# The Challenges and Glitches Faced by Teachers of Central India during Lockdown and Solutions

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**ABSTRACT**

India's education system is most extensive and diverse in the whole world. Indians are pioneers of change. However, the paradox is teaching fraternity in India is slow to accept change. Working from home for school teachers is tough and many of them are bogged out by intense stress, burn out, depression, and anger. During this lockdown period, teachers are facing several issues and challenges at compounded rate. They are working from home and working for home. The goal of this research is to explore the glitches faced by teachers. A questionnaire survey was followed by selecting 100 teachers working from home from Delhi NCR (n=100) randomly to explore and analyze their issues and problems. The results showed that the teachers generally experienced glitches in stress and anger management, work pressure, academic issues, subject content, classes, online assessment and being at loggerheads with parents. Other personal glitches were also there with some participants. Research provides suggestions aimed at addressing the glitches for hassle free conduction of work from home for school teachers.

**Research Implications:** The investigators observed that teachers adapted to the big transformation of online teaching, but the impact was not felt. They were not trained to make a virtual presence felt. This manifested the stress they were already enduring.

**Practical Implications:** The findings of this paper can be used to address the situation as teacher well being contributes to a happy society.

**Social Implications:** The findings of this paper reveal that women even today bear a lot of responsibility and issues like layoffs and pay cuts have huge impact on their confidence and power of resilience. Female teachers especially wanted to contribute in a better way and wanted training to improvise their virtual teaching.

**Key Words**: School Teachers; Glitchesof teachers; Lock down period

## INTRODUCTION

Fear and anxiety are part of human life(Peters et al., 2020). However humans have evolved to be resilient and quickly adapt to changes. Psychologists and other scholars have long noted humans' ability to survive and adapt with serious change and adversity(Miller, 2020). But COVID 19 is a unique event in the lives of the existing human race. Most of the glitches witnessed by humanity in history has been singular events where people are hopeful that 'this too shall pass'. But prolonged stressors something like COVID can be having cascading effects. The use of social distancing raises some interesting questions about our trajectory of how we communicate and interact with others (Miller, 2020). Teaching could never been imagined beyond four walls although a slow transition was occurring for some time with prominence on flipped learning. This transition has accelerated with the spread of COVID. The teaching fraternity across the world has switched to online mode of teaching and India is no different. But Teaching in face-to-face contexts provides different affordances compared to teaching in digital contexts(Jensen et al., 2019). Teaching using technology and social media evokes a mixed feeling among teachers in India(Wiederhold, 2020). This coupled with economic problems, social issues and academic handicaps multiples the glitches of teachers. An effective teacher is a happy teacher be it offline or on line. Teachers who are worried, anxious, or discontented will not be able to deliver effectively on any platforms. Personal, Academic, Economic, Social glitches are so interweaved with professional outcomes and mostly overshadows in the

overall well being of teachers. Teachers' wellbeing is not an isolated issue, it ripples its effect on student learning and well being as well. Mahmood, Mahmood and Malik (2012)  determined that learning management system (LMS) features greatly impact perceptions of community according to the inquiry framework. In a related study, they argued that teaching presence plays the most critical role in how students evaluate online learning

## Rationale

India is living through unprecedented times with rising Coronavirus cases. India is having a greater impact because around 22 percent of its people are poor and the pinch has been hard hitting in all fronts. Most of the teachers in India are from the middle class who are already burdened with EMI's and multiple problems. One segment of Indian society which is facing dual pinch is the teaching fraternity. Undoubtedly a sector which would never be the same is the Education sector. The transition of moving into digital education has accelerated due to COVID 19. Teachers have willingly or reluctantly joined the digital workforce. With lockdown, teachers who were habitual to a mundane routine were coming face to face with multiple problems.

Most of the teachers perceived digital platforms to be alien. A clear divide existed in the education sector between the digital natives(students) and digital migrants(teachers). Expecting the teachers to dive into the digital world of teaching with no prior training was enhancing the glitches of teachers like the number of coronavirus cases. This is further going to divide the gap instead of bridging it.

The researchers have witnessed a lot of glitches working from home and working for home.  Some of the teachers in India are having hostile working conditions at homes. And actually many of the Females worked as teachers to escape the household problems. Teachers not familiar to teach online were suddenly asked to live stream their classes in most of the cities in Central India. This further eroded their confidence and professional glitches penetrated into other areas of life this impacting the overall well being of teachers.

This study is an attempt to understand the glitches teachers face in academia during lockdown Fiseha M.,et.al.(2020) , identified problemss in  distant assessment included infrastructure, coverage of learning outcomes, and commitment of students. Similarly, as higher institutions have hurried to adopt online teaching, it generated issues in many ways related to each aspect of teaching learning and technology concluded by, Cooper & Tschobotko, (2020) Understanding the teaching-learning process in this pandemic time is imperative to design effective and successive design of teaching and learning (India Today, 2020. With this backdrop, the present study aims to identify and analyze issues of teachers and provides suggestions amidst the COVID-19 pandemic.

## Delimitations

● Methods of collecting data was limited and the findings of this study were grounded on the views of the participants.
● Time and resource was one of the constraints.
● Teachers of few institutes from central India were surveyed for the research and the results may not be same to teachers of outside of Central India.
● The study sample was limited to teachers who had access to smart phones.
● Only English speaking teachers were surveyed.
● Physical accessibility was limited due to lockdown.

## Objective:

● To study the significant difference between male and female teachers in their challenges and glitches using e-learning resources during lockdown.
● To study the relationship between online teaching attitude and adjustment aspect of teachers teaching from home.

## Research Question

1) What Challenges were faced by teachers during online teaching?

2) What were the Academic, Economic, Social and Emotional Glitchesfaced during lockdown while online teaching?
3) What were the main Issues faced by teachers during work from home?
4) What indicators of quality have you observed and utilized in an online teaching and how to rate the student success?

### METHODOLOGY

Survey method was used by the investigators to collect the relevant information. Data was collected from 100 school teachers working from home, 50 male and 50 females, of different schools of central India respectively. Researchers used Descriptive and inferential statistics for the analysis and the interpretation of the data collected on the basis of questionnaire. A self made questionnaire was administered to the teachers.  The questionnaire was validated by experts in the field of education. The questionnaire was further circulated in the teacher groups of central India in the form of Google survey forms.

Interview Technique was also used with few respondents to validate and substantiate the quantitative data.

### Sample

The sample consisted of 100 teachers 50 male and 50 females from different English medium schools of Central India.

● 50 % of the respondents were female and 50 % of the respondents were female.

● Greater part of the respondents 54 % fell in the age group of 30-35 years. 33% respondents   were of age group 30-40 years and 13% fell in the age group of 40-45 years.

● Majority of the respondents ie 74 % were married and multitasking responsibility.

● 32 % of the respondents were in the joint family and 68% belonged to nuclear family.

● 50% of the respondents were from urban cities and 50%were from semi urban areas of Central India.

### Tools & Procedure:-

Researcher made questionnaire was used for the purpose. Simple survey was used for the data collection and an observation was also made. Researchers collected different views from teachers working from home.
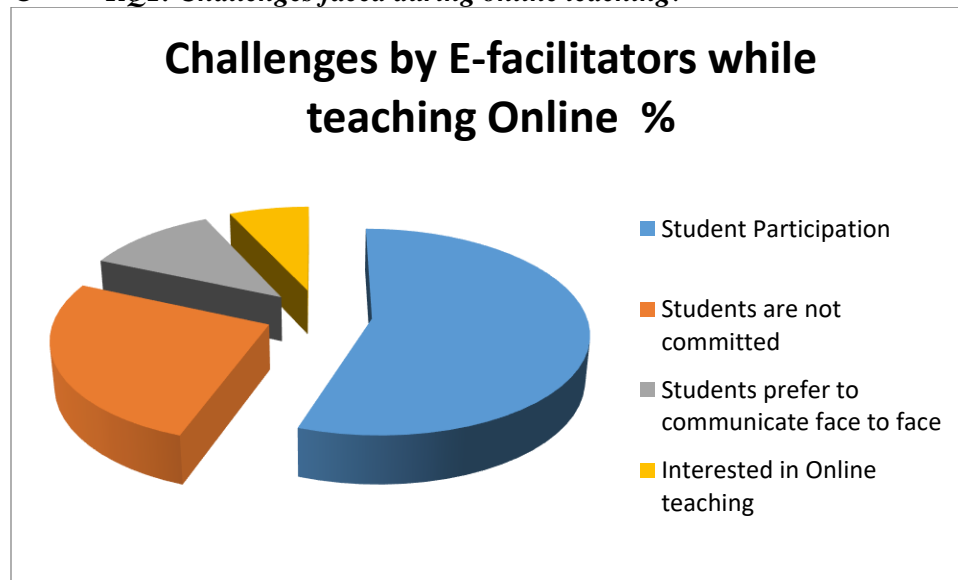
*Table 1.1 Items included in the scale*

| Scale | Academic Problems | ● Not familiar with online resources<br>● Selection of class activities<br>● providing notes, planning and executing  tests<br>● controlling class/Class management<br>● Overworked<br>● Non availability of timely assistance<br>● Lack of coordination<br>● Delayed response/feedback<br>● Lack of conducive work environment<br>● Overlapping of working and non working hours |
| --- | --- | --- |
| | Economical Problems | ● costs incur in the internet facilities<br>● Salary cuts<br>● financial insecurity related to medical expenses<br>● Requirement of laptops<br>● Gadgets for smooth functioning of classes |
| | Social Problems | ● Work life balance<br>● Social disconnect |

| | | ● | Lack of societal support |
| | | ● | Social insecurity and gender issues |
| | | ● | Lack of interaction with scholarly community |
| | | ● | Job uncertainty |
| | | ● | Isolation and feeling of despair |
| | Behavioral Problems | ● | Lack of confidence |
| | | ● | Maintaining motivation |
| | | ● | Identity crisis |
| | | ● | Exhaustion |
| | | ● | Stress and anxiety |
| | | ● | Lack of relevant experience |
| | | ● | Frustration |
| | | ● | Irritable |

**DATA ANALYSIS**

Data was assessed on the basis of different problems, also a focused group discussion was held of the teachers who were facing challenges in teaching online. The root causes of glitches are calculated in percentage and presented in pie charts and graphs. Every aspect of problem could be different and has individual differences. Teachers faced multiple glitches in different aspects like academic, economical, Emotional, Social or lack of knowledge/ICT friendliness.
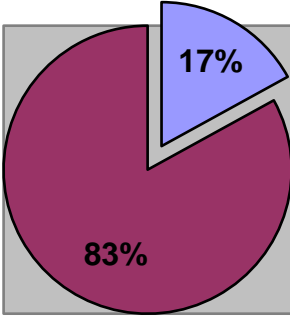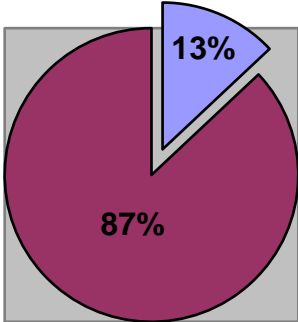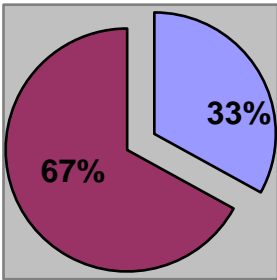
● ***RQ1: Challenges faced during online teaching***.



**Challenges by E-facilitators while teaching Online %**

- ■ Student Participation
- ■ Students are not committed
- ■ Students prefer to communicate face to face
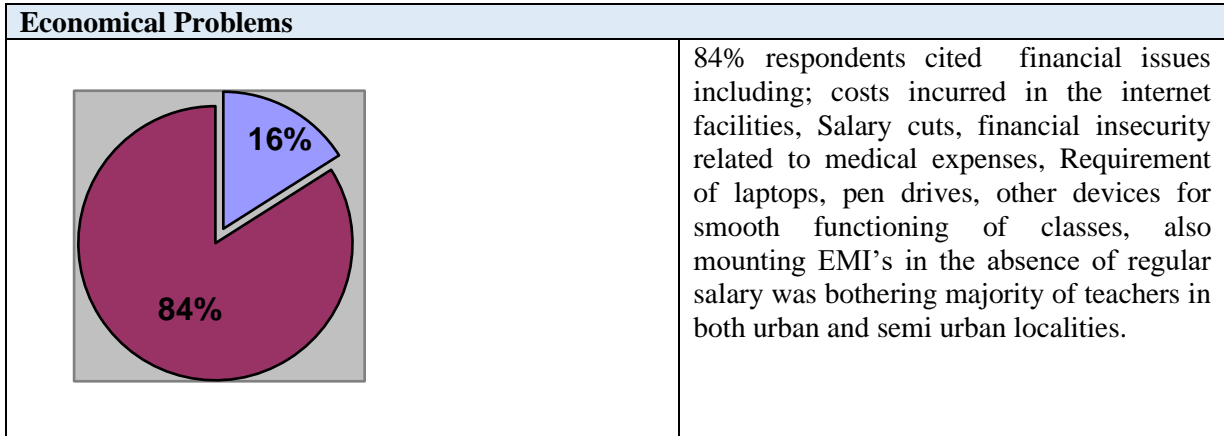- ■ Interested in Online teaching

**RQ4:** What indicators of quality have you observed and utilized in an online teaching and how to rate the student success?

Additionally, focus group participants perceived effective teaching strategies were successful when instructional quality indicators, as defined and measured by the institute where they were employed are achieved. Such indicators included time spent within the online environment, the number of hours per day posted within the online environment during lockdown, the number of responses made to students within a discussion, and timeliness of responses to students' questions and grading of assignments. However, All
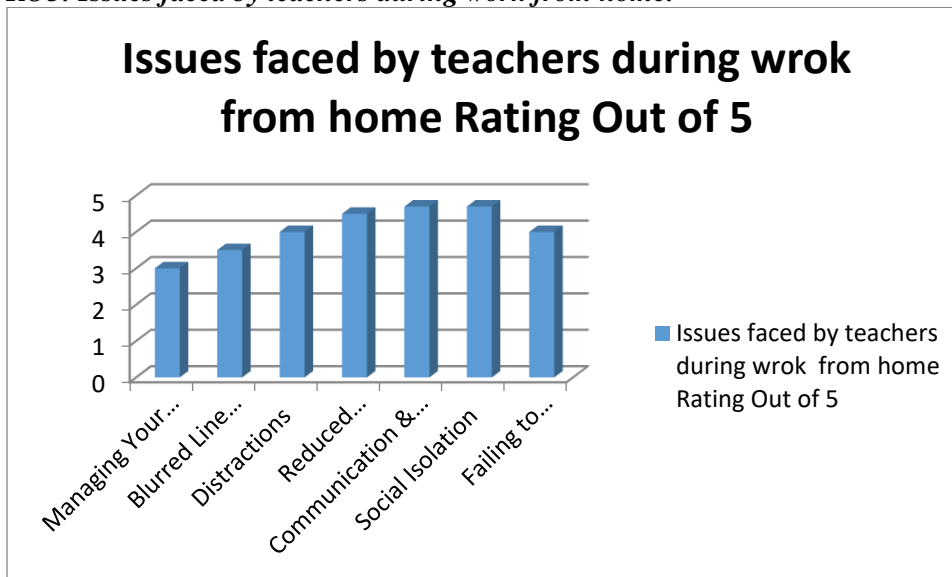
the teachers confirmed that they experienced some challenges in their role as e-facilitators. The researchers asked the following question: "what were the challenges you experienced as an e-facilitator?" More than half of the participants were of the view that student participation is the main challenge they experience. This was a great concern for the teachers as the it was difficult to capture the attention of students. It was felt by teachers that Students are not showing their interest on e-mode learning and teachers should change their strategies of teaching to get their attention.

*RQ2: Academic, Economic, Social % Emotional Glitches faced during lockdown while online teaching*.

| Academic Problems | |
|---|---|
|  | 83% respondents reported academic glitcheslike not familiar with online resources, usage and content. Selection of class activities, providing notes, planning and executing tests and controlling class/Class management, Overworked, Non availability of timely assistance, Lack of coordination, delayed response/feedback, Lack of conducive work environment, Overlapping of working and non working hours |
| **Social Problems** | |
|  | Whopping 87% respondents cited social glitcheslike Work life balance, Social disconnect, Lack of family support, Lack of interaction with co workers , Job uncertainty, Lack of fixed routine, Time management, Disturbance to family and demands, increased work load, Sharing of gadget with family members, lack of private space. Work life balance is most important factor for the teachers as most of them working full time or were having extended working hours which was taxing in the long run. |
| **Behavioral Problems** | |
|  | 67% respondents elucidated behavioral glitcheslike Lack of confidence Maintaining motivation, Feeling of hopelessness, Exhaustion, Stress and anxiety, Lack of relevant experience, Fear of failure, Feeling isolated, feeling depressed, feeling lost and not being optimistic. All these behavioral glitcheswere effecting their social life and was also transmitted into their teaching |

| **Economical Problems** | |
|---|---|
|  | 84% respondents cited  financial issues including; costs incurred in the internet facilities, Salary cuts, financial insecurity related to medical expenses, Requirement of laptops, pen drives, other devices for smooth functioning of classes, also mounting EMI's in the absence of regular salary was bothering majority of teachers in both urban and semi urban localities. |

**RO3: Issues faced by teachers during work from home.**



An indicator of achievement perceived was student success. Participants viewed success as students successfully passing the course, demonstrating improvement, and practicing the learning. One participant stated, "if you have a class of 30 and only 10 passed the course successfully, then that is a clue...something is wrong...." Another participant added, "I had maybe three students who really did improve over time, and they passed, so I had 100 percent pass rate, but really, the quality indicator was in the improvement over time." Overall, focus group participants voiced that although students can meet course objectives, improve over time, and pass the course, the essential factor associated with success was the student's ability to apply knowledge gained within their professional role: I think we have to look at our graduates and say, was what we taught you what you needed to know to succeed in the real world beyond just whether you passed...if they don't have the skills they need to survive when they get out and work in our discipline, it's not going to be pretty...students are not in school to get that master's degree, just that piece of paper, but to apply new skills and knowledge to improving their overall job...or their future plans...

**Objective:** To study the significant difference between male and female teachers in their issues  using e-learning during lockdown**.**

**Ho:** There is no significant difference between male and female teachers in their  issues      using e-learning during lockdown.

| Group | N | Mean | SD | t-value | Remarks at 5% Mean level |
|---|---|---|---|---|---|
| Male | 50 | 17.335 | 2.57943 | 5.6828 | **0.05 level of significant |
| Female | 50 | 15.735 | 3.03328 | | |

**Interpretation:** Calculated value of t (5.6828) is greater than the table value, so we reject the null hypothesis that there is no significant difference between male and female teachers in their issues towards using e-learning during lockdown

**Objective**: To study the relationship between online teaching attitude and adjustment aspect of teachers teaching from home

Hypothesis: There is no relationship between attitude towards online teaching and adjustment of teaching from home

**The value of product moment correlation between  attitude towards online teaching and adjustment of teaching from home**

| Group | N | Mean | Std. D | DF | r-value |
|---|---|---|---|---|---|
| Teacher's Online teaching Attitude | 100 | 240.86 | 27.85 | 198 | 0.285 |
| Teacher's adjustment of teaching from home | 100 | 49.97 | 8.70 | | |

** 0.01 level of significant

Calculated value is greater than table value so the null hypothesis is rejected. And it is inferred that a positive attitude towards online teaching and having the expertise of online teaching brings better social and behavioral adjustment. Such teachers have better endurance and resilience to fight all the odds in challenging situations.

**CONCLUSIONS**

The corona crisis has only accelerated the online teaching. Teachers lacking the skills of online teaching should get trained for the same by exploring new digital platforms. Accepting reality will ease off many problems. Confidence in handling digital teaching will resolve academic, behavior, social and economic glitches thereby enhancing the overall well being. This in turn will be transmitted to the well being of learners and teachers in true sense will be contributing for nation building. Teachers should embrace social distancing and digital teaching in the 21st century, realizing that corona virus may leave us in some time but digital education is here to stay and gradually expand its tentacles to wider audience.

A little sensitivity by the government and school management would help the teachers to unlearn lot of old practices and learn and adapt to the teaching strategies required for virtual teaching. Emphasis should be given to in service trainings focused on Virtual Teaching.

**SUGGESTIONS:**

From the response of the teachers and subsequent interviews with some teachers it was inferred that teachers are facing a lot of glitches during the corona crisis in India. Most of the teachers are finding the transition to online teaching quite taxing. India being a patriarchal society its doubly taxing for the females. Some of the suggestions the researchers would like to offer is

●     Teachers should be open to new learning
●     Teachers should start teaching on online platforms.
●     Teachers should collaborate and share their learning on teacher network groups
●     Experienced teachers should mentor new teachers.
●     Teachers should accept reality of digital learning and modify the delivery end.
●     Teachers should be resilient and fight back odds to keep moving

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