

**EMOTIONAL IMPACT OF CORONAVIRUS DISEASE 2019 PANDEMIC
AMONG TEACHING AND NON-TEACHING STAFF IN VOCATIONAL
ENTERPRISES INSTITUTES IN ABUJA, NIGERIA**

Arah, A. S.,

Department of Automobile Technology,
Vocational Enterprises Institute, Karshi, Abuja, Nigeria
E-mail: abuyusraarah@gmail.com, Phone: 08065488404

Arah, H. S.,

Department of Electrical/Electronics Technology Education,
Federal College of Education (Technical), Gusau, Nigeria

Abdulhamid, U.

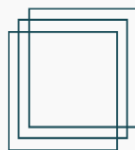
Entrepreneurship Development Centre,
College of Administrative and Business Studies, Potiskum, Nigeria

Soba, Y. M

Department of Automobile Technology Education,
Federal College of Education (Technical), Gusau, Nigeria

Abstract

The study identified the emotional impact of COVID-2019 pandemic among teaching and non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria. The research design used for this study was a cross-sectional study. The study was conducted in Abuja, Nigeria. The population of the study was 182 respondents consisting of 91 males and 63 females teaching staff as well as 16 males and 12 females non-teaching staff from the six Vocational Enterprises Institutes, one each from the six area councils in Abuja, Nigeria. Total population sampling technique was used to select the whole population of the study. The instruments used for data collection was Pandemic Emotional Impact Scale. Cronbach Alpha statistical method was used to determine the reliability index of the instrument and found to be .90. The study employed the use of weighted mean formula to answer the research questions and z-test to test the null hypotheses using GraphPad online z-test calculator. Findings from the study revealed among others that worried about finances, anxious or ill at ease, difficulty concentrating, being less productive, worried about personal health or safety, being more bored, difficulty sleeping, feeling lonelier or isolated and feeling more down or depressed, worried about getting necessities like medications were emotional impact of COVID-2019 pandemic among teaching and non-teaching staff



in Vocational Enterprises Institutes in Abuja, Nigeria. The study recommended among others that, the education secretariat of the Federal Capital Territory, Abuja, Nigeria should develop an emotional intelligence framework for the management of emotional challenges associated with COVID-19 for teaching and non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria.

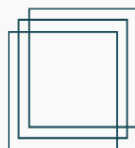
Key Words: Coronavirus Disease Pandemic, Emotional Impact, Teaching and Non-Teaching Staff

Introduction

Coronavirus pandemic, also known as COVID-19 pandemic, is an ongoing pandemic caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), first identified in December 2019 in Wuhan, China. The COVID-19 pandemic is the defining global health crisis of our time and the greatest challenge we have faced since world war two (United Nations Development Programme UNDP, 2020). The pandemic has caused large-scale institutional and behavioural 'shock effects' in various areas of human activity including education. The widespread of the COVID-19 pandemic led to the closure of primary, secondary and tertiary schools in over 100 countries (United Nations Educational, Scientific and Cultural Organization UNESCO, 2020). This closure has caused an unprecedented upheaval in the educational systems around the world especially in schools such as Vocational Enterprise Institutions.

Vocational Enterprise Institutions (VEIs) are institutions recently approved by the Federal Government of Nigeria to provide a veritable alternative route to higher education. The aim of VEIs is to widen access to Technical and Vocational Education and Training (TVET) and serve the needs of the industry and self-empowerment of the nation's citizens (National Board for Technical Education NBTE, 2012). The achievement of the stated aim is threatened by the negative impact of the novel COVID-19 pandemic on school. According to Bao et al. (2020), the multi-faceted changes in school system that have directly and indirectly resulted from the pandemic are, without doubt, the most universally shared major stressor among teaching and non-teaching staff.

Teaching staff are bedrock of any sound educational system just as education is to any developed nation. As schools are reopened after seven months forced lockdown, teaching staff are faced with both physical and psychological threats created by the COVID-19 pandemic. According to Grubic et al. (2020), COVID-19 pandemic and efforts to control the spread through non-pharmaceutical interventions and preventive measures such as social-distancing and other protocols prompted both psychological and emotional effects on teaching staff in schools, especially, in VEIs. Brooks et al. (2020) stressed that, worldwide, the Covid19 pandemic has created an



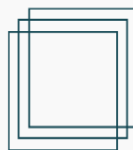
omnipresent psychological, and emotional threats to the well-being of both teaching and non-teaching staff. The non-teaching staff are employees in the school system whose duties are carried out outside classroom. Sarah et al. (2020) stressed that, non-teaching staff just as any group of individuals have no special immunity from the adverse effects of COVID-19 pandemic in schools. Zumla et al. (2010) confirmed that, the impact of pandemic such as COVID-19 on both teaching and non-teaching staff affects their emotions.

Emotion is indeed a heterogeneous category that encompasses a wide variety of important psychological phenomena. Robert (2020) a described emotion as a complex experience of consciousness, bodily sensation, and behaviour that reflects the personal significance of a thing, an event, or a state of affairs. Jones (2020) noted that, infectious disease outbreaks such as COVID-19, as well as other public health events, can cause emotional distress especially amongst students, teaching and non-teaching staff. Makhwathana (2017) disclosed that, negative emotions made teaching staff to lose control, shout, and become careless when talking. Negative emotions among teaching and non-teaching staff makes students feel humiliated, scared and ultimately withdrew from concentrating during learning. Nicola (2020) stressed that, negative emotions, thoughts and actions encourage negative behaviour amongst students.

The effects of these unique circumstances on the mental wellbeing of teaching and non-teaching staff are presently poorly understood, and they need to be investigated and documented, as they may have long-term mental health consequences as well as implications for educational system (Ana & Marcantonio, 2020). Hence, this study sought to identify the emotional impact of COVID-2019 pandemic among teaching and non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria.

Statement of the Problem

Teaching and non-teaching staff are bedrock of any sound educational system just as education is to any developed nation. These individuals need to be in a good physical, psychological and emotional state to function effectively and achieve the goal of any educational programme such as that of Vocational Enterprises Institutes. Unfortunately, the surge of COVID-19 has prompted emotional effects on both teaching and non-teaching staff. Brooks et al. (2020) confirmed that, worldwide, the Covid19 pandemic has created an omnipresent psychological and emotional threats to the well-being of teaching and non-teaching staff in schools including Vocational Enterprises Institutes, Abuja. Nicola (2020) stressed that, the emotional impact of pandemic such as COVID-19 on teaching and non-teaching staff results to students feeling humiliated, scared and ultimately withdrew from concentrating during learning. These may have long-term mental health consequences as well as implications for educational system (Ana & Marcantonio, 2020). Hence, this study



sought to identify the emotional impact of COVID-2019 pandemic among teaching and non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria.

Aim and objectives of the study

The study aimed at identifying the emotional impact of COVID-2019 pandemic among teaching and non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria. The objectives of the study sought to identify the:

1. Emotional impact of COVID-2019 pandemic among teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria
2. Emotional impact of COVID-2019 pandemic among non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria

Research Questions

The following research questions were formulated to guide the study:

1. What are the emotional impact of COVID-2019 pandemic among teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria?
2. What are the emotional impact of COVID-2019 pandemic among non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria?

Hypotheses

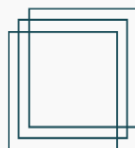
The following null hypotheses were formulated to guide the study and we're tested at .05 level of significant:

HO₁: There is no significant difference between the mean responses of male and female teaching staff on the emotional impact of COVID-2019 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria.

HO₂: There is no significant difference between the mean responses of male and female non-teaching staff on the emotional impact of COVID-2019 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria.

Methodology

The research design used for this study was the descriptive survey research design, specifically, using cross-sectional study. Maninder (2016) described cross-sectional study as the type that involves collection of data from a population at one specific point in time. This design is considered suitable for this study because, it enables the researcher to measures the emotional impact of COVID-19 pandemic among teaching and non-teaching staff at the same time. The population of the study is 182 respondents consisting of 91 males and 63 females teaching staff as well as 16 males and 12 females non-teaching staff from the six Vocational Enterprises Institutes, one



each from the six area councils in Abuja, Nigeria. Total population sampling technique was used to select the whole population of the study. The instruments used for data collection was Pandemic Emotional Impact Scale developed by Sarah et al. (2020). The instruments were designed on five points rating scale of: Never, Almost Never, Fairly Often, Often and Very Often with numerical values of 1, 2, 3, 4 & 5 respectively. Cronbach Alpha statistical method was used to determine the reliability index of the instrument and found to be .90. The study employed the use of weighted mean formula to answer the research questions and z-test to test the null hypotheses using GraphPad online z-test calculator. Decision on research questions was based on real limit of numbers while decision on the hypotheses was based on comparing z-value with p-value.

Results:

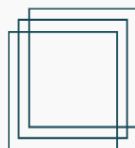
Research Question One

What are the emotional impact of COVID-2019 pandemic among teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria?

Table 1: Mean responses of male and female teaching staff on the emotional impact of COVID-2019 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria

N₁=91, N₂=63

S/N	Items	\bar{X}_1	\bar{X}_2	\bar{X}_A	Remark
1	More worried about your finances	3.54	3.59	3.56	Often
2	More anxious or ill at ease	3.61	3.59	3.60	Often
3	Having more difficulty concentrating	2.63	2.87	2.73	Fairly Often
4	Being less productive	3.52	3.72	3.60	Often
5	More worried about your personal health or safety	3.10	3.31	3.19	Fairly Often
6	Being more bored	3.90	3.74	3.83	Often
7	More difficulty sleeping	3.47	3.43	3.45	Fairly Often
8	Feeling more lonely or isolated	3.40	3.32	3.37	Fairly Often
9	Feeling more down or depressed	3.84	3.98	3.90	Often
10	More worried about getting necessities like medications	3.89	3.86	3.88	Often
11	More worried about the health and safety of family members	3.83	3.97	3.89	Often
12	Feeling more frustrated about not being able to do what you usually enjoy doing	3.82	3.95	3.87	Often
13	More worried about possible lockdown	3.99	3.85	3.93	Often
14	Feeling more angry or irritated	3.82	3.98	3.89	Often
15	Feeling that the future seems darker or scarier than before	3.40	3.36	3.38	Fairly Often
16	Feeling more grief or sense of loss	3.88	3.90	3.89	Often
	Grand Mean	3.60	3.65	3.62	Often



Keys: N_1 = Number of male teaching staff, N_2 = Number of female teaching staff, \bar{X}_1 = Mean response of male teaching staff, \bar{X}_2 = Mean response of male teaching staff, \bar{X}_A = Average mean response of male and female teaching staff.

Table 1 revealed that, 5 out of the 16 items had average mean values between 2.73 to 3.45 while 11 items had average mean values between 3.56 and 3.93. This indicates that, the 5 items were fairly often experienced and the 11 items were often experienced emotional impact of COVID-2019 pandemic among teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria.

Research Question Two

What are the emotional impact of COVID-2019 pandemic among non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria?

Table 2: Mean responses of male and female non-teaching staff on the emotional impact of COVID-2019 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria

$N_3=16$, $N_4=12$

S/N	Items	\bar{X}_1	\bar{X}_2	\bar{X}_A	Remark
1	More worried about your finances	3.66	3.95	3.78	Often
2	More anxious or ill at ease	3.60	3.76	3.67	Often
3	Having more difficulty concentrating	3.44	3.40	3.42	Fairly Often
4	Being less productive	3.65	3.79	3.71	Often
5	More worried about your personal health or safety	3.19	3.40	3.28	Fairly Often
6	Being more bored	3.88	3.83	3.86	Often
7	More difficulty sleeping	2.55	2.76	2.62	Fairly Often
8	Feeling more lonely or isolated	3.75	4.07	3.89	Often
9	Feeling more down or depressed	3.82	3.95	3.87	Often
10	More worried about getting necessities like medications	3.84	3.96	3.89	Often
11	More worried about the health and safety of family members	3.85	3.90	3.87	Often
12	Feeling more frustrated about not being able to do what you usually enjoy doing	3.77	4.04	3.89	Often
13	More worried about possible lockdown	3.87	4.05	3.95	Often
14	Feeling more angry or irritated	3.81	3.97	3.88	Often
15	Feeling that the future seems darker or scarier than before	3.31	3.25	3.28	Fairly Often
16	Feeling more grief or sense of loss	3.93	4.00	3.96	Often
Grand Mean		3.62	3.75	3.68	Often

Keys: N_3 = Number of male non-teaching staff, N_4 = Number of female non-teaching staff, \bar{X}_3 = Mean response of male non-teaching staff, \bar{X}_4 = Mean response of male non-teaching staff, \bar{X}_A = Average mean response of male and female non-teaching staff.

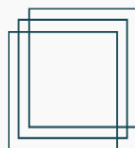


Table 2 revealed that, 4 out of the 16 items had average mean values between 2.62 to 3.42 while 12 items had average mean values between 3.67 and 3.96. This indicates that, the 4 items were fairly often experienced and the 12 items were often experienced emotional impact of COVID-2019 pandemic among non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria.

Hypothesis One

There is no significant difference between the mean responses of male and female teaching staff on the emotional impact of COVID-2019 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria.

Table 3: Z-test analysis for the test of significant difference between the mean responses of male and female teaching staff on the emotional impact of COVID-2019 pandemic

Respondents	N	\bar{x}	SD	df	z-value	p-value	Remark
Male Teaching Staff	91	3.60	0.52	152	0.67	0.13	Not Significant
Female Teaching Staff	63	3.65	0.46				

Table 3 revealed that the $p\text{-value} > 0.5$, which implies that there is no significant difference between the mean responses of male and female teaching staff on the emotional impact of COVID-2019 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria. Hence, hypothesis one was retained.

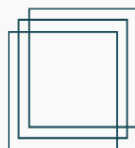
Hypothesis Two

There is no significant difference between the mean responses of male and female non-teaching staff on the emotional impact of COVID-2019 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria.

Table 4: Z-test analysis for the test of significant difference between the mean responses of male and female non-teaching staff on the emotional impact of COVID-2019 pandemic

Respondents	N	\bar{x}	SD	df	z-value	p-value	Remark
Male Non-teaching Staff	16	3.62	0.54	26	0.71	0.22	Not Significant
Female Non-teaching Staff	12	3.75	0.53				

Table 4 revealed that the $p\text{-value} > 0.5$, which implies that there is no significant difference between the mean responses of male and female non-teaching staff on the emotional impact of COVID-2019 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria. Hence, hypothesis two was retained.



Findings

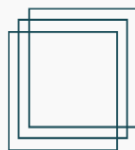
1. All the 16 items on The Pandemic Emotional Impact Scale were found to be the emotional impact of COVID-2019 pandemic fairly often and often experienced among teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria.
2. All the 16 items on The Pandemic Emotional Impact Scale were found to be the emotional impact of COVID-2019 pandemic fairly often and often experienced among non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria.
3. There is no significant difference between the mean responses of male and female teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria on the emotional impact of COVID-2019 pandemic.
4. There is no significant difference between the mean responses of male and female non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria on the emotional impact of COVID-2019 pandemic.

Discussion of Findings

Findings on the emotional impact of COVID-2019 pandemic among teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria revealed all the 16 items on the Pandemic Emotional Impact Scale were fairly often and often experienced. The findings agreed with the findings of Cao et al. (2020) that revealed 12 items to be the psychological impact of COVID-19 epidemic on college students in China. The educational implication of the finding is that; negative emotions among teaching staff as a result of COVID-2019 pandemic encourages negative behaviour amongst students. Hence, emotional impact of COVID-2019 pandemic among teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria is considered a serious threat requiring urgent attention.

Nevertheless, the z-test analysis for the test of significant difference between the mean responses of male and female teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria on the emotional impact of COVID-2019 pandemic revealed not statistical significant. This implies that, both the male and female teaching staff experienced similar emotional challenges due to COVID-19 pandemic. The finding is in disagreement with Sarah et al. (2020) who revealed that, women had higher average Pandemic Emotional Impact Scale scores compared to men.

Findings on the emotional impact of COVID-2019 pandemic among non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria revealed all the 16 items on the Pandemic Emotional Impact Scale fairly often and often experienced. The findings agreed with the findings of Grubic et al. (2020) that revealed 10 items to be students' mental health challenges in the midst of the COVID-19 pandemic. The educational implication of the finding is that; negative emotions among non-teaching staff as a result of COVID-2019 pandemic may lead to negative interaction patterns may affect



both teaching staff well-being and students' development. Hence, emotional impact of COVID-2019 pandemic among non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria is considered a severe threat requiring urgent attention. Nevertheless, the z-test analysis for the test of significant difference between the mean responses of male and female non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria on the emotional impact of COVID-2019 pandemic revealed not statistical significant. This implies that, both the male and female non-teaching staff experienced similar emotional challenges due to COVID-19 pandemic. The finding is in disagreement with Sarah et al. (2020) who revealed that, women had higher average Pandemic Emotional Impact Scale scores compared to men.

Conclusion

Based on the findings from the study, it is concluded that insight into emotional impact of COVID-2019 pandemic among teaching and non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria is provided. The study revealed that, both teaching and non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria often experienced similar emotional challenges associated with COVID-19 pandemic. The findings of this study are particularly important for the development of effective emotional intelligence framework for the management of emotional challenges associated with COVID-19 for teaching and non-teaching staff in Vocational Enterprises Institutes.

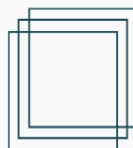
Recommendations

Based on the findings from the study, the following recommendations were made:

- [1] The education secretariat of the Federal Capital Territory, Abuja, Nigeria should develop an emotional intelligence framework for the management of emotional challenges associated with COVID-19 for teaching and non-teaching staff in Vocational Enterprises Institutes.
- [2] The education secretariat of the Federal Capital Territory, Abuja should organize workshop for teaching and non-teaching staff in Vocational Enterprises Institutes on the management of emotional impact of COVID-19 pandemic.

Reference

1. Ana, V. N. & Marcantonio, M. S. (2020). The COVID-19 anxiety syndrome scale: Development and psychometric properties. Retrieved 22nd November, 2020 from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7375349/>.
2. Anne-Katrien, K., Eleonora, V., & Geert, K. (2017). Teachers' daily negative emotions in interactions with individual students in special education. Retrieved 6th December, 2020 from: <https://doi.org/10.1177%2F1063426617739579>.



3. Bao, Y., Sun, Y., Meng, S., Shi, J. & Lu, L. (2020). 2019-nCoV epidemic: Address mental health care to empower society. *Lancet*, 2(395), 37–38.
4. Brooks, S. K., Webster, R. K., Smith, L. E., Woodland, L., Wessely, S., Greenberg, N. & Rubin, G. J. (2020). The psychological impact of quarantine and how to reduce it: rapid review of the evidence. *Lancet*, 395(23), 912–920. doi: 10.1016/S0140-6736(20)30460-8.
5. Cao, W., Fang, Z., Hou, G., Han, M., Xu, X., Dong, J. & Zheng, J. (2020). The psychological impact of the COVID-19 epidemic on college students in China. *Journal of Psychiatry Research*, 87(11), 29–34.
6. Grubic, N., Badovinac, S. & Johri, A. M. (2020). Student mental health in the midst of the COVID-19 pandemic: A call for further research and immediate solutions. *International Journal of Social Psychiatry*, 66(5), 517–518.
7. Jones, K. (2020). The emotional impact of COVID-19 on the U.S. population. Retrieved 6th December, 2020 from: <https://www.visualcapitalist.com/measuring-the-emotional-impact-of-covid-19-on-the-u-s-population/>.
8. Makhwathana, R. M., Mudzielwana, N. P., Mulovhedzi, S. A. & Mudau, T. J. (2017). Effects of teachers' emotions in teaching and learning in the foundation phase. Retrieved 6th December, 2020 from: <https://www.tandfonline.com/doi/abs/10.1080/09764224.2017.1335677>
9. Maninder, S. S. (2016). Methodology series module 3: Cross-sectional studies. *Indian Journal of Dermatology*, 61(3), 261–264. doi: 10.4103/0019-5154.182410.
10. National Board for Technical Education. (2012). List of institutions with contact addresses under the purview of NBTE - 2012. Retrieved 22nd November, 2020 from: <http://www.nbte.gov.ng/institutions.html>.
11. Nicola, M. (2020). The emotional impact of COVID-19: From medical staff to common people. *Brain Behav Immun*, 3(87), 23–24. doi: 10.1016/j.bbi.2020.03.032
12. Robert, C. S. (2020). Emotions. Retrieved 6th December, 2020 from: <https://www.britannica.com/topic/play-behaviour>
13. Sarah, B., Sarah, G. & Olafur, S. P. (2020). Validation of the pandemic emotional impact scale. *Brain Behav Immun Health*, 4(4), 22–28. doi: 10.1016/j.bbih.2020.100161.
14. United Nations Development Programme. (2020). COVID-19 pandemic humanity needs leadership and solidarity to defeat the coronavirus. Retrieved 22nd November, 2020 from: <https://www.undp.org/content/undp/en/home/coronavirus.html>.
15. United Nations Educational, Scientific and Cultural Organization. (2020). COVID-19 educational disruption and response. Retrieved 22nd November, 2020 from: <https://en.unesco.org/covid19/educationresponse>. Accessed 22 April 2020.
16. Zumla, A., Yew, W. & Hui, D. S. (2010). Emerging respiratory infections in the 21st century, An issue of infectious disease clinics. *Elsevier Health Sciences*, 24(4), 614–618.