



**Dr. Ahana Chakraborty**  
Principal, Shimurali Sachinandan  
College of Education  
[ahanachakraborty@gmail.com](mailto:ahanachakraborty@gmail.com)



**Mr. Sohom Roy Chowdhury**  
Assistant Professor; Shimurali  
Sachinandan College of Education  
[sohomroychowdhury@gmail.com](mailto:sohomroychowdhury@gmail.com)



**Ms. Anindita Bachhar**  
Assistant Professor, Shimurali  
Sachinandan College of Education  
[anindita.bachhar90@gmail.com](mailto:anindita.bachhar90@gmail.com)

## Impact of COVID-19 Pandemic on Teachers' & Teacher Trainees' Psycho-Social Well-Being

**Dr. Ahana Chakraborty**  
**Sohom Roy Chowdhury**  
**Anindita Bachhar**

### Abstract

*The outbreak of corona virus disease (COVID-19) is a pandemic crisis viewed as a public health emergency of international concern and made a challenge to psychological resilience. The concept of well-being has avowed in recent time, both in scientific and literary domains. Therefore, the present study aimed to focus on the changes in psycho-social state through three variables, Anxiety, Attitude and Self-Development of teachers and teacher-trainees in the lockdown period. Two separate scales with 18 close-ended items have been developed to collect data from both the teachers and the teacher-trainees on the basis of Likert's 5-point scale which were validated by four experts from the relevant fields. Cronbach's Alpha reliability values for the scales are 0.693 and 0.555 respectively. Data were collected from 140 teacher-trainees and 45 teachers throughout West Bengal using an online survey following snowball-sampling techniques. The findings of the study indicate that there is no significant difference in the psycho-social state of teachers irrespective of gender differences, although significant differences are found among participants from rural and suburban area and also among teachers from govt. and private institution. Data obtaining from teacher-trainees show no difference in their psycho-social state during lockdown period.*

**Keywords:** Anxiety, Attitude, Self-Development, COVID-19, Teachers, Teacher-Trainees

### 1. Introduction:

Human civilization has faced the most critical juncture of this millennium. In January 2020 the World Health Organization (WHO)<sup>1</sup> declared the outbreak of a new coronavirus disease, COVID-19, to be a Public Health Emergency of International Concern and officially declared it as a

<sup>1</sup> International public health is the responsibility of the World Health Organization (WHO), a specialized UN agency. "The attainment by all peoples of the highest attainable degree of health" is what the WHO's constitution identifies as its principal goal.

pandemic on 11<sup>th</sup> March 2020 (Bhat, et al. 2020)<sup>2</sup>. A wide part of world's population currently is restricted to their homes, owing to nationwide lockdowns for preventing further disease transmission. Though it is reported that the new virus infection symptoms are fever, cough, sore throat, breathing difficulty, vomiting, physical weakness still it also has an effect in human psychology. During this mandatory home-stay, people face a lot of anxiety related problems. The situation is more akin to the feelings experienced by the prison inmates. Hence, it is worthwhile to focus on Slater's (1986)<sup>3</sup> postulates according to which people prone to prison anxiety, feel (1) problems in sleeping, concentration, and work; and (2) prison anxiety predisposes inmates to suicidal behaviour, brief psychotic reactions, and psycho-physiologic reactions. Barlow's model of panic disorder may also help here to illustrate the situation.

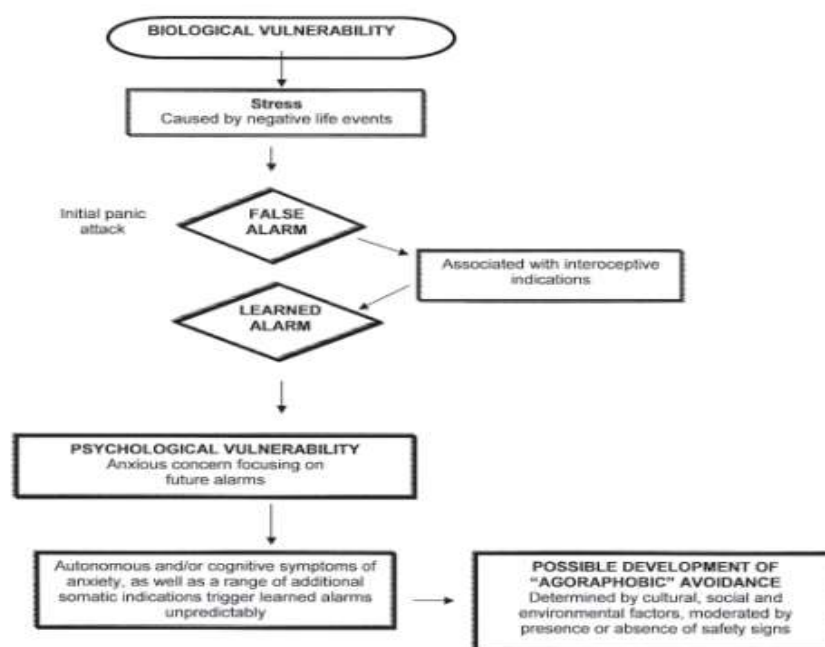


Figure No-1: Etiology of Panic Disorder - Barlow's Model, 1988<sup>4</sup>

Some other issues are also important in this case. The family environment is an issue of worth consideration. People's Attitude is also another important factor. Three important factors are to be considered here—

<sup>2</sup> Bhat Bilal A. et al. (2020). A study on Impact of COVID-19 Lockdown on Psychological Health, Economy and Social Life of People in Kashmir. International Journal of Science and Healthcare Research, Vol.5; Issue: 2; 36 – 46.

<sup>3</sup> Reference to Slater RG (1986) is taken from Koleoso ON and Osasona S.O. (2014). Linking Personality Dimensions, Imprisonment Status and Type of Crime to Anxiety and Depression Among Prison Inmates. Malaysian Journal Of Psychiatry, December 2014, Vol. 23, No. 2; 21-32.

<sup>4</sup> Reference to Barlow's Model is taken from Manfro, G.G., Heldt, E., Cordioli, A.V., & Otto, M.W. (2008). [Cognitive-behavioral therapy in panic disorder]. Revista brasileira de psiquiatria, 30 Suppl 2, s81-7 .

### I. Attitude Strength:

Strong attitudes are those that are firmly held and that highly influence behaviour. Attitudes that are important to a person tend to be strong. Attitudes, that people have a vested interest in also tend to be strong. Furthermore, people tend to have stronger attitudes about things, events, ideas, or people they have considerable knowledge and information about.

### II. Attitude Accessibility:

The accessibility of an attitude refers to the ease with which it comes to mind. In general, highly accessible attitudes tend to be stronger.

### III. Attitude Ambivalence:

Ambivalence of an attitude refers to the ratio of positive and negative evaluations that make up that attitude. The ambivalence of an attitude increases as the positive and negative evaluations get more and more equal.

The first outbreak of the novel coronavirus diseases (COVID-19)<sup>5</sup> was reported at the end of December 2019 in Wuhan, China and rapidly the virus spread throughout the world. On March 11, 2020, World Health Organization characterized the situation by pandemic global concern because the virus spread over 200 territories and millions of peoples were infected as a result of COVID-19<sup>6</sup>. The word 'Pandemic' comes from a Greek word 'pan', meaning 'all' and demos meaning 'the people'. There have been a number of significant pandemics recorded in human history, including smallpox, cholera, plague, dengue, AIDS, influenza, severe acute respiratory syndrome (SARS), West Nile disease and tuberculosis (Qiu et al. 2017)<sup>7</sup>. Coronavirus (CoV) is clustered under the viral family group that causes disease in mammals and birds, notably an RNA virus that poses a threat to public health (Ishrath et al., 2021)<sup>8</sup>. This outbreak might affect the mental health and psycho-social state of people (WHO, 18<sup>th</sup> March, 2020)<sup>9</sup>. In 2021, Villani conducted a cross-sectional survey on students attending their undergraduate courses at the Università Cattolica del Sacro Cuore after first lockdown. It was found that it may have long-term effects on mental health. COVID-19 crisis had greatly affected pupils' daily life. Women, young, and those who that lost their

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<sup>5</sup> Coronavirus disease 2019 (COVID-19) is a contagious illness brought on by the coronavirus 2 that causes severe acute respiratory syndrome (SARS-CoV-2). In December 2019, Wuhan, China, reported the discovery of the first case. The COVID-19 pandemic was caused by the disease's rapid global spread.

<sup>6</sup> Reference can be found in <https://www.who.int/docs/default-source/coronaviruse/situation-reports/20200311-sitrep-51-covid-19.pdf>

<sup>7</sup> Qiu, W., Rutherford, S., Mao, A., & Chu, C. (2017). The Pandemic and its Impacts. *Health, Culture and Society*, 9, 1–11. <https://doi.org/10.5195/hcs.2017.221>

<sup>8</sup> Ishrath, A. et. Al. (2021). Covid-19 (Pandemic): A Review Article.

<sup>9</sup> <https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf>

job during pandemic had strongest negative psychological symptoms (Rey et al., 2020)<sup>10</sup>. COVID-19 had also an impact on socio-economic and spiritual health of people (Poudel & Subedi, 2020)<sup>11</sup>. The economic downturn had increased the economic instability, health inequalities and social disparities, which could have a huge impact on social life of different countries (Joshi, 2021)<sup>12</sup>. The COVID-19 pandemic disrupted the education of medical students (Harries et al., 2021)<sup>13</sup> as well all stream and level of education (Rafieepour et al. 2021)<sup>14</sup> had been made to review the health policies adopted against COVID-19. Therefore, the success rate of countries in managing COVID-19 disease varied according to the time, type, and manner of implementation and monitoring of measures. In India Educational activity hampered, Classes had been suspended and exams at different levels postponed. Due to continuity in lockdown, student suffered a loss of nearly 3months of the full academic year of 2020-21 (Kumar, 2021)<sup>15</sup>. Around 32 crore learners stopped to move schools/colleges and all educational activities halted. This situation challenged the education system across the world and forced educators to shift to an online mode of teaching overnight and online classes were the best viable solution in situations like a pandemic (Pareek & Soni, 2020)<sup>16</sup>. Many private schools, and public schools used online platform successfully in transitioning to virtual learning (Iwabuchi et al. 2022)<sup>17</sup>. The design of educational policies in a post-pandemic period might result in a tendency to organize new strategies to create new learning opportunities - formal, non-formal, and informal. Implementing an education recovery plan might create new era in human civilization in post-pandemic (Cárdenas et al.,2022)<sup>18</sup> world.

<sup>10</sup> Rodríguez-Rey, R., Garrido-Hernansaiz, H., & Collado, S. (2020). Psychological Impact and Associated Factors during the Initial Stage of the Coronavirus (COVID-19) Pandemic among the General Population in Spain. SSRN Electronic Journal. <https://doi.org/10.2139/ssrn.3623949>

<sup>11</sup> Poudel, K., & Subedi, P. (2020). Impact of COVID-19 pandemic on socioeconomic and mental health aspects in Nepal. International Journal of Social Psychiatry, 66(8), 002076402094224. <https://doi.org/10.1177/0020764020942247>

<sup>12</sup> Joshi, A. (2021). COVID-19 pandemic in India: through psycho-social lens. *Journal of Social and Economic Development*. <https://doi.org/10.1007/s40847-020-00136-8>

<sup>13</sup> Harries, A. J., Lee, C., Jones, L., Rodriguez, R. M., Davis, J. A., Boysen-Osborn, M., Kashima, K. J., Krane, N. K., Rae, G., Kman, N., Langsfeld, J. M., & Juarez, M. (2021). Effects of the COVID-19 pandemic on medical students: a multicenter quantitative study. *BMC Medical Education*, 21(1). <https://doi.org/10.1186/s12909-020-02462-1>

<sup>14</sup> Rafieepour, A., Masoumi, G. and Dehghani, A. (2021). Health Responses During the COVID-19 Pandemic: An International Strategy and Experience. *Health in Emergencies and Disasters Quarterly*, 6(3):147-160. <http://dx.doi.org/10.32598/hdq.6.3.310.1>

<sup>15</sup> Kumar, A. (2021). Impact of Covid19 on Education System, International Journal Of Engineering Research & Technology (IJERT) Volume 10, Issue 06.

<sup>16</sup> Pareek, T., & Soni, K. (2020, July-December). A Comprehensive Study on COVID-19 Pandemic: An Impact on School Education in India. *Amity Journal of Management*, VIII(2), 49-57. Retrieved from [https://www.amity.edu/gwalior/ajm/pdf/ajm\\_v8n2\\_3.pdf](https://www.amity.edu/gwalior/ajm/pdf/ajm_v8n2_3.pdf)

<sup>17</sup> Iwabuchi, et. al. (2022). Covid-19 and Education on the Front Lines in Japan: What Caused Learning Disparities and How Did the Government and Schools Take Initiative?. In: Reimers, F.M. (eds) *Primary and Secondary Education During Covid-19*. Springer, Cham. [https://doi.org/10.1007/978-3-030-81500-4\\_5](https://doi.org/10.1007/978-3-030-81500-4_5)

<sup>18</sup> Cárdenas, Sergio & Lomelí, Dulce & Ruelas, Ignacio. (2021). COVID-19 and Post-pandemic Educational Policies in Mexico. What is at Stake?. 10.1007/978-3-030-81500-4\_6.

According to Oxford Online Dictionary, self-development is “the process by which a person’s character or abilities are gradually developed”<sup>19</sup>. That is why as long as a person tries to nurture his/her own persona, s/he is contributing to self-development of himself or herself. So far as the theory is concerned, Maslow’s (1943)<sup>20</sup> concept of Self-actualization has an important part to play here. But later in 1960s, Maslow began to doubt his own theory and He realized that the pursuit of self-actualization was only sustainable until it had been satisfied. After that, over-indulgence with the self could stretch the noble quest for personal growth, making us appear as self-aggrandizing individuals. People with a true interest in personal development, he reckoned, needed to shift their focus away from themselves and begin focusing on the world around them. Maslow called this process ‘self-transcendence’, which literally means ‘going beyond ourselves’. As long as the number of effected people increases, the people feel more helpless and mislead themselves by fake news. The study wants to make an attempt to revisit the idea that cognitive science stands in need of trendy empirical support for a proper evaluation of existing psycho-social paradigms during the lockdown periods. It also advocates a realistic appraisal that is not only plausible, rather to say feasible, but constitutes deep-rooted forms of human well-being and mental health so far as the Teacher-Training system is concerned. This process should be examined in terms of the experience and cognitive realities on part of both the teachers and teacher-trainees that inform the societal pattern through a wide survey. That is why, the study wishes to examine the effects of three psycho-social variables: Anxiety, Attitude and Self-Development on the teachers as well as on the B.Ed. students. A just appraisal of prevalent digital culture, the marker of modern trend, and its effect on the human psyche as an overwhelming force is also appreciated in this case.

## 2. Objectives of the Study:

- O<sub>1</sub>:** To Study whether there exists any significant difference in the Psycho-Social Status among teachers based on their Gender (Female & Male), Habitat (Rural, Urban & Suburb), Nature of job (Govt. Employee & Private Employee)
- O<sub>2</sub>:** To Study whether there exists any significant difference in the Psycho-Social Status among teacher trainees based on their Gender (Female & Male), Habitat (Rural, Urban & Suburb), Qualification (UG & PG), and Family (Joint –Nuclear).
- O<sub>3</sub>:** To Study the existing Psycho- Social conditions of teachers’ and teacher trainees’ during lock down.

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<sup>19</sup> Self-development (noun) - Definition, pictures, pronunciation and usage notes | Oxford Advanced American Dictionary at Oxford LearnersDictionaries.com, (2022)

<sup>20</sup> Mcleod, S. (2020, December 29). Maslow’s Hierarchy of Needs. Simply Psychology. <https://www.simplypsychology.org/maslow.html>

### 3. Hypothesis:

- H<sub>01</sub>**: There exists no significant difference in the Psycho-Social Status between **female and male** teachers.
- H<sub>02</sub>**: There exists no significant difference in the Psycho-Social Status between teachers of **rural, urban & suburban** areas.
- H<sub>03</sub>**: There exists no significant difference in the Psycho-Social Status between teachers of **Govt. & Private** institution.
- H<sub>04</sub>**: There exists no significant difference in the Psycho-Social Status between **female and male** teacher trainees.
- H<sub>05</sub>**: There exists no significant difference in the Psycho-Social Status between teacher trainees of **rural, urban & suburban** areas.
- H<sub>06</sub>**: There exists no significant difference in the Psycho-Social Status between **undergraduate and postgraduate** teacher trainees.
- H<sub>07</sub>**: There exists no significant difference in the Psycho-Social Status between the teacher trainees of joint **and nuclear** family.

### 4. Methodology:

An online survey using snowball sampling techniques was used in this study.

#### 4.1 Population and Sample:

Both teacher and teacher-trainees' of India constitute the population of study. The sample consists of 45 teacher and 140 teacher-trainees' of various part of West Bengal. A simple random sampling technique was used for the purpose of data collection.

#### 4.2 Tools Used:

Self-made scale was used for the study validated by 4 experts. The raw data were tabulated in MS Excel 2007 and analysis of data done through SPSS 20.0 version.

### 5. Data Collection:

Due to the prevalent pandemic crisis, the data was collected from the participants using Google Form within a period of fifteen (15) days. The participants were subjected to the assessment of multiple-choice items based on Likert's five (5) point scale. As mentioned previously, the scale consisted of 18 items to gauge the psycho-social well-being of the participants. The details of collected data are given below—

Table-1: Distribution of the Sample

	Variable	Category	Percentage
Teacher (N-45)	Gender	Female	67%
		Male	33%
	Habitat	Rural	20%
		Urban	62%
		Suburban	18%
	Nature of job	Govt.	69%
		Private	31%
Trainee- teacher (N-140)	Gender	Female	81%
		Male	19%
	Habitat	Rural	33%
		Urban	31%
		Suburban	36%
	Qualification	UG	21%
		PG	79%
	Family type	Joint	22%
		Nuclear	78%

## 6. Analysis and Interpretation:

H<sub>0</sub>1: There exists no significant difference in the Psycho-Social Status between female and male teachers.

Table 1: Difference between Female and Male Teachers in their Psycho-Social Status

Variable	Female (N=15)		Male (N=30)		Levene's Test for Equality of Variance		t-test for Equality of Mean			Remarks
Psycho- Social Status	Mean	SD	Mean	SD	F	Sig	T	df	Sig. (2-tailed)	Not significant
	62.47	3.833	64.17	7.688	8.103	0.007	-0.990	42.992	0.328*	

(\*Not significant at 0.05 level of significance)

The test the quality of variance Levene's statistics was calculated and it was found that  $F=8.103$  and  $P=0.007$  ( $p<0.05$ ) for gender-wise difference, so equal variance can't be assumed for the case.

Table 1 also shows that in case of comparing mean of female and male teacher, the calculated  $t_{(42.992)}$  value is 0.990 and  $P=0.328$  ( $p>0.05$ ). Hence, 't' value is not significant at 0.05 level. So, the null hypothesis is rejected and it can be concluded that there is no significant differences between the data obtained from female and male teachers.

**H<sub>02</sub>:** There exists no significant difference in the Psycho-Social Status between teachers of rural, urban & suburban areas.

**Table 2: Group Statistics of Psycho-Social Status \_ Habitat**

Testing Hypothesis	Factor Variable	Dependent Variable	N	Mean	Std. Deviation
H <sub>02</sub>	Rural	Psycho-Social Status	9	67.11	5.732
	Urban		28	63.79	6.757
	Suburban		8	59.00	4.957

**Table 3: ANOVA of Teachers Psycho-Social Status**

	Sum of Squares	df	Mean Square	F	Sig.	Remarks
Between Groups	281.197	2	140.598	3.541	0.038	F significant at 0.05 Level H <sub>02</sub> Rejected
Within Groups	1667.603	42	39.705			
Total	1948.800	44				

In case of ANOVA test of between & within group the  $F_{(2,42)}$  value is 3.541 and  $P=0.038$  ( $p<0.05$ ) for habitat of teachers. So, the H<sub>02</sub> is rejected at 0.05 level of significance and it can be concluded that there is significant difference in data obtained from teachers of rural, urban and suburban areas. Therefore, independent sample post Hoc test is required to find out differences between teachers of rural, urban and suburban areas in their psycho-social status.

**Table 4: Post Hoc Test (LSD) of Teachers' Psycho-Social Status \_ Habitat**

(I) Habitat	(J) Habitat	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Rural	Urban	3.325	2.414	0.176	-1.55	8.20
	Suburban	8.111*	3.062	0.011	1.93	14.29
Urban	Rural	-3.325	2.414	0.176	-8.20	1.55
	Suburban	4.786	2.526	0.065	-.31	9.88
Suburban	Rural	-8.111*	3.062	0.011	-14.29	-1.93
	Urban	-4.786	2.526	0.065	-9.88	0.31

(\*The mean difference is significant at the 0.05 level)

From the analysis in Table 4 shows that, in comparison between teachers of rural and urban areas, it was found that the mean difference is 3.325 and  $P=0.176$ . Again, in compared between rural and suburban area, it was found that the mean difference is 8.111 and  $P=0.011$ . Now it observed that in comparison of rural and urban group  $p>0.05$  and rural and suburban group  $p<0.05$ .



Therefore, it can be concluded that there is no significant difference between data obtained from rural and urban areas but there is significant difference between rural and suburban areas. In comparison between urban and suburban areas, it was found that mean difference is 4.786 and  $P=0.065$ . Now it is observed that in comparison of urban and suburban data  $p>0.05$ . Therefore, it can be concluded that there is no significant difference between data obtained from urban and suburban area.

Therefore, from that above description,  $H_{02}$  is rejected and it can be concluded that there is significant difference among teachers of rural, urban and suburban areas in relation with their psycho-social status.

**$H_{03}$ : There exists no significant difference in the Psycho-Social Status between teachers of Govt. & Private institution.**

**Table 5: Difference between Teachers of Govt. and Private institutions in their Psycho-Social Status**

Variable	Govt. (N=31)		Private (N=14)		Levine's Test for Equality of Variance		t-test for Equality of Mean			Remarks
Psycho-Social Status	Mean	SD	Mean	SD	F	Sig	t	df	Sig. (2-tailed)	significant
	62.47	3.833	66.71	5.539	0.106	0.746	-2.200	43	0.033	

(\*Significant at 0.05 level of significance)

The test the quality of variance Levene's statistics was calculated and it was found that  $F=0.106$  and  $P=0.746$  ( $p>0.05$ ) for gender variation, so equal variance can be assumed for the case. Table 5 also shows that in case of comparing mean of Govt. and Private institutions teachers the calculated  $t_{(43)}$  value is 2.200 and  $P=0.033$  ( $p<0.05$ ). Hence, 't' is significant at 0.05 level of significance. So, the null hypothesis is not-rejected and it can be concluded that there is significant differences between data obtained from teachers of Govt. and Private institutions.

**$H_{04}$ : There exists no significant difference in the Psycho-Social Status between female and male teacher trainees.**

**Table 6: Difference between Female and Male Teacher Trainees in their Psycho-Social Status**

Variable	Female (N=113)		Male (N=27)		Levene's Test for Equality of Variance		t-test for Equality of Mean			Remarks
Psycho-Social Status	Mean	SD	Mean	SD	F	Sig	t	df	Sig. (2-tailed)	Not significant
	64.27	5.009	63.30	4.968	0.000	0.984	0.905	138	0.367	

(\*Not significant at 0.05 level of significance)

The test the quality of variance Levene's statistics was calculated and it was found that  $F=0.000$  and  $P=0.984$  ( $p>0.05$ ) for gender variation, so equal variance can be assumed for the case. Table 6 also shows that in case of comparing mean of female and male teacher the calculated  $t_{(138)}$  value is 0.905 and  $P=0.367$  ( $p>0.05$ ). Hence, 't' is not significant at 0.05 level of significance. So, the null hypothesis is not-rejected and it can be concluded that there is no significant differences between data obtained from female and male teacher trainees.

**H<sub>05</sub>:** There exists no significant difference in the Psycho-Social Status between teacher trainees of rural, urban & suburban areas.

**Table 7: Group Statistics of Psycho-Social Status \_ Habitat**

Testing Hypothesis	Factor Variable	Dependent Variable	N	Mean	Std. Deviation
H <sub>05</sub>	Rural	Psycho-Social Status	46	64.89	4.891
	Urban		44	63.91	4.543
	Suburban		50	63.48	5.456

**Table 8: ANOVA of Teacher Trainees Psycho-Social Status**

	Sum of Squares	Df	Mean Square	F	Sig.	Remarks
Between Groups	49.563	2	24.781	0.992	0.373	F Not-significant at 0.05 Level H <sub>02</sub> Not-Rejected
Within Groups	3422.573	137	24.982			
Total	3472.136	139				

(\* Not significant at 0.05 level of significance)

In case of ANOVA test of between & within group the  $F_{(2,137)}$  value is 0.992 and  $P=0.373$  ( $p>0.05$ ) for habitat of teachers. So, the H<sub>05</sub> is not-rejected at 0.05 level of significance. Therefore, it can be concluded that there is no significant difference among teacher trainees of rural, urban and suburban areas in relation with their psycho-social status.

**H<sub>06</sub>:** There exists no significant difference in the Psycho-Social Status between undergraduate and postgraduate teacher trainees.

**Table 9: Difference between Undergraduate and Postgraduate Teacher Trainees in their Psycho-Social Status**

Variable	Undergraduate (N=29)		Postgraduate (N=111)		Levene's Test for Equality of Variance		t-test for Equality of Mean			Remarks
Psycho-Social Status	Mean	SD	Mean	SD	F	Sig	t	df	Sig. (2-tailed)	Not significant
	63.66	4.973	64.19	5.021	0.005	0.946	-0.511	138	0.610	

(\*Not significant at 0.05 level of significance)

The test the quality of variance Levene's statistics was calculated and it was found that  $F=0.005$  and  $P=0.946$  ( $p>0.05$ ) for undergraduate and postgraduate teacher trainees, so equal variance can be assumed for the case. Table 9 also shows that in case of comparing mean of undergraduate and postgraduate teacher trainees the calculated  $t_{(138)}$  value is 0.511 and  $P=0.610$  ( $p>0.05$ ). Hence, 't' is not significant at 0.05 level of significance. So, the null hypothesis is not-rejected and it can be concluded that there is no significant differences between data obtained from undergraduate and postgraduate teacher trainees.

**H<sub>07</sub>:** There exists no significant difference in the Psycho-Social Status between the teacher trainees of joint and nuclear family.

**Table 10: Difference between Joint and Nuclear Family Teacher Trainees in their Psycho-Social Status**

Variable	Joint Family (N=31)		Nuclear Family (N=109)		Levene's Test for Equality of Variance		t-test for Equality of Mean			Remarks
	Mean	SD	Mean	SD	F	Sig	t	df	Sig. (2-tailed)	
Psycho-Social Status	63.71	5.386	64.18	4.903	0.245	0.621	-0.464	138	0.643	Not significant

(\*Not significant at 0.05 level of significance)

The test the quality of variance Levene's statistics was calculated and it was found that  $F=0.245$  and  $P=0.621$  ( $p>0.05$ ) for teacher trainees from joint and nuclear family, so equal variance can be assumed for the case. Table 10 also shows that in case of comparing mean of teacher trainees the calculated  $t_{(138)}$  value is 0.464 and  $P=0.643$  ( $p>0.05$ ). Hence, 't' is not significant at 0.05 level of significance. So, the null hypothesis is not-rejected and it can be concluded that there is no significant differences between data obtained from teacher trainees of joint and nuclear family.

## 7. Findings:

- There are no significant differences between data obtained from female and male teacher in their psycho-social state. So, it can be concluded that variation of gender does not influence the psychological state of teacher.
- There is no significant difference between data obtained from rural –urban and urban - suburban areas though there is significant difference between data obtained from rural and suburban area in their psycho-social state. So, it can be concluded that to some extent variation of habitat may influence the psychological state of citizen.

- There are significant differences between data obtained from teachers of Govt. and Private institutions in their psycho-social state. So, it can be concluded that nature of job do effect of employees psychological state.
- There is no significant difference between data obtained from female and male teacher trainees in their psycho-social state. So, it can be concluded that variation of gender does not influence the psychological state of students.
- There is no significant difference among teacher trainees of rural, urban and suburban areas in relation with their psycho-social status. So, it can be concluded that variation of habitat does not influence the psychological state of teacher trainees.
- There is no significant difference between data obtained from undergraduate and postgraduate teacher trainees. So, it can be concluded that qualification does not make an effect of students' psychological state regarding pandemic.
- There is no significant difference between data obtained from teacher trainees of joint and nuclear family. So, it can be concluded that type of family does not influence the psychological state of students.
- It is observed that pandemic of COVID-19 makes an effect of the psycho-social wellbeing of both teacher and teacher trainees in the field of education irrespective of their gender, habitat, nature of job, qualifications, family type. But the positive thing is that in this pandemic situation, they are trying to develop their introspection so that they can face the adverse circumstances in coming future.

## 8. Conclusion:

From the present study, we have come to know, that most of teachers and teacher trainees are very much anxious about present situation and their future job prospect. The private teachers are anxious about being jobless where teachers from Government/ affiliated institutions are worried about the future. During this lockdown, in-spite of being at home, people are not satisfied with their present lifestyle. Although they are spending their hours at home, still they are not feeling comfortable. The World Health Organization (WHO) is also aware about these changes of psychological states of people. They have requested not to focus on watching, reading or listening to news about COVID-19 or mislead by any fake news that may cause anxiety or stress. People should inculcate positivity by acknowledging the front-line fighters for savings lives and keeping our loved ones safe (WHO, March 2020)<sup>21</sup>.

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<sup>21</sup> Coronavirus disease 2019 (COVID-19) Situation Report by WHO, March, 2020.

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