



Value depletion in students a threat of post COVID era: An analytical study on the basis of the perspectives of Swami Vivekananda on value education.

Runcy Jacob^{1*}, Rajnee Gaur²

^{1*}:School of education, Lingayas Vidyapeeth, India, ^{1*}nancyelizabeth019@gmail.com

*Corresponding author: Runcy Jacob

*Email: nancyelizabeth019@gmail.com

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ABSTRACT

The abrupt shift to online learning, increased social media engagement, and widespread use of smart devices have adversely affected students' physical and mental well-being. Lingering issues persist post-pandemic. This study seeks to highlight the negative repercussions of swift transitions to online education and excessive mobile device usage on students' learning capacity and ethical principles. Focusing on post-COVID value depletion among students, the research aligns with the value perspectives of Swami Vivekananda, the renowned Indian Educational Philosopher. Qualitative data collection methods, including focus group interviews, observation, and questionnaires, were employed to gather insights. The study investigates the impact of online learning and social media usage during the pandemic on students' physical, moral, and mental health. Findings indicate widespread social media addiction among students, a decline in moral values, and consequent academic setbacks. The pandemic severely disrupted their fundamental social interactions. The research aims to guide educators and institutions in comprehending the shifts in student behaviour in the post-COVID landscape, facilitating adjustments in parenting approaches and lesson planning. Embracing a value-based learning approach can aid students in their holistic development, nurturing them into responsible citizens of the future.

Keywords: Post COVID Era, Value depletion, Educational Stakeholders, Swami Vivekananda, Character Formation

1.Introduction

India's ancient wisdom and value system are great heritage of mankind. We took back into our culture; we find that our educational systems, leadership values and managerial process, designed by Rishis are great source of inspiration and motivation. Swami Vivekananda (January 12, 1863 – July 4, 1902) is considered as one of the most influential spiritual educationist and thinker of India. The depth and breadth of Swami Vivekananda's sensitivity to the problems pervasive in the nation's socioeconomic and moral foundation were distinguishing characteristics of his personality. For him, "Education is not the amount of information that is put into your brain and runs riots there, undigested all your life. We must have life-building, man-making, character-making, assimilation of ideas." (Aneja, 2014) His entire educational philosophy is based on the unwavering values that lead to self-realization and the development of the perfect human personality. In order to battle against hedonism and consumer fetishism, Vivekananda underlined the necessity for a fundamental reorientation of human values. (Debajit, n.d.) Values are essential in order to establish and maintain peace among men ,to protect the human race and lead it to further progress. (Chetuwani Jaya, 2020; Deshmukh, n.d.; Tharakan, 2017) The concept of value is broad and deep . Rath, Harmin and Simon stated that 'out of experiences may come certain guides to behaviour. (McAllister, 1986) They assert that for a value to be formed, all of the following conditions must be met: free choice, choice from a range of alternatives, choice made after carefully weighing the pros and cons of each alternative, prize and cherishing, affirmation of one's choice, action on that

choice, and repentance.(Raths et al., 1966). Education ought to foster universal and timeless values that are focused on the unification and integration of our people in our multicultural society. Knowing moral values includes various moral values such as respecting human right, freedom, responsibility to other, honesty, justice, tolerance, well-manner, self-discipline, integrity, modesty, patience and bravery. A social fabric of harmony and prosperity is created through the ideals of peace, love, respect, honesty, cooperation, and freedom.(Tillman & Hsu, 2018) Making education a forceful factor in the development of social and moral values is important.(Kokom Komalasari, 2012) A strong educational system makes it possible to cultivate values.

Nowadays, moral principles are eroding. The way we learn has changed as a result of electronic devices and mobile applications. Children are dependent on the internet as a learning environment. They have begun attending offline classes as the pandemic's impact lessens. Today, though, students appear to have less respect for their teachers and are fixated on their laptops and iPads. The days of teachers being highly regarded and gratefully received by kids are long gone. The family used to come together, cook meals together, and spend quality time together in the past. Despite our high level of education, life is getting more and more complicated because of the decline in morals and values. People no longer realize the value of simple, content living. It has evolved to include new forms of entertainment. For entertainment and fun, OTT services have taken over the role of theaters. People enjoy late-night television and movies. They have forgotten to meditate and do exercise in the morning. There is a dearth of spirituality, and people are less God-fearing, even if we observe religious fervor in individuals on festival days. Additionally, the problem of loneliness is getting worse in current times as a result of urbanization. As a result of their drug and smoking addictions, the lonely are causing havoc in society. (Rajguru Richa, n.d.).

The loss of values among children in recent times has made them more vulnerable than other groups in society. Existing literature has tended to focus on the effect of social media and online classes on students' academic performance. They highlighted the need for and significance of imparting education in a hybrid mode. Thus, the necessity of this study and the highlighting of the bad effects of excessive use of social networks and online classes on value systems are very significant for making reforms in the fields of education and value systems.

1.1 Review of Literature

The pandemic has had devastating impacts on learning. We have reached the two-year mark of the initial wave of the pandemic-induced school shutdowns, and academic normalcy remained out of reach for many students, educators and parents. The impacts of COVID-19 on teaching-learning processes and the value system and the challenges for students, educators and parents are considerable, students continue to struggle with mental health challenges, higher rates of violence and misbehaviour and concerns about learning gaps that occurred due to the pandemic.(Iglesias-Pradas et al., 2021) Since educational institutions also serve as venues for prevention, diagnosis, and counselling, the disruption also affects the provision of health and psychosocial services. Because of this, vulnerable people are suffering from both a loss of vital services and a lack of social safety nets.(De Giusti, 2020) It is high time to adopt new strategies to mitigate the learning declines over the last two years. The COVID-19 crisis brought mental stress(Oliveira et al., 2021) child labor, gender-based abuse, early marriage, and pregnancy among children.(Alhattab Sara, 2021; Khalil et al., 2020; Mseleku, 2020; Nguyen & Balakrishnan, 2020) studied on the impact of COVID 19 on students. There has been considerable anxiety that social media distracts from education and reduces the social skills of young people.(Ezeji & Ezeji, 2018) .The outbreak and the reaction are reportedly having the biggest impact on society's poorest and most vulnerable people the children (Nations, 2021) Absence of face to face interaction with teacher and the lack of human interaction in the regular school atmosphere affected their communication skill. The new environment created during COVID had a big impact on the teacher-student interaction.(Oliveira et al., 2021) This impact was interestingly both beneficial and harmful. Positively, during this time, teachers shown a stronger willingness to answer students' questions by giving them more time and opening up more channels of communication.

As a result, students received quicker and more accurate answers to their queries.(Bolumole, 2020) A lack of engagement and human contact was mentioned by teachers and students, despite the fact that some platforms help to facilitate the dynamics in the classroom. Teachers were unable to determine whether their students grasped the material being taught because the majority of the time, they had their cameras off. Hence the need of development of values in great significant. There is strong evidence that life skills are crucial and helpful in helping young adults become responsible, capable citizens. The pandemic has brought to light the value of resiliency, social compassion, empathy, and tenacity, according to Arjun Bahadur of the Lead-Life Skills Collaborative (LSC), a group that advocates for young people's life skills through ground outreach programmes.(Subrahmanyam, n.d.)The New Education Policy (NEP) 2020,of India which makes a strong appeal for 21st-century skills to be taught in schools to assist prepare the children for the future, also acknowledges the necessity to integrate life skills education.(Ministry of Human Resource Development, 2020) It is crucial to concentrate on developing life skills in the future generation so they can manage various situations efficiently.(Sisler, 2015) The development of life skills helps children take control of and manage their lives well.

Around the world, the COVID19 epidemic has brought about sudden and significant changes. With the longest school closings in history and an impending recession, this is the greatest blow to education institutions in decades. Around the world, schools are crucial in guaranteeing the provision of nutritious meals, safety, and psychosocial support. Therefore, school closings have endangered children's general wellbeing and development, in addition to their academic progress. (Al-Maskari et al., 2022; Chhokar, 2010) Through the development of abilities like self-awareness, self-compassion, self-management, emotional regulation, and stress management, one can learn to recognise and understand emotions. Similar to this, education in leadership, relationship management, empathy, and compassion can help individuals establish cordial relationships with others by comprehending and influencing their emotions. (Subrahmanyam, n.d.) Our primary goal should be to teach future inhabitants of our country how to live like morally upright citizens. They should be powerful, self-assured, adaptive, and resilient so that they can maintain equilibrium even in the face of adversity or disaster. (Seema, n.d.). They should be able to make decisions in any situation, but they should also be polite, tolerant, and courteous. The process of a child's intellectual, mental, and emotional development is called education (Mseleku, 2020; Pradhan, 2018).

1.2 Objectives of the Study

The major objective was to analyse the value depletion of students in the post COVID era align with the value perspectives of Swami Vivekananda. Other objectives are to clarify the need and importance of value education in schools, to analyse the impact of value education on teaching learning process, to understand the role of teachers in value education and to highlight the advantages of value education in the post COVID era.

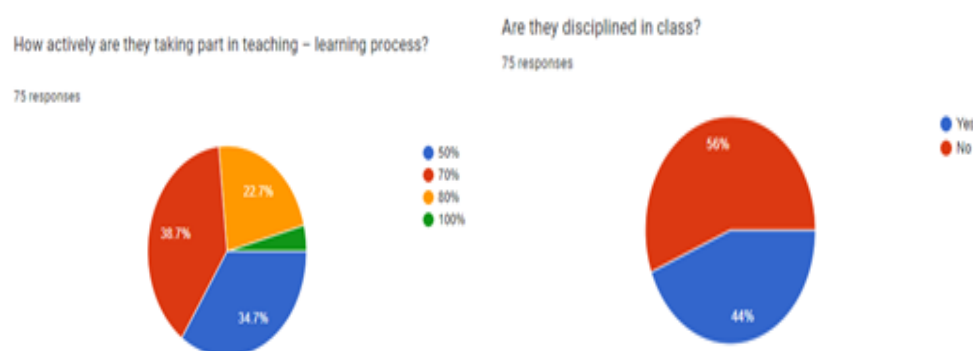
2. Methods

Qualitative methods used for collecting the information for the studies Focus group interviews were conducted among parents and students. The daily routine and the behaviour in school hours also observed. A google form sent among Hundred school teachers which contains twenty questions. After collecting the data, a descriptive analysis was done on the various responses from the participants. The effects of social media use and online learning during the epidemic on students' morale, mental health, and physical health were investigated.

3. Results and Discussion.

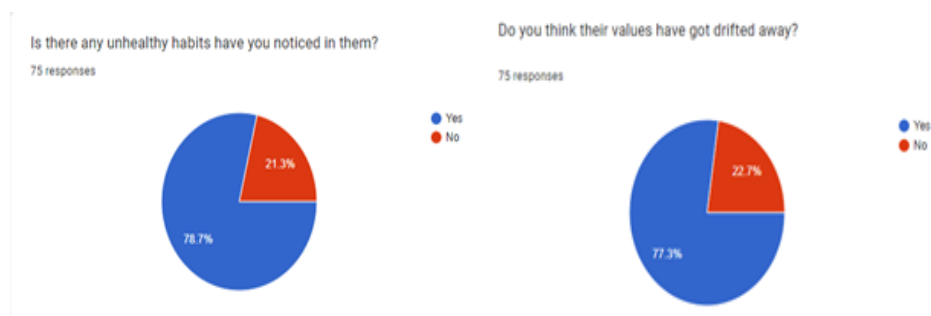
After collecting the forms an analysis had done on the basis of the total percentage of each responses. 38.27 percent responded that only 70 percent of the students are actively engaging teaching learning process. And 56 percent observed that children are ill-disciplined in their class environments (Fig.1).

Figure1: Graphs showing the participation of students in teaching-learning process and discipline after COVID-19.



78.7 percent of the responders are agreed that they observed unhealthy habits in students after the pandemic. 77.3 percent found out that value depletion happened among the school children (Fig.2).

Figure 2: Graphs showing the unhealthy habits and value depletion of students after COVID-19.



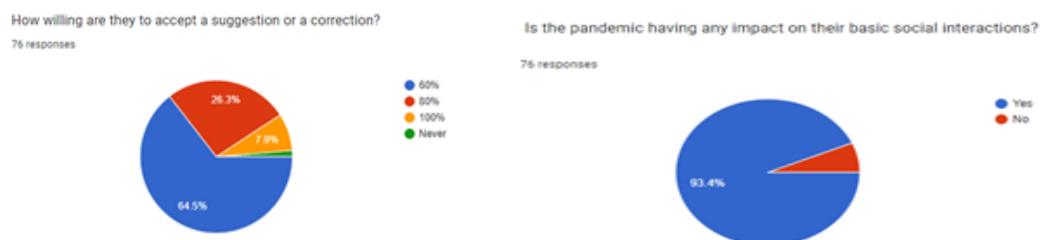
45.3 percent expressed that eighty percent students are addicted to social media networks during the COVID time. 85.3 percent of the attendees focused that most of the students are introvert and they are not ready to share their feeling to their teachers and parents (Fig.3).

Figure 3: Graphs showing the addiction and introvertedness of students after COVID-19



64.5 percent of the participant says that only sixty percent of the students are ready to any correction from teachers, parents and elders after COVID (Fig.4).

Figure 4: Graphs showing the readiness of students to corrections and impact of COVID-19 on their social interactions.



One of the main issues raised during the focus group interview was how the epidemic influenced the students' moral framework and academic routines. According to the report, students are becoming more negligent, more dependent on their smartphones, and less focused on their schoolwork. They engaged in immoral behaviours as a result of missing out on value education classes and viewing unsuitable websites during the COVID era. The participants also raise their concern that excessive internet and social media use by students has an impact on their capacity to sleep at night. Anxiety and depression among students have increased as a result of the pandemic. School closures, home confinement of pupils, and a ban on social interaction among them resulted in a lack of self-assurance, poor communication abilities, poor focus, poor linguistic efficacy, poor self-discipline, and poorer mental health. The COVID protocols reduced their possibilities of engaging in physical activity, which rendered the majority of them sluggish and encouraged them to misuse gadgets when they had spare time. They share unnecessary information with their friends because they are addicted to social networking platforms. They started spending hours on social media and online gaming (Nicola et al., 2020) after educational institutions reopened, which had an impact on their morals and capacity for learning.

Aggressiveness, carelessness, lack of discipline, concentration, physical, mental, and social attention, lack of respect and patience, confusion, adjustment problems, using foul language towards their friends and parents, being introverted and stubborn, mood swings, imitating adult mannerisms, distractions, stress, loneliness, grief, and hopelessness are among the behavioural changes observed in the students. Some of them continue to experience restlessness in present learning environments. They exhibit less appropriate behaviour in school

and have lost even the most fundamental manners, like greeting others. Some of them emphasized the consequences of the epidemic and its aftereffects on students' psychological wellbeing. Fear, worry, and bewilderment among students always existed and persist today. They no longer know how to act in a socially acceptable manner in a group or in society. Even their body language and manners have been negatively impacted by their unhealthy lifestyle. Due to their poor communication abilities, some of them are facing problems. They are less interested in seeing friends and family and instead prefer to connect digitally.

During COVID, students were unable to go on school trips in the natural world, which hampered their appreciation of the environment. They developed a greater propensity for hostile, combative, and uncompromising behaviour. They are more rigorous in their pursuit of perfection and reluctant to acknowledge their mistakes. The majority of them have a propensity to disobey and retaliate against their parents if they are told what to do or how to behave. Studies are losing their appeal. The art of creative writing is dwindling. Another major worry is the students' limited vocabulary and sloppy handwriting. Another issue was the potential solutions for bridging the gap in the value system. Encouragement, acceptance, and appreciation from the side of the parents and teachers, Interactive lessons related to real life situations, proper monitoring value based seminars group discussions, sharing of inspirational videos, motivational sessions, meditation, regular yoga practices, counselling etc. are recommended during the sessions. Inclusion of value education in the school curriculum may help the children for their positive behavioural changes. Open interactions for understanding and expressing their problems, trustworthy and student friendly environment also suggested by the participants.

Social networking sites and their effects on students are the main contributors to value erosion and behavioural changes. Spending a lot of time on social networking sites can distract students from their academics, lead to unrealistic notions about reality, lead to poor sleep, eye fatigue, melancholy, anxiety, and cyberbullying, among many other things. These websites make it possible to obtain material that is inappropriate for their morals and age. They are engaging in antisocial behaviour because they have lost touch with moral principles. Disgraceful actions and vocabulary have normal in students.

4. Conclusion

The time is now for in-depth curricular reflection. We need to place more emphasis on holistic development than just intellectual abilities. In its description of four factors, the 1996 Delors report, Learning the treasure within, provides helpful inspiration for this. Learning to know, to do, to be, and to live together are the four pillars of education.(Education, 2020) The importance of communities, families and parents in children's education is being emphasised by the authorities. Truth, beauty, and justice are some of the essential and enduring principles of education. The students need to cultivate the virtues of purity, a genuine thirst for knowledge, endurance, and once again, faith, humility, submission, and adoration of the teacher. The foundation of a man's character, and the real indicator of a balanced personality, is his sense of humility. Every educated guy should want to have absolute selflessness. The spirit of submission is just as crucial as the spirit of freedom. According to Vivekananda, responsibility can only be made sweet by love and shine in freedom. All obligations are good in the eyes of the educated person because there is no expectation of compensation.(Banerjee & Meeta, 2015; Gupta, 2021)

The main ethical goal of Vivekananda's educational system is to teach students how to cultivate good inner character and the power of character that leads to good deeds. As per research, giving kids structured, purposeful, and creative activities in a classroom or other informal learning environments enhances their emotional and behavioural health(Ager et al., 2011; Gelkopf & Berger, 2009; Wessells, 2016) Group activities in a setting like a school can refocus students' energies and fears to help them learn new information and skills (Education, 2020). Additionally, at the local level, it is vital to teach teachers and head teachers new skills related to the unexpected and difficult circumstance in light of the unpleasant personal experience. To improve self-reliance, effectiveness, and ideals like inclusive education, participation, and peer collaboration, it is imperative to offer advice and training.(Oliveira et al., 2021) According to Vivekananda, self-effort is a healthy foundation for achieving a moral worldview. No non-voluntary action can be said to as moral. The primary goal of education should be to support each person in discovering their highest selves. It should foster fundamental virtues like compassion, empathy, honesty, nonviolence, cooperation, sacrifice, and ultimately faith in both people and God.(Raj Sirswal, n.d.) Living Values Education can suggest the schools for the value inculcation among students.(Tillman & Hsu, 2018)This study and its findings may help the authorities for taking some serious steps while applying certain reforms in the field of education during the necessary situations like human and natural disasters. The current research shows that excess time on social networking sites can be a distraction for learning. they cannot use efficiently their time for learning. The schooling of each child depends upon the efficacy of social interactions and learning.

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