

## Exploring Psychosocial and Mental Health Issues of Private School Teachers during COVID-19 Pandemic

**\*Dr. Ismat Ullah Cheema**

Professor of Psychology, School of Behavioral Sciences, Minhaj University, Lahore

[ismat.behavior@mul.edu.pk](mailto:ismat.behavior@mul.edu.pk)

**\*\*Dr. Muhammad Javed Iqbal**

Assistant Professor of Education, Lahore Leads University, Lahore

**\*\*\*Zahid Iqbal**

Lahore School of Professional Studies,

The University of Lahore, Lahore

**\*\*\*\*Zunab Fareha**

MPhil Education, Division of Education,

University of Education, Lahore

### Abstract

*The closer of educational institutions during COVID-19 was affected the whole life of private school teachers. The study was explored the psychosocial aspects of poor quality of life and functioning of the teachers served in private sectors. It was an exploratory research design that was conducted with the help of qualitative research approach Interpretative Phenomenological Analysis (IPA) and to make themes within participant's statement. Homogenous sampling was used to collect the data from 50 participants. The N vivo 12 plus used to analyze the data. The result of this study, mental health can be evaluated and explicit sort of counseling service can be provided and therapeutic interventions plans can be utilized to improve mental health. All issues can be understood and special kind of counseling and intervention strategies can be developed as per the need of specific problem. By reviewing all themes, especially psychosocial and mental health issues as per teacher's perspective, the private school association policy makers and administration can develop a literature comprising of risk factors, pre-disposition and consequences for general public to aware and keeping them away from delinquency.*

**Keywords:** COVID-19, IPA, psychosocial issues, mental health issues, teaching faculty

### Introduction

Across the world, the education sector has always been the foremost medium for teaching and learning. Teaching and learning process largely depends on the effectiveness of the education sector. In this context, the focus of educational policymakers is primarily to identify the factors that can play imperative roles in the teaching-learning process. Effective teaching and learning environments have a direct relationship with the physical and mental health of the teaching faculty. The situation worsened on March 23, 2020, a full lockdown was imposed across the country to effectively get control on COVID-19 pandemic situation. This full lockdown was changed to "Smart Lockdown" on May 9, 2020. However, all establishments of education were ordered to remain closed (Harwood et al., 2020).

The spread of novel Coronavirus COVID-19 in Wuhan a city of central China, by late January 2020 COVID-19 dispread rapidly across the city and other provinces, it further became a global epidemic reasoning health and psychological problems along severe threat of life (Ali, 2020). In Pakistan, the first case of COVID-19 was announced on February 26, 2020, when a student from Karachi (who returned from Iran) tested positive. To limit the disperse of the COVID-19 pandemic in all over the Pakistan, the government closed all schools, colleges,

universities and madras) in the country until April 5, 2020, which was extended until April 31, 2020 and later until July 15, 2020. The closure of the school seems to be extended indefinitely. This protected and prolonged school closure seems a rational and logical decision to limit and reduce the spread of the COVID-19 pandemic (Alah et al., 2020). Additionally, 200 nations all throughout the world have briefly shut instructive foundations (schools, colleges and universities) to forestall its spread. The closure of educational institutions is typically tested globally to diminish the transmission of the COVID-19 pandemic (Ullah 2020). We also support the educational institution's request for the safety / health of children, families and teachers. However, no one really knows how long the closure will continue and what impact it will have on children's erudition. According to the UNESCO, the current bloc and the sky of educational institutions worldwide has affected 91 percent of the world's enrolled students (Huang et al, 2020). Global closures of educational establishments have upset the learning of roughly 1.7 billion students (Ullah, 2020). So far, the world has not experienced school closures on such a large scale (Vegas, 2020). The educational institutions start e-learning many governments and owners of private educational institutions have been struggling to establish online contacts and plan to minimize interruptions in teaching and learning. Due to the closer of the private schools, teachers' source of income will be blocked and their survival to run their family is problematic. Hence they are disturbed psychologically and physically due to the long shutdown of the educational institutions. To fill this research gap a quantitative technique is used in this study. All issues can be understood and special kind of counseling and intervention strategies can be developed as per the need of specific problem by reviewing all themes especially psychosocial and mental health issues.

### **Impact of COVID-19 on Psychosocial Functioning**

Psychosocial problems can have a serious impact on normal life, including family, friends, work and social life. Psychosocial problems can range from mild to severe, depending on the frequency and recurrence of symptoms related to the disorder by an individual. The common symptoms of a psycho-socially disturbed personality are a degraded self-image; inability to focus on a problem for longer, mood swings and impulsive behavior, irritable lack of patience and self-confidence. The mentioned symptoms are just some of the parameters by which one can judge the personality of an individual. However, normal people can sometimes have some similar characteristics, but we cannot qualify them as psychologically unstable people, because it depends on the frequency that determines the problem.

The COVID-19 pandemic reverted our understanding of the world taking everything into account beforehand. The strong extents of social isolating and withdrawal that have been applied since the beginning of the pandemic have incited tremendous changes in amicable associations, which, for certain, people have made impressions of separation and hopelessness (Smithe and Lim, 2020).

Scarcely any investigations directed during the pandemic measure the side effects of pressure, uneasiness and sadness among educators, yet considers propose that they have mental indications, which supports the significance of returning schools and colleges. A new Arab study showed this emergency has caused teachers with issues frequently connected with a pandemic circumstance, like tension, melancholy, separation abusive behavior at home and all of which limit their capacity to educate appropriately (Al Lily & colab., 2020).

### **Impact of COVID-19 on Physical Health**

Another issue worth considering is that the COVID-19 pandemic has made a wellbeing emergency, yet in addition an amazingly huge worldwide financial stoppage, the impacts of

which have been especially extreme in Spain (Torres et al, 2020). Truth be told, educator insecurity has been an issue that has effectively acquired consideration prior the pandemic and COVID-19 has just exacerbated this issue with more cutbacks and shakiness (Auni3n & Romero, 2020). A few reviews breaking down the effect of occupation shakiness on teachers have shown that this can have critical mental outcomes (Leibovich & Figueroa, 2006).

Instruction is broadly perceived as a key to the future; that is the reason the instructor's central goal turns out to be a higher priority than any time in recent memory. Verifiably, training associations have demanded that quality instruction requires quality teachers. This is more genuine than at any other time. However, presently we have a pandemic circumstance wherein teachers' assumptions have drastically expanded psychosocial and emotional wellness issues. Teachers themselves are relied upon to be influencers. Simultaneously, the difficulties looked by instructive foundations and educators and furthermore expanded. This load of advancements has caused a circumstance in which the job of the educator is turning out to be increasingly unpredictable and requesting. Because of the fast development and advancement all through the circle, the degree of stress has expanded. Instructors, staff and heads are under pressure (Lazarus, 2006).

### **Common Indicators**

Psychosocial problems can have a significant impact on daily life, including family, friends, career and social activities. Depending on the frequency and recurrence of symptoms related to the disorder by an individual, psychosocial difficulties can range from minor to severe. A degraded self-image, inability to focus on a problem for long periods of time, mood swings, impulsive behavior, impatience, lack of patience and self-confidence are all common indicators of a psychologically affected personality. The symptoms described are just some of the factors used to assess a person's personality. On the other hand, normal people can sometimes have the same characteristics, but we cannot qualify them as psychosocially unstable, because frequency determines the problem (Hussain & Kumar, 2017).

### **Impact of COVID-19 on Teachers**

The effect of the COVID-19 pandemic was felt particularly in tuition based schools, where teachers agreements were ended or suspended, which additionally prompted the deficiency of advantages. This immensely affects their day to day environments. Many depended on their investment funds, and others looked for some kind of employment outside the instruction area. End of agreements was not done similarly in every tuition based school. Educators were not engaged with dynamic and numerous tuition based schools didn't foster systems to help instructors during the bar of COVID-19. Many tuition based school teachers trust that their agreements will be restored when schools resume. Since tuition based schools rely upon the installment of educational expenses by guardians, some school honors dread that a few understudies will get back to school, subsequently decreasing the quantity of teachers required (Ullah, 2020).

### **Financial Instability**

The COVID-19 pandemic and the subsequent loss of wages affected social and psychological well-being for certain teachers in tuition based schools. Discouragement among teachers in tuition based schools is genuine, particularly for educators who depended on their month to month compensations. Different associations, for example, temples, give food to the jobless. Some non-public school educators have occupied with other pay creating exercises, including the individuals who have wandered into developing vegetables and different harvests (Ullah, 2020).

### **Online Learning**

Different educators took part in exercises that included directing kids from their own families and from different families. Training was tied in with assisting youngsters with continuing their learning at home. This training has not been authoritatively acknowledged because of the danger of the infection spreading. Some private school teachers have kept on educating intentionally by trading learning materials through stages like WhatsApp, google classroom and Facebook.

### **Mental Health Issues**

Psychological instability is a wide term for a social occasion of diseases that can join signs that can impact a person's thinking, perceptions, perspective, or direct. Psychological sickness can make it difficult for someone to adjust to work, associations and various requirements. The association among stress and psychological sickness is flighty, anyway it is understood that pressing factor can madden a scene of dysfunctional behavior. Considerable number individuals can manage their psychological sickness with medication, coordinating, psychotherapy and hypnotizing (Manderscheid et al., 2010).

The core ambition of this research is to identify the psychosocial and mental health issues faced by private school teachers. A brief discussion on studies which have been done earlier to uncover same phenomenon related to this research. This article also provides a ground base to find out the areas of psychosocial and mental illness issues in life. The literature has also polished the methodology to effectively achieve the purpose of current research.

Kutcher et al., (2013) evaluated the experiences of teachers preparing is recognized as viable mental health mediation at school level that advances positive mental health and a feeling of association among partners and works with understudy learning, along these lines working on the general environment of the school. Instructive mediations including educators have shown a critical improvement in teachers 'information and perspectives about mental health and more noteworthy precision in teachers ID of kids and teenagers with mental health issues. Further developed information, decreased disgrace, and trust in understudy support, just as certain aberrant consequences for understudies were seen in a randomized gathering investigation of mental health emergency treatment preparing of optional teachers. Furthermore, mental health drives in schools assist educators with feeling not so much focused but rather happier with their job and decrease costs (Weist & Murray, 2008).

Borrelli et al., (2014) presented a qualitative analysis of previous researches as a general rule, it lessens the personal satisfaction and the overall mental and actual prosperity of teachers. It likewise prompts horrendous feelings, like misery and tension, which influence the teacher's capacity to work at work or adapt to day by day life.

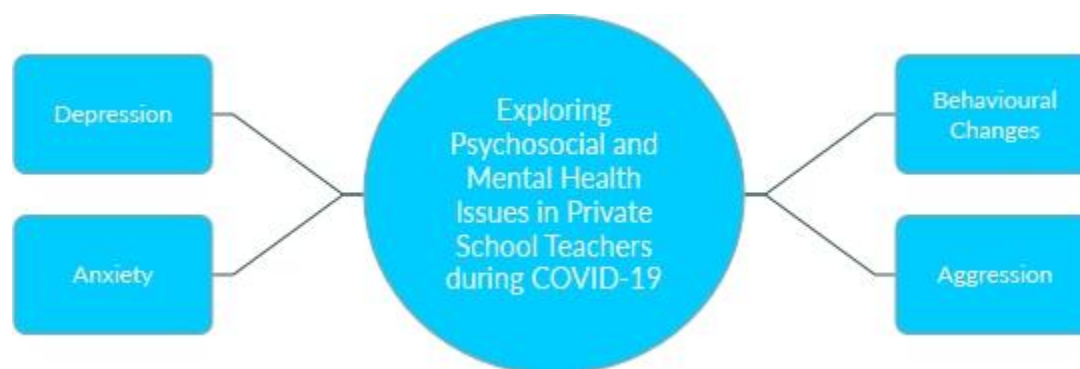
A quantitative study was done in Chile on 278 teachers to evaluate the social issues being faced by their families. The COVID-19 pandemic impact on training incorporated the conclusion of schools and the execution of virtual instruction and media communications without the information or assets expected to do as such. The present circumstance has emphasized disparity in admittance to quality training and created high paces of pressure, uneasiness and general distress among teachers. This investigation meant to investigate the mental health of teachers who had to perform media communications because of COVID-19 and to break down the relationship with socio-segment conditions, identified with teachers and work. These outcomes give proof that recommends the requirement for activities to work on the functioning states of teachers working in teleworking to work on their mental health and consequently emphatically affect the whole instructive local area. We guessed that there might be a high commonness of

poor mental health among teachers in Chile and that more extreme socio-segment, proficient and working conditions might be identified with this (Palma-Vasquez et al., 2021).

A mix method study was done to find out the consequences of this examination affirmed that an up level of teachers experienced manifestations of anxiety, stress and depression when schools and colleges returned. These paces of indications are to some degree high contrasted with those announced in another investigation directed during the pandemic with everyone in a similar district of Spain (Ozamiz-Etxebarria et al., 2020). In any case, these outcomes are steady with those of different investigations directed since the start of the pandemic, which show that during conclusion, teachers experienced pressure (Besser et al., 2020), anxiety and other mental and actual side effects. Nonetheless, this investigation shows that this symptomatology isn't just trait of shut periods. Truth is told, in this investigation, no huge distinction was found between teachers who were detained and the individuals who were not (Huang & Zhao, 2020).

Aperribai (2020) performed a qualitative analysis of teachers working in the beginning phases of preschool and essential schooling have the most elevated scores for nervousness. This denotes a reasonable contrast from past study in a non-pandemic circumstance in which secondary teachers were generally influenced by psychological symptoms. Social connections have also been affected by the lockdown. The current situation of lockdown has provoked significant issues in teacher's lives, as demonstrated by the squeezing factor that online informational procedures have set on them: various extended lengths of work and inconveniences due to the shortfall of actual contact or due to the obstructions made on getting singular presence together with family.

As studies have shown that most teachers in our general public feel minimized, undervalued and came up short on; this assertion is more exact for educators working in the private area. Teachers in tuition based schools are confronting abuse comparable in nature to the double-dealing endured by unskilled workers in our material factories and block furnaces, but not many individuals understand the degree and size of this double-dealing (Berlak, H. 2011). However, the rationale of this study to explore the psychosocial and mental health issues of private school teachers during COVID-19 pandemic in Pakistan. The lack of researches is closely linked to the neglect our private school teachers and their mental health. The study was explored the psychosocial aspects of poor quality of life and functioning of the teachers served in private sectors.



*Hypothetical Diagram*

## Methodology

It was an exploratory research design that was conducted with the help of qualitative research method. Data collection was done through conducting in-depth semi structured interviews consisting of open ended question. Qualitative research approach with Interpretative phenomenological analysis (IPA) was used and to make themes and sub-themes within participants statement in this present study. Discussion was done to discover the psychosocial and mental health issues in private school teachers. The Qualitative research approach with phenomenological research design was used in this study. A permission letter was taken from the department of psychology to collect the data. After that main data collection was started at the different private school teachers of Lahore. First of all, permission had been taken from principals of private schools. Those teachers who were informed about the nature of research after their consent were included in the research. Insurance was sought of the information privacy regarding the results and information that would not use for another person or purpose than research. Researcher was taken the consent to conduct interviews. Finally data was collected by placing open ended questions.

### **Results**

To analyze data extracted through the semi structured interviews with the help of N vivo 12 plus, Interpretative Phenomenological Analysis (IPA) was utilized in the current study. In the qualitative research, IPA helps comprehend how the participants understand themselves and the world (Smith, 1996).

In other words, it not only analyzes the response given by the participants but also presents the researcher's understanding of those responses. This study outlines the understanding of the lived experiences of private school teachers having impact on their professional lives due to COVID-19 pandemic. Interviews were transcribed carefully and were checked again against the recordings to ensure none of the details was missing. In the first stage, transcribed data was read and re-read to note down the codes. In the second stage, coding of the emerging components of the data was done and relevant codes were counted and converted into subordinate themes that were distinctive yet internally consistent. These subordinate themes were then collated into superordinate themes. In the last stage, the superordinate themes were further categorized into master superordinate themes. In the following section, results are discussed in terms of the Superordinate themes that emerged.



## Master Table

*Emerg ed themes regarding the lived experiences of private school teachers in times of COVID-19 Pandemic (N=50)*

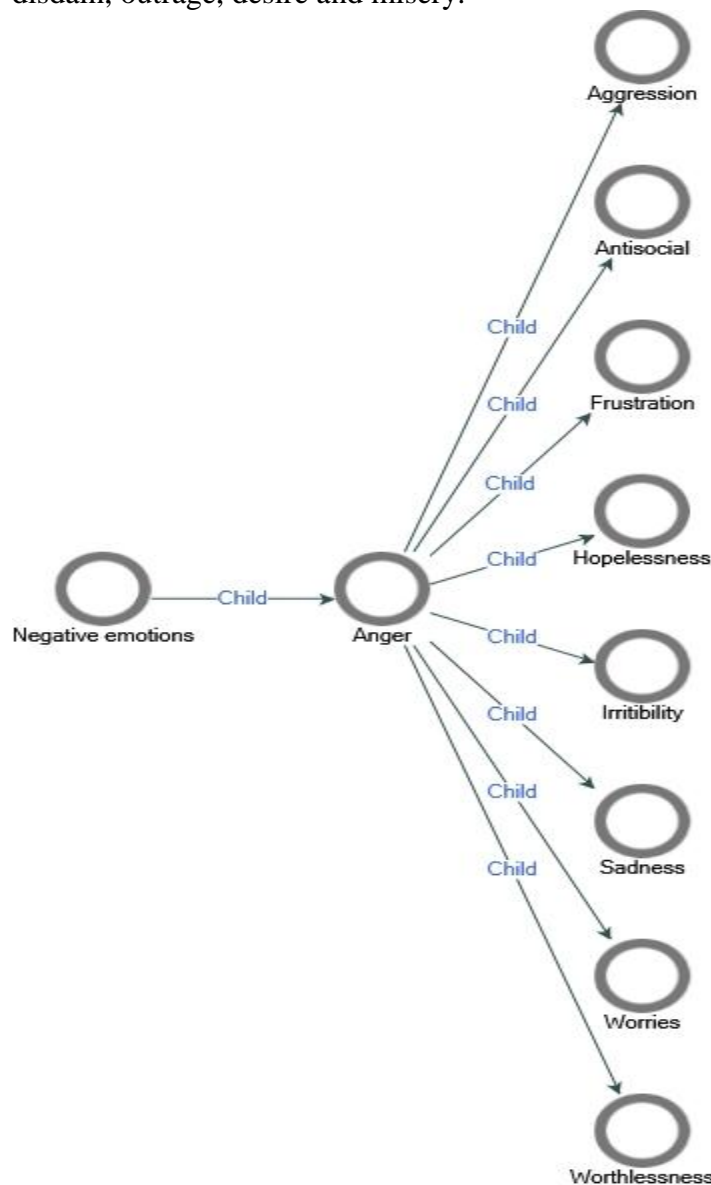
Master Themes	Superordinate Themes	Subordinate themes
Negative emotions	Anger	<ul style="list-style-type: none"> <li>• Irritability</li> <li>• Frustration</li> <li>• Aggression</li> <li>• Sadness</li> <li>• Antisocial</li> <li>• Hopelessness</li> <li>• Worries</li> <li>• Worthlessness</li> </ul>
Financial instability	Lack of money	<ul style="list-style-type: none"> <li>• Unemployment</li> <li>• Not fulfilling basic needs</li> <li>• Poor income</li> <li>• Job insecurity</li> <li>• Business loss</li> <li>• Poverty</li> </ul>
Future apprehensions	Future Concerns about promotion and life	<ul style="list-style-type: none"> <li>• Work place conflicts</li> <li>• Reduction in salary</li> <li>• Low self confidence</li> <li>• Unsatisfactory work place environment</li> <li>• Inferiority complex</li> <li>• Poor attention span</li> <li>• Agitation due to on campus classes</li> <li>• Poor study environment</li> <li>• Behavioral changes</li> <li>• Poor decision making skills</li> </ul>
Psychological Issues	Stress & Depression	<ul style="list-style-type: none"> <li>• Low mood</li> <li>• Poor coping strategies</li> <li>• Anxiety</li> <li>• Fear of death</li> <li>• Abandonment</li> <li>• Poor quality of life</li> <li>• Lack of interest</li> <li>• Sleep disturbance</li> <li>• Poor well being</li> </ul>
Social Issues	Social distancing & isolation	<ul style="list-style-type: none"> <li>• Lack of social support</li> <li>• Lack of outdoor activities</li> <li>• Financial crises</li> <li>• Communication gap between family</li> <li>• Lack of competency</li> <li>• Escape buildings</li> </ul>
Interpersonal conflicts	Marital conflicts	<ul style="list-style-type: none"> <li>• Poor family relationships</li> <li>• Increasing rate of divorce</li> <li>• Disturbance in spousal relationships</li> <li>• Lack of compatibility in families</li> </ul>



**Figure.** Sematic Presentation of Superordinate and subordinate themes emerged from the lived experiences of private school teachers.

## Negative Emotions

Negative emotions can be depicted as any inclination which makes you be hopeless and pitiful. These emotions make people to despise themselves or others that lead towards helpless fearlessness and confidence, and helpless life fulfillment. Emotions that can become negative are disdain, outrage, desire and misery.



One of the participants shared his experience that reflects negative emotions as:

*“Teachers are honorable personalities in our society. Their economic structures were dead and mostly were jobs less. The authority could not pay them. They experienced mood swings due to lack of money and financially they feel inferior. Teacher is an honorable person count in society relative to others. They feel hesitation to call him a teacher during in this situation because their kitchens were closed. Their social status was totally dumped.” (P1)*

Similarly, another participant shared her feelings and concerns as:

*“Also a part-time job to complete home expenses, because of this my life changed I feel irritation, aggression, lack of interest and decrease day to day activities.” (P2)*

Another one said:

*“Students are not coming so you are free from your job.” (P3)*

### **Anger**

Anger is an inclination depicted by hatred toward someone or something solitary feels has purposefully messed up. Outrage can be something to be grateful for. It can give a way to deal with convey negative estimations, for example, or convince individual to find answers for the issues, however unreasonable anger can cause genuine unfortunate results. Expanded circulatory strain and other actual changes related with anger make it hard to think straight and damage person's physical and mental health. One of the participants shared his experiences and reflects anger as:

*“I have a small family which involves me, my wife and a daughter. Staying a long period at home made my wife authoritative person, irritable and tensed. Our kitchen expenses and basic needs were not being fulfilled. Being the Wagner of society, we could not show our origin to anyone. We could not borrow from anyone. There were often minor quarrels at home due to this pandemic. Thanks God we are superior and a rear chance of conflict, we have had a hard time but managed. Friends also turned away but did not ask for loan.” (P1)*

Another person said about anger:

*“I’m very upset and angrier at this situation due to COVID-19 pandemic.” (P4)*

One shared his experience:

*“The school building honors did not support us in rent amount so it’s made a cause of agitation.” (P5)*

### **Financial instability**

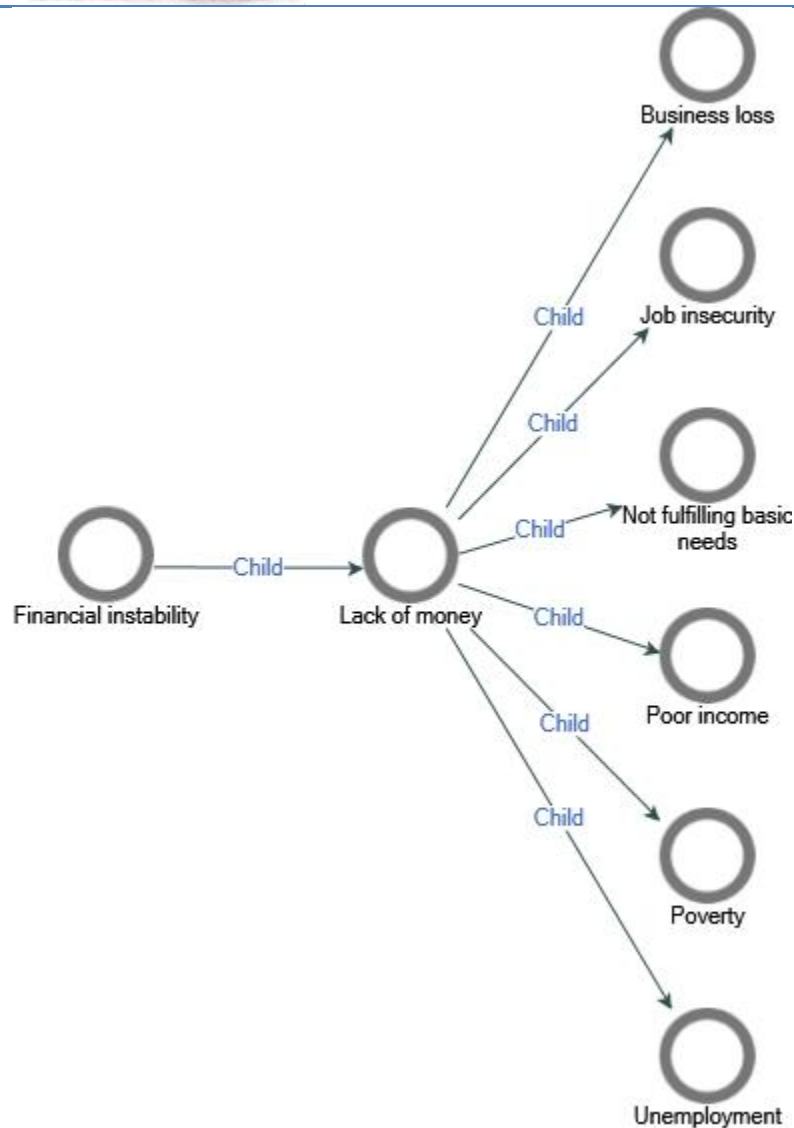
Financial steadiness is a state wherein the financial system, for instance the fundamental financial business areas and the financial institutional structure is impenetrable to money related shocks and is fit to faultlessly fulfill its fundamental limits: the intermediation of financial resources, the chiefs of risks and the blueprint of installments.

One of the participant reported financial instability as:

*“If I talk about myself, I’m very upset during this situation. Once upon a time, we were very respectful and a high ranked person but COVID destroyed our future. Our school building on the rent so we were very worried. The Government announced that the rented private school was subsidized but nothing, no help received from their side. In this scenario, I sold out my daughter s dowry and all valuable things. We have no discount from landlord; instead they were saying to vacate the school building. We have no concession from building owners and Government. We were survived only at our savings.” (P1)*

Similarly, another participant shared her feelings and concerns as

*“The school owners said that parents are not submitting dues of their children, so due to financial instability you are free from this job.” (P2)*



### **Lack of money**

One of the participant reported lack of money under the theme of financial instability as:

*“In first Ramzan during COVID-19, I saw some teachers to sale dates and carried luggage because private school honors could not pay them. The honors said that students could not deposit their fee, so we could not pay school teacher’s salary. The small private school totally was finished. The teachers sold out their cars to survive and protect their jobs but all was finished. Some teachers started home tuition. Some teachers were searching new academies for jobs. They are done different jobs to maintain their social value and economic value. Some teachers were said good bye to their profession.” (P1)*

Similarly, another participant shared his feelings and concerns as:

*“Due to the monthly earning disturbance, the houses were also disturbed and the services were limited.” (P2)*

Another participant shared his feelings and concerns as:

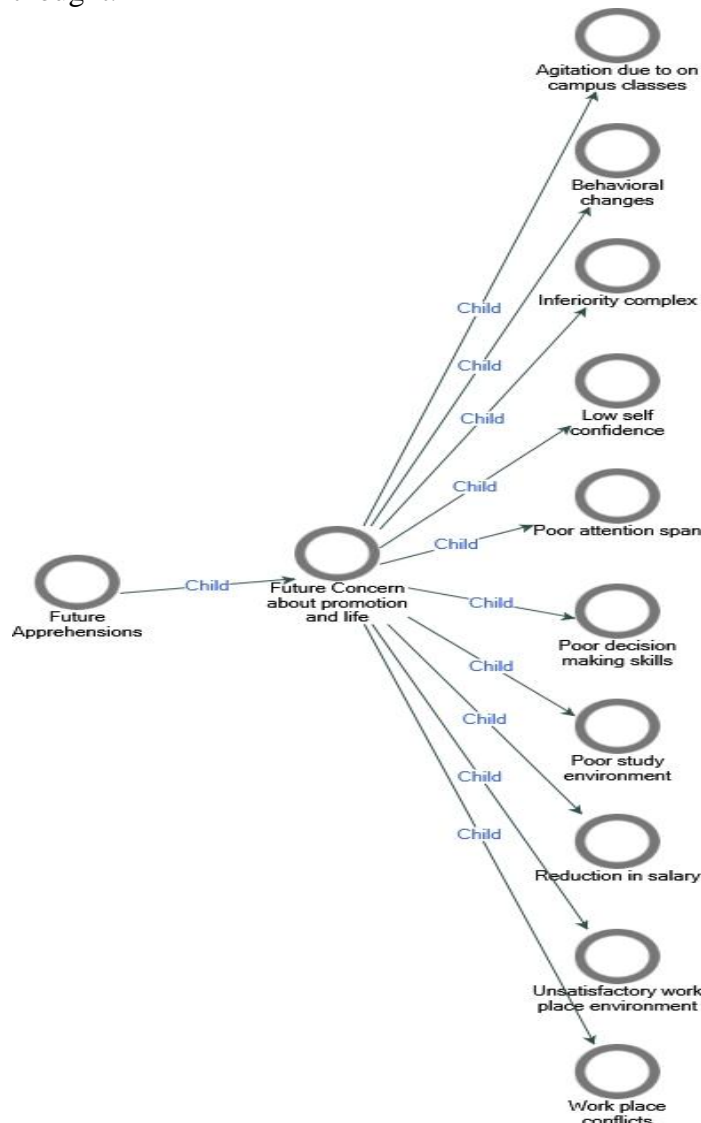
*“Due to down position of home my confidence level was zero, conflicts and tension were started.” (P3)*

Similarly, another participant shared his feelings and concerns as:

*“There was always a fear in the mind whether there will be a job or not as I faced a lot of financial crisis.” (P4)*

### Future apprehension

Apprehension is dread or tension about something, similar to the apprehension individuals feel about a forthcoming occasion. Apprehension can mean one comprehends of a thought.



One of the participants reported future apprehension as:

*“I don't know what happened with my job in future.” (P1)*

Like one participant stated:

*“The teachers continuously indulge this situation, this situation caused many mental health issues like sleep disturbance, decision making, irritability, low confidence, disturbed day to day activity and aggression.” (P3)*

### Future concerns about promotion and life

Another key sub-theme that emerged out of the codes was future concerns about promotion and life. Health was neglected, and promotion became a priority. Like one participant shared his daily life future concerns about promotion and life as:

*“Yes if school remains open then it have no loss. The children pay fees, we receive salaries so it a cause of reduce our worries. If Government took action and private school remains open, it will save the life of teachers. There were chances of my promotion but due to this pandemic situation everything delayed now” (P1)*

The concerns about promotion and life are not restricted to the participants’ themselves, in fact, the disturbed experiences made them more cautious and concerned about their future. Similarly another participant reported his experience as:

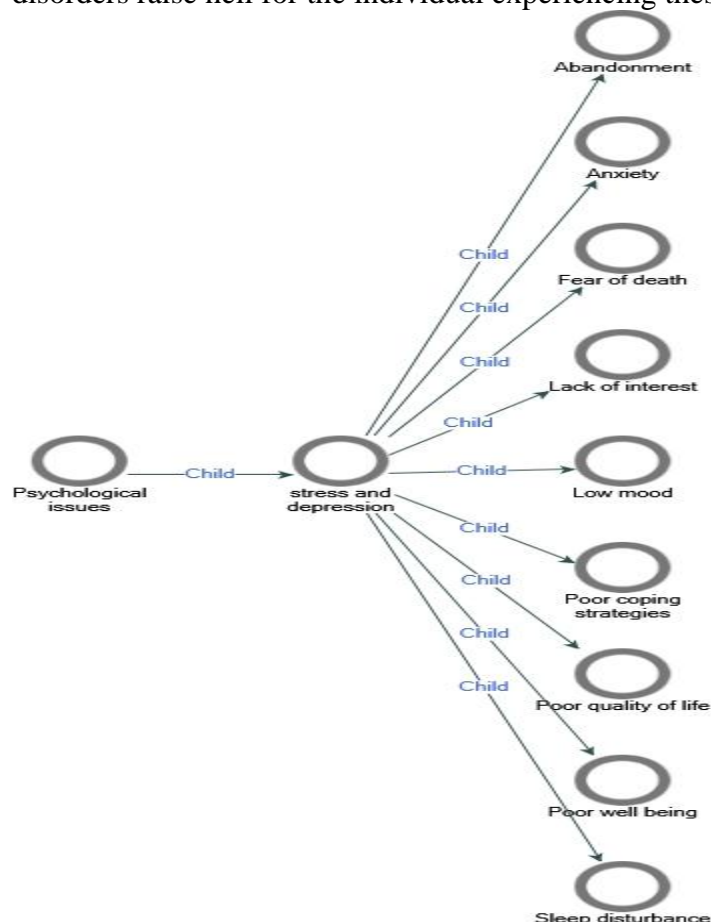
*“The Government should take an action and start educational activities, this announcement decrease the worries of teachers and it will be lead to rehabilitation.” (P2)*

Similarly another participant shared his concerns as:

*“As the teacher's condition worsened, so did the student's condition also worsened. If the school remains close, it wills a big loss for everyone, especially private school teachers will disturb and it wills effective their mental health.” (P3)*

### Psychosocial issues

The term psychological disorder is once in a while used to insinuate what specifically is even more as often as possible known as mental disorders or mental disorders. Mental disorders are instances of lead or psychological indications that influence various regular issues. These disorders raise hell for the individual experiencing these manifestations.



Like one participant shared:

*“Their economic structures were dead and mostly were jobs less. The school honor could not pay them. They feel irritability in their moods due to lack of money and economically they are feel downward.” Frustration, anger, aggression, sadness, and loss of appetite were most frequent mood of mine now days.” (P1)*

Similarly, another participant shared her feelings and concerns as

*“If we talk about social issues, it has separated each other, his family members also at a distance. If they stay in the social basin for too long, society will go to ruin.” (P2)*

Similarly, another participant shared her feelings and concerns as

*“If your basic needs are not met, your behavior may change.” (P3)*

### **Stress and depression**

Depression has various expected causes, as inherited characteristics, frontal cortex manufactured mixtures and life conditions. There's moreover growing evidence of associations among powerless adjusting, stress and real affliction. Like one participant reported as:

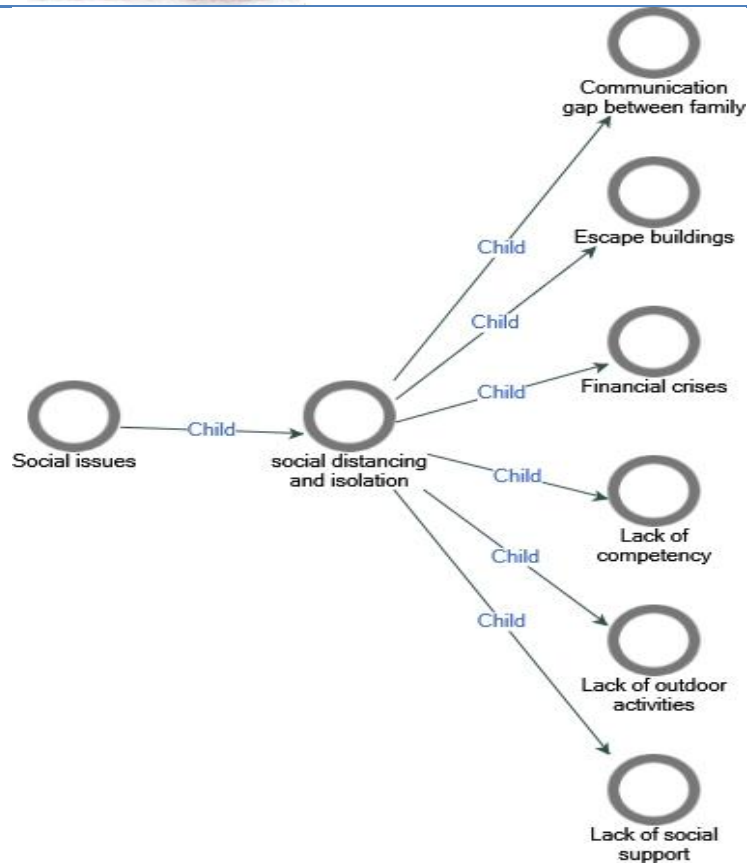
*“The COVID-19 has affected thousands of life; all the parties with friends were over. No one came in front of each other's that asked for a lone somewhere. They did not meet each other because somebody demands for money. We are mentally very upset at job security and empty pocket.” (P1)*

Similarly another participant shared his feelings as:

*“If there was no COVID-19, the teacher would not any psychosocial and mental health issues.” The human heart is worried about that I will be fired from my job and sleep is disturbed at night.” (P2)*

### **Social issues**

A social issue is an issue inside the overall population that makes it difficult for people to achieve their greatest limit. Destitution, joblessness, conflicting opportunity, extremism, and awfulness are occurrences of social issues.



One of the participants shared his experience as:

*“Spend a long time at home made my wife authoritative person, irritable and tensed. Quarrels happened each day. If the mind is disturbed in this way, I will have to leave the teaching department.” (P1)*

Another one said:

*“Teacher is an honorable person count in society relative to others. They feel hesitation to call him a teacher during in this situation because their kitchens were closed. Their social status was totally dumped.” (P2)*

### **Social distancing & isolation**

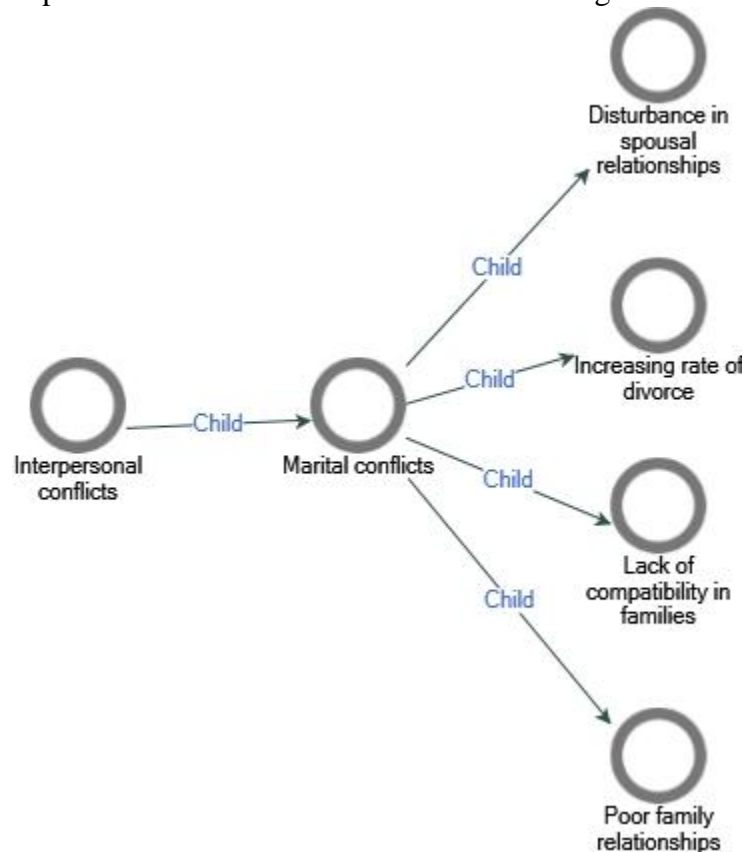
Social distancing is the direction that applies to everybody, except if you are holding up or working on protecting. It is the term used to depict remaining no less than 2 meters from individuals you don't live with. Powerful friendly removing will forestall the spread of COVID. A participant revealed his feelings as:

*“The COVID-19 has affected thousands of life; all the parties with friends were over. No one came in front of each other's that asked for a lone somewhere. They did not meet each other because somebody demands for money. We are mentally very upset at job security and empty pocket. We did not pay attention in prayers and fasting. We don't feel happiness at any eid events because others children wear newly clothes but we can't. It's a very big life disturbance.” (P4)*

### **Interpersonal conflicts**



Interpersonal clash alludes to a contention affecting at least two individuals. Figuring out how to perceive and function through interpersonal clash in useful, solid ways is a significant expertise that can assist individual with having better connections in everyday life.



One of the participants shared his experience as:

*“There were often minor quarrels at home. Thanks God we are superior and a rear chance of conflict, we have had a hard time but managed. Friends also turned away but did not ask for loan.” (P1)*

Similarly another participant shared his feelings as:

*“The teachers and their families could not survive during this pandemic and going towards death.” (P2)*

Similarly, another participant shared his feelings and concerns as

*“The school building honors said if you can't rent, vacate the building.” (P3)*

### **Marital conflicts**

Marital conflicts can be portrayed as the state of pressing factor or stress between mates. Marital accessories as the couple endeavor to do their marital positions. The truth was that two people agree or plan to live all together calls for different presumptions and assumptions, some of which might be fulfilled while. One of the participants shared:

*“I have a small family me, my wife and a daughter. Staying a long period at home made my wife minister irritable and tense. Our kitchen expenses and basic need were not being fulfilled. Being the Wagner of society, we could not show our origin to anyone.” (P1)*

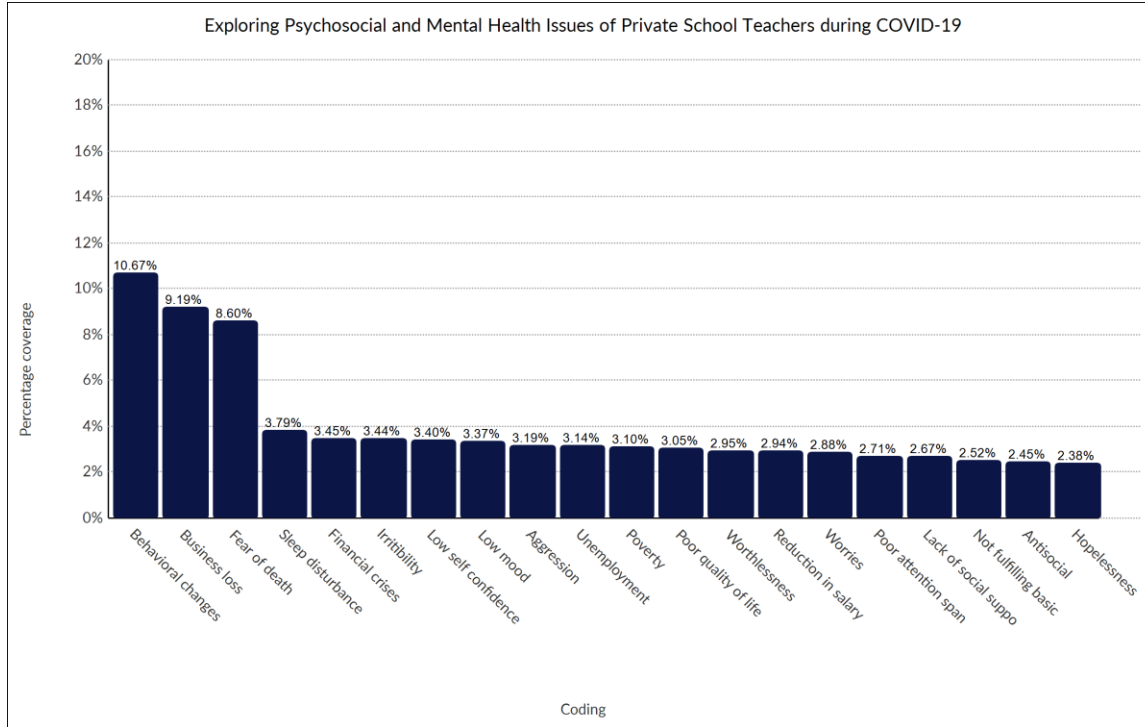
Another person shared his feelings as:

*“The COVID-19 disturbs our whole life. It arise conflicts in families. We have no more money for our children to purchase anything from market. It's a very tough time for us.” (P2)*

Similarly, another participant shared his feelings and concerns as

*“The whole family is disturbed due to COVID-19.” The end of the job made a big difference in our relationship.” (P3)*

*Thematic Table*



Graph chart

**Discussion**

A number of studies have done to explore the mental health and psychosocial issues among private school teachers but a few countable studies have been conducted to explore the psychosocial emotional and physical indicators in times of COVID-19 pandemic. Moreover there is a considerable gap in the literature when it comes to assessing the lived experience and perceptions of Pakistani private school teachers. The core purpose of this research was to identify psychosocial and mental health issues of private school teachers. The sample was consisted of 50 males with age range of 25 to 50 years. Research guide was utilized for preparing semi-structured interview schedule for data collection. The theme was developed from the responses of participants by using qualitative data analysis method Interpretative Phenomenological Analysis (IPA). The purpose of IPA was to explore psychosocial and mental health issues such as unspoken words un-exhibited expression and unrevealed domains such as personality thought patterns and sentiments by using participant’s statements and verbatim showed in cloud.



issues as per teacher's perspective, the private school association policy makers and administration can develop a literature comprising of risk factors, pre-disposition and consequences for general public to aware and keeping them away from delinquency. A couple of researches have been conducted in other countries on private school teachers, but a little work has been done to analyze the experiences in Pakistan. So, the findings of this research are going to be satisfactory and helpful to contribute towards the gap in literature that was identified with regards of studies which were limited in significance to record the experiences of the private school teachers in Pakistan.

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