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## RESEARCH ARTICLE

## OPEN ACCESS

# A STUDY TO ASSESS THE IMPACT OF ONLINE TEACHING ON SCHOOL TEACHERS DURING COVID -19 PANDEMIC IN THE SELECTED SCHOOLS OF PUNJAB

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## ABSTRACT

The study was conducted "to assess the impact of online teaching on school teachers during covid-19 pandemic in the selected schools of Punjab". An exploratory research approach was adopted. The objectives were: to assess the impact of online teaching on school teachers, to find out the relationship of impact of online teaching on school teachers with selected variables, to prepare guidelines for school teachers on effective online teaching. The sample was selected using purposive sampling technique and the sample size was 70. Pilot study was conducted and the tool was found reliable i.e., 0.72. Data was collected through a structured questionnaire using a Likert scale. The findings of the study showed majority (70%) of teachers had negative impact and 30% had positive impact due to online teaching. Teachers experienced more of negative sociological impact (75.71%), financial impact (71.90%), physical impact (69.57%) and psychological impact (54.39%).

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## INTRODUCTION

An online survey was administered to 288 teachers to assess their views about online teaching. (Survey showed that 17% of Government schools and 83% of private schools had the supporting infrastructure for online classes, 27% of government schools and 73% of private schools supported their teachers to convert classroom materials for online education, 72% of government schools and 86% of private schools did not train their teachers to conduct online classes. 88% teachers felt that their working hours and days had increased, 53% felt difficult to maintain student's engagement in online classes, 71% teachers thought they had to spend personal money to increase participation of students. The major issue was teacher's pedagogical skills do not cater to the online teaching environment, nor they had been trained for these kinds of situations which eventually affected their psychosocial aspects. (Jain, Marie Lall, Anviti Singh, 2021)<sup>1</sup>. In such unprecedented and uncertain times, it is normal for people to experience higher levels of stress and anxiety, teachers included. Teachers need socio-emotional support to face the extra pressure being put on them to deliver learning in a time of crisis. (UNESCO, 2020d).<sup>2</sup>

**Aim of study:** To gain insight regarding the effect of online teaching on school teachers and to provide them with necessary guidelines.

### Objectives

1. To assess the impact of online teaching on school teachers.

2. To find out the relationship of impact of online teaching on school teachers with selected variables i.e. age, marital status, educational qualification, subject stream, monthly income, marital status, place of living, no. of members in the family, classes taken, software application used, mode of teaching, no. of hours spend in a day preparing and taking online classes.
3. To prepare guidelines for school teachers on effective online teaching.

**Assumptions:** School teachers might find online teaching difficult.

**Delimitations:** The study was limited to school teachers of selected schools in Punjab.

**Research Approach and Research Design:** For the present study, quantitative research approach & non-experimental, exploratory research design was used, as it is aimed at exploring the impact of online classes on school teachers during COVID-19 pandemic in some selected schools of Punjab.

**Dependent Variable:** Impact of online classes on school teachers during COVID-19 pandemic.

**Independent Variables:** age, gender, educational qualification, subject stream, monthly income, marital status, place of living, no. of members in the family, classes (section) taken, software application, mode of teaching and number of hours in day preparing and taking online teaching.

**Research Setting:** The study was conducted in some selected schools of Punjab. The reason for selection of these schools was the investigator's familiarity with the setting, feasibility, and anticipated cooperation from authorities in getting permission for conducting study.

**Target Population:** Target population comprised of school teachers of selected schools of Punjab.

**Sample and Sampling Technique:** For the study 70 school teachers i.e. 35 teachers from Rhema International School, Pathankot, 25 teachers from Sacred Heart Convent School, Jamalpur & 10 teachers from Ewing Christian School, Ludhiana were selected as sample by using purposive sampling technique to collect the data.

**Selection & Development of tool:** A questionnaire was developed by reviewing literature from various books, journals, searching web & by consulting expert's opinion. The tool was given to various nursing experts for their valuable suggestions. After the opinion of experts, the amendments were made.

### Description of tool

The tool consisted of following two parts:

- Section A: Sample Characteristics
- Section B: Likert scale on impact of online teaching on school teachers.

### Section A: Sample Characteristics

This part consists of 12 items for obtaining sociodemographic data of school teachers.

### Section B: Likert Scale on impact of Online Teaching on School Teachers

It was divided into 4 major parts i.e. (I) Physical impact due to online classes, (II) Psychological impact due to online classes (III) Sociological impact due to online classes & (IV) Financial impact due to online classes. The scores were classified as positive and negative.

**Content Validity of the tool:** The tool was determined by experts' opinion regarding the relevance, significance, clarity, construction and organization of items. The tool was given to 13 experts. Modifications were made according to experts' valuable suggestions.

**Try out of the tool:** A try out of the tool was done for the clarity and relevance of the tool. Two respondents filled the Questionnaire. All the items were clear to the respondents and the tool had no ambiguity.

**Pilot study:** The pilot study was conducted in the second week of September 2021, on one/tenth (1/10th) of the sample. Total 8 teachers were taken as a sample. Prior written permission was taken. Data was collected with the help of Likert scale on impact of online classes. Teachers were provided with Participant information sheet and then Informed consent was taken to fill the tool, teachers were given 20-25 min to fill the questionnaire. The analysis of pilot study was done in accordance with the objectives.

**Reliability:** Reliability of the tool was calculated by using Karl Pearson's Co-efficient of Correlation. Reliability of the tool was  $r = 0.72$ . Hence the tool was found reliable.

### Data collection procedure

Data collection procedure commenced from 21st October 2021 to 28th October 2021 from 70 school teachers working in various schools of Punjab. Prior to data collection formal permission was obtained from Principal, College of Nursing and Principals of different schools of Punjab. Teachers were provided with Participant information sheet then Informed consent was taken to fill the tool.

They were assured that their responses and scores would be kept confidential and used for research purpose. Teachers were given 20-25 min for filling the tool.

**Problem Faced:** Researchers found difficulty in getting the permission from the management of nearby schools of Ludhiana to participate in the study due to pre-occupied schedules of the school teachers. Collecting data from schools was also difficult due to COVID guidelines followed by the school managements.

**Ethical considerations:** Prior to the data collection, written permission was taken from Principals of Rhema International School, Pathankot, Sacred Heart Convent School, Ludhiana & Ewing Christian School, Ludhiana & approval from the research and ethical committee, College of Nursing, Christian Medical College, Ludhiana, Punjab. Anonymity of the subjects and confidentiality of information was maintained.

### Data analysis

Analysis of the data was done in accordance with the objectives of the study. The analysis was done using descriptive and inferential statistics. In descriptive statistics mean, mean percentage, and standard deviation were used. In Inferential statistics analyzes of variance, T test ANOVA and f test were used. The level of significance chosen was  $p < 0.05$  level.

**SECTION A: Frequency and Percentage Distribution of Sample Characteristics** It depicts the Percentage distribution of sample characteristics of school teachers. Maximum teachers i.e. 42.9% belonged to 41-50 years age group. As per gender there were females more than males i.e., 88.6% and 11.4%. Maximum no. of teachers were post graduates 87.1%, 68.6% teachers had done humanities forming the majority. Maximum teachers i.e., 72.9% earned less than 20,000rs per month. In accordance to marital status, 87.1% teachers were married and 12.9% were single. Majority of teachers lived in urban i.e., 90%. Maximum teachers i.e., 82.9% had 3 to 5 members in their family. Maximum teachers i.e., 41.4% took senior secondary classes. Maximum teachers i.e. 47.1% used zoom app for taking classes. 91.4 % teachers used live classroom setting as a mode of teaching. Maximum 58.6% teachers took 3-5 hours in preparing and taking online classes.

**Table 2. Frequency and percentage distribution of level of impact of online teaching on school teachers**

Assessment of level of Impact due to Online Teaching among School Teachers.

Levels	Score	n	School teachers (%)
Negative impact	>72(60%)	49	70.0
Positive impact	<72(<60%)	21	30.0

Maximum score 120  
Minimum score 24

This table depicts the frequency and percentage of distribution of level of impact of online teaching on school teachers. Total 70% teachers had negative impact and 30% had positive impact due to online teaching.

**Table 3. Mean, mean percentage and rank order of score regarding impact of online teaching on school teachers**

Score N=70

AREA	No of items	Max score	Mean score	Mean %	Rank order
Physical impact	6	30	20.87	69.57	3
Psychological impact	8	40	21.76	54.39	4
Sociological impact	7	35	26.50	75.71	1
Financial impact	3	15	10.78	71.90	2

Maximum score =120  
Minimum score =24

It depicts the mean percentage and rank order of score regarding impact of online teaching on school teachers in which teachers sociological aspect is severely affected which evidenced by mean percentage 75.71% and is first, on second rank came financial impact which had a mean % age of 71.90, on third rank was physical impact which had 69.57% & fourth rank was psychological impact which had mean %age of 54.39%.

**Table 4. Source of impact of online teaching in relation to the physical, psychological, sociological and financial aspects**

AREA	NEGATIVE IMPACT SCORE	POSITIVE IMPACT SCORE
Physical impact	256	11
Psychological impact	171	305
Sociological impact	262	40
Financial impact	137	0

It depicts that sociological impact had highest negative score 262, positive score 140, physical impact's negative score was 256, positive impact was 111, financial impact's negative score was 137 and positive score was 50, psychological impact's positive score was more than the negative score. Hence, it was concluded that school teacher's sociological aspect was highly affected, whereas teacher's psychological aspect was least affected.

**Objective 2:** To find out the relationship of impact of online teaching on school teachers with selected demographic variables.

**Table 5. Mean score, standard deviation and t-test scores of school teachers regarding impact of online teaching according to gender**

School teachers		N=70			
Gender	n	Mean Score	SD	DF	"t"
Male	8	70.37	10.98	68	2.222*
Female	62	77.47	8.16		

\*Significant at  $p < 0.05$

Maximum Score=120

Minimum Score =24

It reveals that the highest mean score was 77.47 in females followed by 70.37 in males. The calculated t value was 2.222 which was greater than the t value i.e 2.0 which was significant at  $p < 0.05$ . Therefore it was concluded that gender had impact on the mean score of school teachers in relation to online teaching.

**Table 6. Mean score, standard deviation and ANOVA of scores of school teachers regarding impact of online teaching according to monthly income**

Monthly income	n	mean score	SD	"F"
a) <20,000	51	78.23	8.11	4.571
b) 20,001-30,000	12	74.67	6.68	
c) >30,000	7	68.57	11.90	
Source	SS	df	MS	"F"
Between groups	63.21	2	316.11	4.571*
Within groups	4633.56	67	69.16	
Total	5265.77	69		

\*Significant at  $p < 0.005$

Maximum Score =120

Minimum Score = 24

This table reveals mean score for teachers having monthly income <20,000 was highest i.e 78.23 followed by 74.67 among teachers who had income between 20,001 – 30,000 & 68.57 among teachers who got monthly salary >30,000. The calculated f value 4.571 was greater than tabled value i.e 3.13 and it was significant at  $p < 0.05$  on further analysis a and c were significant according to t-test as calculated value was 2.78 greater than tabled value 1.69. Therefore monthly income of teachers had significant impact on the impact of online teaching in school teachers.

## DISCUSSION

The first objective was to assess the impact of online teaching on school teachers: The findings revealed that majority 70% teachers had a negative impact & 30% teachers had a positive impact due to online teaching. The findings are consistent with the findings of Mishra Lokanath et al., (2020)<sup>3</sup> which revealed that the students are not comfortable with online teaching since there are many limitations and drawbacks than the positive outcomes. The second objective was to ascertain the relationship of impact of online teaching on school teachers with selected variables. The present study found that regarding marital status, 87.1% of the school teachers were married and 12.9% school teachers were single. A study conducted by Sode J. A., Bhardwaj M. A. (2021)<sup>4</sup> reported that in the marital status they have contradictorily reported that 91.11% of the school teachers were single and 8.89% teachers were married. In the present study, 88.6% of school teachers were females and 11.4% were males. The findings are supported by Lizana, P. A., et al (2021)<sup>5</sup> which concludes that the study consisted of 79.7% female teachers and 20.3% male teachers. According to classes taken, 41.4% teachers teach in senior secondary section, followed by 34.3 % teachers in secondary, and 24.3% in primary section. The findings reported in a study conducted by Lizana, P. A., Vega Fernandez, G., Lera, L. (2020)<sup>6</sup> states that 32.55% teachers teach in primary section, 30.1% in secondary and 18.9% in senior secondary. According to software application, 47.1% teachers use Zoom app, 27.1% use Google meet, 25.8% use Microsoft teams. A study conducted by Naik, G. L., et al. (2021)<sup>7</sup> found that 81.7% of school teachers used Zoom Application whereas 18.3% of school teachers used Google meet. The present study found out that gender and monthly income are significant factors that had an impact on school teachers during online teaching. The findings are supported by Andrade H. (2021)<sup>8</sup> which concludes that females presented higher levels of perceived stress and teachers with homecare responsibilities presented higher psychological distress as well as perceived stress. The findings of a study conducted by Nanu Mana Devkota (2020)<sup>9</sup> showed the findings supporting the results of the present study that there was a remarkable decline in the income of teachers during the covid-19 pandemic due to extra expenses on gadgets, internet connection etc. to access online classes.

## CONCLUSION

The researcher found that 70% of school teachers had a negative impact on online teaching whereas 30% of school teachers had a positive impact. Gender & monthly income were significant factors that had an impact on school teachers during online teaching.

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