	188		
21						
22						
23		p=	0.0012			
24						
25						

Results:

As the significance value i.e., P value 0.0012<0.05 so we reject the null hypothesis, and we can say that there is a significant differences differences between Relation between your mental health being affected and routine being changed.
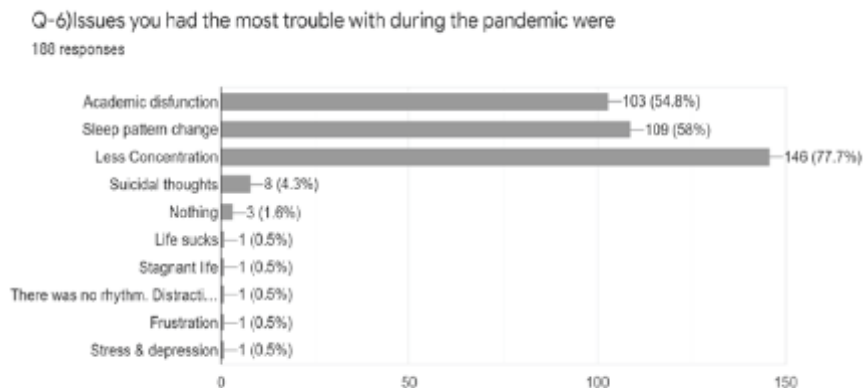
Graph 1

Q-5)Apart from the educational transition,academic problems you suffered during lockdown period were
188 responses

Can't meet peers — 137 (72.9%)
Less interaction with teachers — 148 (78.7%)
Physical library access — 112 (59.6%)
Network glitches — 145 (77.1%)
Lack of discipline — 1 (0.5%)
Ambience of a college stude... — 1 (0.5%)
Chance to speak in front of t... — 1 (0.5%)
Shivraj Dipak Sonawane — 1 (0.5%)
Actual College Experience — 1 (0.5%)
Presentation in front of the w... — 1 (0.5%)
Nothing — 1 (0.5%)
Team work — 1 (0.5%)
Lack of confidence — 1 (0.5%)

As per responses received from students, academic problems such as not being able to meet with other students, having less interaction with faculty members, network problems during lectures and exams and not having access to physical library were few of the problems faced. Other than these other problems such as lack of discipline, college ambience, less chances to speak with actual crowd, not interacting among batchmates resulting in lack of confidence were few of more such problems. All of these problems are interlinked and prove to be difficult for any student to increase confidence level which is necessary for MBA students.

Graph 2

Q-6)Issues you had the most trouble with during the pandemic were
188 responses

Academic disfunction — 103 (54.8%)
Sleep pattern change — 109 (58%)
Less Concentration — 146 (77.7%)
Suicidal thoughts — 8 (4.3%)
Nothing — 3 (1.6%)
Life sucks — 1 (0.5%)
Stagnant life — 1 (0.5%)
There was no rhythm. Distracti... — 1 (0.5%)
Frustration — 1 (0.5%)
Stress & depression — 1 (0.5%)

As per above responses, issues which students had most trouble with during this shift from traditional method were academic disfunction, sleep pattern change, less concentration, suicidal thoughts. Majority of students feel that less concentration was the most important problem faced as monitoring was a big problem due to online mode. Due to this reason the attention span of students was also disturbed. They tended to use their mobile phones often during lectures. Other problems such as stagnant life, lack of rhythm and distraction, frustration and stress and depression were faced during the pandemic.

Graph 3

Q-7)Following are some of the repercussions of online learning
188 responses
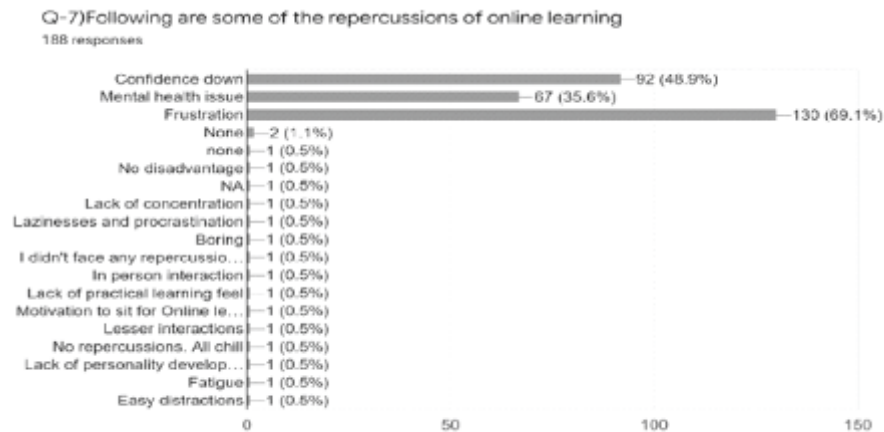
According to the responses, there are repercussions of online learning, such as students feeling frustrated after the online lectures, not being able to increase their confidence, and having mental health issues. The rest of the people have issues such as lack of concentration, laziness, and procrastination; they find it boring at times; there is a lack of in-person interaction; and there is a lack of practical learning. Few people require motivation to sit for online lectures. There is also a lack of personality development, which causes fatigue and the perception that they will be easily distracted. There are also a few who have stated that they have had no negative consequences because of their online learning.

Research Findings

The COVID-19 pandemic is the largest in modern history. 41.7 percent of students consider the transition to be neutral because it has both benefits and drawbacks, as well as obstacles in accepting e-learning. With a 34 percent ratio, most students found the transition from traditional to online mode to be neutral. Academic issues such as not being able to meet with other students, having less interaction with faculty members, network problems during lectures and exams, and not having access to a physical library were just a few of the issues encountered, as well as issues such as academic dysfunction, sleep pattern changes, less concentration, and suicidal thoughts.

Conclusion

The study done here shows how students' mental health affects their academic performance, particularly in light of the pandemic's effect on e-learning behavior, which has converted classroom instruction to an online format. Students may become upset after attending online lectures, be unable to build confidence, or experience mental health concerns because of online learning. The rest of the people struggle with issues like difficulty in paying attention, laziness, and procrastination, and they find it tedious at times. There have also been a few people based on our research who claim that their online learning has had no negative impacts. The role and importance of family and friends, on the other hand, cannot be overstated, and they remain a critical aspect in dealing with disasters. Students have experienced the shock of a pandemic and its effects on their physical and mental health as well as social isolation, loneliness, and anxiety Online learning has fundamentally transformed the way we learn, yet attending classes from has resulted in a number of mental health problems for students. Increased mental health awareness, gender-based intervention tactics, and relevant coping mechanisms for youth from various backgrounds may be designed to assist students in managing with mental health difficulties, whether during a pandemic or not.

Recommendations

COVID-19's current predicament has had an impact on students' mental health, particularly in educational areas. Although students are discovering ways to cope with the uncertain situation, such as creating a schedule for daily activities, getting involved in the development of various abilities and skills, and increasing their use of social media for entertainment and safety information, the effects of uncertainty, feelings of depression, and differences in male-female and urban-rural students can be seen on a variety of parameters. The pandemic situation this year has taught us to address every issue in every sector, including education. A significant development in the learning process is online education. The increased practicality and independence among the youth calls into question the society's interdependence. The students should maintain their routine and add a study space where they can focus on their academics. For the student to have the right concentration and succeed in life, a proper nutritious food and adequate sleep are crucial. With these abrupt changes, it is essential for students to look after their mental health and wellbeing while also being aware of how outside factors, such as online education, may affect them. The modern era requires an online learning environment. The role and importance of family and friends, on the other hand, cannot be overstated, and they remain a critical aspect in dealing with disasters. Increased mental health awareness, gender-based intervention tactics, and relevant coping mechanisms for youth from various backgrounds may be designed to assist students in managing with mental health difficulties, whether during a pandemic or not. We can even understand the role and importance of a counsellor based on the situations we learned about in the study. A counsellor can be assigned to educational institutions such as schools and colleges to guide and calm students who are experiencing anxiety. Certain workshops can also be held to help students understand how to best manage their emotions and maintain their mental capacity during these trying times. Peer support is important, and each individual must deal with any such situation with great empathy and understanding.

Limitations

There are certain limitations listed below to the study conducted:

· The scope of this study was limited to MBA students in the city of Mumbai

· The overall sample size was limited to 188

· The study focused only on the impact of transition to Online learning on the mental health and did not include impact on performance, etc.

Scope for Further Research

The study can be extended to other cities of India. Similarly, the study can be made more broad-based by including students pursuing other higher education programs. A bigger scope may also enable a bigger sample size which would facilitate a much more detailed statistical analysis, particularly in identifying major influencing factors.

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