The Influence of Psychological and Socioeconomic Factors on Farmers Dealing with Covid-19

Masoud Yazdanpanah¹, Maryam Tajeri Moghadam², Katharina Löhr³, Stefan Sieber³

¹University of Tabriz, Dept. of Extension and Rural Development, Iran
²Agricultural Sciences and Natural Resources University of Khuzestan, Agricultural Extension and Education, Iran
³Leibniz Centre for Agricultural Landscape Research (ZALF), Germany; Humboldt-Universität zu Berlin, Germany

Introduction

- The pandemic of COVID-19 is a rapidly growing concern around the world.
- Through educational programs, policymakers are trying to change farmers' attitudes toward adaptation to COVID-19.
- The effectiveness of these educational activities depends on designing and conducting research related to factors that change behavior in order to adapt to COVID-19.
- While the technological, infrastructural, and educational focus has been usually paid to farmers’ behavior, much less attention has been given to psycho-social factors which may influence farmers’ behavior.

Objective

- To investigate the psychological and socioeconomic factors influencing the behavior of adaptation to COVID-19.

Methods

- This study was planned and carried out through a sectional online survey.
- The statistical population of this study was farmers in Dashtestan County of Bushehr province in southern Iran.
- The sample comprises 377 farmers in southern Iran.
- The data collection tools in this study were online questionnaires that validity and reliability were confirmed.
- SPSSversion24 software was used to analyze the data.

Results

- The mean age of farmers was 41.43 years.
- Education levels of the sample are relatively high: 2.2% of the farmers are either illiterate or 8.7% have only attended primary school. Some 27.8% have education above primary school to high school, while the remaining 61.3% have earned a Bachelor’s degree or better.
- The results of the regression showed that socioeconomic and psychological variables (perceived happiness, perceived well-being, self efficacy, and perceived stress) were able to explain 35% of the changes in behavior consistent with COVID-19.
- The results of the study also showed that well-being is the most important predictor of adaptive behavior with COVID-19.

<table>
<thead>
<tr>
<th>Variables</th>
<th>B</th>
<th>Standard Error</th>
<th>β</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived Happiness</td>
<td>0.170</td>
<td>0.086</td>
<td>0.112</td>
<td>0.0001</td>
</tr>
<tr>
<td>Perceived Well-being</td>
<td>0.210</td>
<td>0.051</td>
<td>0.330</td>
<td>0.0001</td>
</tr>
<tr>
<td>Perceived Stress</td>
<td>-0.232</td>
<td>0.123</td>
<td>0.220</td>
<td>0.001</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>0.341</td>
<td>0.042</td>
<td>0.190</td>
<td>0.002</td>
</tr>
</tbody>
</table>

Constants= 36.609  F=78.324  R² =0.35

Conclusions

- The results of the present study could help planners and policymakers identify ways to improve adaptive behavior to increase the effectiveness of educational activities in coping with COVID-19.
- The results of this study also highlight the importance of considering social psychological measures and demographic characteristics in the development and evaluation of educational programs to stimulate adaptive behavior.