LOCKDOWN DUE TO COVID-19 CREATING TOLL ON PSYCHOLOGICAL WELL-BEING OF TEACHING COMMUNITY IN INDIA.

Education

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ABSTRACT

The present research work has envisaged to turn challenges imposed on Indian teaching community due to lockdown period due to COVID-19 into the opportunities for better professional development and to have a better evolved and adapted psyche. This research study was conducted to study psychological well-being of Indian teaching community in relation to the use of lockdown period due to COVID-19. The study was conducted by taking a sample of 1122 teachers from schools, colleges and university teaching departments. The psychological well-being of teachers was studied on emotional issues, behavioral issues, psychiatric effects and effect of stress triggers by using an online questionnaire. As an Independent variable use of lockdown period was also studied which included the dimensions; use of social media, engagement in house hold work, engagement in academic and professional work, involvement in physical fitness activities, spending time in hobbies involvement in social services. The collected data was analyzed by using mean, standard deviation, percentage, t-test and correlation. The results of the present study indicated that a large proportion i.e 56.15% of Indian teaching community is facing issues of psychological well-being like anger, depression, anxiety, insomnia during this lockdown period due to COVID-19. The main stress triggers; have been experienced by 41.9% of total teaching community. The female teachers have better psychological well-being in comparison with male teachers. And Psychological well-being of teaching community is significantly related to the effective use of lockdown period. The psychological well-being improves if the lockdown period is utilized in professional growth, physical fitness and social service. This conclusion of the study indicates the need of sound psychological well-being of teachers which can be build up by utilizing the lockdown period effectively.

KEYWORDS

Lockdown Period, Quarantine, COVID-19, Psychological Wellbeing, Teaching Community

INTRODUCTION

Infections due to pandemic COVID-19, detected in December, 2019 has caught almost all the countries of world. Simultaneously the raised concern of getting panic and anxious are taking toll on psychological well-being of people. Pandemics are not only medical and physical phenomenon and it affects society on many levels. Panic, fear and stress have always been linked to the outbreak of any pandemic. On Wednesday 25th March 2020, Indian Government declared lockdown in order to stop spread of COVID-19 and people can only leave their houses because of some urgent reasons. This isolation and era of lockdown is increasing nervousness among many in India. It is not only affecting those who have prior psychological disorder but severely affecting elder people who are facing struggles of loneliness and helplessness. Women are suffering more on negative psychological aspects than men. They are 16% more vulnerable to Corona related worries and stress (Walton, 2020). Strict quarantine, mistrust of officials, revising Government guidelines and misinformation on social media is taking toll on mental health of public. Fear, over reactive behavior, depression and anxiety is emerging among people. The present outbreak of COVID-19 can be scary and may harm the mental health. The whole world is grappling with this insidious virus which can inflict psychological scars on people and social distancing can also be gruesome. People are under varying degree of social distancing ranging from self-isolation at home and under mandatory quarantine by government authorities. "The Lancet" stated, quarantine period is also related to post traumatic stress disorder (PTSD), anger and confusion and which may last long. "The Lancet" review further stated that, "Psychological effects related to quarantine will be detected later. The Hindu (April, 2020), reported the experience of COVID-19 survivors as in addition to medical support, emotional and psychological support is needed to fight the disease. COVID-19 outbreak has effects on societal level and on the individual level, which are vast and varied. Studies have proved that rates of depression usually get on rise after infection (Gale & Barrett, 2018), (Mason and Lyons, 2003). Another article which raised concerns for education system in India, written by Dr Ameeta Mulla Wattal in 'The Indian Express on April 23, 2020', "Post- pandemic, a shift in mindset will be needed to teach and learn". It further pointed out the effect of lockdown, the educational institutes are experiencing and education is transforming consequently. Educational institutes are to really look into the emotional, social and behavioural health of its students who are basically adamant to experience social distancing. The newly emerged learning process based on online teaching may also have different implications for the learners. The article also emphasized on

the importance of role of teachers who are constantly taking care of mental, emotional and behavioural health of their students at home. Teachers who used to teach with traditional mode of teaching are now constantly juggling with gadgets and only relying on their personnel ICT skills. This unprepared state for online teaching is also intensifying the stressful prevailing conditions. An outbreak of any disease or pandemic is always associated with peoples' psychological reactions which usually proves to be a determining factor in their emotional state, condition of social disorder and even in the spread of pandemic. How people cope up with threat of pandemic and predicted losses, is very important role in management of pandemic including COVID-19. The psychological reactions to any infection due to pandemic include stress, defensive responses and maladaptive behaviour. Most vulnerable people in such circumstances are those who are more prone to psychological problems. And a considerable increase in anxiety and depressive symptoms can be seen even in those who do not have any pre-existing mental health problems. Physical health and the mental health issues should not be ignored. Many experts have urged for a policy for its serious consideration. Pandemic management also include very significant component like taking care of psychological and psychiatric needs of the people which must not be overlooked. During outbreak of a pandemics where health system prioritize testing, focus on less transmission and hospital facilities, psychological needs should also be well taken care of. It will help in better management of this pandemic.

WHO, 2020, recommended minimizing news listening to COVID-19 which are creating anxiety and stress among public and advised to seek information from trusted sources. Further WHO warned to remain away from constant stream of news reports about the outbreak of COVID-19. Efforts should be initiated for minimizing the stigma and about the understanding that behavioural health is the basic foundation of overall health. Provision of physical health care to the individual with pertaining behavioural health needs. It also recommended to engage in healthy activities, exercise, maintaining sleep routines and healthy diet. Some main points which may be followed for minimizing the psychological and psychiatric effect of this pandemic COVID-19 are; 1. Mental health professionals need to be engaged in handling and taking care of people's psychological condition and issues in the areas affected with this virus 2. Communities need to be targeted for necessary psychological intervention. It may involve increased awareness and identification of psychological disorders and better access to psychological interventions through online methods. 3. The frontline workers which is the most vulnerable group should be

focused specifically for psychological intervention programs. These may involve taking breaks from work, spending time for self-care, enhanced peer and society support.

Review of Related Literature

- The Hindu (April,2020) Isolation and Mental Health; The psychological impact of Lockdown, Field Notes Society. This isolation and fear in this period of lockdown is creating an enhanced nervousness. Most of elderly people are struggling with depression and anxiety.
- D.L.Reynolds, J.R.Garay, S.L.Deamond, M.K.Moran (2007), studied on quarantined people during outbreak of SARS in 2003 and reported psychological impact of quarantine experience and further found that stress may be reduced by minimizing duration and providing adequate education and support.
- Samantha K Book, Rebecca Webster, Louis E-Smith, Lisa Woodland, Simon Wesely, Neil Green berg, Gideon James Rubin in their review paper and wrote about negative psychological effects like stress, anger, confusion. They also listed stressors; long quarantine period, fear, frustration and boredom.
- Alice G. Walton (2020) studied the effect of COVID-19 and found that the tentacles of COVID-19 have entered in all the spheres of life: physical, economical and psychological. People with preexisting mental health issue are more prone. Policy makers require fact-based evidence to support swift decisions related to coverage, quality and access to health systems based on equity. Providing quick reviews with affordable approach will assist the policy makers to strengthen policy and system in health sector.
- W.Cullen, G. Gullati , B.D.Kelly (2020), stated that in normal circumstances people with mental illness have poor expectancy of life and poor physical health than the normal people. So, the people with prior mental and psychological health issues are more vulnerable to COVID -19 infection. Moreover, in normal population also there is considerable increase in symptoms of anxiety and depression.
- WHO, (2020), Anxiety and depression created can be reduced by minimizing the time of listening news related to COVID-19. So, people are advised to seek information from authentic sources so that they can plan adequately the practical steps. It will also help in reducing rumors and misinformation and getting facts. WHO website and local health authority platforms can be an adequate source of updation related to status of this pandemic.

Rationale Of The Study

As per the prevailing news in different medias, some published articles and review of related studies it has been observed that the pandemic COVID-19 is not only a medical problem rather it paved the way for some psychological issues to crop up in public. These psychological issues are exaggerating the present tough conditions. Handling and managing any pandemic also involve sound psychological health of the people of the community. The prevailing conditions of lockdown has tremendously affected each and every aspect of life and education system is also facing the devastating effects. Present conditions of lockdown due to pandemic COVID-19 have put challenges on education system all of a sudden. In the present research work, the investigators have selected teaching community as its population to study its psychological well-being which may be affected by the effective use of lockdown period. The study was conducted on 1122 Indian teachers from all the levels; school, college and university. In addition to a common citizen teacher are also facing the challenges like all the frontline workers as they are to take care of emotional, social, behavioural wellbeing of their students at home apart from their academic responsibility during this period by adopting online modes of interaction. Being habitual of face to face mode of teaching and familiar with blended mode of teaching they are now juggling with gadgets and adopting online teaching with very less time for getting prepared. "The Indian Express (April 23,2020), also expressed the intense concern about delayed examinations, results, psychological states of teachers and students and unpreparedness among teachers for online teaching. These imposed challenges on teaching community particularly during prevalent conditions which may exhibit detrimental effect on the psychological well-being are also intensifying the situation. The investigators planned to carry out this research work in order to study psychological wellbeing of teaching community. As stated by WHO, 2020 that effective use of lockdown period may help in facing the situation in a better way, so use of lockdown period by the teaching community has also been studied as an independent variable.

OBJECTIVES

- To study the use of Lock down Period by the teaching Community.
- To study the psychological wellbeing of teaching community during lockdown period.
- To compare the psychological wellbeing of teaching community in relation to Gender.
- To study the relationship between use of Lockdown period and psychological wellbeing of teaching community.

Hypotheses

- There is no significant effect of Gender on psychological well-being of teaching community.
- There is no significant relationship between use of Lockdown period and psychological wellbeing of teaching community

Sample

A random sample of 1122 teachers from schools, colleges and university teaching departments was used to collect data which involved 10 states from five zones of India.

Variables Used In Present Study

- Dependent variable- Psychological Wellbeing
- Independent variable- Use of Lockdown Period and Gender

Statistical Tools

Investigators' constructed questionnaires related to Use of Lockdown Period and Psychological Wellbeing of teaching community were used for the collection of data in an online mode.

1.Questionnaire to study use of Lockdown period had following dimensions: -

- Use of Social media
- Engagement in house hold work
- Engagement in Academic and Professional Work
- Involvement in Physical Fitness Activities
- Spending time in hobbies
- Involvement in social service

2. Questionnaire to study Psychological Wellbeing had following dimensions: -

- Emotional Issues
- Behavioral issues
- Psychiatric Effects
- Effectuated by Stress Triggers

Statistical Techniques

Simple descriptive statistical techniques like Percentage and Mean was used and Inferential statistical techniques like t- test and Correlation was used to analyse the data.

RESULT & INTERPRETATION

Objective 1. To study the use of Lock down Period by the teaching Community.

Table1

Dimensions	Very less involvement (Data in %)	Less involvement (Data in %)	Moderate involvement (Data in %)	High involvement (Data in %)
Use of Social media	56.8	24.5	17.2	1.5
Engagement in house hold work	30.64	34.18	26.1	9.08
Engagement in Academic and Professional Work	25.6	39.2	15.1	20.1
Involvement in Physical Fitness Activities	18.78	33.28	19.14	28.8
Spending time in hobbies	47.8	42.26	7.56	2.38
Involvement	7.74	18.4	12.54	61.32

t in social service				

Figure 1. Use of Lock down Period by the teaching Community

Interpretation:

The first graph in the above table reflects that out of total 1122 teachers, 637 (56.8%) teachers have very less involvement in social media, 275 (24.5%) teachers have less involvement in social media, 193 (17.2%) teachers have moderate involvement in social media and 17 (1.5%) teachers are fully involved in social media during lockdown period. The second graph in the above table reflects that out of total 1122 teachers, 344 (30.64%) teachers were very less engaged in household work, 383 (34.18%) teachers were less engaged in household work, 293 (26.1%) teachers were moderately engaged in household work, and 102 (9.08%) teachers were fully engaged in household work. The third graph in the above table reflects that out of total 1122 teachers, 287 (25.6%) teachers were very less engaged in academic and professional activities, 440 (39.2%) teachers are less engaged in academic and professional activities, 169 (15.1%) teachers are moderately involved in academic and professional activities, and 226 (20.1%) teachers were fully involved in academic and professional activities. The fourth graph in the above table reflects that out of total 1122 teachers, 211 (18.78%) teachers are very less engaged in physical fitness activities, 373 (33.28%) teachers are less involved in physical fitness activities, 215 (19.14%) teachers are moderately involved in physical fitness activities and 323 (28.8%) teachers are fully involved in physical fitness activities. The fifth graph in the above table reflects that out of total 1122 teachers, 536 (47.8%) teachers are spending very less time in hobbies, 474 (42.26%) teachers are spending less time in hobbies, 85 (7.56%) teachers are spending moderate time in their hobbies and 27 (2.38%) teachers are spending full time in their hobbies. The sixth graph in the above table reflects that out of total 1122 teachers, 87 (7.74%) teachers are very less involved in social service activities, 206 (18.4%) teachers are less involved in social service activities, 141 (12.54%) teachers are moderately involved in social service activities and 688 (61.32%) teachers are fully involved in social service activities.

Objective 2: To study the psychological wellbeing of teaching community during lockdown period.

Table 2

Dimensions	Never (Data in %)	Occasionally (Data in %)	Often (Data in %)	Always (Data in %)
Emotional Issues	43.6	39.1	13.9	3.4
Behavioural issues	36.2	26.6	19.1	18.1
Psychiatric Effects	2.5	9.7	31.65	56.15
Effected by Stress Triggers	8.8	17.6	31.7	41.9

Figure 2. The Psychological Wellbeing Of Teaching Community During Lockdown Period.

Interpretation:

The first graph in the above table reflects that out of total 1122 teachers, 489 (43.6%) teachers never faced emotional issues, 439 (39.1%) teachers faced emotional issues occasionally, 156 (13.9%) teachers faced emotional issues often and 38 (3.4%) teachers are facing emotional issues regularly. The second graph in the above table reflects that out of total 1122 teachers, 406 (36.2%) teachers never faced behavioural issues, 298 (26.6%) teachers faced behavioural issues occasionally, 214 (19.1%) teachers often face behavioural issues and 203 (18.1%) teachers face behavioural issues regularly. The third graph in the above table reflects that out of total 1122 teachers, 28 (2.5%) teachers did not have any psychiatric effects, 109 (9.7%) teachers have psychiatric effects occasionally, 355 (31.65%) teachers have psychiatric effects and 630 (56.15%) teachers have regular psychiatric effects. The last graph in the above table reflects that out of total 1122 teachers, 99 (8.8%) teachers never felt the effect of stress triggers, 197 (17.6%) teachers felt the effect of stress triggers occasionally, 356 (31.7%) teachers often felt the effect of stress triggers and 470 (41.9%) teachers are facing effect of stress triggers regularly.

Objective3. To compare psychological wellbeing of teaching community on the basis of gender.

Table 3

S. No	Gender	N	Mean	Sd	T- value (df=1120)	Remark
1	Female	647	30.76	10.40	6.231	Significant
2	Male	475	27.04	9.45		At 0.01 level

Figure 3. Psychological Wellbeing Of Teaching Community On The Basis Of Gender

Interpretation:

It can be inferred from above table that the mean scores of Psychological well-being for female and male teachers differ significantly at .01 level of significance. Hence it can be stated that female teachers have significantly better psychological well-being than the male teachers.

Objective 4:

To study the relationship between use of Lockdown period and psychological wellbeing of teaching community.

Table 4

S. No.	Variable	Mean (N=1122)	Sd	Co- relation	Remarks
1	Use of Lock down Period	67.72	10.14	0.602063	Significant
2	Psychological Wellbeing	29.60	7.19		Positive Correlation

Figure 4. Relationship Between Use Of Lockdown Period And Psychological Wellbeing

Interpretation:

It can be inferred from the above table that the coefficient of correlation having value .602 between use of lockdown period and psychological wellbeing is significant and positive which indicates that as the use of lockdown period becomes effective, psychological health of teachers becomes better.

CONCLUSION AND IMPLICATIONS

The results of the present study indicated that a large proportion i.e 56.15% of Indian teaching community is facing issues of psychological well-being like anger, depression, anxiety, insomnia during this lockdown period due to COVID-19. The main stress triggers; have been experienced by 41.9% of total teaching community. The female teachers have better psychological well-being in comparison with male teachers. And Psychological well-being of teaching community is significantly related to the effective use of lockdown period. The psychological well-being of the teachers improves if the lockdown period is utilized in professional growth, physical fitness and social service. This conclusion of the study indicates the need of sound psychological well-being of teachers which can be build up by utilizing the lockdown period effectively. It will not only result in better psychological health rather help in preparing teachers to face the challenges more effectively which have been imposed on them due to this pandemic. Some tips have also been suggested by mental health foundation 2020 also to look after mental health which are; more book reading, having good exercise routine, using relaxation techniques like meditation, following hygiene, being in touch with family and friends. Taking care of psychological well-being of teachers not only help in improving teacher's professional efficiency but also enables them to take better care of student's aspects specifically related to academics and psychological well-being. And consequently, help in preventing the projected loss to our education system. Rather the teachers will be better equipped with skills and competencies once the lockdown period will be over.

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