

A Study on the Challenges and Advantages with regard to Online Teaching during Pandemic Situation of Self-financing College Teachers in Thrissur District

Kalarenjini.V¹ and Dr. P. Balasubramanian²

¹M.Phil. Research Scholar, Department of Commerce and Management Studies, School of Arts and Sciences, Amrita Vishwa Vidyapeetham, Kochi, India

²Assistant Professor (Sr. Grade), Department of Commerce and Management Studies, School of Arts and Sciences, Amrita Vishwa Vidyapeetham, Kochi, India

Article History: Received: 11 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 23 May 2021

Abstract: COVID19 is the abbreviation used for Corona Virus Disease, is a communicable disease which is caused by a newly found Corona Virus. Most common indications are fever, dry cough, and tiredness. The outbreak was first identified in December 2019 at Wuhan City in the country China. On 30th January 2020, The World Health Organization (WHO) proclaimed the outbreak as a Public Health Emergency with International importance and duly announced it as a pandemic on March 11th 2020. In India, the first case of Covid19, which emanated from China, was set forth on 30th January, 2020 at Thrissur District in Kerala. On March 24th, The Prime Minister made a decree of nationwide lockdown for 21 days, to stop spreading of the pandemic, which in turn had a great impact on the life of 1.3 billion people in India. Kerala government has announced shut down of all schools and colleges in Kerala due to the outbreak. Due to Lock down for the last few months, every people got affected all over the country. There were lots of Socio-Economic problems emerged due to Lock Down with various groups of people around the country. Education Sector was highly affected because of the immediate close down of schools and colleges. Since the lockdown has announced during the month of March, students and teachers were deeply confused of conducting exams and all. In the next academic year schools and colleges were started functioning with Online Classes using different platforms like Google Meet, Microsoft Teams, Zoom etc. and Offline classes using WhatsApp, YouTube Channels etc. When teachers in Self-financing Colleges are concerned, they are less paid in terms of salary and other emoluments as compared with the teachers in government aided colleges. Most of them are working on contract basis and this brings job insecurity to them. When the colleges started with Online mode of teaching, they have to bear with the situation as same as the government aided teachers but with lesser benefits. Some may face financial crisis and some may have increased their workload. They also got some kind of benefits with Online teaching. Even though, Online teaching has got so much of importance and benefits now a days, the entire academic sessions conducted through Online mode become a tough task for the teachers and students. Data connectivity is considered to be an important factor for the successful conducting of teaching through Online Mode. Thus, this research work tries to find out the challenges faced and the advantages of online teaching of Self-financing College teachers in Thrissur District during pandemic period.

Key words: COVID-19, communicable disease, Corona Virus, outbreak, WHO, pandemic, lockdown, Challenges, Socio- Economic Problems, Online teaching, Self-financing colleges, Financial Crisis, Workload, Advantages, Data Connectivity.

Introduction

Coronavirus disease 2019 (COVID-19) is a contagious disease caused by severe acute respiratory syndrome coronavirus2 subsequently abbreviated as SARS-CoV-2. The disease later named as COVID-19 mainly stir up by the novel coronavirus. The symptoms of COVID-19 were disclosed by the officials in Wuhan City, China, in December 2019 as first human case of COVID -19. Chinese authorities started retrospective investigations and identified persons with genesis of similar symptoms in early December 2019. The inquiry leads to a point that some of the earliest known positive cases of Covid 19 had a connection to a wholesale food market in Wuhan, some did not, by the time the Virus started spreading. Many of the shop owners, different employees working in the market, and regular visitors and customers to this market got affected by the Corona Virus and became positive cases. Environmental samples taken from this trading place in December 2019 tested positive for Covid 19. It is been said that the market located in Wuhan City was the origin of this explosion or took part a major role in the initial amplification of the outbreak. The market was winded up on 1st January 2020. By March 2021, the reported cases of Covid 19 rise up to 121,813,138 around 219 countries and territories across the world. It also resulted in 26,92,621 deaths as of now. The number of recovered people from Covid-19 is declared as 98,204,846 till now.

India's first case of Coronavirus disease was confirmed by the Government on 30th January 2020 in the state of Kerala. The symptoms were identified with a university student who reached back from Wuhan to Thrissur. As the number of confirmed COVID-19 positive cases reached 500, Prime Minister Modi on 19 March,

asked all citizens to undertake 'Janata Curfew' (people's curfew) on Sunday, 22 March. Succeeding to this, he announced a complete lockdown of the entire country from the midnight of 24th March for a period of 21 days while addressing the nation second time. On 14 April, PM Modi extended the nationwide lockdown till 3 May. He also promised a conditional relaxation after 20th of April, for the regions where the spread had been noted as minimal.

From the mid of March, the governments of different states across the country set about to shut down their schools and colleges provisionally as an immediate action to curtail the outspread of the novel coronavirus. It is almost near to finish a month and there is no surety about when they can reopen the schools and colleges. As the situation emerged is the first time in the history, it brings a critical time for the education industry. Starting from pre-school admissions, all types of academic activities like Board Examinations, entrance tests of various universities and competitive examinations etc got held up during this pandemic period. As the days gone by with no instant explanation to end the outbreak of Covid-19, educational institutions closure will not only have little consequences on the flow of learning for more than 285 million young scholars in India but also bring about comprehensive economical and societal upshots.

The pandemic revealed the paucities of India's higher education system. A great many educational institutions do not have e-teaching or e-learning facilities, and most of the faculty members are not proficient with online teaching methods. Another threat to teachers is the less payment during Lock down Period. Especially when the Self-Financing Teachers in various colleges are considered, they normally get less salary and other perquisites as compared to the permanent aided teachers.

Thrissur District has got almost 48 Self Financing Colleges functioning under University of Calicut. Along with this, most of the aided colleges in the districts are providing so many courses under Self Financing Mode. Teachers or more specifically Guest Lecturers or Assistant Professors working under this mode are majority on Contract basis and are less paid as compared to the Aided Teachers or Assistant Professors.

Review of Literature

1. **Ute Kaden (June 2020) School of Education, University of Alaska Fairbanks, USA** has conducted a study on the changes in the professional life of a Secondary School Teacher for the School Closure due to Covid-19. This is a single case study in which the author focuses on the changes to the instructional practices and everyday professional life of a K2 teacher who had undertaken Distance delivery experience as a teacher. Data were analysed using qualitative general inductive approach. The major finding of the study is that digital access and connectivity is the major issue especially in the rural areas. The study also discusses the benefits of online learning for the students. At the same time, it focuses the importance of new pedagogy skills teachers may need.
2. **Veena Shenoy, Sheetal Mahendher and Navita Vijay (April, 2020) ISBR Business School, Bangalore** discussed about the technology adaptation, teaching and learning process, student engagement and faculty experience towards virtual class rooms during Lockdown due to Covid-19 in India. Inductive reasoning and qualitative research methods are used to collect data. They found that many faculties have resisted the change when they had been asked to take virtual classes for students. But the study reveals that there is wide adaptation of technology in teaching and learning process. The study also claims that the students' attendance is 20 times better than regular class sessions and when comes to faculty experience there was lots of disturbance in the minds of faculty when they have adapted for technology and virtual class rooms, but later as they started experiencing it, it becomes like a habit.
3. **Nisha Bidawatka (June 2020), Vivek College of Commerce, India** in her studies shows the factors influencing use of technology by higher education teachers and Impact of Covid-19. The study finds several factors like Improves students' learning, Personalised experience, Self-satisfaction, Convenience, Real time flow of information etc as the factors responsible for the use of Information and Communication Technology (ICT). The factors responsible for the reluctance of the use of ICT are Preparation is time consuming, Lack of technical support from the institution, Low confidence in using technology, Lack of Technical Know-how, Difficult to control class etc.
4. **Peterson Ozili (March 2020), Central Bank of Nigeria, Nigeria and Thankom Arun, University of Essex, United Kingdom)** has conducted a study called "Spill over of Covid-19: impact on the global economy". The study discussed about the spill over of Covid-19 to the various industrial sectors globally. Around \$600 billion higher education industry has disrupted due to Covid-19 and also as per the report of UNESCO, education of at least 290.5 million students has disrupted worldwide due to Covid-19, the study reveals. On the positive side, it shows, the outbreak has increased the importance of education through Online mode and distance learning. The study also shows that the proportion of E-Learning of Worlds Education is very small.

5. **Wahab Ali (May 2020), University of Fiji** explained about the necessity of electronic and distance learning in Higher Education Institutes during this pandemic period. The study was conducted using meta-analysis methodology. The author discussed the topic in world context. According to the study, there were protects and disagreements against Online learning initially. Infrastructural support, staff readiness and Students' availability are the main things necessary for the successful implementation of the distance learning. In Online Education ample preparations in regards to teaching material and curriculum is very much required and Assessment Knowledge is vital.
6. **BengHuatSee, Lindsey Wardle (June 2020), Durham University Evidence Centre For Education and Philip Collie** have conducted a study on the topic "Teachers' well-being and workload during Covid-19 lockdown. Data collected through Survey Method and is structured in four sections like Teachers' Workload, Teachers' Well-being, Teachers' experience during Lock-down and Communication with students. As per this study, the Teachers seemed to be mostly engaged in administrative activities during the Lock-down. When it comes to Well-being Teachers are generally happy and cheerful. Majority of the teachers use Emails to communicate with the students and also certain virtual platforms like Skype, Zoom, Microsoft Teams etc are used.

Statement of the Problem

The major problems faced by the Self-Financing Teachers in Kerala are less payment and lack of job security. This has even more increased due to the complete lockdown all over the country due to COVID-19. As the Colleges are started with the online classes, the teachers need to come to colleges only thrice in a week but to engage the students with the online classes. The study was conducted to find out the challenges faced and the advantages of Online Teaching of self-financing college teachers during the period of pandemic.

Significance of the Study

During this pandemic period, the scope of this study is very much relevant. First and foremost, the academic sessions of both schools and higher education sector are fully conducted through online mode is for first time in the history. The analysis focussed only the self-financing college teachers because of the reason that they are paid less as compared to other government aided teachers. This investigation also tries to find out the advantages of online teaching since this mode has got very much popularity now a days. Thus, this entire study focusses on the college teachers with special reference to self-financing sector in Thrissur District with their views about the challenges and advantages they are facing with online teaching during the period of pandemic.

Objectives

- To study the challenges faced by the Self-Financing Teachers of various colleges in Thrissur District with respect to Online teaching during Pandemic situation.
- To understand the advantages of Online Teaching of Self-Financing Teachers of various colleges in Thrissur District.

Research Methodology

Type of Research

Descriptive Research is conducted for finding out the solution for the problem. Descriptive Research consists of various kinds of surveys and investigations to find out the exact fact of a particular problem. The important outcome of descriptive research is the explanation of the present scenario in the form of how it exists. The research studies which are connected with elucidating the characteristics of a particular person, or of a team is termed as descriptive studies.

In a descriptive kind of research, the first step is to enumerate the objectives with ample precision to make certain that the data obtained is pertinent. Then select the methods by which the data is to be obtained. The next step is, collected data should be processed and analysed. For data analysis and drawing conclusions from the study, adequate statistical calculations along with the use of suitable tests of significance should be undertaken. Lastly, the question of reporting the findings. The task of transmitting the research findings to others in an effective manner by the researcher is termed as reporting.

Under descriptive analysis, observation, questionnaires, interviewing, examination of records etc like methods are used for data collection. Regarding the sampling methods usually random sampling or probability sampling are used. Different Statistical tools and statistical tests are used for analysis under descriptive type of research design.

Sample Design

A Study on the Challenges and Advantages with regard to Online Teaching during Pandemic Situation of Self-financing College Teachers in Thrissur District

The data used for this research work is gathered from both the Primary Sources and Secondary Sources. Primary Data is obtained using Questionnaire Method and Direct interview Method. Questionnaire is been sent to the Self-financing Teachers of various colleges in Thrissur District. Secondary Data is collected through various journals, publication works, text books and various websites.

Data Collection

A sample of 60 self-financing teachers working under various colleges in Thrissur District were taken for collecting adequate data required for the study. Random Sampling Method is used for selecting the sample size.

Framework of Analysis

The accumulated data were refined with the help of acceptable statistical instruments in order to achieve the major intentions of the research work. Some questions are analysed with frequency table and percentages. Graphs and charts are also used for analysis. Ranks are assigned to some of the questions and it is analysed with a Non parametric test called Kendall's W. One sample t-test is also conducted for the analysis.

Analysis and Interpretations

Table 1: Teacher's Age

Age	Frequency	Percent
Between 20 and 30	7	11.7
Between 31 and 40	31	51.7
Between 41 and 50	13	21.7
Between 51 and 60	7	11.7
Above 60	2	3.3
Total	60	100.0

Interpretation

Out of the 60 responses, 51.7 percent of teachers are included in the age group between 31 and 40. The percentage of teachers comes under the group of 41 and 50 is 21.7 percent. Only 3.3 percent of teachers are of the age above 60.

Table 2: Gender

Sex of Respondents	Frequency	Percent
Male	5	8.3
Female	55	91.7
Total	60	100.0

Interpretation

It is very clear from the table that the majority of the respondents are female teachers. Only 8.3 percent of respondents are male teachers. Since the study is conducted among self-financing teachers, the major part of the population comes under female category.

Table 3: Monthly Income

Income Level	Frequency	Percent
Below 20,000	16	26.7
Between 20001 and 30000	27	45.0
Between 30001 and 40000	7	11.7
Between 40001 and 50000	5	8.3
Above 50000	5	8.3
Total	60	100.0

Interpretation

The table shows that the 45 percent of the teachers are drawing a salary between 20001 and 30000. The percentage of teachers getting a salary below 20,000 is 26.7. Since the study is conducted among the self-financing

college teachers, it is very much evident from this table that, only 8.3 percent of teachers are getting a salary above 50,000.

Table 4: Opinion about online Teaching during Lock down

Opinion about Online Teaching	Frequency	Percent
Challenging	29	48.3
Interesting	7	11.7
Stressful	12	20.0
Innovative	11	18.3
Unproductive	1	1.7
Total	60	100.0

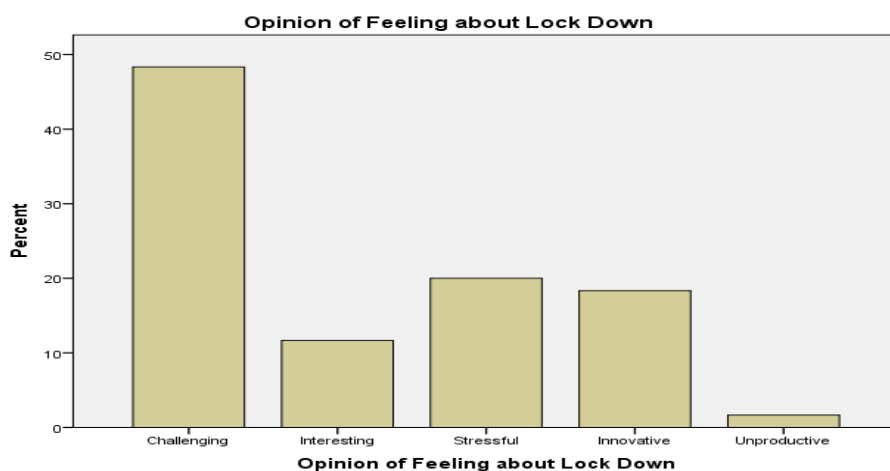


Figure 1

Interpretation

It is clear from the table and graph that 48.3 percent of teachers are of the opinion that the online teaching during Lock down period is challenging. 20 percent of teachers are of the opinion that it is very stressful and 18.3 percent of people treat online teaching as innovative one. Only 1.7 percent of the teachers said that Online teaching during Lock down is unproductive.

Table 5: H₀:Ranks Assigned for Various Challenges Faced in Conducting Online Classes are Equal

Ranks Assigned	Mean Rank
Financial Crisis is the main challenge faced during Lockdown	2.87
Increased Workload is the main challenge faced during Lockdown	2.18
Technical Adaptations is the main challenge faced during Lockdown	2.75
Less Satisfaction Level is the main challenge faced during Lockdown	3.50
Time Constraints is the main challenge faced during Lockdown	3.70

Table 6: Test Statistics

N	60
Kendall's W ^a	.149
Chi-Square	35.693
df	4
Asymp. Sig.	.000
Kendall's Coefficient of Concordance	

Interpretation

With significance level $p < .01$ we reject H₀. There is variability in the ranks assigned for various factors. Kendall W = .149 indicates that for 14.9% there is variability in the factors considered and in 85% cases there is

variation in the ranking of teachers regarding the challenges they experienced. From the mean rank table, the most challenging factor appears to be the increased workload.

Table 7: Agree with the Statement that Lockdown has Increased the Workload of Teachers

Opinion	Frequency	Percent
Yes	51	85.0
No	9	15.0
Total	60	100.0

Interpretation

Against the opinion regarding the workload of teachers, 85 percent of the teachers are of the opinion that their workload has increased due to Online Teaching. 15 percent are against the statement and of the opinion that workload has not increased due to Online teaching.

Table 8: Percentage of Workload Increased due to Lockdown

Percentage of Increased Workload	Frequency	Percent
<20	3	5.9
Between 20% and 30%	6	11.8
Between 30% and 40%	14	27.5
Between 40% and 50%	17	33.3
Above 50%	11	21.6
Total	51	100.0

Interpretation

Out of 85% of the teachers, 33.3 percent has the opinion that the percentage of increased workload is between 40% and 50%. Increased Workload percentage is between 30% and 40% for 27.5 percent teachers. And for 21.6 percent of teachers has the opinion that their workload has increased about 50%.

Table 9: Opinion about Financial Crisis

Opinion	Frequency	Percent
Yes	38	63.3
No	22	36.7
Total	60	100.0

Interpretation

From the table, it is evident that 63.3 percent of teachers are facing financial crisis during lockdown period. 36.7 percent of respondents are of the opinion that they are not facing any financial crisis.

Table 10: H₀: The Order of Contribution of Various Factors to the Financial Crisis during Lockdown are Equal

Ranks	Mean Rank
Reduced payment of salary is the reason for financial crisis	3.30
Stoppage of additional income like tuitions etc	2.95
Stoppage of Supportive Income	3.08
Irregularity in the payment of salary	2.74
Increased expenses for the adaptations of technical advancements	2.93

Table 11: Test Statistics

N	38
Kendall's W ^a	.017

Chi-Square	2.654
df	4
Asymp. Sig.	.617
Kendall's Coefficient of Concordance	

Interpretation

Here $p > .05$. So, we accept H_0 . The factors that may cause financial crisis is almost in a same order. But irregularity in payment of salary appears to be more crucial.

Table 12: H_0 : The Satisfaction Level of Teachers with Online Teaching is at a Reasonable Level

One-Sample Statistics		
	N	Mean
The Satisfaction level with the classes using Online Platforms	60	3.45

Table 13: One-Sample Test

	Test Value = 3		
	t	df	Sig.(2-tailed)
The Satisfaction level with the classes using Online Platforms	3.998	59	.000

Interpretation

$P < .01$. We reject H_0 . From the mean= 3.45 it can be concluded that the satisfaction level is slightly more than the average.

Table 14: Well Versed with the Technical Advancements

Opinion	Frequency	Percent
Yes	38	63.3
No	22	36.7
Total	60	100.0

Interpretation

The above table shows that, majority of the teachers are well versed with the technical advancements used as Online teaching platforms, whereas 36.7 percent has not much knowledge about the technical advancements.

Table 15: Time taken to Adapt with the Online Mode of Teaching

Time Period	Frequency	Percent
Almost 1 Month	5	13.2
<1 Month	9	23.7
< 2 Weeks	24	63.2
Total	38	100.0

Interpretation:

It is clear from the table that majority of the people who have sound knowledge about the technical advancements take a time period below 2 weeks to adapt with the Online mode of teaching. Only 13.2 percent of teachers took almost 1 month to adapt with the situation.

Table 16: H_0 : The Adaption Level to Online Teaching is at a Reasonable Level

One-Sample Statistics		
	N	Mean
Adaptation level to Online teaching	38	4.29

Table 17: One-Sample Test

	Test Value = 3		
	t	df	Sig. (2-tailed)

Adaptation level to Online teaching	15.433	37	.000
-------------------------------------	--------	----	------

Interpretation

$P < .01$. We reject H_0 . Mean adaption level= 4.29 indicates that the adaption level of teachers is much more than the average value. Those who are well versed with the Technical advancement needed maximum one month to adapt with online teaching.

Table 18: Factors Play an Important Role in Technological Adaptations for Rendering Online Classes in an Effective Way

Factors considered	Frequency	Percent
Age	12	20.0
Technical Knowledge	36	60.0
Data Connectivity	12	20.0
Total	60	100.0

Factors play an important role in technological adaptatians for rendering Online classes in an effective way

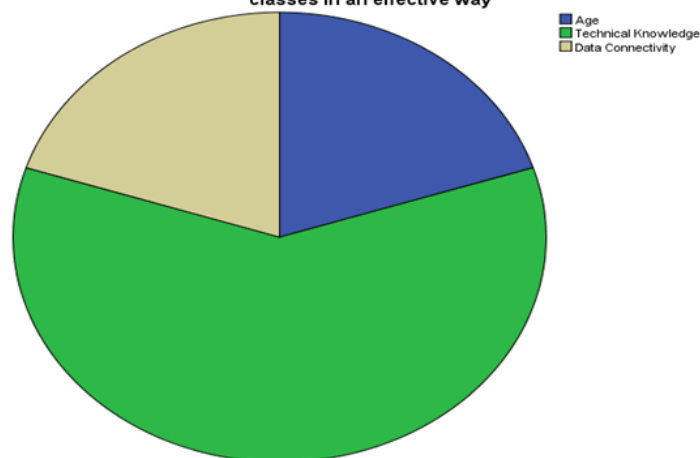


Figure 1

Interpretation

From the above table and graph, it is clear that 60 percent of the teachers consider technical knowledge as the main factor for technological adaptations required for rendering online classes in an effective way. Data Connectivity and age are the other factors which contribute the remaining portion.

Table 19: H_0 : The Ranking of Factors Indicating the Advantage of Online Teaching in the Same Order

Ranks	Mean Rank
Flexible hours for classes is the advantage of Online teaching	2.38
At home comfort is the advantage of Online teaching	2.33
Reachability of faraway students is the advantage of Online teaching	3.43
Any time accessibility is the advantage of Online teaching	2.93
Increased Percentage of attendance is the advantage of Online teaching	3.93

Table 20: Test Statistics

N	60
Kendall's W ^a	.195
Chi-Square	46.798
df	4
Asymp. Sig.	.000
Kendall's Coefficient of Concordance	

Interpretation

$P < .01$. We reject H_0 . 19.5% gives the disparity among the type of factors whereas 80.5% gives the disparity among preferences of factors that are used to measure the advantages of online teaching. From the mean score it seems that for teachers the facility to do online teaching at home comfort is the most advantageous.

Table 21: H_0 : The Order of Selection of Various Factors Causing Disadvantages to Online Teaching are Same

Ranks	Mean Rank
Lack of proper communication with the students is the disadvantage	2.52
No platform for Cocurricular Activities is the disadvantage.	3.05
Increased Screen Time is the disadvantage	2.95
Problems in taking Assessments/Tests properly is the disadvantage	3.28
Lack of individual attention to students is the disadvantage	3.20

Table 22: Test Statistics

N	60
Kendall's W ^a	.036
Chi-Square	8.613
df	4
Asymp. Sig.	.072
Kendall's Coefficient of Concordance	

Interpretation

$p > .05$. we accept H_0 . The order of all factors that are used to measure the disadvantage of online teaching appears to be in a similar pattern of which the lack of proper communication with the students seems to be the most difficult one.

Table 23: Lock Down has Increased the Level of Stress

Opinion	Frequency	Percent
Yes	52	86.7
No	8	13.3
Total	60	100.0

Interpretation

Regarding the stress level, majority of the teachers have the opinion that their stress level Increased during Lock down period. Only 13.3 percent have the opinion that there is no increase in the level of stress during lock down.

Table 24: Percentage of Stress Level Increased

Percentage of Stress Level	Frequency	Percent
Up to 20%	5	9.6
Between 20% and 30%	8	15.4
Between 30% and 40%	18	34.6
Between 40% and 50%	12	23.1
Above 50%	9	17.3
Total	52	100.0

Interpretation

It is very much clear from the table that from the respondents who have the opinion that their stress level increased, 34.6 percent said that the level of stress increased is between 30% and 40%. 23.1 percent have the opinion that their stress level increased between 40% and 50%. It may be due the reason that majority of the respondents are female teachers and belongs to the age group of 31 to 40.

Table 25: H_0 : The Contribution of Various Stress Factors is Same in Order

Ranks	Mean Rank
-------	-----------

Stress related with Shortage of Money	3.15
Stress related with Professional changes	3.18
Stress related with family and relationships	2.70
Stress related with Social life	2.85
Stress related with health and diseases	3.12

Table 26: Test Statistics

N	60
Kendall's W ^a	.018
Chi-Square	4.373
Df	4
Asymp. Sig.	.358
Kendall's Coefficient of Concordance	

Interpretation

$p > .05$. We accept H_0 . All factors causing stress follow a similar pattern in ranking. Stress related with family and relationships is the main issue for most of the teachers.

Findings of the Study

- About 51.7 percent of teachers belong to the age group of 31 to 40.
- 91.7 percent of teachers working in Self-financing colleges are female.
- 45 percent of teachers in self-financing sector get a salary between 20001 and 30000.
- The challenges faced by the participants are different in nature.
- The most challenging factor is the increased work load and the financial crisis comes second.
- All factors included in the study that may cause financial crisis appears to be equally responsible of which irregularity in payment of salary is more serious.
- The satisfaction level with Online Teaching is slightly more than the average.
- Those who are well versed with the Technical advancement needed maximum one month to adapt with online teaching.
- The adaption level of teachers with online mode of teaching is much more than the average value.
- There is variation among teachers regarding the advantages of online teaching but teaching at home comfort is the first preference to majority.
- All variables related to disadvantage of online teaching contributes equally but lack of proper communication with the students proves to be the most important.
- The risk factors associated with this mode of teaching follow somewhat similar priority but Data Connectivity Problems comes to the top.
- Job insecurity remains on an average level during lockdown.
- The reasons that cause stress are distributed almost in similar fashion. Stress related with family and relationships is the main issue for most of the teachers.
- The quality of teaching remains at an average level.

Suggestions

- Different challenges faced by the different participants should be given individual attention by the organization to adapt with the new situation during pandemic period.
- The educational institutions should take necessary steps to increase the salary package offered currently to the teachers.
- Since increased work load is the major challenge during pandemic period, the organizations should take measures to reduce it by work allocation and all.
- The organizations should make sure that the salary will be regularly paid to the teachers since this is the major reason for the financial crisis during pandemic lock down.
- More Online platform tools can be applied by the teachers to make the classes more interesting and thereby increasing their satisfaction level with online teaching.
- Teachers should take enough effort to gain knowledge about the technical advancements then they will be able to adapt with the online mode easily.
- To improve communication with the students during Online teaching, the teacher can engage the students with more activities using different online methods.
- To reduce the data connectivity problems, the teachers and students can depend more on devices with good internet speed and fair packages can be adopted for an uninterrupted network.

- The organization should offer more secure jobs to the self-financing teachers so that their commitment towards work and the firm can be increased.
- To reduce the various stress related to different factors, the teachers should provide with good support both from family and the organization.
- The quality of teaching could be increased by applying innovative methods to online teaching.

Conclusions

The pandemic brought so many changes in everybody's life. As far the education institutions are concerned, they are treated as sensitive area with regard to pandemic spread. Thus, from this study we can conclude that teachers at the self-financing sector facing different challenges while conducting Online Classes. Even though they are experiencing some advantages with Online mode of teaching the disadvantages and problems are much more than that. With the support of family and the organization, they can overcome many of these risks and can explore more of the opportunities in Online teaching. The teachers at the self-financing sector are experiencing more stress during lock down since the female teachers contribute more in self-financing sector. Thus, their problems and grievances should be properly studied and addressed with great importance.

References

Articles

1. Ute Kaden (June 2020) School of Education, University of Alaska Fairbanks, USA "COVID-19 School Closure-Related Changes to the Professional Life of a K-12 Teacher."
2. Veena Shenoy, Sheetal Mahendher and Navita Vijay (April, 2020) ISBR Business School, Bangalore. "COVID 19 Lockdown Technology Adaption, Teaching, Learning, Students Engagement and Faculty Experience."
3. Nisha Bidawatka (June 2020), Vivek College of Commerce, India "Factors Influencing Use Of Technology By Higher Education Teachers And Impact Of Covid-19."
4. Peterson Ozili (March 2020), Central Bank of Nigeria, Nigeria and Thankom Arun, University of Essex, United Kingdom) "Spillover of COVID-19: impact on the Global Economy."
5. Wahab Ali (May 2020), University of Fiji. "Online and Remote Learning in Higher Education Institutes: A Necessity in light of COVID-19 Pandemic."
6. Beng Huat See, Lindsey Wardle (June 2020), Durham University Evidence Centre For Education and Philip Collie "Teachers' wellbeing and workload during Covid-19 lockdown."
7. Shivangi Dhawan (June 20, 2020) Department of Commerce, SGTB Khalsa College, University of Delhi, Delhi, India Department of Commerce, Delhi School of Economics, University of Delhi, Delhi, India "Online Learning: A Panacea in the Time of COVID-19 Crisis."
8. Lokanath Mishra, Tushar Gupta , Abha Shree (September 2020) Faculty Development Centre, Department of Education, Mizoram University, Aizawl, Mizoram, India Department of Education, Mizoram University, Aizawl, Mizoram, India "Online teaching-learning in higher education during lockdown period of COVID-19 pandemic."
9. Chrysi Rapanta, Luca Botturi, Peter Goodyear, Lourdes Guàrdia, Marguerite Koole (July 2020) "Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity."
10. Pravat Kumar Jena, (July 2020) Indira Gandhi National Open University (IGNOU) "Impact of Pandemic COVID- 19 on Education in India."

Websites

11. <https://shodhganga.inflibnet.ac.in/>
12. <https://www.researchgate.net/>
13. <https://in.sagepub.com/en-in/sas/home>
14. https://en.wikipedia.org/wiki/COVID-19_pandemic
15. <https://www.who.int/>

Text Books

16. Research Methodology by C.R. Kothari and Gaurav Garg, Chapters 1 and 3