



# PSYCHOLOGICAL EFFECTS AND CHALLENGES FACED BY COLLEGE TEACHERS DURING THE PANDEMIC YEAR

**Ms.M.Sivasankari<sup>1</sup>, Ms.U.Deepika<sup>2</sup>, Dr.C.Eahambaram<sup>3</sup>, Mrs.N.Revathi<sup>4</sup>**

<sup>1</sup>*I M.Com(CA), Dr.N.G.P. Arts and science college, Coimbatore-48,*

<sup>2</sup>*I M.Com(CA),Dr.N.G.P. Arts and Science College,Coimbatore-48,*

<sup>3</sup>*Associate Professor, Department of Commerce (CA), Dr.N.G.P. Arts and Science College, Coimbatore-48,*

<sup>4</sup>*Assistant Professor,Dr.N.G.P.Arts and Science college,Ciombatore,*

## 1.1 INTRODUCTION OF THE STUDY

In addition to having an impact on pupils' mental health, the pandemic has also put instructors under a lot of stress since the crisis first started (Cachón-Zagalaz et al., 2020). It was determined that 13.67% of instructors had anxiety during the pandemic, with women reporting higher levels of anxiety than males and older teachers reporting higher levels of anxiety, at the start of the new session, when a teacher has to prepare audio and video lectures, also make study materials, and keep records of the new students, it takes more time than normal days.

Digital learning has many advantages digital learning has no physical boundaries, it has more learning engagement experience rather than traditional learning, it is also cost-effective and students get to learn in the confines of their comfort zone. Although face-to-face communication is typically seen as the best form of communication as opposed to the rather impersonal character of remote learning, digital learning does have some drawbacks and difficulties. Online learning has shown some success on a global scale. Graham & Pasi (2020) reported that country-wide college closures have happened very rapidly, leaving very little or no time for schools to prepare a strategy and transition to distance learning.

## 1.2 STATEMENT OF THE PROBLEM

Online education's value is frequently undervalued and not treated with the respect it merits. Though qualifications are accredited by esteemed university institutions, validity, and credibility are met with skepticism because the format is relatively new, and the progress of teachers is not overseen in the flesh. Cynicism can develop while thinking about enrolling in online degree programmes since the social education that is seen as a benefit of attending a campus university is also valued as something that should not be missed. Poor connectivity, no availability of strong internet access, no electricity, and no computers are the main difficulties faced by teachers to reach students in remote areas online.

## 1.3 OBJECTIVE OF THE STUDY

- To study the socio-economic characteristics of respondents.
- To study the psychological behaviors of teachers during a pandemic.
- study the various challenges faced by teachers during an online class.
- To assess the effectiveness of online sessions during pandemics.
- To study the benefit of the online mode of learning from the staff perspective.

## 1.4 LIMITATIONS OF THE STUDY

- The study is confined only to teachers in Coimbatore city.
- The results of the analysis made in this study are fully dependent on the answers given by the respondents.
- All the findings and observations related to service are purely based on respondents and the; the response may be due to personal factor.

## 1.5 RESEARCH METHODOLOGY

The city of Coimbatore was selected specifically for the investigation. Coimbatore is one of the most significant cities in south India for university and college education. Coimbatore attracts students from all across the nation because of its extensive network of elite educational institutions and high standards of instruction. Thus, the total size of respondents was 120. Through surveys, the primary data that were needed were gathered. the secondary data are collected by referring to newspapers, magazines, and websites. Here the researcher used the weighted average method and ranking analysis.



## 1.6 REVIEW OF LITERATURE

**Gupta & Tiwari, (2021):** A nationwide lockdown was announced in India on 22 March 2020 to prevent the epidemic from spreading in the country. Thousands of school colleges and universities have had to be closed due to the lockdown in India. Lockdown has affected the education of more than 500 million students in India

**Martinez, (2020):** The lockdown has forced colleges, universities, and schools all over India to take their entire education to the digital platform without any preparations. It has pushed academic institutions towards online teaching due to the indefinite shutting down of schools, colleges, and universities by the governments.

**Kakoty Sangeeta, Lal Manohar, Sarma Kr. Shikhar, (2019):** “E-Learning As A Research Area: An Analytical Approach” The objective of this paper is to establish the line between any type of research work in the E-learning environment that people are working on. It also focuses on the prospective areas of research in this domain. Flexibility, cost efficiency, and accessibility are the main benefits of E-learning. After analyzing the study the authors stated that content packaging and content managing has got the highest priority in e-learning research where a lot of developments are yet to be made. So from this study, it has been seen that globalization of education, cross-culture aspects, and culturally complex student support system in distance education as well as in e-learning environments is a prospective research area.

**Dr. A. Kalaivani, (2018)** E-Learning is a type of teaching and learning that can be obtained using online technology. E-learning can involve a greater of equipment than online training or learning as the same implies, “online” involves using the internet or intranet. E-Learning involves all kinds of electronic media by utilizing all the potentialities of information technology.

## 1.7 CHALLENGES OF ONLINE TEACHING

Online teaching has significantly increased online learning, creating new possibilities and opportunities for the educational system to consider. The COVID-19 crisis experience, according to the debate held during the workshop, is providing a variety of difficulties that should be addressed to build new methodologies and educational approaches, infrastructure, and platforms specifically designed for online teaching. These new methodologies need to be developed in an interdisciplinary and holistic perspective that (following the responsible research and innovation approach) will anticipate and assess potential implications and social expectations.

The long-term inequality gaps between students in different situations in education systems have frequently been highlighted during the COVID-19 pandemic period. Students and teachers have faced different obstacles in remote teaching due to the existing limitations related to technological, pedagogical, and social challenges.

### 1.7.1 TECHNOLOGICAL CHALLENGES

The main technological issues are around a shortage of electronic gadgets and Internet connectivity. Due to unequal access to the technology that both students and teachers need, this issue may worsen existing inequities. In fact, not all students have access to the tools needed to benefit from online learning, such as a quick Internet connection and a potent computer.

### 1.7.2 PEDAGOGICAL CHALLENGES

Innovation is not just related to technological factors; new pedagogical features are also appearing. Online learning necessitates changing the methods utilised in traditional classroom settings. The pandemic's social isolation experiences have helped us realise that pedagogical approaches in virtual classrooms must differ from traditional ones. The teacher in a virtual classroom serves more as a moderator and adviser, and lessons cannot be scheduled as they would in a traditional classroom. Therefore, learning, especially guidance, and feedback should be given differently. During the COVID-19 epidemic period, the long-term inequality inequalities between pupils in various educational system contexts have regularly been emphasised. Teachers should be trained to increase digital and other specific skills for online education to adequately plan and implement an innovative pedagogical program. Although students are usually very familiar with the use of digital devices, they may not be prepared to receive remote teaching and it is quite difficult to capture their attention.

### 1.7.3 SOCIAL CHALLENGES

Human interaction is fundamental, especially for young students (secondary, and primary schools) that need to learn. Only good professors/teachers can do it. Online education being the wave of education is already having a fair show but has some factors to contend with, especially on the side of teachers and students. Sunil K. 2015 stated major challenges revolve around the teacher who is to design the instruction and students who may lack technical proficiency in electrical gadgets. Other challenges include computer literacy, technical issues, the issue of trust, and diversions of attention to other sites.



### 1.8 DATA ANALYSIS & INTERPRETATION

#### ANALYSIS USING THE WEIGHTED AVERAGE METHOD SATISFACTION LEVEL ABOUT VARIOUS OPPORTUNITIES IN ONLINE CLASS

PARTICULARS	HS	S	N	DS	HDS	MEAN	RANK
Possibility of working with e- learning	320	152	45	6	0	523 34.86	I
Flexibility in time and space	45	300	93	12	2	452 30.13	II
Ease and quick shade of educational materials	60	224	120	20	2	426 28.4	V
Wide and diverse interactions	85	200	93	36	4	418 27.89	VII
Accommodates different types of learning	90	188	90	44	3	415 27.66	VIII
Updated learning material	100	216	90	24	4	434 28.93	III
Access study resources effectively	125	164	114	22	5	430 28.66	IV
Quick feedback	70	236	87	24	6	423 28.2	VI

#### Interpretation

In the above table result, it is found that the possibility of working with e-learning ranks first and accommodating the different types of learning ranks last. The majority of the respondents say flexibility in time and space ranks first.

#### BANKING ANALYSIS

#### RANKING CHALLENGES AND OPPORTUNITIES FACED DURING ONLINE CLASS

PREFERENCES	RANK					TOTAL	RANK
	1	2	3	4	5		
Slow internet access	295	132	42	16	6	491	I
Juggling work	30	164	174	24	3	395	III
Lack of Internet form	40	116	147	60	4	367	VII
Online learning is limited to ascertain description	55	104	126	76	3	364	VIII
Lack of face to faced interaction	80	136	129	44	4	393	IV
Less time to prepare a note	55	148	114	60	4	381	V
Students copying during exams	85	136	150	30	4	405	II
Physical health issue	70	108	126	54	10	368	VI

#### Interpretation

From the above-ranking analysis, it was found that slow internet access ranked first, and online learning is limited to a certain description ranked last. Most of the respondents rank slow internet access ranked first.

### SUGGESTIONS

- Concerning the practical consequences, this research is the first one to report on the psychological distress among college students in India due to institutional closure and public examination confusion during the COVID-19 pandemic.
- This research will help the government and educational policymakers recognize the mental health of the student and take more appropriate action to resolve this disease quickly. The findings of this study would also explore the understanding of knowledge about the associated factors that accounted for psychological distress.
- From our conceptual model, we conclude that successful e-Learning programs and the reduction of fear of loss of the academic year are central to the mental health of college students. There are several avenues to overcome psychological distress through institutional administration, and the instructor can address the associated factors.
- Institute and instructor counseling, providing attractive learning materials, secure internet access, and efficient e-course module, can all support the positive perception of students, and ultimately improve their mental health.

### CONCLUSION

The results of the study represented that e-learning on-site with the teacher's Teleworking and parent's virtual presence was more effective in the experimental group. It could reduce test anxiety and increase Achievement motivation and academic achievement



in teachers. Due to the COVID-19 lockdown, which severely restricted country-to-country exchange programmes of academic activity, global education has significantly declined. To deal with the complexity of online education, developing multimodal techniques to achieving course content objectives for improved learning outcomes would be a better concept. Despite this, governments must make sure that students have access to dependable communication tools, a top-notch digital academic experience, and promote technology-enabled learning in order to eliminate the gaps that developed in the educational system before and after the COVID-19 catastrophe and to ensure that learning continues uninterruptibly. A few steps should be accounted for in the wake of this pandemic; to develop such a curriculum that reflects the perceptible change in the content knowledge and learning experience of students as well as enable them to think critically.

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