

IMPACT OF COVID-19 PANDEMIC ON MENTAL HEALTH OF TEACHERS AT SECONDARY LEVEL

AnnuYadav¹, Ms. Roma Singh², Dr. Rajani Chopra³, Dr. Vibha Kaushik⁴

¹M.Ed. Scholar, Gyan Vihar School of Education, Suresh Gyan Vihar University, Jaipur, India

²M.Ed Research Supervisor, Gyan Vihar School of Education, Suresh Gyan Vihar University, Jaipur,

³Assistant professor, Gyan Vihar School of Education, Suresh Gyan Vihar University, Jaipur, India

⁴Assistant professor, Gyan Vihar School of Education, Suresh Gyan Vihar University, Jaipur, India

Corresponding Author:

Annu Yadav

M.Ed. Scholar, Gyan Vihar School of Education, Suresh Gyan Vihar University, Jaipur, India

Email: annuyadav8302450116@gmail.com

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Abstract:

The COVID-19 pandemic restricted us to stay at home and work out in terms of social interactions and exercise. This resulted in negative impact on the physical and mental health of all human beings. Mental health of teachers was also affected during teaching work, and they faced stress during the pandemic. Apart from this, the stress of teachers during the pandemic increased due to online education as well as social conditions with economic point of view. During the pandemic, the teachers were under tremendous pressure in saving their job as well as maintain work and home balance. The aim of the research was to investigate the relationship between education and teachers' well-being, and their close relationships and other social interactions during the COVID-19 pandemic.

Keywords: Pandemic, mental health, teachers, stress

Introduction

To fully realize the mental health crisis that India faces in relation to COVID-19, one must begin with recognizing the very serious situation that existed even before the pandemic. The government's National Mental Health Survey reported that about 10 percent of adults meet diagnostic criteria for a mental health condition (ranging from mood and anxiety disorders to severe mental illness). The Global Burden of Disease study estimated that nearly 200 million people in India have experienced a mental disorder, nearly half of whom suffer from depressive or anxiety disorders about half of who suffer from depressive or anxiety disorders. In which teachers are the most afflicted. Teachers must enjoy good mental health so that they can deliver their best to society. Teachers work with individuals and must train and mold them to become productive citizens of a progressive society. All this is possible if the teachers enjoy good mental health. This study was undertaken with this concern.

Justification of the Study

A teacher with personal mental health problems can have a detrimental effect upon all those students who are associated with him or her. There are a variety of causes and contributing factors of mental health problems. Certain signs and symptoms, at times, can be identified that relate to emotional difficulties. It is important that measures be identified to help teachers with emotional problems. This is not always an easy task, yet it is necessary if the teaching learning environment is to be of a positive nature. The findings of this research may be beneficial to educational institutions. Mentally healthy higher secondary school teachers will be promoting behaviors such as teaching cooperation, helping skills, enhancing students' ability to understand another's feelings, developing self control, and ability to deal with conflicts.

Statement of the Study

"Impact of Covid-19 Pandemic on Mental Health of Teachers at Secondary Level"

Objectives

- To study the impact of pandemic on mental health of urban and rural secondary level teachers.

Hypothesis

- There is no Significant difference between the impact of pandemic on mental health of urban and rural secondary level teachers.

Terms Defined

- **MENTAL HEALTH**-A state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to his or her community.
- **PANDEMIC**- Outbreak of infectious disease that occurs over a wide geographical area and that is of high prevalence, generally affecting a significant proportion of the world's population, usually over the course of several months.

Method Used

- The Descriptive Survey method is used to study the mental health of teachers.

Tools Used

- The tool used was the Self Constructed **Questionnaire on Mental Health of Teachers** and it consisted of 15 Questions with the dimensions of psychological, economic and work related stress.

Population and Sample

In the present study, population comprised of teachers at secondary level in Jaipur City. 60 Secondary level teachers of Jaipur were taken as the sample for the study.

Statistics Used

To analyse and interpret the data obtained the researcher used the following-

- Mean
- Standard Deviation
- t-test

Hypothesis testing

There is no Significant difference between the impact of pandemic on mental health of urban and rural secondary level teachers.

Category	Total Student (N)	Mean (M)	Standard deviation (S)	t Value	Significance at 0.05 level
Rural Teachers	30	21.06	1.78	0.861	Hypothesis accepted
Urban Teachers	30	21.56	2.63		

$$\begin{aligned}\text{Degree of Freedom (df)} &= N_1 + N_2 - 2 \\ &= 30 + 30 - 2 \\ &= 58\end{aligned}$$

$$\begin{aligned}\text{Value of } t \text{ at } 0.05 \text{ level} &= 2 \\ \text{Value of } t \text{ at } 0.01 \text{ level} &= 2.66\end{aligned}$$

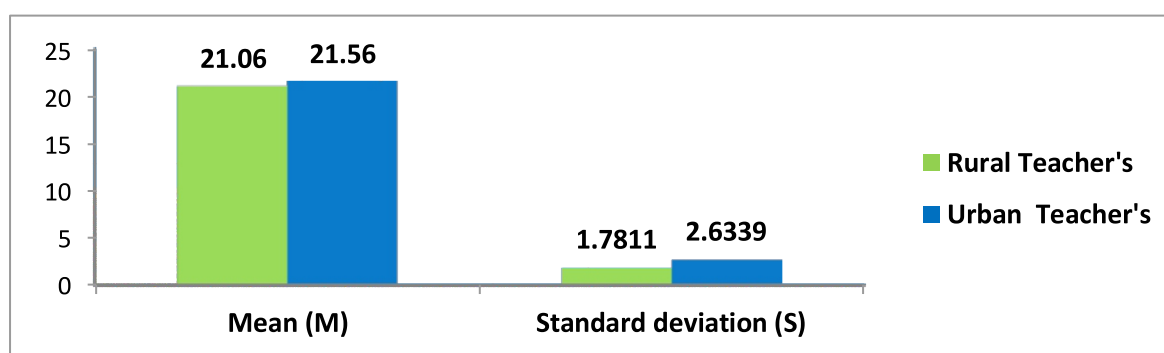
Descriptive analysis

The t-value obtained by calculation in Table above is 0.861 which is less than 0.05 and 0.01 level of t-value 2 and 2.66 given in the table. Mean of both the group is 21.06 and 21.56 respectively the standard deviation is 1.78 approx 2.63. A significant difference was found Less Than one in the hypothesis, and it is accepted.

Discussion

Based on the conclusion of table it can be said that no major difference was found between urban teachers and rural teachers based on mean and based on standard deviation of urban teachers and rural teachers. No significant difference was found between in the impact of pandemic on mental health of Rural and Urban teachers at secondary level, depending on which there was no significant trend in the level of full confidence I emerged at zero point 0.5 or 0.01. Based on which the hypothesis presented is accepted.

The above difference can be explained by the below bar graph



Results

The teachers experienced at least mild levels of stress, anxiety, and depression during the first and second waves of the pandemic in India. It has been confirmed that there is a negative association between relationship quality change and social relationship quality change, and stress, anxiety, and depression. The variables that have been considered in the research have provided an explanation for the variation in stress – teachers in urban areas were found to be more stressed during epidemic conditions.

Educational Implications

- Teachers should maintain a healthy wellness lifestyle, particularly 7 to 9 hours of sleep, to have a healthy mind and body.
- Teachers may engage in wellness programs (e.g., yoga, Zumba, etc.) to better improve their mental attitude towards work.
- Teachers should develop tolerating gestures and reframed self-management skills to better handle challenging situations.

Conclusion:

The research results show that due to teaching work the distinction between professional work and family life might have been blurred, and therefore teachers' well-being could have been worsened. The isolation put on to stop the spreading of the virus might have contributed to changes in social relations, in close relations, and at the same time positively influenced teachers' abilities to effectively cope with the crisis situations.

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