

ANXIETY OF ACADEMICIANS DURING COVID-19 PANDAMIC SITUATION

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ABSTRACT

The COVID-19 pandemic is moving all the areas of life, viz. psychological, social, financial, health etc. Never imagined witnessing such a pandemic would trap the entire world so quickly without any alarm. Every sector of life is suffering from the fallout. However, there is, yet, much more to think of beyond this situation. Specifying particularly about pedagogue, with the lockdown announcement, the educational system is entirely at stake, which raises the “stress, anxiety, and restlessness among the educational fraternity. 80% of the school teachers undergoes stress due to the lack from various aspects. Driven by a pandemic to the front lines of an unprecedented rush to distance-learning, 94 percent of the nation’s teachers are scrambling to manage an armful of new challenges. Exhaustion emerges from a tangle of dynamics. Out of 100 Teachers 70-80 teachers are grappling with unfamiliar technologies. This paper attempts to unveil the new-sprung struggles experienced by the teachers during this Lockdown situation caused by “Covid-19”.

Keywords : Pandemic, Psychological, Fallout, pedagogue, Lockdown, Anxiety, dynamics, Technologies, Academics.

INTRODUCTION

The zoonotic virus (2019-nCoV) has terribly affected the world that it becomes even hard to breathe. The sharp pang of this pandemic (2019-nCoV) is exponentially sweeping across the world and is triggering chaos, fear, anxiety, and stress among the people. By April 7, 2020, more than one million (1,383,436) persons have been globally infected due to the convergence of this uncontrollable infectious disease. Most of the global population has been depressed and threatened due to the exponential growth of infection and the increasing number of fatalities . To avoid the mass spreading of this pandemic virus, WHO (WORLD HEALTH ORGANISATION) advised for nationwide lockdown. No doubt, this will save the masses of life. However, this lockdown is also creating chaos and huge difficulties for

the people. The Indian academic fraternity has been badly affected by this pandemic. Due to scrupulous isolation measures and close down of universities and colleges, academic fraternity is under insurmountable mental pressure which is raising the prevalence and rate of stress, anxiety and depression among Academicians. The primary source of their frustration and stress pertained to not feeling supported by their administration around challenges related to meeting all of their students' learning needs, high-stakes testing, an ever-changing curriculum and work/life balance. Furthermore, due to the dilemma of lockdown and to maintain the social distancing, the authorities have instructed the teaching fraternity to take their classes online. During this pandemic, In one study, 85 percent of teachers reported that work-life imbalance was affecting their ability to teach through online. So, before the pandemic, teachers were already burning out. Add in new expectations of becoming distance learning experts to support uninterrupted learning for all their students and caring for the ever-evolving demands of their families, and it's no perturbation that 95 percent of the feelings they reported recently are rooted in anxiety. it is very tough to prepare and deliver the quality lectures to the students and the situation gets worse when the teaching is online as most of the teachers have not been trained for the effective use of web resources for teaching. Additionally, the teachers who are specialized in conventional teaching found it more difficult to cope with online methods. Moreover, the level of frustration during this pandemic would be on the higher side for the old-aged and psychologically-disordered teachers as they are more vulnerable to contamination. The liability of online classes will further intensify the stress as they are not comfortable in using electronic gadgets and online resources. Above all, some of the students are not serious in online teaching as the teachers have negligible control over students in online teaching. Additionally, the teachers residing in the remote areas are more frustrated and depressed because due to unavailability or poor internet connection, they are not able to complete their tasks.

OBJECTIVES OF THE STUDY

- To identify and unwrap the working scenario of teaching fraternity during lockdown covid-19
- To analyze the exertion and suggest effective measures to overcome this new anxiety drove by covid-19.

REVIEW OF LITERATURE

Kaur and Kaur (2009) conducted a study on the Psycho-social Problems of Women Teachers focusing on area(rural/urban) and age(below and above 35) as key aspect. Thousand women teachers were selected and it was found that there were no significant change in psycho-socio between rural and urban teachers. Also the researcher states that teachers belong to 35 yrs below seem to be more productive but fails to cope with stress. The women above 35 years had better understanding of one's family life, career and aging parents. This was because the more one stays at a position, the more one grows older and the better one learns to cope with the

psycho-social problems. It was evident that psycho-social problems had adverse physical and mental health consequences on women. These reduce the energy, lead to travail in dealing with others and in completing the required chore and duties of job. **Parilla.S (2012)** ascertained the level of stress experienced by Northwestern Teachers. It aims to establish the relationship of level of stress experienced with personal characteristics (age, gender, number of family members and income) and job position. It was found out that the middle level teachers experienced the highest degree and level of strain compared to the other job positions. As to the relationship, personal characteristics are not correlated to job stress while job position is correlated with job stress. The researcher provided a stress management plan for the teaching fraternity of the University because it was determined that productiveness and stress are negatively correlated. Mental strain should be minimized and controlled to make teaching fraternity more productive. **Parker, Martin, Colmar, & Liem, (2012)** states that teachers battle with lot of exhaustion, so does their ability to cope and remain buoyant to the increasing social and emotional demands placed on them day in and day out which directly impacts well-being. **Reddy and Anuradha (2013)** examined the Occupational Stress of teachers working at higher secondary level. It was found that, about 88 percent of higher secondary teachers are experiencing moderate and high levels of occupational stress. To overcome occupational stress, the researchers have suggested some measures which could prove beneficial to teachers in coping with stress are: Amend self esteem, figure self confidence, work on gathering emotive intelligence ability, develop effective communication skills, germinate a good sense of humor, training yoga and meditation, promote a supportive acquaintance circle, cultivate hobbies and seek professional help. **Sing and Rani (2015)** they states in a study in Haryana that stress reduces teachers' efficiency and effectiveness due to mood disturbance, psychological distress, anxiety, lowered morale, cardiovascular disease and fatigue. **Roy et al;Yang et al (2020)** suggest that it is important for people to be aware of the preventive measures to avoid transmission of COVID-19 through observing personal hygiene. In that note the author also points out the safety preventive steps done through online classes. **Heidi Geiges (2020)** expressed that teachers are facing new challenge because they are not used to sit in front computer screen all day and tough to understand various software tool to teach online.

A NEW TYPE OF STRESS AND TAKEN OVER BY VIRTUAL WORLD

When the 2019-20 school year started in September, no teacher could have predicted that they would be working from home for weeks to months. Onset of the COVID-19 pandemic across the country has forced thousands of schools and school districts to close indefinitely. The very sudden shift to distance learning has placed an unprecedented type of stress for teachers to quickly adapt their curricula to an online format that is accessible for all students. Using these new technology platforms to simulate a normal school day poses many challenges, some out of the control of a teacher. From Zoom and Google Classroom to Canvas and Microsoft Teams, the variety of online teaching tools is extremely abundant. However, many teachers have never used these tools before and don't know which are most effective and appropriate for their instruction style, class content, and student abilities. It's a steeper learning curve than society themselves realize.

World Economic Forum (WEF) has termed COVID-19 pandemic a black swan event that has suddenly and dramatically changed our life. From the comfort of

their fixed routine, fun classes, entertaining peer groups, caring teachers, the life of our children has drastically changed to being cooped up in their homes under lockdown. Another paradigm shift in our day-to-day existence has been that socialisation has been swapped with digitisation. The virtual world has replaced most of our real-life connections whether it is school, work, recreation, shopping, fitness etc. all are happening online. For teachers and children who are not digital natives, this transition has been near-total with Zoom meetings becoming their second home due to hours spent online for learning, socialising, playing and even taking hobby and fitness classes. How much online time is good for the teacher and child, is the question every parent and management need to consider carefully and also monitor the quality of their online sojourns, which may sometimes be risky bordering on unsafe.

THE LATEST FINDINGS

As the pandemic unfolds and the days of distance learning turn to weeks and months, teachers face a steep learning curve every single day. According to a recent a survey by the Yale Centre, the growing stress ensuring their students receive a quality education has translated into a handful of recurring negative feeling for Emotional Intelligence and the Collaborative for Social Emotional and Academic Learning. More than 5,000 teachers responded to the survey in just three days, which asked them to describe the three most recurrent emotions they felt daily. The results showed that teachers felt “anxious, scared, worried, exhausted, and sad”. Anxiety was the most repeated emotion by a landslide.

CONCLUSION AND SUGGESTION

Covid-19 has become a highly indispensable and complex subject today. With such regard we conclude that though “Working from home” is not what teachers signed up for but with Some simple modifications may ease the toll on teachers mental and physical well-being. When working at the computer, the screen should be about arm’s length away (25 inches) from your face, recommends the American Academy of Ophthalmology. They also suggest following the 20-20-20 rule to reduce eye strain: Every 20 minutes, look at something 20 feet away for at least 20 seconds. Most importantly, teachers need breaks and exercise just like kids, which can help boost mood, improve mental clarity, and relieve stress. Parents and Management should help teachers stay balanced during this pandemic unlike expecting teachers to be available on call or in screen 24/7. They are the backbone of keeping the distance learning not only functioning but more importantly thriving. With teachers scattered across counties and states, it is extremely important to have a reliable and cohesive faculty to virtually lean on. Now more than ever, teachers need a strong supportive system, from getting helpful resources to find effective guidance about students.

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