

Mental Health of Teaching Professionals during COVID 19 Pandemic

Abstract

Dr Chirmi Acharya* and Aishwarya Poddar**

***Assistant Professor, AIBAS, Amity University Rajasthan**

****Student, Amity University Rajasthan**

The year 2020 began with the break out of covid-19 which put our lives into a complete shutdown. Most of the educational institutes including schools, colleges and universities were shifted to online mode of learning to avoid any academic loss, and the education sector also experienced 'work from home' and there as a shift in paradigm. In this pandemic, to assess how this online teaching and pandemic affected teacher's psychological health, this study was conducted to find the relation between perceived stress, quality of life, satisfaction with life and social support of teaching professionals during covid-19 pandemic. Tools were administered online for collection of responses from 101 teachers, from different colleges, school and universities from different states of India. The results indicate that perceived stress is negatively correlated to satisfaction with life, quality of life and social support in teaching profession during covid-19 pandemic. The study also highlights the experience of teachers' experience on online teaching platform.

Key words: covid-19, pandemic, online teaching, stress, social support, quality of life, lockdown, work from home, life satisfaction

Introduction

Novel Coronavirus disease strain is a newly discovered infectious disease and is highly infectious in nature (World Health Organization, 2020). The abrupt lockdown due to coronavirus affected every individual. It became hard for teachers and students both to learn and teach. Now there is very less or no face to face interaction between teachers and student during classes. Due to this condition education system has changed, which is shifted to online mode. it made the schedule of teachers more hectic and stressful. It is very important to know how and in which way the life of teachers get affected. Stress is defined as the body's reaction to a change that requires a physical, mental, or emotional adjustment or response. (Dyer, 2006). Espino-Díaz, Fernandez-Caminero, et.al (2020) revealed that due to this new methodology of online learning, teachers are dealing with high level of stress. Song and Luo, et.al (2020) study revealed that female, higher education, workers are at very high risk in

psychological stress during the epidemic of COVID-19. Besser and Zeigler-hill (2020) revealed that there is high level of psychological stress. During the shift to online mode teaching compared with previous periods of teaching. Saurabh & Ranjan (2020) Concluded that there is high level of stress and anxiety in health care workers in teaching hospitals. Sahoo, et.al (2020) found that teachers feel stressed, isolated and poor confidence in online mode of learning. Other important aspect is social support. “social support as an individual’s perception that he or she is loved and valued by people in his or her social network”. (Demaray and colleagues, 2005). Košir, Dugonik, et.al (2020) found that school professionals who receive higher level of supervisor support experienced less stress. It can also be said that individual who get proper social support are less stress then the individual with no support. Kim & Asbury (2020) studies revealed that after an initial period of uncertainty teachers settled into the situation and found a way forward, they get supported by strong relationships. But they were still worried. “Satisfaction with life is the degree to which a person positively evaluates the quality of their life as a whole. And how much the person likes the life they leads” (Veenhoven,1996). Wang and Xue (2020) found that during the pandemic negative emotions like fear, anxiety, depression and indignation increased, but the emotions which are positive and satisfaction with life decreased. “QoL is a subjective, multidimensional experience of well-being that is culturally constructed as individuals seek safety and security, a sense of integrity and meaning in life, and a sense of belonging in one’s social network” (Singer et al, 2010). Purwanto, Asbari, et.al (2020) discussed about the pros that the WFH is very flexible in doing and completing work, doesn’t have to follow office hours, no need to spend money for transportation. The cons are that it can lose work motivation, increased screen time and the list goes on. In some researches it is found that the motivation of many teachers increased and they took this pandemic as a challenge. Wong and Moorhouse (2020) found that the challenging events reinforced teacher motivation and they established greater commitment to teaching.

Research Methodology

Objective of the study

- To assess the relation between perceived stress and quality of life among teaching professionals during covid-19 pandemic
- To assess the relation between perceived stress and life satisfaction among teaching professionals during covid-19 pandemic

- To assess the relation between perceived stress and social support among teaching professionals during covid-19 pandemic

Hypothesis of the study

- There will be no significant relation between perceived stress and quality of life among teaching professionals during covid-19 pandemic.
- There will be no significant relation between perceived stress and satisfaction with life among teaching professionals during covid-19 pandemic.
- There will be no significant relation between perceived stress and social support among teaching professionals during covid-19 pandemic.

Research design

A correlational design was used in this study. This design fits the nature of the purpose of the research. The design identifies the relationship between all the variables as we are trying to find the same between the psychological attributes.

Sample

Sampling is a process used in statistical analysis in which a predetermined number of observations are taken from a larger population. The methodology used to sample from a larger population depends on the type of analysis being performed.

Purposive sampling method was used in this research.

A purposive sample is a non-probability sample that is selected based on characteristics of a population and on the basis of objective of the study. Purposive sampling is different from convenience sampling and is also known as judgmental, selective, or subjective sampling. This type of sampling can be very used in situations when you need to reach a targeted sample quickly, and where sampling for proportionality is not the main concern.

Sample of study consisted of 101 sample from teaching profession.

Inclusive criteria

Table 1

Gender	Male and female
Age	21 to 60
Domain	Urban
Occupation	School teachers, college lecturers, assistant/associate professors
Education	Post-graduate

Measures

Perceived Stress Scale

Stress is measured by the perceived stress scale, which is developed by Cohen in 1994, which consist of 10 items about their perception on stress. The measurement is done on 5-point scale which is from 0 to 4. scoring is done according to the negative and positive questions. Scoring range from 0-13 is consider as low stress, 14-16 is consider as moderate stress and 27-40 is consider as high perceived stress.

Satisfaction with Life Scale

Life satisfaction is measured by satisfaction with life scale which is developed by Diener in 1985, which consist of 5 items about the life satisfaction, the measurement is done on 7-point scale from 1 as strongly disagree and 7 as strongly agree. Scoring is done by summing up the score. 35 is the highest score means high in life satisfaction and 0 is the lowest score means low in life satisfaction.

Quality of Life Scale

Quality of life is measured by WHOQOL-BREF scale which is developed by WHO in 1996, it is the shorter version of WHOQOL-100, which consist of 26 items to measure the quality of life, the measurement is done on 5-point Likert scale. 1 to 5. Scoring is done by dividing the items into 4 domain and then summing up the scores, and interpretation can be done by the transformed scores, table is given in the manual.

Social Support Scale

Social support is measured by social support scale by Sarason et.al in 1987, which consist of 12 items about the social support, the measurement is done on 4-point scale from 1 to 4. Scoring is done by continues and reversed scoring and then summing up.

A semi structured interview was also conducted with the teachers to get an insight into their experiences with the new- normal.

Procedure

All subjects were provided with the google forms. Report was established and all the requisites were said to be prepared with to the subject. Instructions related to the test administered were provided. When the responses were filled then calculation was done. All the questioners were administered on the sample. Data obtained was analysed and tabulated interpretation of the result table was drawn.

Result

The data collected from 101 teaching professionals. The scores were analysed with SPSS. The correlation is used to find the relationship between the variables. We have made the hypothesis that there will be no significant relation between perceived stress, quality of life, social support and satisfaction with life in teaching professionals during covid-19 pandemic. But the result analysis of coefficient correlation (r-value) shows the relationship between the variables that perceived stress is negatively correlated with quality of life as (r- -.549). perceived stress is negatively correlated with satisfaction with life (r- -.394). perceived stress is negatively correlated with social support also (r- -.245). the correlation is significant at the 0.01 level. The correlation is significant at the 0.05 level. The results show that the stress of teachers is extremely high during covid-19 pandemic. Due to the increase in stress the level of quality of life, social support and satisfaction with life decreased. When there is less social support the level of stress increase in the individual.

Correlation among perceived stress, quality of life, social support and satisfaction with life.

Table 2

Variables	Perceived stress (Pearson correlation)
Quality of life	-.549
Satisfaction with life	-.394
Social support	-.245

Discussion

The world has changed in a blink of eye. This year began with the outbreak of corona virus across the continents and has affected the life of people around the globe in many different ways. Cities had to be shut down and public was locked inside their houses. This drastic move changed the face of many industries and sectors overnight and a speedy shift to digital platforms to keep their work afloat.

Imparting knowledge is a continuous process, so for the sake of education of the students, the education system has changed their way and transferred to online mode. This shift towards technology is tough and hectic for everyone but teachers came out victorious having taken classes online with or without technical knowledge and the burden of health anxiety at the same time. Salman Khan, an innovative educator, in an interview to Chari (2020) with the Times of India expressed that the online teaching comes with a psychological balance unlike the in-person classes.

Educators who have been working online to teach the students further had many challenges and has been emotionally turbulent for many. Along with learning and picking up the skills to teach online staring at the screen, the teachers have also been worried about absenteeism and disinterest of students on the online teaching platforms (Chari, 2020; Bintliff, 2020).

Secondary trauma is another cause of distress for the teachers, Bintliff (2020) further adds, who were about their students' basic needs, stress their parents were facing managing the finances and also the health anxiety.

The teachers not only impart knowledge but are also mentors of the students with this new technology. They have to manage many things to teach the students like how to teach online,

online teaching tools, online teaching techniques, how to teach effectively, managing with increased screen time, there household works and many more. The problems don't end here the teachers who are going to the colleges and school daily to teach have to struggle with the transport, their own safety, they have to take bath after they reach home with is also risking their physical health like increased chances of cough and cold. Due to the heavy workload and this mismanagement during this situation teachers are getting less time for themselves by which they are facing less satisfaction with life and it affected their quality of life. And major problem is because of this lockdown social support has decreased, no one can go and see each other and by with the feeling of isolation and less support arise.

The result analysis of coefficient correlation revealed that perceived stress is negatively correlated with quality of life, perceived stress is negatively correlated with satisfaction with life and perceived stress is negatively correlated with social support. Some previous studies support this study with many researches, perceived stress and quality of life; Mihaela, Tasente, et.al (2020) revealed that there is negative correlation between emotional distress and quality of life. When there is distress, it affects the quality of life of an individual. Perceived stress and satisfaction with life; Alves, Lopes & Precioso (2020) revealed that teachers are more satisfied with the in-person education system which they were practicing before pandemic. The pandemic has reduced the well-being and satisfaction in life. Sieber, Hüppi & Praetorius (2020) in their research found that participants\ teachers perceived less satisfaction with life and increased stress in everyday life. Zhou & Yao (2020) revealed that no or less social support is directly related to acute stress. Social support plays a vital role in reducing stress. When the support satisfies the psychological and social needs then it increases the level of coping and self-control.

The semi structured interview was conducted with the teachers that revealed their experiences and problems during covid-19. Many are not so satisfied with online teaching, as they said that students are not able to understand what they are trying to teach, it is not as smooth as offline classes. Working/teaching online has lead to hectic and tiring schedule and has many health issues associated with it due to sitting for long hours in front of devices. Young students don't know how to use technology and network issue is the biggest problem. The teachers have experienced a challenge teaching young students who aren't well versed with technology, further network issues also impede classes. Misbehaving students also have been reported as a test of teachers' patience while teaching online. Elderly teachers and those coming from modest socio-economic backgrounds have also faced difficulty in getting

familiar with the new-normal teaching learning system. It is very difficult for teachers who are not very familiar with technology.

Implication of the study

The findings of relation between perceived stress, quality of life, satisfaction of life and social support of teaching professionals during covid-19 pandemic can be very beneficial in understanding the mental health of the teachers, who are teaching online and going to schools and colleges. It puts a light on the problems they are facing in online mode and dealing with technology. This can help in understanding the needs of teachers and provide them psychological help and support them to be able to work in this hour of pandemic. It also highlights the importance of developing online platforms for continuation of education in a smooth manner in time of crisis, and also to develop technological infrastructure that can help teachers as well as the students.

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