



PSYCHOLOGICAL STATE OF MIDDLE SCHOOL TEACHERS ON ONLINE TEACHING DURING PANDEMIC PERIOD

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Abstract

Purpose: In this study, we investigated middle school teacher psychological problems and physical problems during phases of pandemic situation. Further analysed the difference between male female middle school teachers who face difficulty in pandemic situation. **Methods:** We collected data from both male female 300 middle school teachers using questionnaire related to mental, physical and psychological problems faced by teachers during pandemic on online teaching. **Results:** Both male and female middle school teachers face psychological problems during pandemic on online teaching. On other hand, teachers who belong to joint family and nuclear family also have psychological problems during pandemic on online teaching. Hence during pandemic situation, middle teachers have lot of psychological as well as physical problems during pandemic on online teaching. **Conclusion:** teachers play crucial role in society during pandemic situation. Hence, teachers have to play dual role in teaching as well as family situation concerns regarding the health consequences may contribute the observed increase in psychological problems in pandemic on online teaching.

Key words: Psychological State, Middle School Teachers, Pandemic Period.



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Introduction

COVID-19's global spread has had several implications that may have an impact on people's health in general. Aside from the disease's symptoms, the virus itself causes personal settings in which human emotions such as dread or concern, panic, anxiety or depression-related suffering might arise more frequently in people. Recent studies have shown a rise in depression and stress levels in people during the first two weeks of a lockdown, as well as the

third week of lockdown. According to a number of research, anxiety has been linked to a lack of restful sleep. However, the sickness and accompanying quarantine, as well as the need to care for individuals who are afflicted or have other medical concerns, have had an impact on social dynamics. Also, the government's preventative measures, such as imprisonment or lockdown, had a role. Individual variations appear to be a major factor in earlier pandemics. In any event, further study on the effects on mental health is still needed, both broadly and specifically.

In addition, people throughout the world have had to adapt to a wide range of new professional roles. The future is unknown for some of them; for others, their work hours have grown and they've had to deal with perilous conditions on the job (e.g., health and social workers, or product suppliers). This worldwide health catastrophe is also causing a short-term economic crisis (UNESCO, 2020a).

The school year hasn't been halted, so instructors have had to deal with online instruction at all levels while also dealing with other personal difficulties. It is also essential that all instructors are well-versed in the principles of inclusive education so that they can work closely with all of their pupils on a daily basis and face-to-face. Many additional considerations must be taken into account when a face-to-face connection has to be replaced with an online one. Because e-learning isn't part of the elementary or secondary school curriculum, most teachers aren't prepared to teach it. In addition, it is important to note that instructors may play a vital role in times of crisis. They can help students in a variety of ways, including psychological ones. There are two ways for instructors to help students who are particularly vulnerable: First, they may establish an environment where students feel secure to communicate their feelings and experiences; second, they can incorporate specialised organised psychosocial activities into the teaching/learning process. As a result, teachers may experience significant levels of stress and physical ailments as a result of their heavy workloads in the classroom.

Literature Review

Teachers' psychological well-being is critical in the midst of the COVID 19 pandemic since it has a significant impact on their work. People who have high levels of mental well-being can achieve optimal growth. There are six dimensions to one's psychological well-being. The individual will have a high level of psychological well-being when the sixth

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dimension is fulfilled. As this COVID 19 pandemic continues, teachers' psychological well-being is critical, as it has a significant impact on their lives (Ryff 1989). High levels of psychological well-being allow for optimal development. There are six dimensions to one's psychological well-being. A high level of psychological well-being is achieved when the sixth dimension is fully realised.

Objectives of the study

- To find out whether there is any significant difference between male and female middle school teachers on online teaching during pandemic period.
- To find out whether there is any significant difference between nuclear and joint family middle school teachers on online teaching during pandemic period.
- To find out whether there is any significant difference between married and unmarried middle school teachers on online teaching during pandemic period.

Hypotheses of the study

- There is no significant difference between male and female middle school teachers on online teaching during pandemic period.
- There is no significant difference between nuclear and joint family middle school teachers on online teaching during pandemic period.
- There is no significant difference between married and unmarried middle school teachers on online teaching during pandemic period.

Sample

The sample for the study was selected by simple Random sampling. Representative sample of 300 middle school teachers were selected from government, government –aided and Private schools in Chennai District. In the total sample of 300, 50 middle school teachers were drawn from each selected schools in Chennai district.

Tools used for the study

The data are necessary for carrying out research investigation. It must be collected with the special instrument and devices. The successful outcome of research mainly depends upon the proper selection of the research tool. To obtain proper outcome of the research, the researcher developed the tool by herself with the guidance of the guide. Validity refers to the extent to which a test measures what we actually wish to measure. Reliability has to do with

the accuracy and precision of a measurement procedure. Validity and reliability were found with the help of data collected and proper statistical package.

Statistical Techniques used

The different statistical techniques used by the researcher for analysis of the data in the present study are mentioned below:

1. Mean
2. Standard deviation
3. t-test

Analysis of the study

In the present study hypothesis is formulated for verification through statistical treatment. It is pointed out that the entire formulated hypotheses are non-directional in nature.

Hypothesis-1

There is no significant difference between male and female middle school teachers on online teaching during pandemic period.

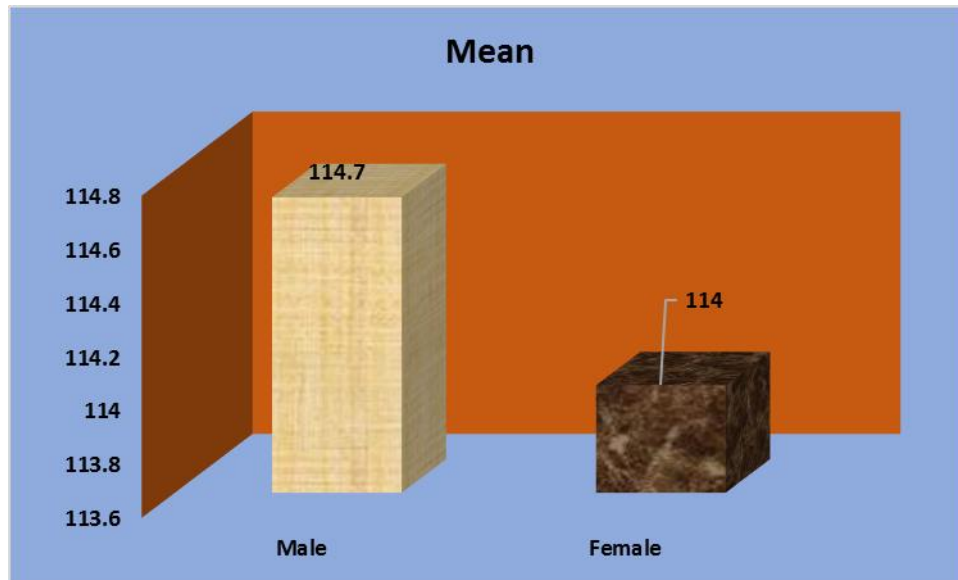
Table 1.1: T test for significant difference between male and female middle school teachers on online teaching during pandemic period.

Variable	Gender	N	Mean	SD	CR	Level of significance
Psychological state	Male	150	114.7	12.57	0.517	NS
	Female	150	114	11.51		

Interpretation

From the table it is inferred that there is no significant difference between male and female middle school teachers on online teaching during pandemic period at 0.05 level. Based on the mean score male middle school teachers have higher psychological problem than female middle school teachers on online teaching during pandemic period. Hence the hypothesis is accepted.

Fig 1.1: Figure shows significant difference between male and female middle school teachers on online teaching during pandemic period.



Hypothesis-2

There is no significant difference between nuclear and joint family middle school teachers on online teaching during pandemic period.

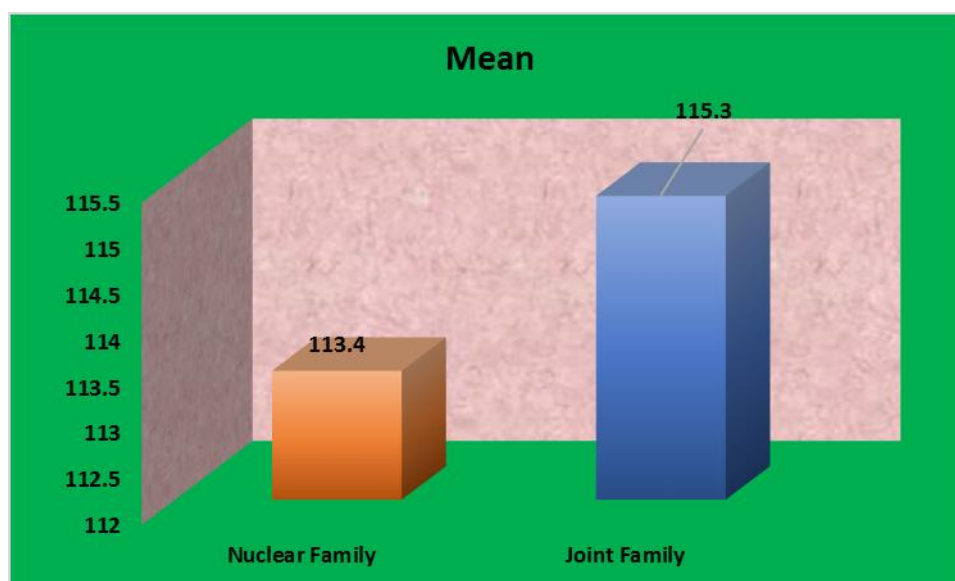
Table 1.2: T test for significant difference between nuclear and joint family middle school teachers on online teaching during pandemic period.

Variable	Type of Family	N	Mean	SD	CR	Level of significance
Psychological state	Nuclear	147	113.4	11.49	1.410	NS
	Joint	153	115.3	12.51		

Interpretation

From the above table there no significant difference between nuclear and joint family middle school teachers on online teaching during pandemic period at 0.05 level. Based on the mean score joint family middle school teachers have higher psychological problem than nuclear family middle school teachers on online teaching during pandemic period. Hence the hypothesis is accepted.

Fig 1.2: Figure shows significant difference between nuclear and joint family middle school teachers on online teaching during pandemic period.



Hypothesis-3

There is no significant difference between married and unmarried middle school teachers on online teaching during pandemic period.

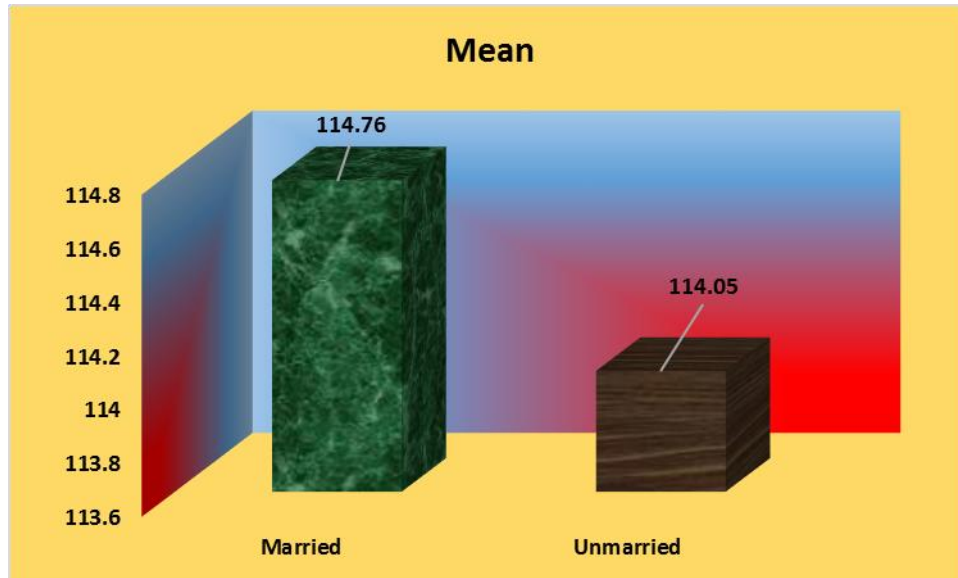
Table 1.3: T test for significant difference between Married and unmarried middle school teachers on online teaching during pandemic period.

Variable	Marital Status	N	Mean	SD	CR	Level of significance
Psychological state	Married	150	114.76	12.97	0.507	NS
	Unmarried	150	114.05	11.07		

Interpretation

From the above table there no significant difference between married and unmarried middle school teachers on online teaching during pandemic period at 0.05 level. Based on the mean score married middle school teachers have higher psychological problem than unmarried middle school teachers on online teaching during pandemic period. Hence the hypothesis is accepted.

Fig 1.3: Figure shows significant difference between Married and unmarried middle school teachers on online teaching during pandemic period.



Findings of the study

During pandemic period male middle school teachers have higher psychological problem than female middle school teachers on online teaching.

Online teaching have made drastic change in pandemic period which results in the joint family middle school teachers have higher psychological problem than nuclear family middle school teachers.

Unmarried middle school teachers have low level of psychological problem than married middle school teachers on online teaching during pandemic period.

Suggestions

During pandemic period middle school teachers face lot of psychological problems as well as physical problem due to online teaching. Both male and female middle school teachers report having low physical activity point out changes in their professional lives and in their relationship with students and focus on showing their concern for the greater dedication and longer working time required by online teaching. While most of the female teachers are suffered with family conditions, which includes inadequate supply of internet, technology facilities etc. In joint family situations female teachers are given less importance than male teachers which results in psychological problems among teachers. On other hand unmarried teachers have less psychological problems due to less opportunities provided for

female teachers. Moreover female teachers have to take care of family members, children and family rituals, all these results in less involvement in online teaching.

Limitations and further Research

As a result, the fundamental shortcoming of this work is that it does not cover a more specific regional or global perspective. Another drawback is that the study was unable to examine the impact on mental health of other variables related to working and personal conditions during the lockdown. The final constraint is that classes explained only a small percentage of the textual units. Thus, further research is needed to corroborate these findings.

Conclusion

As a result of this lockdown, teachers' lives have been impacted greatly by the pressure that online educational methods have placed on them: numerous hours of labour and difficulties owing to the lack of physical touch or the restrictions made on mixing personal life and family life. Obviously, we'll have to use this experience in a variety of ways to improve ourselves. As a starting point, it's important to look at the digital competencies of both teachers and pupils, as well as parents, since they often serve as a bridge between the two groups. Due to these challenging circumstances, it is also vital, as shown by the findings of this study, to create better-structured teacher training plans that do not result in an excessive workload. In conclusion, middle school teacher face difficult situation of the pandemic disease leads to three action; 1) establishment of measures to facilitate the online teaching resources; the design of teaching strategies that favour teaching-learning processes based on online methods; and the development of support programs to foster physical activity among citizens.

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