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Teachers Psychological Well Being During Covid-19 Pandemic

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Abstract

Not only the healthcare worker, teachers have been the frontliners of learning as they scrambled to make sure that learning doesn't stop. Therefore, the aims of this study were to explore how teachers have been affected by the lockdown with respect to their psychological well being level and the difference between gender. For that purpose, an online survey was designed to collect quantitative data among 361 teachers from Kuala Lumpur using Ryff's Psychological Well-being scale) during second MCO. In order to analysis of collected data; Mean, SD and t-test were applied. Findings showed the level of Psychological Well-being among teacher was high and no significant difference between gender. Finding of the study have its important for the further studies, psychologist, counsellors, educationists, policy makers and so on.

Keywords: Psychological WELL BEING, TEACHER, Covid-19, Gender, Ryff's Psychological Well Being Scale

Introduction

The huge worldwide changes triggered by COVID-19 in the lives of students, teachers and parents have nevertheless given society a chance to test its ability to adjust to circumstances of sudden stress in which people are involved in new personal, social, pedagogical and professional environments and tasks. This health problem is likely to have a long-term impact on education, so it may be an opportunity to reconsider the curriculum, analyse teaching-learning processes and improve the skills of students while reinforcing their learning skills and retaining their motivation. In addition, for the programme and learning continuity to be sustained, the after-crisis era must already be foreseen (Daniel, 2020; UNESCO, 2020e). When schools in Asia were ordered to be closed because of the pandemic, many turned to online and distance learning and relied on education technology to avoid learning. Malaysia was no exception, with tight controls lasting three months to avoid COVID-19 spreading. In the last few weeks, classes have steadily resumed. As from 22 July, Malaysia saw a new normal reopening of schools, adopting health protocols and social distancing regulations. Students and teachers were on vacation when the school was closed. Learners had no schedule for what would happen next. Without a system, students were involved in several ways by their teachers. Although some students have been engaged in teaching from a teacher, another teacher may only send messages with another platform for reading tasks and homework. Although the coordination and guidance of schools may have been lacking at the beginning,

teaching was to continue in spite of the pandemic. During this period of "emergent distance education" (Hodges et al., 2020) and "learning in the COVID-19 era" (Darling-Hammond, 2020), educators are challenged to address the problem of well-being and self-care is limited (Horesh & Brown, 2020) and the techniques used Teacher educators to meet the teacher's mental health needs. It remains unclear.

According to Asmundson and Taylor (2020), in principle, if the time is deputy Covid-19 is contagious, it has created various emotional impressions such as confusion, worry, sadness such as fear of death, excessive worry for health anxiety to everyone, no more to the student group there has been a diagnosis of mental illness such as moodiness, schizophrenia, bipolar disorder, fatigue obsessive and compulsive so that among those who often think of killing self. This is because these students are accustomed to being free to do what they are forward. However, if COVID-19 hits and this Movement Control Order carried out like blocking their freedom that has been enjoyed so far. Additionally, study found that the level of psychological well-being after two weeks of the lockdown period at Spain is at an alarming level. A total of 34.19% of respondents experienced moderate to severe anxiety symptoms while 28.14% of respondents experienced symptoms moderate to severe stress. In addition, as many as 50.43% of respondents obtained scores of moderate to severe psychological well-being effects during the epidemic period pandemics and lockdown periods occur (Ozamiz-Etxebarria et al., 2020; Rodríguez-Rey et al., 2020).

In addition, anxiety has been linked to poor sleep in several studies (Rajkumar, 2020). Social circumstances, on the other hand, have changed as a result of the disease and subsequent quarantine (Zhang et al., 2020), as well as attending to dependent or contaminated individuals or those with other medical problems at home or nearby (Zhang et al., 2020). It was also attributed to the government's preventative measures, such as imprisonment or lockout (Liu et al., 2020). Individual variations seem to have played a significant role in past pandemics (Asmundson & Taylor, 2020). In either case, more comprehensive and detailed research on the effect on mental health is still needed (Mahase, 2020). Furthermore, people all over the world are dealing with new ethical responsibilities (Zhang et al., 2020). Others have entirely stopped working, and in the short term, they will have to face an uncertain future; some have seen their work hours rise, and they have handled risky circumstances (e.g., health and social workers, or product suppliers). This health crisis is also causing a global economic crisis, which will erupt in a matter of weeks (UNESCO, 2020a).

Another aspect affecting adults' intimate, social, and professional lives is the lockout of children at home, which occurs often because parents are engaged in several roles and activities at the same time (Orte et al., 2020). Meanwhile, educational administrations have not suspended the academic year, so teachers have found themselves juggling online education at every stage (Wang and Zhao, 2020) while still dealing with personal matters. Furthermore, prior to the pandemic, Spanish teachers' working conditions were already difficult due to a teacher/student ratio of 25 to 36 per teacher (Education Youth Policy Analysis Unit in the Education Audiovisual Culture Executive Agency, 2020a) and the high number of lessons (30–32 per week) they were required to teach (Education Youth Policy Analysis Unit in the Education Audiovisual Culture Executive Agency, 2020b).

Also, all teachers should be trained for inclusive education in all teaching positions, allowing them to collaborate with all learners or students in individualized and close relationships, requiring them to play a significant role in everyday work and face-to-face interactions. When this direct interaction is replaced by an online relationship, the job becomes even more complicated, and several other considerations must be considered. Teachers are not typically certified in e-learning programs and activities because they are not part of the primary or secondary school curriculum (Education Youth Policy Analysis Unit in the Education Audiovisual Culture Executive Agency, 2020c). It should also be noted that in times of crisis, teachers will play an additional and critical role. They will help students with their psychosocial needs. Teachers can first develop a healthy and welcoming environment in which students can share their feelings and experiences, and then they can incorporate unique organized psychosocial interventions into the teaching/learning process that can greatly benefit vulnerable students (Inter-Agency Standing Committee, 2007a). As a result, teachers' workloads can be considered very heavy, and the teaching profession can be associated with high levels of stress and physical complaints (Bogaert et al., 2014).

Literature Review

In the midst of this COVID 19 pandemic, psychological well being is very important because it has a great influence on teachers life. The high level of psychological well-being will be able to achieve optimal development. Psychological well-being consists six dimensions. When the sixth dimension is fulfilled, the individual will have a high level of psychological well-being. Ryff (1989) suggests six dimensions psychological well-being which includes: self-acceptance, positive relationship with other, autonomy, environmental mastery, purpose in life, and personal growth. Self-Acceptance is characterized by a positive attitude to himself, recognize, understand, acknowledge and accept yourself including strengths and weaknesses. Positive relations with other or good relations with people others are characterized by a warm relationship, satisfying, trusting each other, having empathy, affection that is strong and can understand and accept relationships with other humans. Autonomy means that individuals can regulate the behavior from within, strive to be independent or independent, and conduct self evaluation based on standards personal. Environmental mastery or understand the environment that the individual has a sense of understanding and deep competence manage the environment, be able to control a variety of complex external activities, and able to take advantage of the opportunities around. Purpose in life or purpose in life is an individual with a clear direction of life goals, feel there meaning for life, and belief high on his life purpose. Personal growth or self-development, namely the individual has the feeling to keep expanding, to open up towards new experiences, and be aware of potential that is owned.

Methods

The method employed in this study was the quantitative design using cross sectional survey. The sampling technique that was used in this research was random sampling. The sample consisted of 361 teachers (male =159, female=202) from primary public school around Kuala Lumpur. The questionnaire was classified into different parts. The first part of the questionnaire was about the socio-demographic characteristics of the respondents namely gender, age, religion and race. Then, the second part focused on the psychological well-being using Ryff's Psychological Wellbeing Scale. This scale was developed by Ryff (1989) to measure dimensions of psychological well-being namely, self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. This scale

had been used in several researches on well-being and had been found to have high reliability and validity. Cronbach's alpha was 0.89 for psychological well-being, 0.74 for autonomy, 0.69 for environmental mastery, 0.63 for positive relations with others, 0.78 for self-acceptance, 0.74 for personal growth, and 0.76 for purpose in life.

Results

Out of 361 respondents who took part in this research, 159 respondents were male and 202 respondents were female, which demonstrate 44% and 55.9% respectively. The results of descriptive analysis show that all elements of the teachers Psychological Well-being in Kuala Lumpur are at a high level which is autonomy ($m=3.71$, $SD=0.689$), environmental mastery ($m= 3.75$, $SD=0.682$), positive relation with others ($m=3.68$, $SD=0.660$), purpose in life ($m=3.51$, $SD= 0.727$), personal growth ($m= 3.60$, $SD=0.696$), and self- acceptance ($m=3.82$, $SD=0.682$).

In term of gender and psychological well-being, an independent sample t-test is conducted to compare the difference of teachers psychological well being between male and female. The result tabulated indicates that there was no significance difference in score for male and female ($t = 0.154$, $p>0.05$). The mean value between gender had (mean = 3.635; $SD = 0.4952$) for male and (mean= 3.642; $SD= 0.3962$) for female. It implies that there was no differences toward psychological well being for those male and female.

Discussion

The global expansion of the COVID-19 pandemic has had several impacts, which can impact the overall health of people. On the one side, the virus itself produces personal conditions where human emotion (Asmundson and Taylor, 2020), concern, fear, anxiety or depression-related distress. A lot of studies were carried out in particular to identify the role of gender in the overall psychological well-being and psychological dimension during Covid-19 pandemic (Yan et al (2021); Heloísa Gonçalves Ferreira (2020); Tuason MT, Güss CD, Boyd L (2021); Thibaut Florence, van Wijngaarden-Cremers Patricia J. M. (2020) . However there were variations between these researchers in the patterns of their results. This study was therefore conducted to resolve this discrepancy with an emphasis on the unique situation of teachers during pandemic in Malaysia. The findings of this analysis showed a high degree of all dimensions of Psychological Well-being.

This proves that, amid numerous obstacles, teachers are in a positive position to fight as the frontline in sharing information with students. The results also show that teachers are able to carry out tasks under pressure and this will have a good impact on students. In addition, the results of the analysis also show gender and psychological well-being were not significantly affected, with a high degree of psychological well-being (autonomy, environmental mastery, supportive relationships with others, self-acceptation, personal development, and purpose in life) It explains that there are no psychological disparities between male and female teachers in Malaysia. The findings of this study support Amran and Khairiah (2014), which found that there was no big gender gap in general well-being. The results from Casey and Rebecca (2011), too, showed that there were no gender gaps in anxiety, depression, and well-being.

Johari and Pusphavalli (2010) have also found that the self-conception and well-being of the youth are not substantially distinguished from their gender. Ryff (1989) says that the

well-being is dependent on strength in certain main components like environmental control, good relationships, personal development, autonomy, existence and purpose Self recognition. Self acceptance. All these factors will either strengthen or weaken an individual regardless of gender. These findings are however, contrary to the results of a Perez (2012) study that clarified that there are differences in gender in terms of autonomy, positive connections with other people and purpose of life. However, for this analysis, the results show that there are no discrepancies Male and female to autonomy, supportive relationships with others, intent in life and other aspects of psychological well-being among the flood victims in Malaysia. These results also support the need for awareness on the manner in which gender differences express themselves in psychological well-being. That's because this discovery has clarified that are no differences between men and women in relation to the general psychological well-being and all forms of psychological well-being

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