

## Impact of COVID-19 Pandemic on Teaching staff of various Educational Institutions of Punjab.

Qasim Mehmood<sup>1</sup>, Usman Javed Sahi<sup>2</sup>, Rana Rakhshan Aftab<sup>3</sup>, Rana Khurram Aftab<sup>4</sup>, Farhat Ijaz<sup>5</sup>, Tanzeela Akram<sup>6</sup>

### Abstract

**Objectives:** To find out the impact of COVID-19 pandemic on teaching staff of various educational institutions of Punjab.

**Methods:** A cross-sectional study was conducted and data was collected via sharing the questionnaire with teaching faculty of different institutes of Punjab. Data was analyzed through SPSS.

**Results:** Out of 202 respondents, 50.5% were males and 49.5% teachers were females, 52% were preparing online classes and 68.5% were facing connectivity issues during their class. Almost 80% weren't satisfied with the system of e-learning. 63% teachers experienced mental health issues and 72% teachers noticed study and health related issues among their children.

**Conclusion:** The corona pandemic had a great impact on teachers. Majority of them were facing mental health issues, financial issues, connectivity issue during the online class and study and health related issues among their children.

**Keywords:** COVID-19, pandemic, e-learning, teaching community, mental health issues, financial problems

### Introduction

Corona virus; a name familiar to almost everyone on this planet, has crippled the entire world. The virus originated in Hubei province of China, in the city of Wuhan in December 2019 and spread all across the globe, taking the shape of one of the worst pandemics mankind has ever witnessed.<sup>1,3</sup> The corona pandemic is of course not only a serious public health emergency, but also a social, political and economic emergency.<sup>2</sup> The pandemic had particular effects on the field of education as many institutions across the world had to be closed to avoid the spread. Closure of educational institutions had an impact on both teachers and students. Particularly teachers were the ones who were hit in the worst manner as they had to change mode of teaching from traditional face to face

education to online classes in addition to facing other issues of socioeconomic significance.<sup>3</sup>

In Pakistan, like other countries, educational institutions have been closed since the beginning of the pandemic and teachers are transitioning through uncertain times as far as their professional lives are concerned. E-learning in particular has intensified the workload on teachers as they have to be online most of the day in order to prepare e-lectures and e-tutorials.<sup>4</sup> Online education is changing the way we approach teaching and learning.<sup>5</sup> E-learning newly introduced in Pakistan is complicating the process for many teachers and they are finding this platform difficult for teaching as they lack the required training for such uncertain times and lack of previous exposure to e-learning is adding fuel to the fire.<sup>6</sup> Also it's difficult to predict what the educational landscape will look like after the pandemic ends.<sup>7</sup> Sooner or later, globalization of e-learning is bound to happen, just as we have witnessed globalization of e-commerce, e-mail, and e-government. Thus, the quality of online education must be improved and perceived as important as traditional face to face classroom-based education. This will ensure recognition of e-learning on par with the traditional education.<sup>5</sup>

Pakistan's teaching community has always been

- |                        |                       |
|------------------------|-----------------------|
| 1. Qasim Mehmood       | 2. Usman Javed Sahi   |
| 3. Rana Rakhshan Aftab | 4. Rana Khurram Aftab |
| 5. Farhat Ijaz         | 6. Tanzeela Akram     |

1-2: King Edward Medical University, Lahore

3: Rashid Latif Medical College Lahore,

4: Punjab Institute of Cardiology, Lahore

5: Department of Physiology, CMH LMC & IOD (NUMS), Lahore.

6: Professor & HOD Physiology, CMH LMC & IOD (NUMS), Lahore.

### Correspondence:

Dr. Farhat Ijaz

Department of Physiology, CMH Lahore Medical College & Institute of Dentistry (NUMS), Lahore, Pakistan.

Email: farhat\_khurram\_rana@cmhlahore.edu.pk

Submission Date: 18-08-2020

1st Revision Date: 22-08-2020

Acceptance Date: 08-09-2020

financially underprivileged as their salaries are not always enough to meet monthly expenses and the condition has been aggravated since the beginning of COVID induced lockdown. As many teachers are employed by private sector, which due to closure of schools and colleges couldn't get monthly fees from their students, and so is unable to pay monthly salaries to their employee teachers.<sup>8</sup> So teachers are facing serious financial crisis during the pandemic especially those employed by private sector. The financial crisis coupled with misery of staying isolated at homes during lock down and worries regarding the future of their children is causing anxiety, depression and other serious mental health issues among teachers.<sup>3</sup> The lockdown and the virus itself as being the cause of death has major psychological impact on teachers which is further aggravated when a near and dear one contracts the virus. Teachers as parents also remain worried about the health and wellbeing of their children. This stress added to other stresses paces way to psychological issues.<sup>9</sup> The reason why our teachers, students and other persons concerned with the field of education are suffering during these critical times is the lack of investment and lack of proper attention to this field.<sup>10</sup> This rapidly developing psychological and financial issues among teachers and lack of teachers' training regarding online education need to be addressed in a more detailed manner.<sup>11</sup> Keeping in view all these factors, the main objective of this study was to find out the impact of COVID-19 pandemic on teaching staff of various educational institutions of punjab.

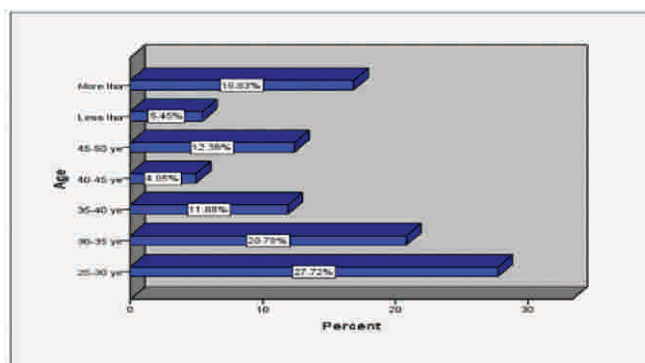
### Methods

A cross-sectional study was conducted among faculties of different institutes of Punjab using pre-tested questionnaires. The online survey form consisted of questions related to major issues faced by teachers' community and their families during the corona pandemic. Data was collected via sharing the questionnaire with teaching faculty of different institutes of Punjab. Sample pool consisted of total 202 respondents with 102 males and 100 female teachers. The data was analyzed by using the software statistical package for social science, SPSS. Results were presented into frequency and percentages.

### Results

The study was conducted to illustrate impact of COVID-19 pandemic on teaching faculty of different

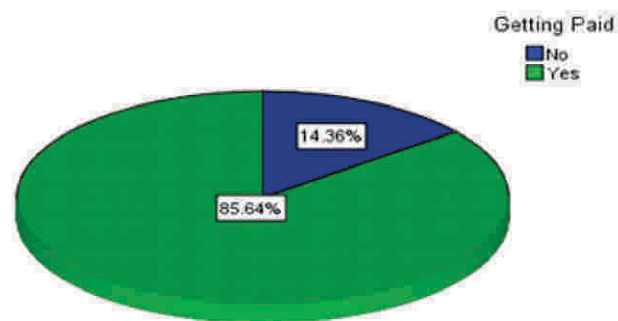
educational institutes of Punjab. Response of total 202 teachers was recorded. Of the 202, 50.5% (n= 102) respondents were male and 49.5% (n=100) respondents were female. Male to female ratio (MTF ratio) was 1.02:1. Age distribution was also studied among the respon-dents. 5.4% (n=11) were below 25 years of age, 27.7% (n=56) were between 25-30 years, 20.8% (n=42) between 30-35 years, 11.9% (n=24) between 35-40 years, 5% (n=10) between 40-45 years and 12.4% (n=25) were between 45-50 years of age. Remaining 16.8% (n=34) were above 50 years of age. This is shown in the figure 1.



**Figure 1:** Age Distribution of Study Participants

Marital status was also studied in the teaching faculty of different institutes. 72.3% (n=146) teachers were married and 27.7% (n=56) teachers were unmarried. Residential setting of different teachers was also recorded to illustrate major issues faced by them. 83.7% (n=169) respondents were from urban setting while 16.3% (n=33) were from rural residential setup. Employment status was also noticed in the responding individuals. 65.3% (n=132) were government employees while 34.7% (n=70) were doing jobs in private institutes.

Figure 2 shows that 85.64% (n=173) teachers were getting paid while 14.36% (n=29) weren't getting their monthly pay during the corona pandemic.



**Figure 2:** Grouping of Participants on the Basis of being Paid or not.

52% (n=105) teachers were having online classes. Among those teachers who were preparing online classes during the pandemic, 24.7% (n=50) were doing government jobs and 27.2% (n=55) were from private institutes. 48% (n=97) teachers weren't preparing any class for their students in the pandemic. Among those, 40.6% (n=82) were government employees while 7.4% (n=15) teachers were from private institutes.

It was also asked from the teachers preparing online classes, what kind of class do they having? 66.7% (n=70) were having proper online lectures, 12.3% (n=13) were sharing only PowerPoint slides with their students and 21% (n=22) teachers were preparing recorded video lectures for their students. This is shown in table 1.

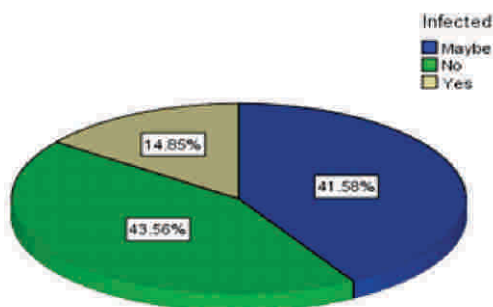
**Table 1:** Types of Online Classes Taken by Teachers

What kind of Class?	Count	Percentage
Proper Online Class	70	66.7%
PowerPoint Slides	13	12.3%
Recorded Video Lectures	22	21%
Total	105	100%

Among the teachers preparing online classes, 68.5% (n=72) were facing connectivity issues during their class while 31.4% (n=33) weren't facing any such issue.

It was also asked from the teachers whether they were satisfied with the online system of education or not. 20.8 % (n=42) teachers were satisfied with the system while 79.2% (n=160) teachers weren't satisfied at all. This is illustrated in the figure 7.

Figure 3 shows that 14.9% (n=30) teachers got infected with the virus while 43.6% (n=88) labelled them save from the virus. Remaining 41.6% (n=84) doubted that they may have contracted the virus.



**Figure 3:** Participants Grouping on the Basis of Presence and Absence of Infection

62.9% (n=127) teachers noticed anxiety, depression and other mental health issues in them during lockdown while 37.1% (n=75) respondents didn't

notice any such issue.

Table 2 shows that among the married teachers having kids, 72.6% (n=106) teachers noticed study and health related issues among their children while 27.4% (n=40) teachers didn't noticed any such issues.

## Discussion

The study aimed at collecting data to describe and explore the concerns of teaching staff of various

**Table 2:** Effect of COVID-19 on Children of the Study Participants

Noticed bad effects on children	Count	Percentage
Yes	106	72.6%
No	40	27.4%
Total	146	100%

institutes of Punjab regarding the current circumstances of lockdown and social distance. Total 202 teachers recorded their responses. 50.5% were males and 49.5% respondents were females with MTF ratio of 1.02:1. Almost half of the respondents were in the age range of 25 to 35 years. 72% teachers were married and almost 84% were from urban setup. 65% of them were doing government jobs while 35% were from private institutes. 85% teachers were getting their monthly pay and 15% respondents weren't getting any pay in the lock down. Those not getting paid were mostly from private sector and must be living from hand to mouth to fulfill their basic needs.

Almost 52% respondents were having online classes during the pandemic. Remaining 48% teachers weren't preparing any class for their students. Among those who weren't preparing online classes, majority were from government institutes. This shows lower standard of education and lack of proper facilities for arranging online classes in government institutes. It was also asked from the teachers preparing e-lectures for their students, what kind of online class were they having? 66% of them were arranging proper online lectures for their students on daily basis. Almost 21% teachers were preparing recorded video lectures for the ease of the students while remaining 13% were preparing only PowerPoint slides. Among the teachers preparing online classes, 68.5% were facing connectivity issues during their class which shows poor status of modern technology in our country. Major problem faced by them was the connectivity issue during the online class which should be properly addressed. Although e-learning has evolved much in the recent times, teachers as well as the students are

still in the process of getting acquainted with it. It was also asked from the teachers whether they are satisfied with this online system of education or not. Almost 80% teachers responded with a big 'no' as they were totally unsatisfied with the current system of education. This is in contrast with the study conducted at Melaka Manipal Medical College, Malaysia<sup>12</sup> in which 65% faculty members held positive opinion towards e-learning. Among the respondents, 14.9% teachers said that they got infected with the virus while 43.6% labelled them save from the virus. Remaining 41.6% doubted that they may have contracted the virus. The pandemic also had a psychological impact on the teachers. Majority of them noticed serious health issues among them like anxiety, depression and other mental health problems. Teachers as parents also showed concerns about their children. 72% teachers noticed study and health related issues among their children which also added to their stress during this period of isolation.

## Conclusion

The study was aimed at highlighting impact of COVID-19 pandemic on teaching staff of various institutions of the country especially Punjab. Teachers face many issues as they have to prepare classes for their students during the pandemic. Majority of teachers were unsatisfied with e-learning during lockdown. Social isolation also posed a psychological impact on the teachers. Most of them experienced issues related to their mental health and wellbeing. Teachers as parents also showed major concerns about the health and studies of their children. Financial problems were also faced by many of the teachers as closing their working institutes have deprived them of their monthly salaries. So, in general, teacher's community had a difficult time during this lockdown.

Education is a matter of life and death for any nation and teachers are the one who lead a nation to the highest levels. This is high time to address these issues to support our teachers in difficult times so that they are able to sustain their lives during this calamity. Government should make sure that private institutions pay their employees at least 70% of their monthly salaries and there should be a bail-out for private educational institutions to prevent them from shutting down. Moreover, teachers should also be

trained for e-learning as the world is progressing very fast and there is a need to adapt to this rapidly advancing world. There is a need to establish a proper platform where issues related to teachers can be raised and discussed to devise ways to solve them in the welfare of teachers, and in true sense, in the welfare of the nation.

## Author's Contribution

**QM, UJS:** Study design, data collection, literature review.

**RRA:** Manuscript writing.

**RKA:** Data analyzed and interpretation.

**FI:** Drafting, revision and final approval.

**TA:** References writing and checking.

**Conflict of Interest:** None

## Reference

1. Wasim, T. ., Raana, G. e ., Bushra, N. ., & Riaz, A. . (2020). Effect of COVID-19 Pandemic on Mental Wellbeing of Healthcare Workers in Tertiary Care Hospital. *Annals of King Edward Medical University*, 26(Special Issue), 140-144. Retrieved from <http://annalskemu.org/journal/index.php/annals/article/view/3625>
2. Ben Williamson, Rebecca Eynon & John Potter (2020) Pandemic politics, pedagogies and practices: digital technologies and distance education during the coronavirus emergency, *Learning, Media and Technology*, 45:2, 107-114, DOI: 10.1080/17439884.2020.1761641
3. Karen Joy B. Talidong & Cathy Mae D. Toquero (2020): Philippine Teachers' Practices to Deal with Anxiety amid COVID-19, *Journal of Loss and Trauma*, DOI: 10.1080/15325024.2020.1759225
4. Jeanne Allen , Leonie Rowan & Parlo Singh (2020) Teaching and teacher education in the time of COVID-19, *Asia-Pacific Journal of Teacher Education*, 48:3, 233-236, DOI: 10.1080/1359866X.2020.1752051
5. Shailendra Palvia, Prageet Aeron, Parul Gupta, Diptiranjana Mahapatra, Ratri Parida, Rebecca Rosner & Sumita Sindhi (2018) Online Education: Worldwide Status, Challenges, Trends, and Implications, *Journal of Global Information Technology Management*, 21:4, 233-241, DOI: 10.1080/1097198X.2018.1542262
6. Maria Assunção Flores (2020) Preparing teachers to teach in complex settings: opportunities for professional learning and development, *European Journal of Teacher Education*, 43:3, 297-300, DOI: 10.1080/

02619768.2020.1771895

7. Michael P. A. Murphy (2020) COVID-19 and emergency eLearning: Consequences of the securitization of higher education for post-pandemic pedagogy, *Contemporary Security Policy*, 41:3, 492-505, DOI: 10.1080/13523260.2020.1761749
8. Naz, Arab. (2019). Critical Analysis of Problems of School Teachers in Pakistan: Challenges and Possible Solutions.
9. Salman, Muhammad & Asif, Noman & Ul Mustafa, Zia & Khan, Tahir & Shehzadi, Naureen & Hussain, Khadim & Tahir, Humera & Raza, Muhammad & Khan, Muhammad Tanveer. (2020). Psychological Impact of COVID-19 on Pakistani University Students and How They Are Coping. 10.1101/2020.05.21.20108647.
10. Ahmad, Iqbal & Rehman, Kahil & Ali, Asghar & Khan, Itbar & Khan, Fazal. (2014). Critical Analysis of the Problems of Education in Pakistan: Possible Solutions. *International Journal of Evaluation and Research in Education (IJERE)*.3. 10.11591/ijere.v3i2.1805.
11. Hyseni Duraku, Zamira & Hoxha, Linda. (2020). The impact of COVID-19 on education and on the well-being of teachers, parents, and students: Challenges related to remote (online) learning and opportunities for advancing the quality of education.
12. Bhardwaj A, Nagandla K, Swe KM, Abas AB. Academic Staff Perspectives Towards Adoption of E-learning at Melaka Manipal Medical College: Has E-learning Redefined our Teaching Model?. *Kathmandu Univ Med J (KUMJ)*. 2015;13(49):12-18. doi:10.3126/kumj.v13i1.13746