Original Research Article

IS STRESS AT REST? FACE TO FACE TEACHING AND ONLINE TEACHING: A TEACHER PERSPECTIVE

*Mrs. Anjushree Augustine & **Mr. Anthony Augustine

*Physical Director, Cummins College of Engineering for Women Savitribai Phule Pune University, Pune,
E-mail: anjushree.augustine@cumminscollege.in
** Physical Director, Department of Sports Recreation & Wellness Symbiosis International Deemed University,
PuneE-mail: anthony.augustine@siu.edu.in

Abstract:

The Covid19 pandemic had created a variety of real-life psychological stress, examples stressors were to know the number of individuals getting infected, individuals who died (family members, friends, neighbours, colleagues), the economic consequences, the facts of government orders – community curfew, stay at home, travel restriction, on the other hand the teachers getting terminated from educational institutes [1]. Different stressors are been observed above i.e. while during the traditional face to face teaching or while exploring or implementing the online teaching technologies [3]. The study aims to investigate the different attitudes of teacher towards this sudden shift to online teaching during the Covid 19 pandemic, and how in turn these attitudes influenced or triggered as positive or negative stressor [2].

A systematic review of literature on desired topic started with a search in the databases of Google Scholar and Web of Science. The key words used were teacher, covid19 pandemic, online teaching, face to face teaching, stress, teacher satisfaction, teacher's role, digital literacy development.

The study has reviewed that almost all the teachers had managed with the sudden shift from face to face teaching to online teaching model [8]. Teachers did struggle to adapt the additional workload and stresses [12]. The review found that the teacher overcome the stressors with regards to TEACHING, while having positive attitude towards the sudden change and readiness to learn and adopt technology, understanding and learning the skill of social presence and its effective use of active and thoughtful participation of all the students, professional satisfaction of teacher supported by the management and the policy makers is the only means to create a collaborative, transformative process by which teachers and students connect to form community.

Key words: Covid19, Pandemic, Stressors, Face to Face Teaching, Online Teaching.

Introduction:

Until mid of March 2020, preparing the lesson plan or follow the same old plan, conduct assigned classes at assigned times, implement the designated curriculum completely and in due time, conduct internal test, supervise the external exams, evaluate or check the assignments with that red pen was typically the regular practice of any teacher or professor in India. The lockdown, curfews announcement in India, the closure of schools, universities and educational institutions

Original Research Article

as a preventive and precautionary measures against Covid19 lead to version of online teaching [1]. The conventional standard teaching system changed to a virtual online teaching.

The Covid19 pandemic had created a variety of real-life psychological stress, examples stressors were to know the number of individuals getting infected, individuals who died (family members, friends, neighbours, colleagues), the economic consequences, the facts of government orders – community curfew, stay at home, travel restriction, on the other hand the teachers getting terminated from educational institutes [2]. All of these unpredicted experiences affect workload stress specially amongst the teacher's community, stress related to the need to teach from home and that too…how? The reason being either the teachers not familiar with online synchronous teaching arrange or teachers worried about the students who cannot afford the technology like mobile, laptop or even the internet connection and also worried about how to connect with students at villages or rural areas where there is lack of connectivity or even no electricity where curfew and lockdown did not even permit to physically assist the needy.

Teachers play a vital role in education and training along with conceptualization and development of knowledge [3]. While in traditional teaching the research on stress among teachers indicates the phenomenon of occupational stress in the form that includes work overload, time constraints, lack of promotion opportunities, inadequate, recognition, inadequate salary, changing job role, inadequate management and/or participation in management, inadequate resources or funding and lack of interaction with student [4].

Different stressors are been observed above i.e. while during the traditional face to face teaching or while exploring or implementing the online teaching technologies [3]. The study aims to investigate the different attitudes of teacher towards this sudden shift to online teaching during the Covid 19 pandemic, and how in turn these attitudes influenced or triggered as positive or negative stressor [2].

Method:

The search was intended to comprehend the different perspective of teachers who had experienced the sudden shift to online teaching from face to face teaching. The search was restricted to the period from March 2020 to March 2022, the time when lockdown was imposed in India and most of the teaching community were striving to understand the online interface.

The procedure to review the literature of the desired topic started with a search in the databases of Google Scholar and Web of Science. The key words used were teacher, covid19 pandemic, online teaching, face to face teaching, stress, teacher satisfaction, teacher's role, digital literacy development. Papers were shortlisted and referred too that were relevant to the topic, with main focus on the process of teacher who had to orient, train and deliver the course to students and the positive or the negative impact of various stressors the teacher had confronted during this process.

The descriptive and content analyses was carried out through the selected papers to explore the real-life psychological stress due to Covid19 pandemic associated with TEACHING, teachers readiness and acceptance of technology and switching to online teaching [5], the mode of stress while during actual online session – like the lack of seriousness among students and getting no response. Need to know and understand the difference between or effective combinational use of teacher presence and social presence. Social approach of the teacher to fulfil the responsibility of serving the community leading to conducive educational experience both for the student and teacher. Also, the teachers might have improved the online teaching skills, but the unexpected change i.e. to switch to online mode and uncertainty might have been the source of stress for several.

Original Research Article

Discussion:

The COVID-19 pandemic has instigated the educational institutes and schools to adopt online teaching. It has revised the teacher's professional role i.e. different from the traditional classroom teaching [5]. Now when the lockdown and restrictions are almost over, most institute or schools still use the hybrid mode of teaching, such as teaching in class room and simultaneously making it live for the students who are at home. The literature reviewed and examined that the teacher had stressors related to the attributes like need of quick learning and understanding the technology to adopt online teaching [6], teacher's professional satisfaction and the influence of digital interfaces on social presence [7]. And these stressors were examined to be positive rather than negative as perceived and experienced by the teachers.

Technology and Teaching: Methods used in face to face teaching are at variance from those of online teaching. When teaching online or at distance, the teachers reflects more to be as a facilitator than a traditional teacher. Though learning technology and further using it as teaching tool was need of the hour and the only medium of connecting with students, teachers experienced it as a demotivator and considered it as a source of stress [6]. The attitude of teacher towards the change influenced the adoption of technology [7], a positive attitude lead with strong strivings to improve competences and learn something new proved fruitful and dealt the situation quickly. Whilst the negative attitude or the fear of technological failure led to slow technology adoption resulting into experiencing considerable stress related to better coping and teaching [8]. Devising pedagogical sound intervention in developing teachers skills for effective use of tools and technologies like podcasts, MOOC, animated clips etc… to be practiced for sustainable teaching methodology [9].

Social Presence and Teaching : With lack of interaction among teachers and students combined with technical glitches, videos turned off, lack of response from the students lead to obstruct teaching [10] further resulting into form of negative stressor that most of the teachers have experienced while during this new normal method of online teaching [11]. Here is when social presence becomes an essential element that plays an effective role during online teaching. Social presence of teacher is determined by the effectiveness of teaching and interaction level generated by teacher in online environment [12]. The strategies and action a teacher apply for the students to feel connected, leads to enhance communication between students, provide feedback and develops a healthy learning environment [13]. Social presence will assist in achieving specific learning outcome. Therefore, it's important to equip teachers with strategic tools to develop an effective social presence.

Professional Satisfaction and Teaching : Alongside the realization of the requirement of adoption of technology, where teachers were more bothered how to perform better to keep the job intact while showcasing the skills of online teaching in short time to the management, meet the job demands, salary resulting in negative flow of emotion and unsatisfactory career [8]. Increased online teaching is equal to increased duration of computer use is equal to teacher

Original Research Article
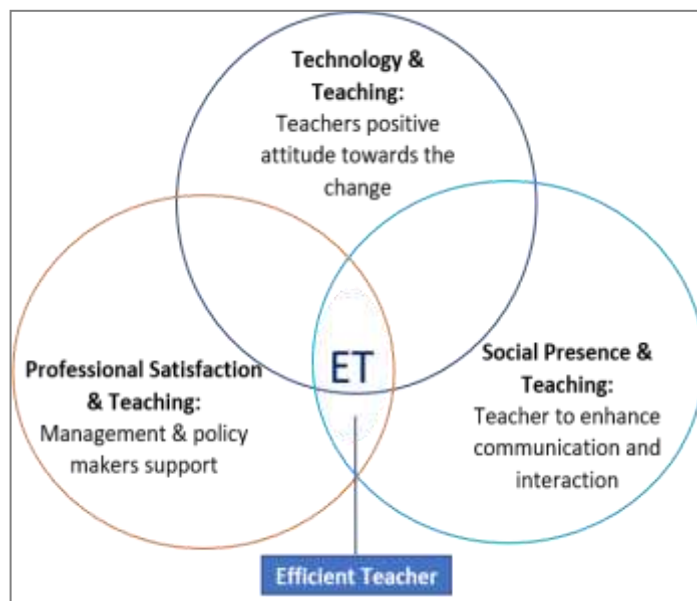
exposed to more stress and lead to imbalanced work-life. It's important for the universities, school management to examine the change in professional role experienced by the teachers and provide the technological and digital literacy through faculty development programs. Address and understand the importance of teacher's career satisfaction, provide and enjoyable and active environment [14] by the management will assist the teacher to handle the negative stressors and perform better in both online or face to face teaching.

Figure 1: Three impacts identified for efficient teacher

Conclusion:

The study analysed the professional development and upgradation to be fulfilled by the teacher while during Covid19, to extend the knowledge and minimize the loss of learning of the students. The study has provided a review of literature on the teacher's perspective and experience of stress during online teaching and face to face teaching.

The sudden shift to online teaching was very difficult for teachers to handle the new methods of online teaching and the technologies to be adopted. It was examined that only the positive attitude of teacher towards this unexpected challenge, shift to online teaching will aid to adopt the technology smoothly and effectively. Teacher needs to develop willingness as well as capabilities to adopt the online teaching methods. The management and the policy makers should examine and provide timely assistance to the teachers in the terms of providing the facilities and training in making technology adoption easier and environment to deal the transition and sudden change. An online pedagogy for teachers to strengthen them skills and tool kits to engage and facilitate the students in the effective and efficient manner.

The study has reviewed that almost all the teachers had managed with the sudden shift from face to face teaching to online teaching model. Teachers did struggle to adapt the additional workload and stresses. The figure 1 explains the analysis of the reviewed literature and provided the three dimensions or a teacher's perspective, that may aid produce an efficient teacher. It was found that the teacher can overcome the negative stressors with regards to TEACHING, while having positive attitude towards the sudden change and readiness to learn and adopt technology, understanding and learning the skill of social presence and its effective use of active and thoughtful participation of all the students, professional satisfaction of teacher supported by the management and the policy makers is the only means to create a collaborative, transformative process by which teachers and students connect to form community.

Reference:

1) Gillespie, N. A., Walsh, M., Winefield, A. H., Dua, J., & Stough, C. (2001). Occupational stress in universities: staff perceptions of the causes, consequences and moderators of stress. Work & Stress, 15(1), 53–72.

2) Bhat, R., Singh, V. K., Naik, N., Kamath, C. R., Mulimani, P., & Kulkarni, N. (2020). COVID 2019 outbreak: The disappointment in Indian teachers. Asian Journal of Psychiatry, 50, 102047. doi:10.1016/j.ajp.2020.102047

3) Daumiller, M., Rinas, R., Hein, J., Janke, S., Dickhäuser, O. and Dresel, M., 2021. Shifting from face-to-face to online teaching during COVID-19: The role of university faculty achievement goals for attitudes towards this sudden change, and their relevance for burnout/engagement and student evaluations of teaching quality. Computers in Human Behavior, 118, p.106677.

4) Baker, C., 2022. Comparing the Effectiveness of Classroom and Online Learning: Teaching Research Methods. [online] Taylor & Francis. Available at:
<https://www.tandfonline.com/doi/abs/10.1080/15236803.2013.12001730> [Accessed 1 April 2022].

5) Mehta, P., 2022. Teachers' readiness to adopt online teaching amid COVID-19 lockdown and perceived stress:

pain or panacea? | Emerald Insight. [online] Emerald.com. Available at: <https://www.emerald.com/insight/content/doi/10.1108/CG-09-2020-0385/full/html#sec21> [Accessed 5 April 2022].

6) Baker, C., 2022. Comparing the Effectiveness of Classroom and Online Learning: Teaching Research Methods. [online] Taylor & Francis. Available at: <https://www.tandfonline.com/doi/abs/10.1080/15236803.2013.12001730> [Accessed 1 April 2022].

7) Toto, G. A., & Limone, P. (2021). Motivation, Stress and Impact of Online Teaching on Italian Teachers during COVID-19. Computers, 10(6), 75.

8) Li, M.; Yu, Z. Teachers' Satisfaction, Role, and Digital Literacy during the COVID-19 Pandemic. Sustainability 2022, 14, 1121. https://doi.org/10.3390/su14031121

9) Almhdawi, K., Obeidat, D., Kanaan, S., Hajela, N., Bsoul, M., Arabiat, A., Alazrai, A., Jaber, H. and Alrabbaie, H., 2021. University professors' mental and physical well-being during the COVID-19 pandemic and distance teaching. Work, 69(4), pp.1153-1161.

10) Bedran, P.F. Digital literacy and language teacher education in contemporary times. Rev. Entrelinguas 2016, 2, 225–247.

11) Thomas, G., & Thorpe, S. (2018). Enhancing the facilitation of online groups in higher education: a review of the literature on face-to-face and online group-facilitation. Interactive Learning Environments, 1–10.

12) Rapanta, C.; Botturi, L.; Goodyear, P.; Guàrdia, L.; Koole, M. Online university teaching during and after the COVID-19 crisis: Refocusing teacher presence and learning activity. Postdigit. Sci. Educ. 2020, 2, 923–945. [Google Scholar]

13) Sokal, L., Trudel, L. and Babb, J., 2020. Canadian teachers' attitudes toward change, efficacy, and burnout during the COVID-19 pandemic. International Journal of Educational Research Open, 1, p.100016.

14) Ansley, B., Houchins, D., Varjas, K., Roach, A., Patterson, D. and Hendrick, R., 2021. The impact of an online stress intervention on burnout and teacher efficacy. Teaching and Teacher Education, 98, p.103251.