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Research Paper

Understanding the Affective, Behavioural and Cognitive Changes in Educators Post the Covid-19 Lockdown

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ABSTRACT

The purpose of the current qualitative research was to identify and evaluate the viewpoints of public and private school teachers regarding the affective, behavioural, and cognitive changes they underwent during the COVID-19 pandemic and how it has changed after the reopening of schools. For this purpose, 8 teachers from both public and private schools were approached to understand their respective viewpoints regarding these changes. The responses were collected via google forms and interpreted. The finding shave been discussed within the framework of previous research. The findings of the Current research has significant implications in the study of the effects of the pandemic on learning and the field of education.

Keywords: *Public schools, Private schools, COVID-19.*

The Wuhan Municipal Health Commission in China reported multiple cases of pneumonia on December 31, 2019. This pneumonia was later identified as SARS-CoV-2, coronavirus. WHO later announced it as the COVID- 19 pandemic on March 11, 2020 **(WHO, 2020).**

Covid-19 and its Early Impact

According to **Cooper, Mondal and Antonpoulos, (2020)** since COVID-19 was pronounced as a global pandemic, general well-being, including psychological well-being, has turned into danger. A large number of individuals, including analysts, scholastic, corporate individuals as well as understudies, we're constrained by the governments to remain safe, secluding themselves or executing an entire and additionally fractional lockdown globally. Due to the imposition of lockdown from here onward, indefinitely for quite a while, the actual admittance to the classroom has been limited. Around 1.5 billion school-going and college understudies have been enduring a direct result of institutional conclusion because of the COVID-19 flare-up **(IAU, 2020)**. The closings of educational institutes affect children and the young fundamentally (**Araújo, de Lima, Cidade, Nobre, and Neto, 2020**). Online classes are to be seen as demandable as an alternative to institutional closure during this unprecedented time. Nevertheless, as a result of an inadequate learning approach, students and educators face numerous challenges and difficulties including mental problems. (**Alam, 2020, Bao, 2020).**

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The successful implementation of e-Learning systems depends on how the program is performed by students and teachers **(Thongsri, Shen, and Bao, 2019).** However online teaching is one of the promising alternatives to the actual study hall, students show a negative perception of online learning behaviour (**Rohman, Marji, Sugandi, and Nurhadi, 2020**), which may be a huge consequence that is responsible for mental distress. The previous review showed that students are restless because of the absence of enjoyment in a classroom **(Dewaele, Magdalena, and Saito, 2019)**. There are different causes of e-Learning problems like course quality, the ease of use of the content, technological ease, accessibility of technical assistance, and the likelihood of interaction with peer students **(Penna and Stara, 2007, Ssekakubo et al., 2011)**

Studies show a huge solid relationship between poverty and mental stress **(Jiang, 2020)**. They generally suffer from information technology resources **(Wong, Ho, Chen, Gu, and Zeng, 2015).** Due to computerized inequalities and the absence of access to modern technology, students from lower-income families have limited or no access to online classes. At the same time, excessive internet cost is another obstacle to accessing online classes **(Adam, Kaye, and Haßler, 2020). Baticulon, Alberto, Baron, Mabulay, Rizada, Sy, and Reyes (2020)** identified the obstacles to e-Learning in five types: technological, personal, families, institutional and communities, and just 41 per cent of students figured they could actually and mentally participate in an online review. However, the above reasons make students fear academic year misfortune. **Sintema (2020)** reported that the students this year will most likely drop in the pass percentage due to COVID-19 lockdowns. A survey from Bangladesh, a developing nation, shows that some 17.2 million primary students and many students are anticipating their unpredictable higher education exams **(Hasan, 2020).** Another report illustrated students' fear of losing an academic year in New Delhi, India (**NDTV, 2020).** In this way, fear of academic year misfortune is the most concern which enhances student's mental anxiety.

The Discrepancy in Public and Private School Setups
As per **Swartz (2012),** the education framework propagates and duplicates the class construction of society. Sociologists of education have perseveringly 'the link between original class membership and ultimate class membership, and how this link is mediated by the education **system' (Ullah and Ali 2018; Sullivan 2001).** The attestation that educational establishments and social class foundations assume a critical part in repeating social class progressive systems isn't new for sociologists **(Bourdieu 1990; Bourdieu and Passeron 1977; Jæger and Karlson 2018; Ullah and Ali, 2018).** Sociologists, throughout the previous forty years, have distributed a thick collection of grants on how social class foundation and parental cultural capital influence the commitment of children to education **(Ullah and Ali 2018a; Bourdieu and Passeron 1977; Jackman 1994**). Social class inequalities are reused through the education framework **(Bourdieu 1984).** The education framework imitates social class order aggression 'through the appropriation of cultural capital' **(Ullah, Ali 2018**). As indicated by Bourdieu and **Passeron (1977),** the outcome of education is worked with by the ownership of capitals (particularly cultural capital) and predominant habitus. We accept that Bourdieu's ideas of capitals and habitus are extremely pertinent for the educated investigation of educational inequalities during the COVID-19 pandemic lockdown. Bourdieu's Cultural capital alludes to the cultural information that fills in as the cash that assists us with exploring culture and changing our encounters and the amazing open doors accessible to us. Bourdieu classified culture capital into three structures: the embodied state (the knowledge that resides within us), the objectified state (valued

material cultural objects that are used to indicate one's social class), and the institutionalized state (certificates and degrees). Cultural capital, as indicated by **Bourdieu (1977),** is an extraordinary wellspring of imitating social inequalities in the public eye.

Children from distraught social class/bunch predominantly work after school hours and during off days to help their families. Inferable from poor parental cultural capital and low quality of tutoring, children of the less advantaged class by and large face trouble in investigations which brings about poor educational execution. Their unfortunate outcomes make it troublesome for them to enter great schools and colleges which unfavourably influence their future placing in society **(Ullah, 2018).** Essentially, the children from low-pay families experience unfavourable summer gaining misfortune contrasted with the children from the well-off foundations. Then again, higher children, whose guardians have a significant measure of economic and cultural capital, are more probable than the children of hindered class to get cultural capital: great and esteemed information, manners, abilities, and certifications which can be traded for cash. This cash can be traded to acquire more cultural capital **(Bourdieu 1977).** The stub of conversation here is that the wealthiest individuals use the synthesis of their absolute capitals (economic, cultural, social and representative capitals) for empowering their children to procure great and esteemed cultural capital. The ownership of cultural capital, as economic capital, makes rich children affluent when they become grown-ups **(Zweigenhaft 1992).** Rich parental cultural capital (material assets and parental education) adds to education and the proliferation of interaction. Observational examinations have tenaciously unloaded that parental educational support, for example, examining school things with children, looking at their schoolwork, and taking part in school exercises, could work on children's scholastic exhibitions.

Researchers and specialists in the humanism of education have diligently presumed that parental association is the way to children's education achievement **(Bastiani 2003; Becher 1984; Ullah, Ali 2018; Meighan 1995).** Like financial foundation, the sort of tutoring moreover adds to the generation of class orders **(Naidoo 2004; Ullah and Ali, 2018).**

It can be contended that t variety of educational systems also tend to influence the way students are affected. Naturally, when students are affected, their respective educators also tend to get influenced. The e-learning platforms did affect how knowledge and academics were being imparted, however, it too entailed high levels of disparity. A large portion of the crack-up in e-Learning is technologically based, and software and hardware support are not available **(Al-araibi, Mahrin, and Yusoff, 2019).** Recent literature **(Jæger and Blaabæk, 2020)** reveals that students have unequal learning opportunities as a result of victimization and better family facilities. **Beaunoyer, Dupéré, and Guitton (2020)** investigated computerized disparities during the COVID-19 periods. While a large portion of the educational institutes embrace their online classes **(Yen, 2020, Zhou et al., 2020),** the question arises - how this approach benefits students from lower-income families and remote areas? As per a report published by Pew Research Center, a rising number of students are from lower-income families **(Richard and Anthony, 2019).**

The Discrepancy in Public and Private School Setups in India
The fundamental differentiation between schools depends on administration models. The classes are:
1. Public schools, schools that are funded and run by the public authority;

2. Private un-helped schools, schools which are self-supporting and don't get additional financing from the public authority; and
3. Private supported schools, schools which are privately run by incomplete subsidizing from the public authority. In our examination, we have clubbed private helped and un-supported schools.

There has been a need for expected improvement in the learning levels of school students over the years in India, which has been evaluated by the ASER reports put out by Pratham. This decline has been concentrated in public schools when contrasted with private schools, with the learning hole between the institutions having expanded from 9.8 per cent in 2006 to 20.3 per cent in 2014 **(Wadhwa, 2014).** Taking this information alone into account finishes us that private schools have been beating public schools.

The near investigation of the exhibition is generally brought down to the administration level, which makes a twisted perspective on the real world. A more exhaustive examination is expected to understand the truth behind the information. The learning deviation is a consequence of the consolidated distinction that emerges between the institution and family side. The job of motivation in education can't be underplayed by any standards. The motivation can be from their folks, friends and schools. There is proof to point out the positive effect of the guardians' job on students' academic accomplishment in school **(Cheung and Pomerantz, 2012).** Their expanded exertion often makes the students respond to these endeavours, which prompts an expansion in accomplishment. Concentrates situated in the Philippines **(Bernardo et al, 2014)** and India **(Bharande, 2016)** call attention to that students in public schools reported lower levels of accomplishment objectives contrasted with their partners in private schools. This difference between the two sections of schools is probably going to win or increment when the less fortunate families are confronting a more terrible situation and their capacity to give offices falls as their pay is upset by the pandemic additionally across their financial foundations.

The Impact of Covid-19 On Schools and The Public-Private Divide
It is seen that as the lockdown time frame expands, students' academic abilities are probably going to be impacted adversely. Studies conducted by **Meyers and Thomasson (2017), Davies and Aurini (2013), Dorn et al (2020) and Haeck and Lefebvre (2020**) have brought up that elongated interruptions have an inconsistent learning result contingent upon the financial status. **Dorn et al (2020)** bring up that the differential effect of interruptions relies upon the "admittance to remote learning, nature of remote instruction, home help and the level of commitment". Further, **Davies and Aurini (2013)** centred on the learning disparity in results over the late spring vacation period. The fact that children who make it seen are from the well-to-do class bettered their academic abilities, though students from the lower layers showed a decrease in their abilities. This has been believed to be valid for the pandemic school conclusion too **(Haeck and Lefebvre,2020). Andrabi et al (2020)** observed that the antagonistic effect on learning could endure indeed, even as long as 4 years present the shocks due to long times of school conclusion.

While the pandemic made a disruption as far as admittance to education, it is seen that underlining issues of neediness, the financial status of family and type of school assumes a part in the fate of youngsters continuing education. Assuming the disruption is very extreme, the possibilities of students selecting or being pushed out of school are probably going to happen, particularly among the lower layers of the families. **(Reddy and Sinha, 2010).** The

information on school education in India gathered by the National College of Education Planning and Administration in 2016 shows that economic shocks have a more prominent adverse consequence on kids' education from minimized sections of the general public **(NUEPA, 2016).**

There were inventive responses to address the phenomenal pandemic that has caused a calamity in the education area and beyond. While trying to continue instructing, online stages and other means have been utilized as a substitute. The possibility of distance education at the school level has begun to acquire notoriety. The Government of India as well as a few state-run administrations have made the foundation to convey e-education. These incorporate the National Knowledge Network (NKN), National Project on Technology Enhanced Learning (NPTEL), National Mission on Education Through Information and Communication Technology (NMEICT) and the National Academic Depository (NAD) among others. There are a few devices to help in online education: Google Study hall, Blackboard, Zoom, Microsoft Teams and others.

In India, from the absolute first day of national lockdown on March 26th, 2020, all educational institutions were shut, and tests were postponed endlessly. To keep up with the learning process, various institutions have picked various means. There are drives from the public authority's side to give the education and devoted radio stations as their penetration in the Indian population was far bigger contrasted with web-based implies. Institutions like schools and universities have taken up implies like online education, virtual classes, and offline strategies. Among the public authority drives, are the SWAYAM online courses for instructors, UG/PG MOOCs for non-technology courses, e-PG Pathshala, the CECUGC YouTube channel, and Vidwan - a data set of specialists who give information to friends and potential teammates. Slick is a drive-by AICTE in light of the PPP model to expand the employability ability amongst students. For example, NKN gives a fast network backbone to India's educational establishments **(Economic Times, April fifteenth, 2020).** The NCERT site has given online admittance to digital books. As indicated by the India Report - Digital Education delivered by the Department of School Education and Literacy in June 2020, the Karnataka state public began an education channel by the name "MakkalaVani" on YouTube as a way to keep kids occupied with educational exercises. The state government likewise broadcasted test preparation content using Doordarshan consistently to help students plan for their board tests. While higher interaction with technology could decidedly affect the students and their learning process, this is ending up being a reason for the disparity in access across nations on the planet, further disturbing the computerized partition. The current imbalance in admittance to foundation and electronic implies goes about as a stage for the new education partition. The **UN Report (2020)** shows that young ladies have lower admittance to technology and therefore, are bound to be in a tough spot when contrasted with young men. The less prosperous class will have lower participation in online classes. Youngsters with inabilities are among the most horrendously terrible impacted section as they can't advance actually from distance learning. The country's metropolitan gap meaningfully affects education. **ASER (Annual Status of Education Report)** brings up that students in rustic regions are outflanked by their partners in metropolitan regions, particularly from tuition-based schools. Besides, while talking about the utilization of technology for giving education, the issues being looked at by nations with a low technology penetration should be considered, particularly for non-industrial nations like India. Numerous Indian families, especially in the rustic regions, abhor admittance to offices like PCs, cell phones and web connectivity.

Even though phone access in India is fundamentally high, we want to take note that they are for the most part essential phones and not smartphones. In addition, web cost is high, which isn't reasonable for poor people. The major hindrance to education, especially during the pandemic, is admittance to and capacity to utilize assets, for example, PCs and web offices. Therefore, the goal of this study is to survey the effect of Coronavirus on essential education in India. In addition, the concentration likewise analyzes the transformation of the instructing learning process through digitalisation with explicit reference to essential education due to Coronavirus and how libertarian is the transformation, unequivocally zeroing in on the differential effect among public and non-public schools going youngsters, and additionally across their financial foundations.

The Effects of The Pandemic on Educators

The pandemic has not just affected the mental state of students **(Cachón-Zagalaz et al., 2020)** since teachers have additionally accumulated an elevated degree of stress since the beginning of the emergency. Recent studies have pointed out that during the lockdown, teachers have suffered stress from being required to adjust (in record time) to provide online classes **(Besser et al., 2020).** This stress has often been accompanied by side effects of anxiety, depression, and sleep disturbance as a consequence of the increased responsibility resulting from home teaching.

Very few studies conducted during the pandemic measure the side effects of stress, anxiety, and depression among teachers however the studies that have been carried out suggest that they have mental side effects and this reinforces the importance of reopening schools and universities. A recent Arab study has indicated that this emergency has caused teachers to suffer problems that are often related to a pandemic circumstance, like anxiety, depression, domestic violence, and divorce, all of which restrict their capacity to teach properly **(Al Lily et al., 2020).** A review carried out in three cities in China during the pandemic assessed the prevalence of anxiety among teachers and tracked down a prevalence of 13.67%, with women being more restless than men and the older ones being more indicative **(Li et al., 2020).** Another review conducted in March additionally in China showed that the prevalence of stress side effects in teachers was 9.1% and that it was critical to helping them mentally **(Zhou and Yao, 2020).** In a review conducted in Spain toward the beginning of the pandemic, teachers additionally reported having jobs, psychosomatic problems, and exhaustion **(Prado-Gascó et al., 2020).**

Moreover, previous studies have discovered that telecommuting utilizing Information and Communication Technologies (ICT) can create feelings of tension, anxiety, exhaustion, and decreased work fulfilment **(Cuervo et al., 2018),** and in times of a pandemic these were the main apparatuses that were available to teachers.

United Nations Educational, Scientific and Cultural Organization **(UNESCO, 2020**) has already identified disarray and stress among teachers as being one of the adverse consequences of school closures, due to the abruptness of such measures, uncertainty about their term, and an absence of experience with distance education. The unpleasant business-related emotions associated with the depletion of mental resources have for some time been a subject of frequent conversation among education professionals, strategy makers, and researchers **(Kim and Asbury, 2020).** This might happen because the drawn-out nature of the problem leads to exhaustion by creating less confidence in their capacity to take care of

their responsibilities and makes it harder to manage student behaviour **(Burić and Kim, 2020).**

In this new context, it ought to be added that the teaching profession has generally carried with it added stress due to excessive responsibilities, interpersonal correspondence problems, insufficient preparation, and occupation insecurity **(Pérez, 2003).** Research carried out in several countries has revealed that in the teaching profession there have been numerous casualties of stress, anxiety, and depression **(Ryan et al., 2017; Von der Embse et al., 2019).** Truth be told, mental symptomatology has been studied in both essential **(Extremera et al., 2010; Skaalvik and Skaalvik, 2016; Abdullah and Ismail, 2019**) and secondary **(Betoret, 2006, 2009)** educators as well as university teachers **(Malik et al., 2017; Puertas-Molero et al., 2018).** Albeit more mental symptomatology has been detected in secondary school educators **(Arias et al., 2019),** in correlation with those working in grade schools, other variables like compensation, relationships with students, and relationships with classmates are additionally significant elements **(Prieto and Bermejo, 2006).** This stress might have consequences on the health of teachers and, as a result, could lead to increased instances of debilitated leave, absenteeism, and unfortunate work performance **(Moreno et al., 2004).** Further, it is vital to safeguard the emotional health of teachers since, as a recent report by **De la Fuente et al. (2020)** features, teacher-student relationships are likewise stressors for the student, and the teacher's behaviour predicts the emotional well-being and commitment of the students, which are additionally significant variables for reducing their stress levels.

Keeping in mind the past research and the results, this study focuses on how the pandemic and an online setup impacted the educators and the teachers after the reopening of schools. This may also be reflective of how the pandemic's effect on children indirectly impacted the teachers who were dealing with them in an online setup and have now been interacting with them face-to-face in an offline setup.

With this background, the research questions were formulated.

Research Questions
Considering that a lot of previous research has been student-oriented, the main purpose of this study was to evaluate and understand the effect of the pandemic on teachers, who work as primary educators to the students. For this, the following research questions were formulated.
1. What were the behavioural changes that teachers noticed in themselves and the children after the reopening of schools? What was the point of difference between private and public-school teachers?
2. What difficulties are teachers facing after the reopening of schools in terms of teaching, their cognitive ability, and the ability to cater to the needs of their students and family? What was the point of difference between private and public-school teachers?
3. Are teachers facing any problems with the maintenance of a healthy emotional balance? What was the point of difference between private and public-school teachers?

METHODOLOGY

Sample

The sample consisted of 8 teachers from public and private schools. Each teacher from each school was selected to represent a different subject. The following table showcases the sample distribution.

TABLE1 shows the sample distribution of the number of teachers of each subject in public and private schools

Subjects»	Language	Mathematics	Social Science	Extra Curricular
Public School	1	1	1	1
Private School	1	1	1	1

The following points were kept in mind for selecting the sample.
1. Each teacher should have at least 10 years of teaching experience to ensure that they would be able to differentiate between pre and post-COVID-19 phases more vividly. It was imperative to make responses based on one's experience.
2. All teachers were expected to come from homogenous family setups, i.e.,
   - Nuclear family
   - Married
   - 2 or more children

This criterion was indicative of the similar problems that the teachers would have faced and would have given more comprehensive criteria to have a concrete basis for discrimination.

Design

The purpose of the current study was to identify and evaluate the viewpoints of public and private school teachers regarding the affective, behavioural, and cognitive changes they underwent during the COVID-19 pandemic and how it has changed after the reopening of schools. For this purpose, 8 teachers from both public and private schools were approached to understand their respective viewpoints regarding these changes. The responses were collected via google forms and interpreted.

Questionnaire

The questionnaire consisted of the following questions:

TABLE 2 showcases the questionnaire prepared for the current study

DEMOGRAPHIC DATA	
NAME	
AGE	
SEX	
MARITAL STATUS	
NUMBER OF CHILDREN	
TEACHING SUBJECT	
NAME OF THE ORGANISATION	

NATURE OF THE ORGANISATION	
YEARS OF EXPERIENCE	
QUESTIONNAIRE	
S.No.	QUESTION
	How do you think there has been a change in your mental capacity and ability to deal with children after interacting with them in an offline setup?
	Have your emotional capabilities been affected after the reopening of schools? If yes, how?
	How has the behaviour of students changed towards you and your subject after the lockdown?
	How has your behaviour towards your students changed after the lockdown?
	Do you believe that certain changes in the teaching system during the online setup, have forced you to make certain lifestyle changes as well?
	How has your work-life balance been affected after the reopening of schools?

RESULTS AND ANALYSIS

The purpose of the current study was to identify and evaluate the viewpoints of public and private school teachers regarding the affective, behavioural, and cognitive changes they underwent during the COVID-19 pandemic and how it has changed after the reopening of schools. For this purpose, 8 teachers from both public and private schools were approached to understand their respective viewpoints regarding these changes. The responses were collected via google forms and interpreted.

All doubts and queries were taken care of via emails and on-call availability. However, it was ensured that in no way were the participants influenced to answer in a specific way. After a careful review of the literature and past research, the following research questions were postulated:

1. What were the behavioural changes that teachers noticed in themselves and the children after the reopening of schools? What was the point of difference between private and public-school teachers?
2. What difficulties are teachers facing after the reopening of schools in terms of teaching, their cognitive ability, and the ability to cater to the needs of their students and family? What was the point of difference between private and public-school teachers?
3. Are teachers facing any problems without the maintenance of a healthy emotional balance? What was the point of difference between private and public-school teachers?

The Behavioural Component
After reviewing the responses made by the teachers when asked about the behavioural changes they observed in children and themselves after the reopening of schools, the following key points were found:

Table 3 shows the results and analysis of the behaviour component of public and private school teachers

PUBLIC SCHOOL TEACHERS	PRIVATE SCHOOL TEACHERS
Public school teachers showcased high levels of disappointment in the behaviours of students towards them and their subjects. Certain words in their answers that caught my eye were 'wasteful activities' and 'showing no readiness to learn. There were also responses indicative of how there is a loss in a certain level of respect and willingness to improve their behaviours. **On the contrary, when asked about their behaviour, teachers found that they had not changed. They believed that behaviour has been constant and hasn't showcased any noticeable change towards the students, in general. However, another viewpoint that came across was how there is a need to be more sympathetic and not let the ego overpower the main purpose of education.**	Talking about private school teachers, they believe that students were forced to become more focused due to the lack of distractions such as their electronic devices which were an imperative part of online education. Due to a stricter atmosphere in schools, where the children are often made to realise their mistakes by the teachers in charge, students are showcasing more disciplined behaviour and not misbehaving, which was very common in online setups. When asked about the changes they observed in themselves, they focussed on how the priority has shifted from being more focussed on self to being more focussed on students after interacting with them for 2 years. They felt a need to be more understanding to meet the need of the students.

The Emotional Component

By the emotional component, the research tried to assess if the teachers found themselves to be better at managing their emotions or were they coming across as more vulnerable and less self-aware. The following key points and points of differences were found:

Table 4 shows the results and analysis of the emotional component of public and private school teachers

PUBLIC SCHOOL TEACHERS	PRIVATE SCHOOL TEACHERS
Public school teachers showed varied viewpoints regarding their emotional changes after the reopening of schools. On one hand, some teachers felt that during the pandemic, due to the overwhelming urge and need to balance multiple things at once, they were being challenged with multiple emotional challenges which made them more vulnerable. However, after the reopening of schools, they found themselves to be more balanced and equipped to deal with problems, as they were catering to one aspect of their life at once. Therefore, their emotional balance and equilibrium were restored. However, some teachers felt that they tend to be more impatient with students, which was attributed to the behaviour of students. They feel that they have lost their ability to control their negative emotions and outbursts.	A similarity was found in the responses of private and public-school teachers. Teachers felt that due to the restoration of a proper system of doing things, they were more composed and were able to manage themselves and their emotions better. No teacher reported any indices of experiencing negative emotions due to the reopening of schools or due to the behavioural changes showcased by school children. Another important point noted by private school teachers was their excitement and happiness to finally being able to meet the children and have quality face-to-face interactions, as compared to an online setup. They believed that due to the offline setup, it was easier to read the children and identify their emotions. This gave the teachers a feeling of satisfaction in return.

The Cognitive Component

The cognitive component tries to understand how teachers feel their cognitive abilities have been positively or negatively influenced due to the various technological changes and time. The following points were noted.

Table 5 shows the results and analysis of the cognitive component of public and private school teachers

PUBLIC SCHOOL TEACHERS	PRIVATE SCHOOL TEACHERS
In public school setups, teachers believe that it was easier on their mental load to teach children online. Due to a sudden change in the need for students to be more accurate and punctual in their approach to the subject and the demands of the teacher, they feel they must face extreme workloads. In addition to this, there is also a feeling of concern towards one's competence due to the degrading performance of students' in-class tests and examinations. A few teachers feel that they are probably too qualified and equipped to be the best guide to the students.	On the contrary, private school teachers feel that their minds and brain have started to work faster due to the constant need to keep up with the technological advancements and how their work was being carried out. Teachers believe that during the early stages of the lockdown, they felt lost and confused by trying to keep up with the technology, however, with time, this technology has made them sharper and more prompt with their subject and approach to their teaching. Certain teachers believe that they learned a lot, which would not have been possible, had it not been for the pandemic-imposed restrictions. Another key feature that was noted was the belief in the teachers that they could work better in tasks with divided attention as their cognitive space was now equipped to manage multiple things at once.

DISCUSSION OF RESULTS

Our research showcases the different viewpoints of teachers regarding their subjects. These viewpoints are by the various affective, behavioural and cognitive changes these teachers observed in themselves and the students.

In terms of the BEHAVIOURAL COMPONENT, the absence of dependable data about the nature, working, and approaches to battling the contamination has caused another circumstance, in which information from our current circumstance is untrustworthy. The administration of COVID-19 by the super world pioneers has been shifted, and therefore, so have been the aftereffects of the pretty much fast execution of control measures. Be that as it may, the delay between the periods of COVID-19 contamination the board in various nations all over the planet has made it conceivable to utilize the information recently procured by others to foster methodologies to advance wanted behavioural changes. The alleviation activities that states need to embrace in the control of the COVID-19 pandemic should manage the public gamble insight, which influences individuals' ways of life, propensities, and sentiments. **Wise et al. (2020)** exhibited that there was an unexpected expansion in risk discernment during the underlying period of the COVID-19 pandemic given the general wellbeing messages dispersed by the United States Government and media, which likewise showed power in diminishing the propensity to be hopeful. The creators accentuated the significance of clear gamble correspondence (for instance, target-explicit intercessions to advance schooling on the valuable impacts of defensive behaviours) to foster a precise gamble insight and, subsequently, a more huge obligation to defensive behaviours.

As a general rule, we gauge the likelihood of an occasion as bound to be high-risk assuming it gets solid media consideration and on the off chance that it has a high emotional effect. The data conveyed by the media will in general advance sensations of peril and hazard, like those connected with the accessibility heuristic **(Tversky and Kahneman, 1973)**. Regardless of whether positive and pessimistic data is imparted for instance, during the developing period of the disease of COVID-19, the level of individuals who passed on, made due or just had gentle side effects individuals will generally zero in lopsidedly on the negative data **(Baumeister et al., 2001; Tierney and Baumeister, 2019).** It would be more successful to introduce data zeroing in on unambiguous proof to deliver complex substances justifiable and usable by chiefs **(Peters, 2017).** In a new report, **Motta Zanin et al. (2020)** exhibit that better mindfulness about the COVID-19 crisis prompted a more significant level of acknowledgement of the more severe regulation measures. Besides, people who informed themselves mostly through paper have a more significant level of information than the individuals who utilized TV and virtual entertainment. Web-based entertainment has likewise broadly advanced erroneous data **(Frenkel et al., 2020).**

The Behavioral Research Unit, headed by **Lunn et al. (2020),** examined the adequacy of two distinct correspondence systems to advance social separating behaviour by zeroing in on the emotional viewpoints or the clarification of the transmission pace of COVID-19. The principal methodology features the chance of tainting explicit people who are particularly helpless against COVID-19. As per past exploration **(i.e., Jenni and Loewenstein, 1997; Lee and Feeley, 2016),** individuals are bound to make penances to help explicitly distinguished people instead of genuinely portrayed people. Little and **Loewenstein (2003)** additionally found this impact when singular remaining parts are unknown since it could prompt more grounded caring emotions. The second correspondence system centres around the outstanding idea of organization transmission, featuring the likelihood that singular behaviour results in various forward contaminations. People experience issues in precisely seeing dramatic development and are leaned to underrate it (remarkable development predisposition; **Wagenaar and Sagaria, 1975).** Correspondence that features dramatic development can improve the probability that individuals will remember it, conquer it and act in like manner **(Witte, 1992).** Their outcomes show that both exploratory circumstances have a more noteworthy impact in advancing disease regulation behaviours than the control condition, where social separating at various snapshots of day-to-day existence is just imparted.

As for the EMOTIONAL COMPONENT, negative changes in emotional responses may be attributed to the extant data that shows this is a predictable finding based on the mental health outcomes associated with previous pandemics, that antagonistic psychological well-being impacts are normal, however regularly more prominent than any actual ones, and longer enduring **(O'Connor, Wrigley, Jennings, Hill and Niazi, 2021).** Unfriendly actual well-being impacts were likewise noted in close to half (43%) of the examples. Expanded eating and liquor use might be maladaptive strategies for dealing with especially difficult times used to battle the pressure of COVID-19 and have been noted in different nations **(Di Renzo et al., 2020).**

Unsafe circumstances are quite often joined by emotional responses, which assume a part in risk discernments (e.g., risk as sentiments: **Loewenstein et al., 2001; Affect Heuristic: Slovic et al., 2004**). Emotional responses go about as strong inspirations of behaviour, for example, rehearsing social separating, hand washing, and supporting brutal strategies

(**Frijda, 1986).** In any case, these emotional responses regularly veer from mental assessments and lead individuals to disregard critical numeric data, like probabilities **(Rottenstreich and Hsee, 2001).** Thusly individuals will generally depend on their sentiments as a substitute for other data, like numeric gambling.

In terms of the COGNITIVE COMPONENT, the following research showcases how and why these changes occur and affect the individual, teachers in this case. During the pandemic, educators experienced remarkable and abrupt changes in their work practice. Schools were requested to close with quick impact from March 2020, and proposed returning timetables were reached out in a flighty way as the pandemic advanced. As educators wrestled with the abrupt change in showing design and with practically no particular Department of Education direction, instructing moved on the web **(Burke and Dempsey, 2020).** There was an early acknowledgement of the distinct difference between understudy's admittance to this configuration of education. Various variables including the most fundamental admittance to screens and Wi-Fi in the home, along with fluctuation in understudy/parent IT abilities essentially burdened specific understudies **(Farsaci, 2020)**. Also, educators' eagerness to draw in with this organization of instruction shifted extensively **(The National Forum, 2020).**

Phased resuming of schools happened and this presented a lopsided battleground, for certain educators being permitted to return to a to some degree typical working day, others keeping on instructing on the web from home. Numerous educators, who were guardians, needed to make proper arrangements for their kids. Instructors expected to get back to work were afraid for their security, or the danger of their possible openness to the infection of weak relatives. The danger of modern activity emerged **(O'Brien, McGuire, Wall, Clarke and McQuinn, 2021),** and the public feeling was isolated on how best to help instructors yet guarantee instructive arrangements for understudies **(Hosford and Loughlin, 2021).** The expulsion of educators from a need gathering to get early immunization and assignment inside the standard inoculation class with immunization access in view old enough, despite constrained openness to up close and personal work and saw high-risk conditions, prompted expanded instructor disappointment, stress and dangers of strike activity by educators **(O'Brien et al., 2021).**

Teacher stress on the off chance that not oversaw can bring about various adverse results including a cutback of employment fulfilment, diminished viability in education and could result in burnout **(Kumawat, 2020).** In the global characterization of sicknesses eleventh correction (ICD-11) Burnout is characterized as "a disorder conceptualized as coming about because of ongoing working environment stress that has not been effectively made due" (World Health Organization, 2019). Side effects of burnout incorporate drained energy or depletion, intellectually far off from one's work and diminished proficient adequacy **(World Health Organization, 2019).**

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