

MENTAL HEALTH OF TEACHERS DURING ONLINE TEACHING

A project report submitted in

Partial fulfilment of the requirements for the award of the degree of

MASTER OF ARTS IN JOURNALISM AND MASS COMMUNICATION

Submitted by

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UNDER THE GUIDANCE OF

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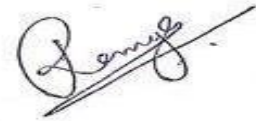
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CERTIFICATE

This is to certify that the dissertation titled, '**Mental Health of teachers during online teaching**' prepared and submitted by **G Radha** in partial fulfilment for the requirements for the award of the degree of **Master of Arts in Journalism and Mass Communication** is a bonafide record of project work done by the student and is hereby accepted.



Place: Ernakulam

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GUIDE'S CERTIFICATE

This is to certify that the dissertation titled, '**Mental health of teachers during online classes**' is a record of the original and independent work carried out by **G Radha** under my guidance and supervision. This has not previously formed the basis of the award of any degree/ diploma /other similar title of recognition.

Place: Ernakulam

Date: 25 March 2022

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DECLARATION

I hereby declare that the dissertation titled '**Mental health of teachers during online classes**' is an original work prepared and written by me, under the guidance of **Sangita Harry, Department of Communicative English, St Teresa's College** in partial fulfilment of the requirements for the degree of **Master of Arts in Journalism and Mass Communication**. This thesis or any other part of it has not been submitted to any other University for the award of other degree or diploma.

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ABSTRACT

The study aims to investigate the mental health of teachers teaching in the higher and senior secondary sections of CBSE and ICSE schools during online teaching classes amidst the Covid 19 pandemic and explores the rise in stress levels, family relationships, support from the school management/institution, challenges faced, easiness to adapt to the online teaching and technology. A quantitative survey method is to be implemented for this study and the instrument to be used for collecting data is an online questionnaire. The population would be the higher and senior secondary school teachers from CBSE and ICSE schools in Ernakulam district, out of which 100 teachers would be the sample size. A non-probability snowballing and convenient sampling technique is to be used for this study.

Chapter 1

INTRODUCTION

1.1 Introduction

The outbreak of the Coronavirus around the globe in the year 2019 had created a global crisis, this later impacted the way we perceive different things happening around us daily. During this pandemic period, there were lockdowns around the world as people were so terrified of the wide and spontaneous spread of the virus. Often, people were struggling for their survival as there was a hike in death rates daily. This situation had affected almost all the countries. Throughout the world, countries are still struggling hard to improve their condition after getting affected by 2-4 waves of Coronavirus mutation. Different sectors across the world were affected badly during this pandemic, this includes the World's economy, social relationships, healthcare, education system and political decisions etc.

During the Covid-19 pandemic, the educational sector had undergone one of the biggest transformations ever in history. In the early 2020s, strict social distancing and lockdown regulations were introduced by the government to restrict people from human-to-human contact and to slow down the spread of infection. At this point, with the national policy changes, most schools, colleges and universities shifted their working from an offline mode to an online mode. All the staff members, students and scholars were restricted to within their homes to carry out their educational activities. All universities ended face-to-face lectures and seminars for millions of on- campus

students around the world, moving all teaching online (Crawford et al. 2020; Hewitt 2020).

Most research was carried out remotely, using digital tools for the process of team collaboration and data collection (Waizenegger et al. 2020). All these sudden and unforeseen transitions from offline to online mode brought in a lot of transitions, challenges, and alterations. Like the two sides of a coin, this shift had both positive and negative effects on all of them, it includes teachers, students, parents and even the school and college management were badly affected by this pandemic.

Under this Covid-19 pandemic, the government and educationalists were left behind with no other option, instead of transforming teaching lessons from traditional face to face classes to techno enabled virtual teaching and learning methods. This process brought many immediate changes like conducting online classes and assessing them virtually, creating content suitable for online teaching, and initiatives from the government to make this accessible to all the children of both rural and urban areas.

Mental health is the ability to balance our desires, feelings, ambitions and ideas in one's daily living (Sarafino, 1998). According to Corsini (1991), mental health is a mental model which is relatively free of anxiety symptoms. According to Wissing and Fourie (2000), state that mental health has a positive performance nature and includes among others, self-acceptance, positive communication with others, self-direction, domination of the environment, and setting some goals for life and personal development.

Online learning is using a variety of devices (cell phones, computers, etc.) and an internet connection, online learning may take place in either a synchronous or asynchronous setting. As a result, kids may use it anywhere possible and must study and engage in interactions with instructors and other students, regardless of their age (Singh V., Thurman, A., 2019). It can be offered in a synchronous learning environment which is a structured way of real-time interaction between the student and teacher, live classes and immediate feedback or offline classes where they meet, whereas in an asynchronous learning environment students can learn at their pace and time. A few important things in online learning are two-way communication, real-time interaction, instant feedback, accessibility on mobile phones, and the possibility of watching already recorded lectures. For online learning, Google offers many very useful products; they are Gmail, Google Forms, Calendars, G-Drive, Google Hangouts, and Google Classroom.

During this period, it is obvious that some questions may arise to know the functioning of school teachers, their mental state, and well-being as for them online mode of teaching is absolutely a new practice. In the field of education, the mental well-being of a teacher as well as of a student is very much important. This in turn is a major factor for a good teacher-student relationship, for a better and greater performance of the students.

1.2 Work life of teachers

The teachers are those who mould the citizens for the future of our nations. As per the Kothari Commission (1966) report, the future of India is being shaped inside the classrooms and the leading role is been played by teachers. Thus, the teachers have to be treated well, and their professional comfort, in one way or the other, has to be ensured by the public or society.

It is known to all that workplace stress experienced by a person can bring down the quality of life at their workplace. This stress is usually caused by various factors. These days, a lot of stress is caused to the teachers due to the COVID-19 situation and it causes a lot of tension and stress which lowers the psychological well-being and the quality of their life at the work place.

1.3 Adaptability

Studies by Collie et al. (2017 & 2018) have revealed that teachers who enjoy better mental health at work are more open-minded and are ready to adapt to various changing situations. These teachers will be more committed to their teaching profession too. A low degree of adaptability will cause prolonged work stress due to which the teachers put very little effort into their work. In other words, no-adaptability and stress of the teachers will result in their non-commitment to work, poor psychological well-being and low degree of quality of life at their workplace.

1.4 Stress and well-being of the teachers

According to the Oxford dictionary (2002), 'stress' in the life of a person can be understood as something that causes a state of strain or tension. Howard & Johnson (2004) defines 'teacher stress' as an unpleasant feeling, expressed through anger, tension, frustration or depression, etc., that will cause a danger to self-esteem or well-being. The impact would have multi-dimensional manifestations like physical, emotional, social, psychological, etc. Among the teachers, stress can reduce the sense of accomplishment, self-esteem, self-efficacy, interactions with students, self-satisfaction etc.

1.5 Stress

Stress is normally a response to "stressors," or internal and external circumstances that a person goes through which are difficult and upsetting. Internal stressors may include disturbing thoughts or memories, physical pain or discomfort, and emotions like sadness or anger. External stressors include any concerning situation or circumstance that can impact a person very negatively or about something that they care about.

1.5.1 Eustress

It is a type of stress that has a positive influence on people. This stressor helps people to get motivated, to be positive and is helpful to others. This type of stress motivates people to work harder and reminds them not to give up, to fight their battle, and to achieve their goals and dreams. This type of stress helps provide energy in ways that help them work towards a solution.

1.5.2 Distress

This type of stress describes as a negative type of stress. This stressor is often connected to the feeling of “stressed out” by people. Distress makes people feel overwhelmed, and anxious and various other physical and psychological symptoms are also felt along with it such as headache, tension, insomnia and irritability. Experiencing distress frequently or uncontrollably is a toxic situation. A greater level of distress can even lead to the malfunctioning of our body.

When a person feels confident about their ability to overcome the stressor, they would be experiencing positive stress. This positive trigger of the stressor helps them to channel their energy provided by the fight or flight response in different ways that help them to work towards a solution.

1.6 Need for the study

This study is aimed at providing a study about the mental health of teachers during teaching during the Covid-19 pandemic. This study is important as a large number of teachers were teaching through virtual mode during the Covid 19 pandemic were affected by many physical and mental health issues. Initially, great attention was given only to the mental health of students by the government, management authorities and even the parents, no one bothered about the issues the teachers had gone through during this transformative period. Through this study, it gives a wide and clear understanding of the various difficulties that teachers faced during this period, the levels of stress they were going through, challenges faced, frequency of stress, methods they used to overcome these difficulties, positives and negatives of online teaching from an educator’s perspective and also their choice among virtual or

traditional offline classes in the future. It would also help us to understand if there is any relation between the mental health and the age of the teachers, the experience they have and the subject they teach.

As my mother is a school teacher, I had the chance to see the transformation that she went through during this pandemic period. The difficulties, challenges, shift from traditional to a virtual mode of teaching, family environments, their feeling of missing face to face interaction with students and colleagues, the work stress she went through and her efforts to understand the technological advancements encouraged me to do research on the topic mental health of teachers during online teaching.

1.7 Objective of the study

- To assess the relationship between the mental health and the support from the school management
- To find the correlation between the online teaching and the changes in the lifestyle of respondents
- To find the correlation between the stress levels and the family environment
- To find the stress levels of the teachers while teaching online during the Covid 19 pandemic

1.8 Research question

There is an interdependence between the mental health and the support from the school management

- There is a mutual relationship between the online teaching and the changes in the lifestyle of respondents.
- There is a relation between each of the components of Mental Health and the family environment
- There is a strong bond between the stress levels of the teachers while teaching online during the Covid 19 pandemic

Chapter 2

REVIEW OF LITERATURE

2.1 Introduction

This research is conducted to find the mental health of teachers teaching in the higher and secondary sections of CBSE and ICSE schools in Ernakulam, during online teaching during Covid 19 pandemic and to explore the different levels of stress, family relationships, support from the management of the institute, satisfaction levels of the teachers, easiness to adapt to the online teaching and technology. A quantitative survey method is to be implemented for this study and the instrument to be used for collecting data is an online questionnaire.

During the start of the Covid-19 pandemic in 2020, all of a sudden, the whole world came to a full stop. At this point, many sectors were affected so badly including the healthcare and educational sectors. The educational institutions were closed for a longer period, shifting from the traditional face-to-face classes to digital, online mode. This practice indeed affected both the teacher and student very badly. But in most cases, everyone was concerned about the problems and issues faced by the students and the least care was given to the teachers and educators who had to come up with new, creative ways to catch the attention of students, they had to familiarize the digital way of teaching and also the mental, physical and emotional wellbeing was left unnoticed in most cases.

Thus, through this research paper, I would like to light upon the various issues and mental conditions faced by teachers. Emotional, psychological, and social wellbeing deals with mental health. It crucially affects how we think, feel, and act. It also helps us to control how we handle stress. Mental health is very important in every stage of our life, from childhood to adolescence through adulthood. If we suffer from mental health, then it could even change our thinking and behaviour. (Services, 2019).

2.2 Factors Affecting Mental Health

Reingard Seibt, Silvia Spitzer, Diana Druschke, Klaus Scheuch and Andreas Hinz (2014), in their study “Predictors of mental health in female teachers”, identified different predictors of mental health in female teachers. The teaching profession is believed to have a high rate of mental and psychosomatic impairment due to work stress. The sample size of the study was 630 female teachers. It was surveyed using the General health questionnaire GHQ-12. With this, various factor was measured such as working conditions, physical complaints, Effort-Reward-Imbalance Questionnaire (ERI), Cardiovascular risk factors, sense of coherence (SOC) and health behaviours. Mentally fit and mentally impaired teachers were differentiated based on the GHQ-12 score. No difference was found concerning the work and cardiovascular factors. The effort-reward ratio was identified as the most relevant predictor among all other factors.

Sheykhjan (2017), in his study, “Mental health and self-efficacy as predictors of academic achievement of student teachers in Kerala” explored various factors for assessing mental health, identifying the self-efficacy of individuals, finding the factors to measure the academic achievements, its effects on teachers and students, and to analyse the role of academic achievement of student teachers in the creation of a

healthy society. The study used a survey method. The sample of the research consisted of 314 students undergoing the M.Ed. program regularly in different universities in Kerala. The research revealed that there is a positive correlation between mental health, self-efficacy and academic achievement.

Irvin Sam Schonfeld, Renzo Bianchi and Peter Luehring - Jones (2017), in their study “Consequences of job stress for the mental health of teachers” studied the relationship between job stressors and mental health in teachers. It is considered that teachers are exposed to a high level of job stressors which adversely affects their mental health. In this study, they have used a wide variety of research methods such as Epidemiologic, large scale and longitudinal research methods. In this research, the workplace stressors indicate depressive symptoms, burnout, and mental disorders such as disorders. Epidemiologic research compares the members to other groups, teachers experience higher rates of mental disorders. Whereas, a large-scale research method studies their exposure to workplace violence with its mental health consequences. Longitudinal research is linked to various teaching-related stressors like depression, psychosomatic symptoms, alcohol consumption and burnout.

Matthias Braeuing, Ruth Pfeifer, Uwe Schaarschmidt, Class Lahmann and Joachim Bauer (2018), in their investigation titled “Factors influencing mental health improvements in school teachers”, studied the different changes in work-related psychological attitudes that influence and improve the mental health of school teachers. It was an exploratory study with 544 matching cases which was a result of a screening based on work-related behaviour and experimental patterns. The testing method used to achieve the required result was the t-test. As per the analysis, they realized a decrease in willingness to work with various factors like exhaustion,

perfection, a tendency for resignation, an increase in distancing ability and an increase in life satisfaction are a few of the important factors that influence the improvement of health during an intervention. Commitment and resistance to work were observed to be the factors that help teachers to maintain and strengthen resilience.

Harding et al. (2019), in their work “Is teachers’ mental health and wellbeing associated with students’ mental health and wellbeing?”, aimed to understand the association between the teacher and student mental health and well-being. It also tried to identify all possible explanations by examining if the strength of any association is weekend once the quality of teacher-student relations, teacher’s presence and their absence. The data for the study were collected in a cross-sectional way from 3512 students with ages between 12-13 years and from 1182 teachers in 25 secondary schools of England and Wales. Some of the scales used include the Warwick Edinburgh Mental Wellbeing scale (WEMWBS), Total difficulties score (TDS) etc. and Patient Healthcare Questionnaire was used as an explanatory variable. The analysis of the collected data proved that a teacher’s better well-being has a direct relation to the student’s well-being, a much lower level of student psychological distress is observed. Whereas, a higher level of depression symptoms is seen in teachers when they have students with poorer psychological distress and mental wellbeing.

Apurba Pal (2021), in her study “A study on Mental Health of academic educators during Covid-19 pandemic situation in Nagpur”, was mainly researched to know the mental health of Academic Educators during the Covid-19 pandemic in the Indian city of Nagpur. Through this paper, she helps to find the current status of depression, anxiety and stress levels over the last two months. Sixty-two academic

educators were selected as the sample for this study. The data was collected as per the Depression, Anxiety and Stress Scale developed by Lovibond, S.H. & Lovibond, P.F. (1995). The required data was collected through online mode as google forms. These questionnaires were sent across to the participants through mediums like WhatsApp, Facebook and other mediums. When the collected data was examined and it was noticed that 50% of the academic educators had serious and incredibly emotional well-being during the period of the pandemic.

2.3 Teacher-Student Relationship

According to Tomasz Daniel Jakubowski and Magdalena Maja Sitko-Dominik's study on "Teacher's mental health during the first two waves of Covid-19 pandemic in Poland" (2021) examined the relationship between distance education and teachers' well-being, and their close and social relations during the first and second wave of Covid -19 pandemic. They used two stages for this research with 285 Polish primary and secondary school teachers. These teachers were selected using the chain referral method. Few of the measures used in this study include the Relationship satisfaction scale, Injustice experience questionnaire, the Depression Anxiety and Stress scales- 21 and Berlin social support scales. When analyzed they found that teachers experienced mild levels of stress, depression and anxiety during both the covid waves. They observed negative relation between relationship quality change and social relations quality change, stress, anxiety and depression. Also due to the distance working mostly the professional and family relations were blurred and their well-being was worsened.

2.4 Support from Management

Cam-tu-vu, Hoang, Than, Nguyen, Dinh, Thi Le, Thi Le, Pham, Nguyen (2020), in their study “Data set of Vietnamese teacher’s perspectives and perceived support during the Covid – 19, pandemic”, studied the education management, teacher’s satisfaction, teacher’s engagement during the Covid-19 pandemic. To capture and study the current context of more than one million Vietnamese teachers, they considered a sample size of 2500 randomly selected teachers from two major teacher communities on Facebook. They received a total of 294 observations that dealt with the demographics of participants, perspectives about teaching during a pandemic, whether they received any support from the school management and their reaction to the school’s readiness for digital transformation. An online survey method was conducted to collect the desired data. The five-point Linkert scale was used to analyze the data accurately.

2.5 Technological Development

Dhanapati Subedi and Ramila Subedi (2020) together studied the topic “Practicing self-learning of ICT for resilience amidst the Covid-19 outbreak: Experiences from Kathmandu valley”, the purpose of the study is to explain how the school leaders, teachers, students and parents from the Kathmandu valley has experienced the self-learning of ICT during the outbreak of Covid-19 pandemic. A unique narrative enquiry was initiated for this study. A purposive sampling method was used on a school leader, a teacher, a student and a parent having different socioeconomic backgrounds were selected from Kathmandu Valley. The research was carried out through in-depth interviews done via phone calls and real-time meetings.

Through the analysis, it was understood that they experienced insecurities and stress which was due to school closure along with a lack of familiarity with ICT. But later it was also found that they overcame this difficulty with self-motivation and regular use of ICT improved their resilience.

Johanna Espinosa, Manuel Abellan, Alberto Moreno, Gerardo-Perez, Pilar Martinez, Maria Jimenez (2021), in their research “The Influence of Technology on Mental well-being of STEM teachers at University level: Covid-19 as a stressor”, remarked that pathologies can lead to stress and depression if they are extended for a long time. The covid-19 pandemic played a major factor in it to trigger many such emotional and mental issues. The population sample of the study was the university teachers from Ecuador and Spain with a minimum of 20 years of experience. A questionnaire survey method was performed along with probability sampling helped to execute this research. A bibliometric study was also carried out. From the analysis, it was discovered that anxiety, depression, lack of training, and lack of knowledge with the use of ICT for education proved that there is a high chance for them to have a mental disorder. They realized that various factors are the reason behind this, starting from training, family, working organisation, work balance, and social relationships.

2.6 Stress Management

Aiswarya V Kumar and V P Velmurugan (2021) in their study, “Work-Life stress management of married women teachers from Trivandrum district in Kerala” studied the stress management practices among married women teachers from Government and Self-Financing colleges in Thiruvananthapuram. In this research, they examined the extra roles of married women, their stress levels, what are its consequences, their role, responsibilities, its solutions and the factors that help to

reduce stress. A descriptive-analytical design and a simple random selection method were used. The data were collected with a structured questionnaire with 52 questions. A T-test was also used for analysis. There were many findings, as there are both teachers from government and private colleges, there was a significant difference in their incomes and workloads. It was also observed that both parties have a similar opinion regarding the various factors that help to reduce stress such as yoga, meditation and management support.

2.7 Challenges Faced by Teachers

Dr Mohalik and Sahoo (2020), in their study “Accessibility, competency and perception of school teachers towards online teaching amid Covid-19 pandemic” examined the accessibility, competence and perception regarding online teaching and the needs and challenges faced thereof. The method used was an online questionnaire, which was distributed among purposefully selected 104 teachers of Chilika block of Khurda district of Odisha, India from which 91 responses were recorded. The study was to assess the accessibility of tools and applications for online teaching with school teachers. It revealed that sixty-seven percentage teachers were devoting 1-2 hours to preparing for online classes. 93% of teachers were not able to write digitally during the online classes. Only 17% of teachers felt online learning is more effective than traditional learning.

Oducado et al. (2020), studied “Perceived stress due to Covid-19 pandemic among employed professional teachers”, this study was conducted through a descriptive-correlational survey method which was administered in August 2020 with

the help of the Covid 19 Perceived stress scale to measure the stress among the employed Philipino teachers. It was done as a descriptive correlational research design using a quantitative approach via the online survey method. A state college in the Philippines. There were several criteria to be a part of this research, they include a licensed professional teacher in the Philippines, currently employed etc. A total of only 105 responses were considered as per the given criteria. The analysis showed that more than of the female teachers who took part in the research experienced moderate Covid stress. Females faced higher levels of stress when compared to males. A negative correlation was observed between self-rated health and COVID-19 stress while a positive correlation was noticed between the perceived risk of getting COVID-19 infection and COVID-19 stress. This study also highlights that some support is to be provided to the teachers to manage stress during the Covid pandemic.

Dausksiene, Trepule and Volungeviciene (2021) in their study, “Digital competence improvement by Lithuanian school teachers during Covid-19” analyzed the experiences of Lithuanian school teachers to reveal various challenges these schools and teachers faced while changing from traditional face to face teaching to learning it through online education. They analyzed the experiences through the lens of the DigCompEdu framework as well as they conducted two research methods to collect data that is expert interviews with school administration authorities and focus group discussions with teachers, students of upper grade and parents of lower grade. They used a convenient method of sampling. Few selection criteria were set to participate in the research, they are different technological scenarios and platforms, different types of schools, and various Lithuanian demographic regions. The research revealed that

teachers with digital competencies varied between schools and different subject teachers. Schools that had distance learning before the pandemic was able to come up with creative methods to teach students.

Allison Littlejohn, Lesley Gourlay, Eileen Kennedy, Kit Logan, Tim Neumann, Martin Oliver, John Potter and Jennifer A. Rode (2021) in their research “Moving to teach online: Cultural barriers experienced by University teachers during Covid-19” explored the experiences of academics and the professional service staff from UK university during the first week of the pandemic with a transition to online teaching and working from home. They used 412 survey responses and 32 interviews for the study. As per the analysis, they didn’t pay much attention to transferring traditional teaching practices to online mode. Many cultural barriers were persistent obstacles. It was studied that online teaching needs continuous work as well as new learnings. Gendered patterns and emotional labour were some of the other’s obstacles.

Chapter – 3

METHODOLOGY

3.1 Introduction

Research methodology is the systematically theoretical analysis of the methods applied to a field study. Research methodology is a way to systematically solve the research problem and all those methods which are used by the researcher during the course of studying his/her research problem are termed as research methods (Kothari, 2004).

It comprises specific procedures, techniques and methods adopted to conduct the research effectively. The chapter is categorized into various titles such as research, design, sampling design, tools used and methods for data collection etc.

The study “Mental health of teachers during online teaching”, is carried out with the objective of analysing the mental health of teachers, especially the variation in stress levels during online classes conducted amidst the Covid-19 pandemic. The sudden outbreak of the pandemic impacted the whole of the world, it affected many sectors and industries, out of which the healthcare, and the educational sector were affected the most.

3.2 Research Design

Research design is the framework of methods adopted to conduct the research. The research design is a framework for conducting the study and collecting data. It is defined as the specific methods and procedures you use to acquire the information

you need (Smith 2012). Research design has to be thoroughly specific as to what methods of data collection are followed.

Since the topic of research is 'Mental health of teachers during online teaching' research adopts a quantitative approach where a certain number of higher and senior secondary school teachers of CBSE and ICSE schools will be selected on a voluntary basis and would be surveyed with the help of a questionnaire containing 25 questions were created and passed on to them as a survey via google form and the responses are being recorded.

In order to satisfy the objective of the study a prerequisite condition was given in the distributed google forms. The condition was given as the teacher who would be filling the forms must be working either in the higher secondary or senior secondary sections of CBSE or ICSE schools. They must also have a real experience in the online mode of teaching for a minimum of six months. Getting to a conclusion with the responses from a very few people would make the research biased. Therefore, the more the number of responses, the more accurate the study will be.

3.2.1 Quantitative Approach

Quantitative research is based up on a measurement of quantity or amount. It is applicable to a phenomenon that can be expressed in terms of quantity (Kothari, 2004). The quantitative data collection methods rely on various structured data collection instruments that fit diverse experiences into predetermined response categories. They create results that are easy to sum up, differentiate, and generalize.

For this study, a structured questionnaire was used as a tool to get quantitative data from various respondents, especially to measure their level of stress during

online teaching amidst the Covid pandemic and lockdowns, its frequency, methods used to overcome it and thus to find answers to the research questions and meet the objectives of the study.

3.3 Questionnaire Design

The online survey was used as the main research technique for this study. According to “*Introduction to Using Online Surveys*” (Ritter & Sue, 2007), an online survey works best in situations where a list of potential respondents is known to have emails and a good internet access, and it is very useful to the target respondents as they are geographically dispersed. Here, since the study is about the mental health of teachers during online teaching, which is an activity carried out by internet users, an online survey is best suited for collecting responses. A well-structured questionnaire was used that contains both open and close-ended questions. The online questionnaire was designed with the help of Google Forms, the link of which was sent to the respondents via social media platforms such as WhatsApp and Instagram.

3.4 Sample for the Study

A survey method was considered over all the other forms of data collection to collect comprehensive data directly from the primary sources. The population selected for the study consists of higher/senior secondary teachers of CBSE and ICSE schools in the Ernakulam district. Out of which 100 of them form the sample size. As the survey was conducted via online mode, the sampling methods selected for the study were snowballing and convenient sampling methods which are categorized under the non-probability sampling methods.

The questionnaire is mainly divided into five parts. The first section of the questionnaire is aimed at collecting the general information about the teachers like age, gender, marital status, years of teaching experience and stream of teaching. The second part of the questionnaire deals with the frequency of stress, symptoms and support from their institution in reducing the stress at work. The next part covers the competency and hurdles faced during online teaching, the fourth part deals with the rate of stress levels, attempts taken to relieve stress, opinion about online teaching and the last part covers the details of time taken to adapt to the online mode, the mode of teaching they prefer to teach after the pandemic, positive and negative impacts of online teaching and also their opinion about online teaching and its future in India after Covid-19 pandemic.

3.5 Sample Size

Among a large number of school teachers, a total of 100 teaching staff including both female and male teachers were selected as the sample size for this study. This sample size includes teachers working in higher and senior secondary sections of both CBSE and ICSE schools in the Ernakulam district.

3.6 Sampling Method

Amidst an enormous number of sampling methods available in the field of research, convenient method and snowballing sampling methods were selected for this particular study. In this field, there are mainly two types of sampling methods, probability and non-probability methods. The above-used methods belong to the non-probability type of sampling.

3.7 Tools used for Research

One of the most important tools used for this study was a survey that was conducted online. The survey was structured in the form of a questionnaire. It consisted of 25 questions, out of which 23 questions were multiple-choice questions and 2 were open-ended questions. These questions were circulated among the desired sample audience as a Google form, utilising various social media platforms such as WhatsApp and Instagram. through both social media platforms such as WhatsApp and Instagram. It was also distributed directly as printouts. These methods helped in facilitating effective data collection. All the responses were collected regarding their teaching methods during the Covid pandemic, the mental and emotional stress, strain that they had to undergo as a teacher during this period.

This entire research was conducted with all proper and ethical principles throughout the study. Every participant who took part in this study was well informed about the purpose, objective, aim and the entire process that would be involved in this study. No personal data or information of any of the participants was neither collected nor used in the study and it was confirmed that all of them have given their consent to take part in the study and are aware of the purpose and their role in this particular research that had been carried out.

Chapter 4

DATA ANALYSIS

4.1 Introduction

The main objective of this study was to study the mental health of teachers during the online teaching amidst the Covid-19 pandemic and also to analyse the relationship between stress and various other factors such as demographics, age, stream of teaching, family and work environment, challenges and steps taken to overcome these provocations.

All the necessary information needed for the study has been gathered from 100 respondents through a quantitative approach as in a research questionnaire that would meet the objectives of the study. These responses are thoroughly analyzed and interpreted. This chapter presents the analysis and interpretation of the whole data collected from higher and senior secondary teachers of both CBSE and ICSE schools around Ernakulam.

The survey responses are analyzed and illustrated using various forms of graphical representations and a simple percentage evaluation is done to analyze and further describe the data. This chapter is further divided into sub-headings to throw more light on the questions asked to the respondents. The following demographic data shows the distribution of age, gender and education among the respondents.

4.2 Age

The respondents were asked to mark their age from the four age groups given in the questionnaire. A total of 100 responses were collected. Table 4.2 and figure 4.2 illustrates the result.

Table 4.2 Age

Age	Frequency	Percentage %
Below 30 years	13	13
31-40 years	29	29
41-50 years	39	39
Above 50 years	19	19
Total	100	100

The data from table 4.2 has been represented as a chart as shown below which gives the overall percentage regarding the different age groups to which the respondents belong.

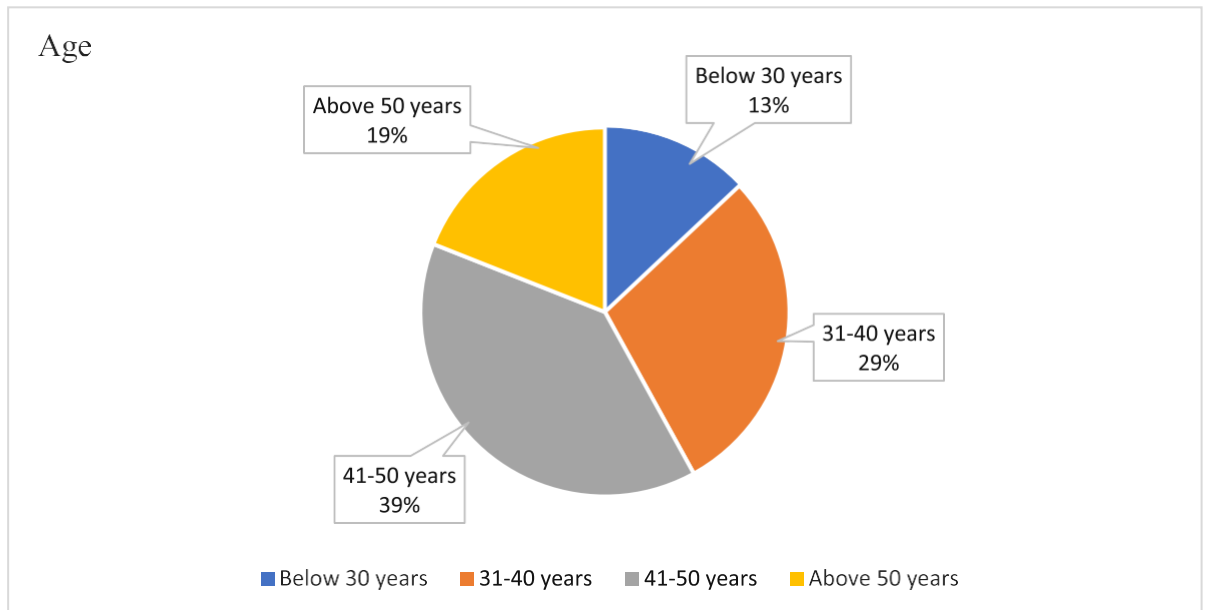
Figure 4.2 Age

Table 4.2 and figure 4.2 shows that 100 teachers have responded to the questionnaire. Here, 39% of the respondents are those who have an average age between 41-50 years. It can be seen that 29% of them belong to the age group of 31-40 years, 19% of them are above 50 years and only 13% of the teachers are below 30 years.

4.3 Gender

In dealing with gender, there were 97 females and 2 males, out of the sample size of 100 teachers. Table 4.3 and Figure 4.3 illustrates further.

Table 4.3 Gender

Gender	Frequency	Percentage %
Male	2	2
Female	97	97
Prefer not to say	1	1
Total	100	100

The collected data has been represented as a table based on the gender of the respondents. The below-given chart shows an overall percentage of gender distribution among the teachers.

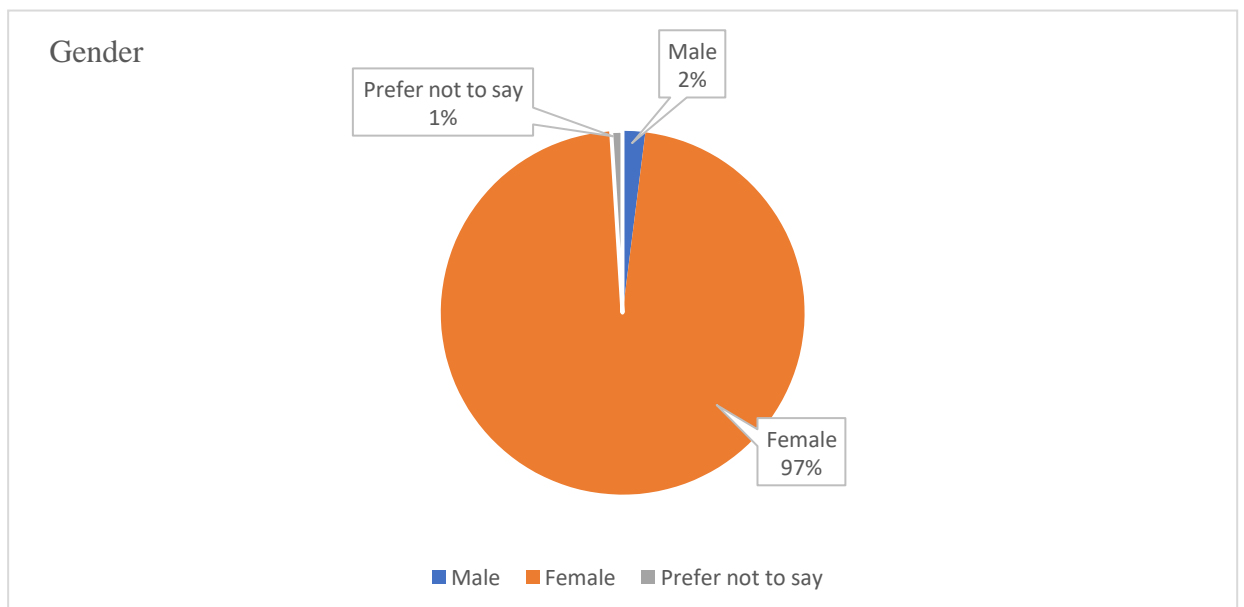
Figure 4.3 Gender

Table 4.3 and figure 4.3, shows that 97 of the respondents representing 97% of the total number of participants were females while 2 of them represents the 2% of the

male and 1 of the remaining respondents representing 1% out of the 100 respondents prefer not to say his/her gender.

4.4 Marital status

The respondents were asked to indicate their marital status from the three options given and the survey yielded 100 responses from the total sample size of 100 respondents. Table 4.4 and figure 4.4 illustrates further.

Table 4.4 Marital status

Marital status	Frequency	Percentage %
Married	91	91
Unmarried	6	6
Prefer not to say	3	3
Total	100	100

These data have been represented as a pie chart as shown below which gives the overall percentage of the respondent's marital status.

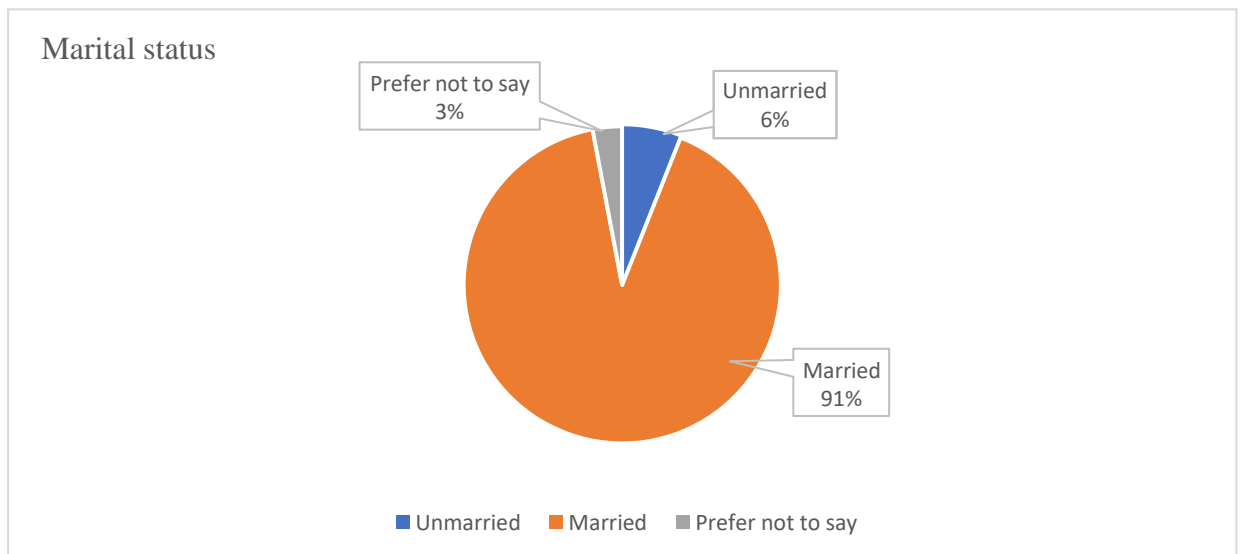
Figure 4.4 Marital status

Table 4.4 and figure 4.4 explains that a vast majority of 91% of the respondents are married. 6% of the respondents are still single or unmarried teachers whereas 3% do not prefer to say their marital status.

4.5 Teaching experience

While dealing with the total years of teaching experience of the teachers, there was a total of 100 responses collected. Table 4.5 and figure 4.5 represents the result.

Table 4.5 Total years of teaching experience

Teaching Experience	Frequency	Percentage %
Less than one year	8	8
2-3 years	5	5
3-5 years	9	9
Above 5 years	78	78
Total	100	100

The data from the above table has been represented as a pie chart as shown in figure 4.4 which gives the overall percentage of the total years of teaching experience of the respondents.

Figure 4.5 Total years of teaching experience

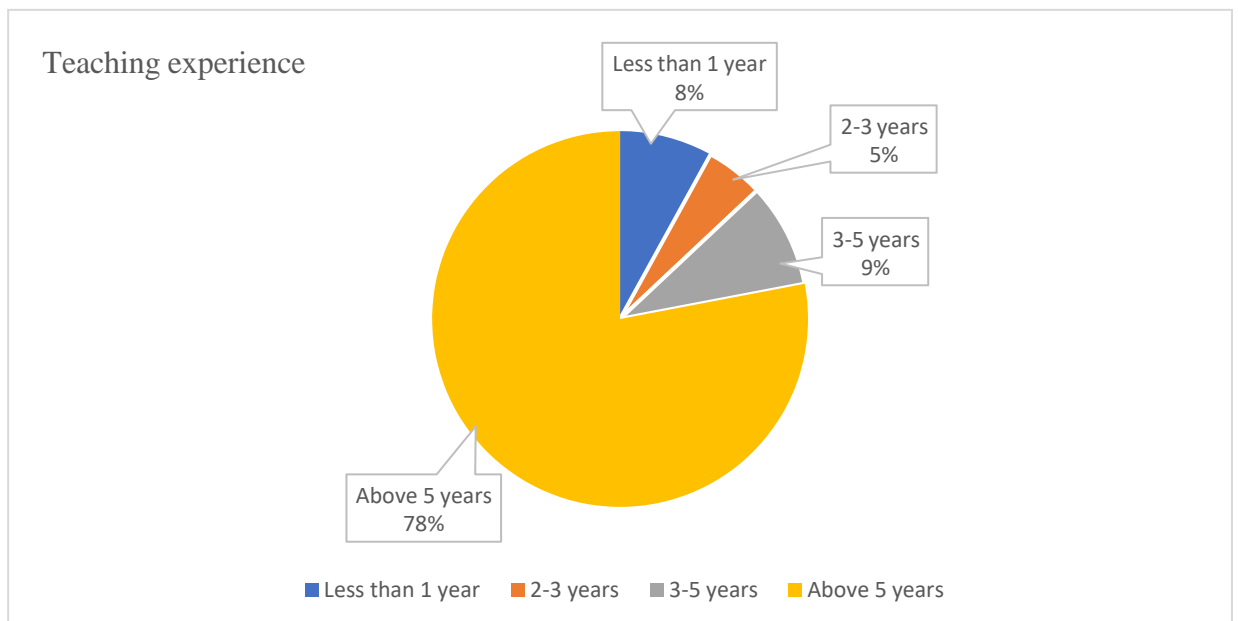


Table 4.5 and figure 4.5 explains that a vast majority of 78% of the respondents have more than 5 years of teaching experience. 9% for 3-5 years and 8% for less than one year. 5% of respondents reported that they have been teaching for 2 to 3 years.

From the above-given data on the total years of teaching experience of the teachers, it can be inferred that a significant number of teachers (78%) have started their teaching career in more than the last 5 years and they are often deemed as experienced teachers and the 8% respondents who have less than one year of teaching experience are known as new teachers.

4.6 Stream of teaching

The respondents were asked about the stream or subject they teach. A total of 100 participants responded to this question with their corresponding stream. Table 4.6 and figure 4.6 illustrates the result.

Table 4.6 Stream of teaching

Subject	Frequency	Percentage %
Science	30	30
Social Science	7	7
Mathematics	17	17
Language	32	32
Others	14	14
Total	100	100

The data from the above table has been represented in a pie chart as shown below, it gives an overall idea about the percentage of teachers who represents each of the different subjects that they teach.

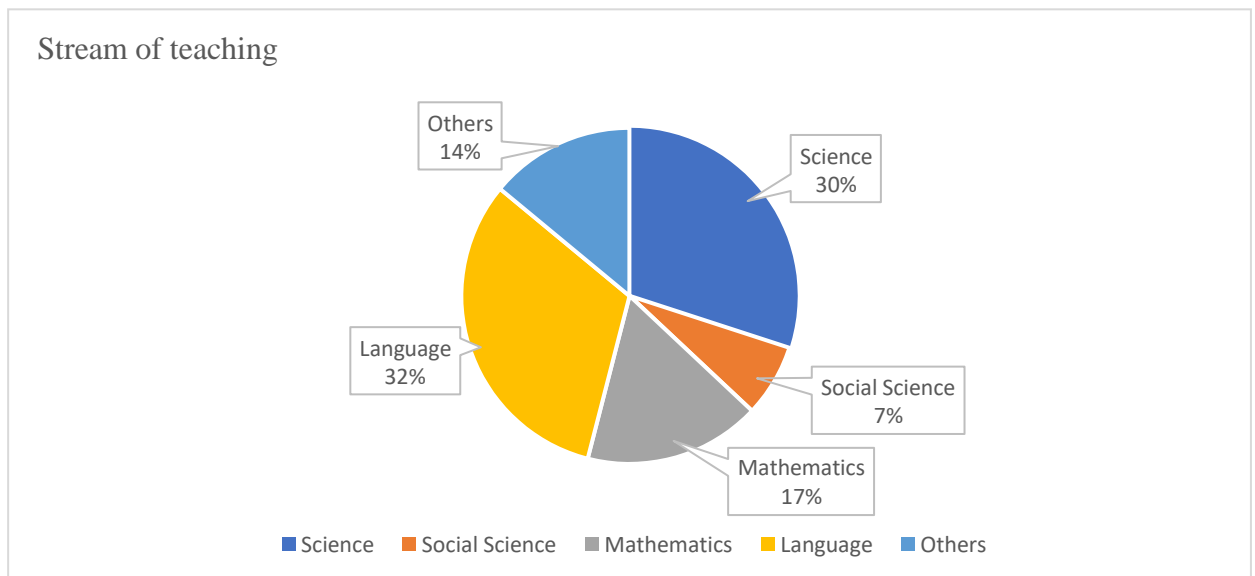
Figure 4.6 Stream of teaching

Table 4.6 and figure 4.6 illustrates that out of the total responses, a majority of 32% of the respondents have Language as their stream of teaching, whereas 30% of them teach Science, 17% of them teach Mathematics, and the least majority of 7% of the teachers have Social Science as their teaching stream. Also, 14% of the teachers choose the options others as they might teach more than one subject or else, they would be handling an entirely different subject.

From the above results, it can be inferred that language is the most commonly taught subject and social science is the least common subject.

4.7 Work stress

The respondents were asked whether they feel stressed at work. A total of 100 responses were collected. From the answers received we can infer the percentage of teachers among our respondents who felt stressed at work and also those who never felt stressed at work. Table 4.7 and figure 4.7 illustrates the result.

Table 4.7 Work stress

Work stress	Frequency	Percentage %
Yes	62	62
No	38	38
Total	100	100

The data from table 4.7 has been represented as a pie chart as shown below which gives the overall percentage regarding the stress that the respondents felt while they were at work.

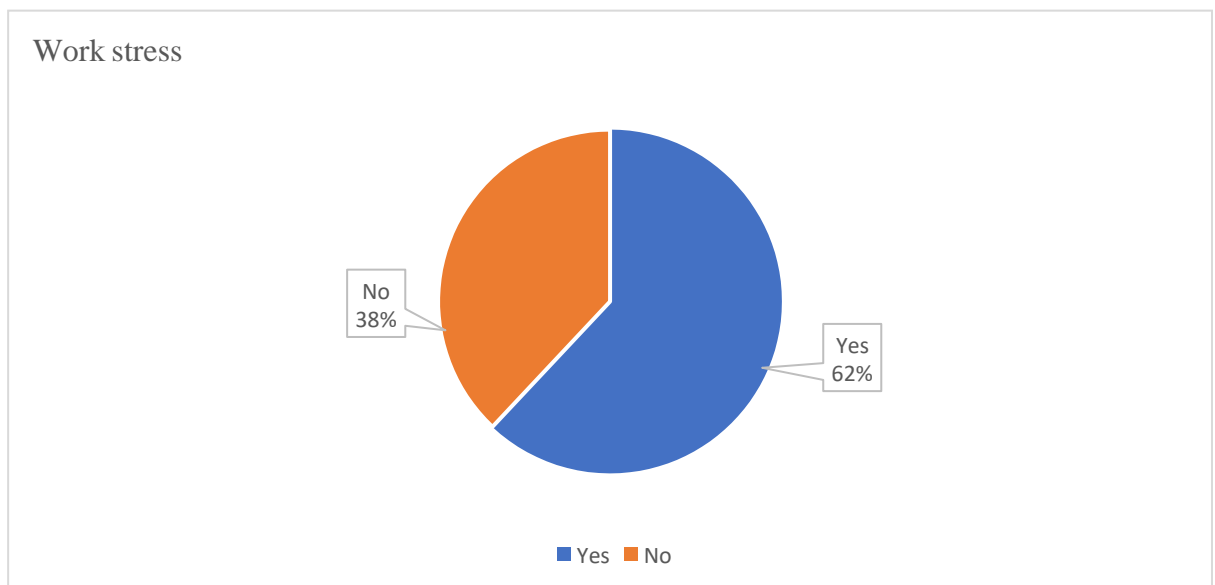
Figure 4.7 Work stress

Table 4.7 and figure 4.7 shows that 62% of the teachers who responded to the question had answered as “yes” and 38% of the respondents answered the question as “no”. Therefore, from the above data, it can be inferred that the majority of the teachers (62%) had felt stress while they were at the workplace. Whereas the rest of them did not feel any stress.

4.8 Physical symptoms of stress

With an objective to understand the consequences of the stress that they were undergoing, the respondents were asked to choose all those physical symptoms that they felt from the given options that were provided along with the question. Out of 100 respondents, 60 responded to this question. Table 4.8 and figure 4.8 illustrate the results.

Table 4.8 Physical symptoms of stress

Physical symptoms of stress	Frequency	Percentage %
Frequent headache	33	55
High blood pressure	9	15
Loss of appetite	6	10
Sleep disorder	34	56.7
Other	4	6.8

The data from table 4.8 has been represented as a chart as shown below which gives the overall percentage regarding the various physical symptoms experienced by the teachers while they are at work.

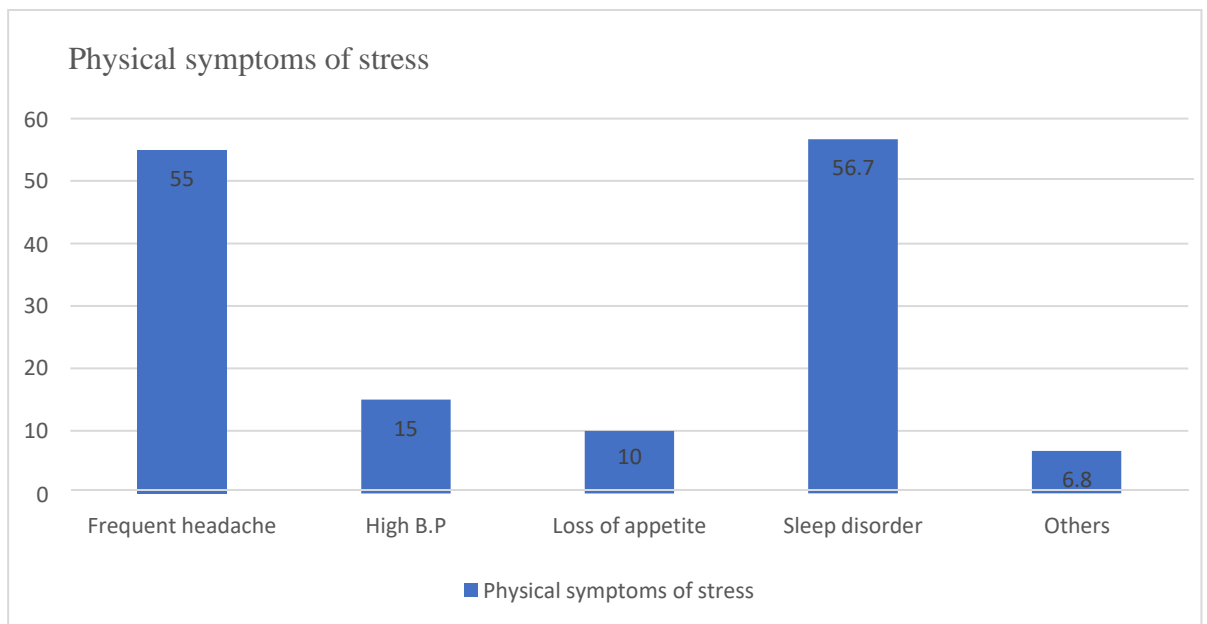
Figure 4.8 Physical symptoms of stress

Table 4.8 and figure 4.8 shows that a notable majority of respondents (56.7%) have a very disordered sleeping pattern. 55% of the respondents reported that they experience frequent headaches. High blood pressure and loss of appetite were the symptoms experienced by 15% and 10% of the respondents while 6.8% said they felt various other physical symptoms which were not specified.

4.9 Mental Symptoms of Stress

Respondents were asked to choose one or more options about the different mental symptoms that they were experiencing while they were at work. The question yielded 66 responses out of the total sample size of 100 respondents. Table 4.9 and figure 4.9 illustrates the result.

Table 4.9 Mental symptoms of stress

Mental symptoms of stress	Frequency	Percentage %
Anxiety	25	37.9
Uncontrollable anger	19	28.8
Mood swings	34	51.5
Restlessness	31	47

The data from table 4.9 has been represented as a chart as shown below which gives the overall percentage regarding the various mental symptoms experienced by the teachers while they are at work.

Figure 4.9 Mental symptoms of stress

Table 4.9 and figure 4.9 illustrate that 51.5% of the respondents to the question say they frequently experience mood swings. 47% reported that they often feel restlessness. 37.9% and 28.8 % stated that they very frequently or often experienced anxiety and uncontrollable anger respectively.

Overall, from the above results, we can say that most of the respondents (51.5%) experienced frequent shifts in their moods.

4.10 Management support to reduce stress

Respondents were asked whether the management/institution in which they work provided any kind of support or assistance in order to reduce the stress that they experienced at school. The question yielded 100 responses from the respondents.

Table 4.10 and figure 4.10 illustrate the results.

Table 4.10 Management support to reduce stress

Management support to reduce stress	Frequency	Percentage %
Yes	55	55
No	45	45
Total	100	100

The data from table 4.10 has been represented as a chart as shown in figure 4.10 which gives the overall percentage of whether the management supported the teachers in any manner to reduce their stress while at work.

Figure 4.10 Management support to reduce stress

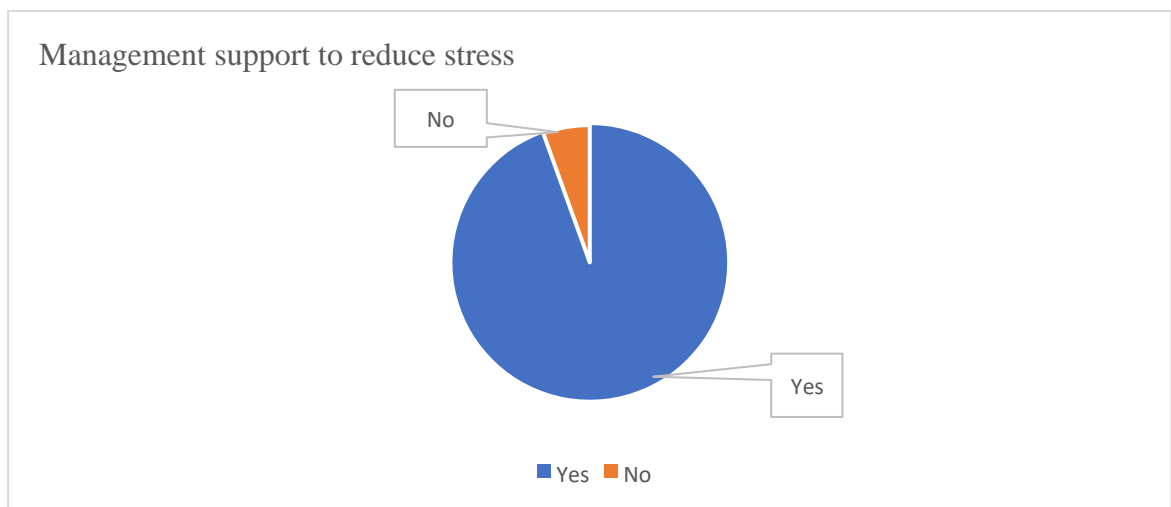


Table 4.10 and figure 4.10 illustrates that a majority of 95% of the respondents to the question said received support from the management/ institution to reduce their stress while teaching during the Covid-19 pandemic. And the least percentage of 5% said that they rarely received any support from the institution they work for.

From the above data, it may be inferred that a notable number of teachers (95%) regularly received support from the management. This support helps the teachers to perform better.

4.11 Rise in Stress levels during pandemic

Respondents were asked if they felt any rise in their stress levels while teaching through the virtual mode/online classes amidst the Covid-19 pandemic and this question which was asked yielded 100 responses. The options provided along with the question were 'very much, somewhat, not much and not at all'. Table 4.11 and figure 4.11 that follows illustrate further.

Table 4.11 Rise in stress levels during pandemic

Stress levels	Frequency	Percentage %
Very much	19	19
Somewhat	35	35
Not much	33	33
Not at all	13	13
Total	100	100

The data from the above table has been represented as a chart as shown below which gives the overall percentage regarding the rise in stress levels of teachers while teaching through virtual, online mode.

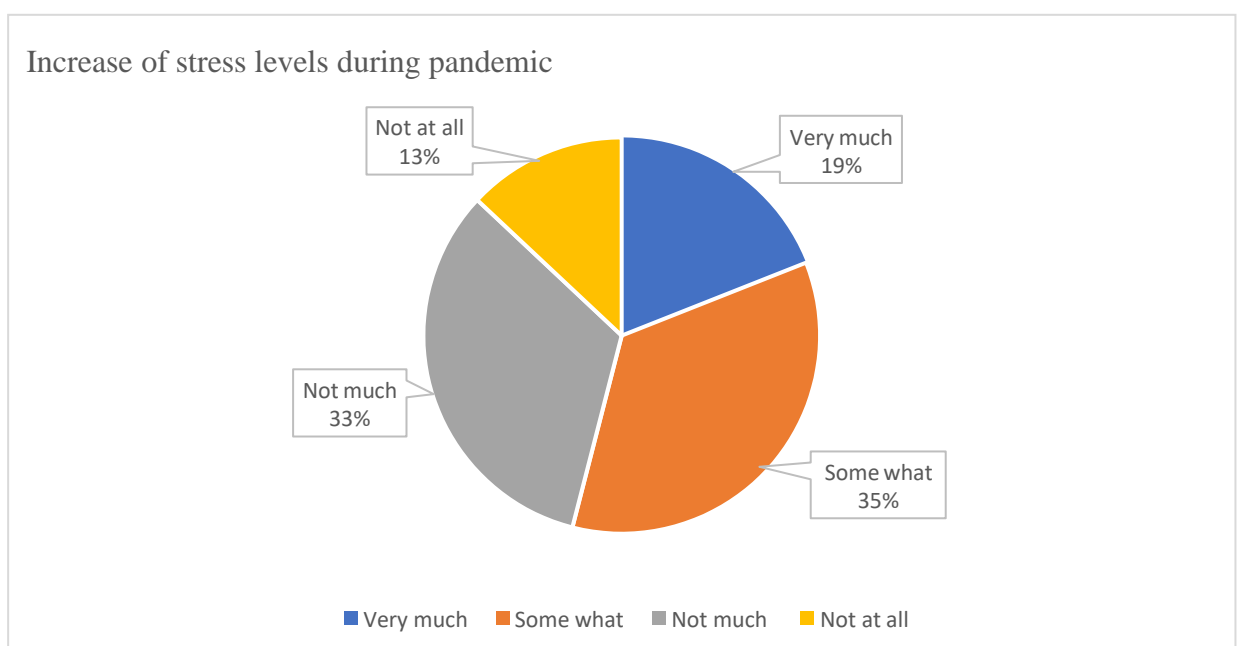
Figure 4.11 Rise in stress levels during pandemic

Table 4.11 and figure 4.11 illustrate that 35% of the respondents to the question said they experienced an above-average rise in stress levels. 33% said that they did not experience much of a rise in their levels. 19% of the respondents often experienced a rise in their stress levels whereas 13% of teachers among the respondents experienced the least or did not have any rise in their stress levels.

From the above data, it may be inferred that a notable percentage of (35%) sometimes experienced a slight rise in their stress levels.

4.12 Dealing with Stress

Respondents were asked if they felt any rise in their stress levels while teaching through the virtual mode/online classes amidst the Covid-19 pandemic and this question which was asked yielded 100 responses. The options provided along with the question were 'very much, somewhat, not much and not at all. Table 4.11 and figure 4.11 that follows illustrate further

Table 4.12 Dealing with stress

Dealing with stress	Frequency	Percentage
Engaging in other activity	39	39
Exercise & meditation	20	20
Stress reduction program	2	2
Spending time with family	36	36
Others	3	3
Total	100	100

The data from the above table has been represented as a chart as shown below which gives the overall percentage regarding the different practices that the teachers opt to reduce their work stress.

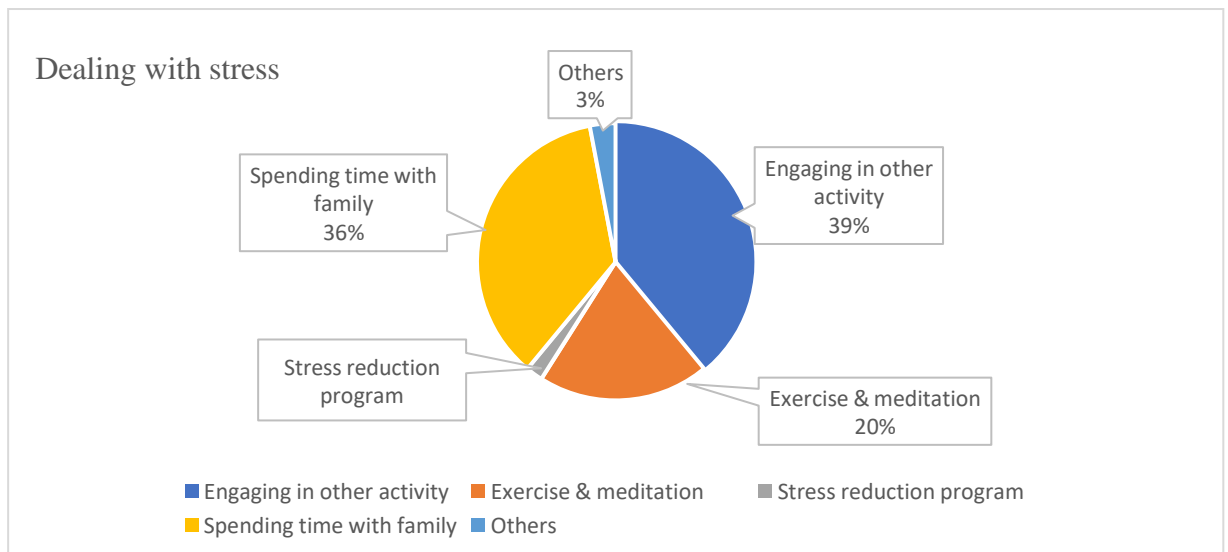
Figure 4.12 Dealing with stress

Table 4.12 and figure 4.12 shows that (39%) of the teachers have reported that they would engage themselves in some other activities, while 36% of them would spend some quality time with their friends and family. Some of them would incorporate exercise and meditation into their daily routine. Whereas 3% and 2% of the others choose to opt for other options and to attend stress reduction programs respectively.

Hence, from the data received it can be concluded that the majority of the respondents engaged themselves in some other activities to reduce their work stress.

4.13 Managing Stress at Work & Family

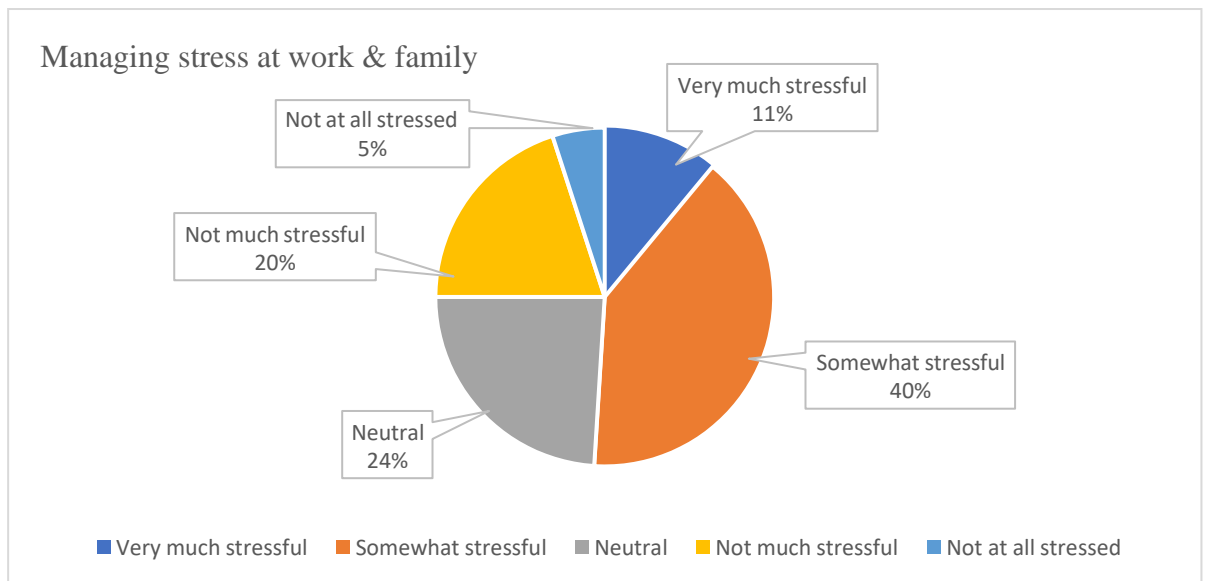
Respondents were asked how stressful it was to manage both work and family simultaneously when these teachers had a transition from offline to online mode of teaching amidst the Covid -19 pandemic. Table 4.13 and figure 4.13 illustrate the results.

Table 4.13 Managing stress at work & family

Managing stress at work and family	Frequency	Percentage %
Very much stressful	11	11
Somewhat stressful	40	40
Neutral	24	24
Not much stressful	20	20
Not at all stressed	5	5
Total	100	100

The data from table 4.13 has been represented as a chart as shown below which gives the overall percentage regarding the management of stress at work and family by the respondents.

Figure 4.13 Managing stress at work & family



From table 4.13 and figure 4.13, it is clear that (40%) of the respondents to this question found it stressful at an above-average level to manage both work and family. Few of them, about 24 % of the respondents neutrally felt the stress, whereas a 20% of the teachers experienced a below-average level of stress, while the rest of the 5% of teachers did not have any kind of stress while managing their work and family. From the above data, it can be concluded that (40%) of the teachers have felt stressed.

4.14 Factors that online teaching lacks

Respondents were asked about various factors that online teaching lacks. They were given few options and 'other' was also given as an option for the respondents to choose from. 100 responses were collected for this question. Table 4.14 and figure 4.14 illustrates the results.

Table 4.14 Factors that online teaching lacks

Factors that online teaching lacks	Frequency	Percentage %
Student-teacher relation	62	62
Lack of communication	14	14
Job satisfaction	23	23
Others	1	1
Total	100	100

This data has been represented as a chart as shown below which gives the overall percentage regarding the various factors that are lacking while teaching through an online mode. how often do bloggers provide links to useful online resources such as websites, within their posts.

Figure 4.14 Factors that online teaching lacks

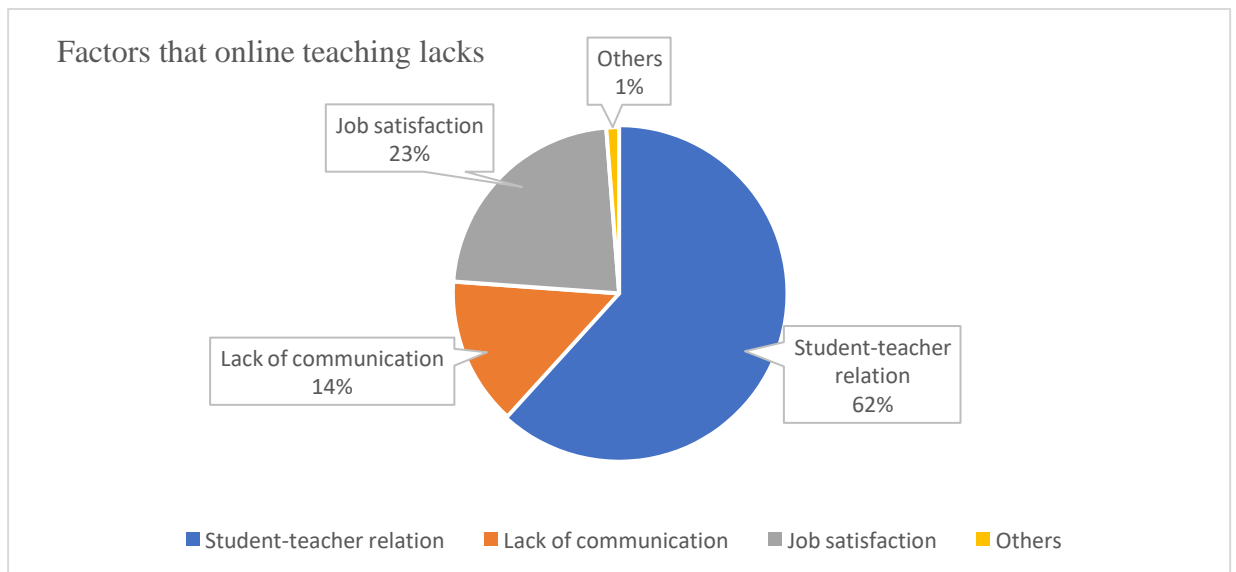


Table 4.14 and figure 4.14, show the elements that are required while teaching through an online mode. Out of the total number of responses received, a majority of 62% of teachers missed the student-teacher interaction during online classes, whereas 23% were not satisfied with the job or their personal performance as teaching while teaching through the virtual mode. 14% of them felt a shortage of proper communication and 1% chose the other option as their response.

From the above data, it can be inferred that most of the teachers (62%) lacked the student-teacher relation.

4.15 Levels of Job Stress

Respondents were asked to choose the level of job stress that each of them was going through in the present scenario. This question yielded 100 responses. Table 4.15 and figure 4.15 illustrate the results.

Table 4.15 Levels of Job Stress

Levels of job stress	Frequency	Percentage %
Mild	29	29
Moderate	56	56
Severe	14	14
Extreme	1	1
Total	100	100

The data from the above table has been represented as a chart as shown below which gives the overall percentage regarding the different levels of stress that each of the respondents goes through at their job during the present scenario amidst a lot of uncertainties.

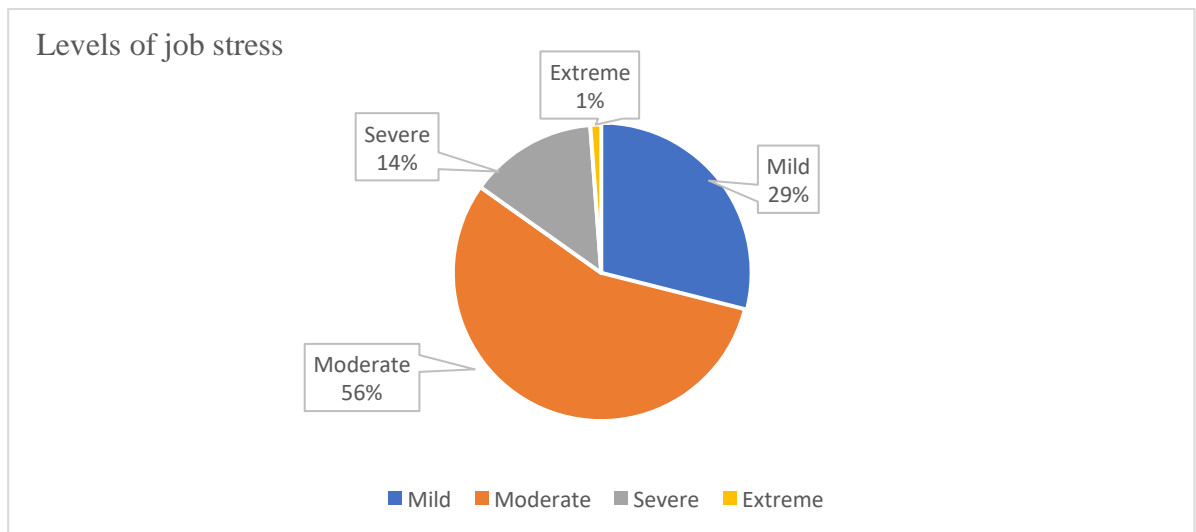
Figure 4.15 Levels of job stress

Table 4.15 and figure 4.15, illustrate that a majority of the respondents to the question (56%) have said that they experience only a moderate level of stress. 29% have said that they have a very mild form of stress while they work. Followed is the percentage of respondents who seem to have 14% of severity in the levels of job stress and only the least percentage of 1% seemed to have experienced it at an extreme level.

Hence, it can be concluded that the most widely the teachers experienced a moderate level of job stress.

4.16 Recurrence of job stress

Respondents were asked the question that ‘since how long have you had job stress?’. This question yielded 100 responses. The teachers were provided with four options to choose from. Table 4.15 and figure 4.15 illustrate the results.

Table 4.16 Recurrence of job stress

Recurrence of job stress	Frequency	Percentage %
Less than a month	36	36
1 - 6 months	17	17
6 months – 1 year	21	21
More than 1 year	26	26
Total	100	100

The data from the above table has been represented as a chart as shown below which gives the overall percentage regarding the recurrence of job stress that each of the respondents goes through at their workplace.

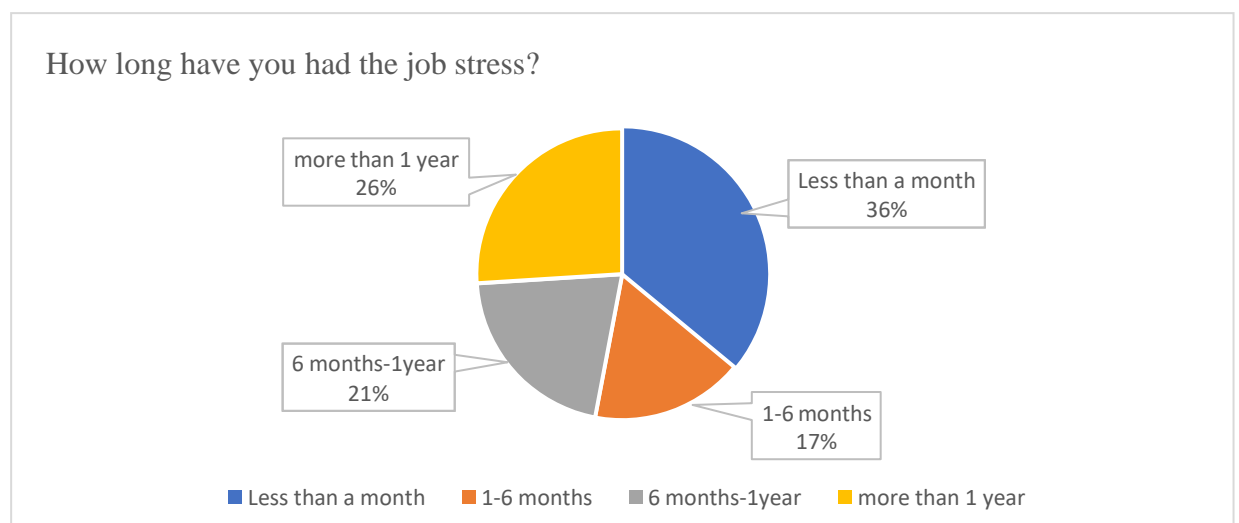
Figure 4.16 Recurrence of job stress

Table 4.16 and figure 4.16, report that 36 % of the respondents experienced stress for a period of less than a month. 26% of them had been experiencing stress for more than 1 year, whereas 21% of the teachers have been suffering from stress for a shorter period of 6 months to 1 year. At the same time, 17% of them have been going through a much lesser stressful life when compared to other respondents as it has only been 1 to 6 months.

4.17 Opinion about online classes during pandemic

Respondents were asked a question regarding their opinion about online classes during the Covid-19 pandemic. The question yielded 100 responses. Table 4.17 and figure 4.17 illustrate the results.

Table 4.17 Opinion about online classes during pandemic

Opinion about online classes during pandemic	Frequency	Percentage %
Challenging	64	64
Interesting	10	10
Stressful	9	9
Innovative	17	17
Total	100	100

This data has been represented as a chart as shown below which gives the overall percentage of the opinion of online classes during the Covid-19 pandemic from a teacher's perspective.

Figure 4.17 Opinion about online classes during pandemic

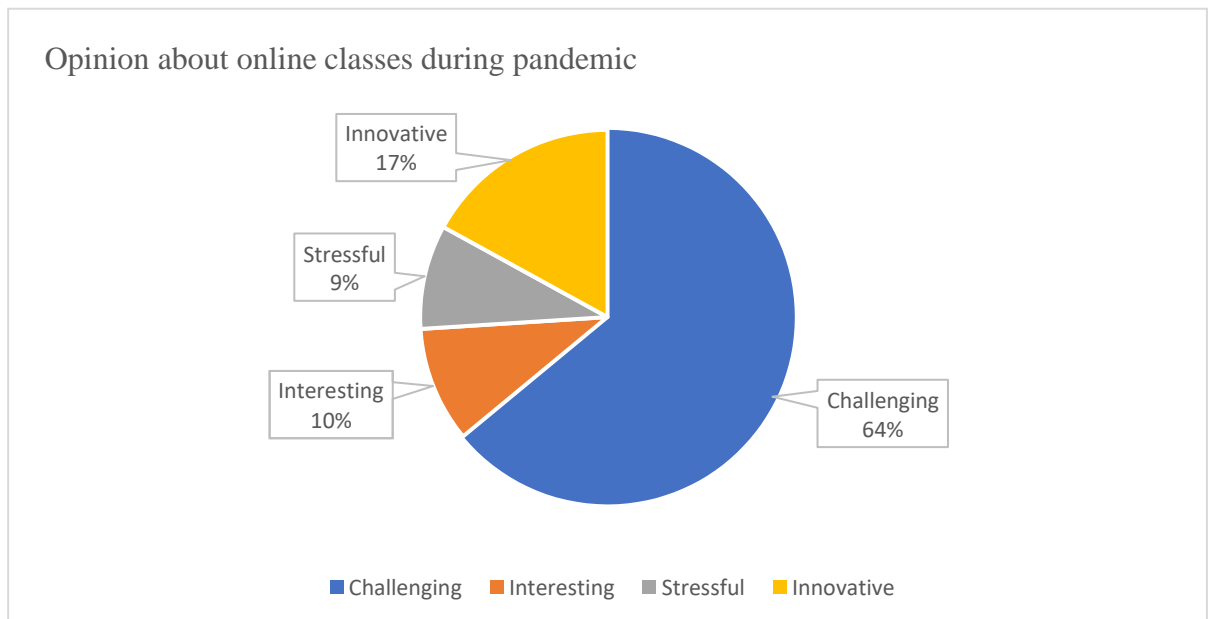


Table 4.17 and figure 4.17 illustrates that a majority of (64%) of the respondents to the question report their opinion as challenging. Innovative and interesting were the opinions selected by the teachers with 17% and 10% respectively. Only 9% of the respondents have reported that online classes as stressful.

From the above results, it can be inferred that most of the teachers (64%) found it very challenging to teach via the online/virtual mode amidst the pandemic.

4.18 Adaptation to online classes

While dealing with the total time taken for the respondents to adapt to the new and latest technologies for shifting from offline classes to online or virtual classes, 100 respondents responded to it. Table 4.18 and figure 4.18 represents the result.

Table 4.18 Adaptation to online classes

Time taken to adapt online classes	Frequency	Percentage %
Almost two weeks	53	53
Almost 1 month	30	30
<1 month	9	9
<2 months	8	8
Total	100	100

The data from table 4.18 has been represented as a chart as shown below which gives the overall percentage of the total time taken by the teachers to adapt to the online classes from face-to-face teaching in school.

Figure 4.18 Adaptation to new technology

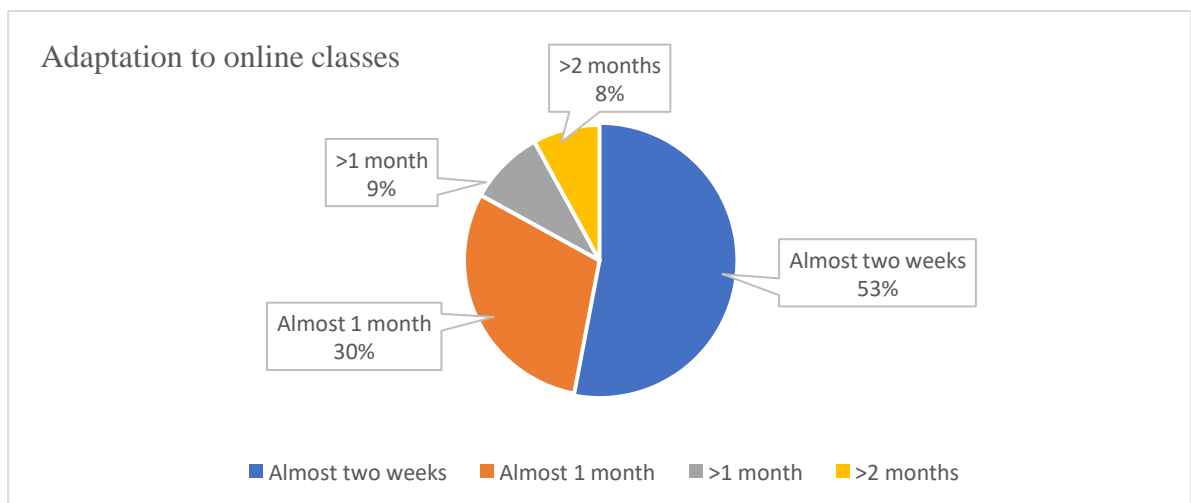


Table 4.18 and figure 4.18, illustrate that an above-average number of respondents representing 53% of the respondents have said that it took almost 2 weeks for them to learn the new way of teaching virtually. Almost 1 month of time was needed for 30% of teachers. More than 1 month and more than 2 months were selected by the least majority of respondents with 9% and 8% respectively.

4.19 Attempts for relieving stress

While dealing with the total number of attempts made by each of the respondents to relieve stress by engaging themselves with other non-stressful activities helps us to relieve stress. 100 respondents responded to this question. Table 4.19 and figure 4.19 represents the result.

Table 4.19 Attempts relieving stress

Attempts for relieving stress	Frequency	Percentage %
One	23	23
Two	15	15
Three or more	29	29
None	33	33
Total	100	100

The data from the above table has been represented as a chart as shown below which gives the overall percentage regarding the number of attempts that each of them to relieve their stress.

4.19 Attempts to relieve stress

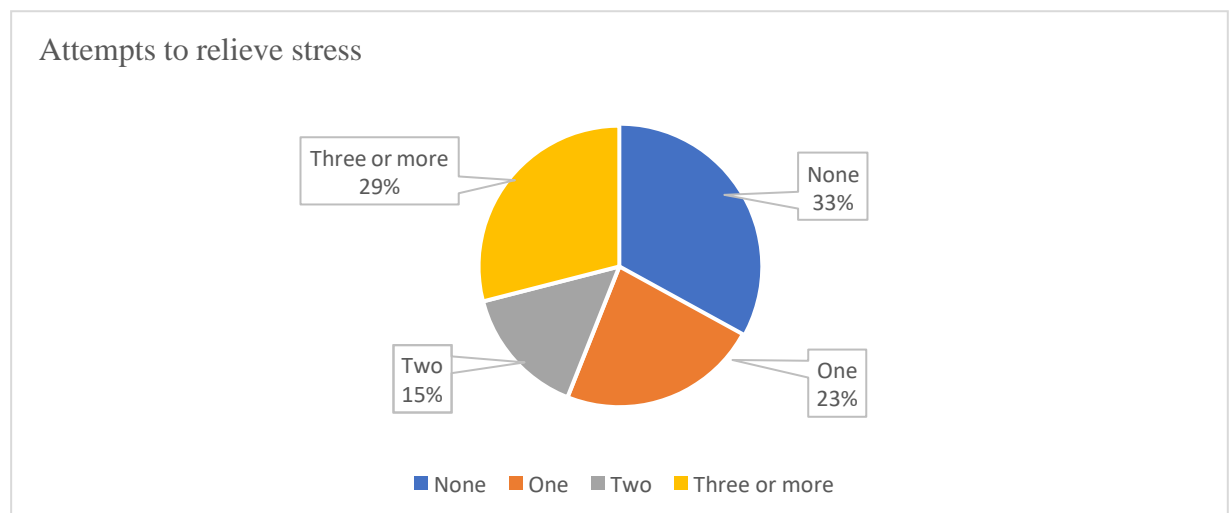


Table 4.19 and figure 4.19, illustrate that an above-average number of respondents representing 53% of the respondents have said that it took almost 2 weeks for them to learn the new way of teaching virtually. Almost 1 month of time

was needed for 30% of teachers. More than 1 month and more than 2 months were selected by the least majority of respondents with 9% and 8% respectively.

4.20 Mode of Teaching preferred after Pandemic

The respondents were asked a question regarding the mode of teaching that they would prefer even after the Covid-19 pandemic. They were mainly given three options to choose from. The question yielded 100 responses. Table 4.20 and figure 4.20 illustrate the results.

Table 4.20 Mode of teaching preferred after pandemic

Preferable mode of teaching	Frequency	Percentage %
Traditional mode	50	50
Online/virtual mode	44	44
Hybrid mode (online and offline simultaneously)	6	6
Total	100	100

The data from the above table has been represented as a chart as shown below which gives the overall percentage regarding the preferable mode of teaching after the pandemic from the teacher's perspective.

Figure 4.20 Mode of teaching preferred after pandemic

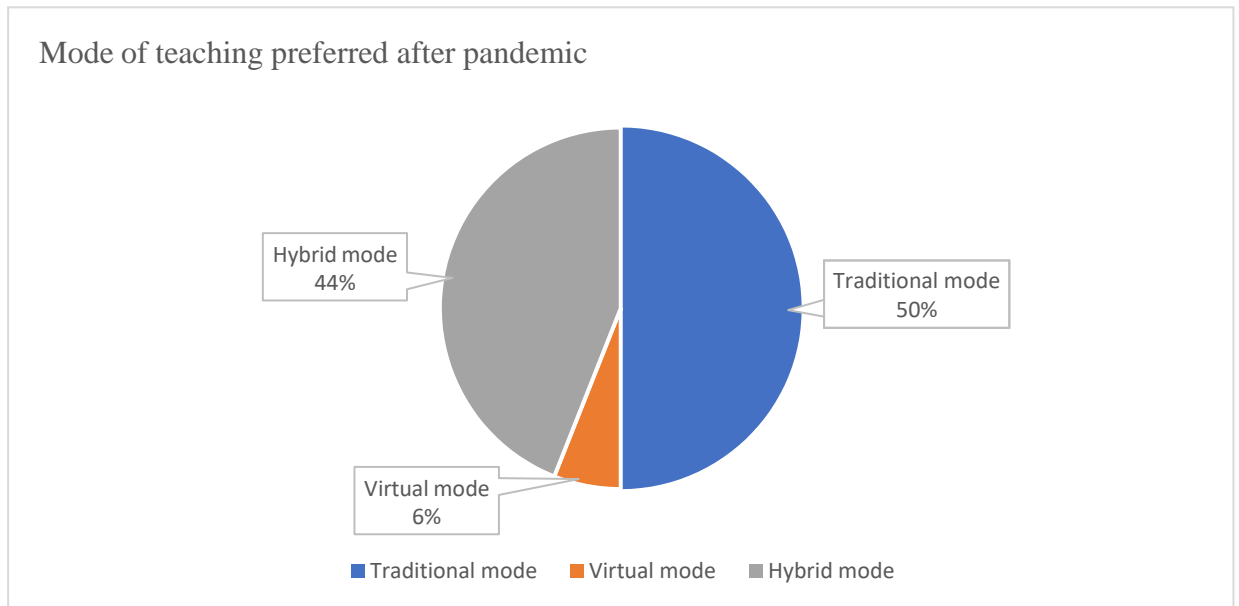


Table 4.20 and figure 4.20, report that a majority of 50 % of the respondents prefer the traditional, offline or face-to-face mode of teaching style after the Covid-19 pandemic. While 44% of the teachers prefer to take the class through a hybrid model where they make use of both traditional and virtual facilities simultaneously. A very least percentage of 6% chose the virtual or online mode of teaching as a method to teach after the pandemic.

4.21 Does Online Teaching have any benefits

While dealing with the question of whether online teaching has any benefits from the respondent's perspective, a total of 100 responses were collected. Table 4.21 and figure 4.21 illustrates the result.

Table 4.21 Does online teaching have any benefits

Does online teaching have any benefits	Frequency	Percentage %
Yes	76	76
No	24	24
Total	100	100

This data has been represented as a chart as shown below which gives the overall percentage to the question that ‘does online teaching have any benefits.

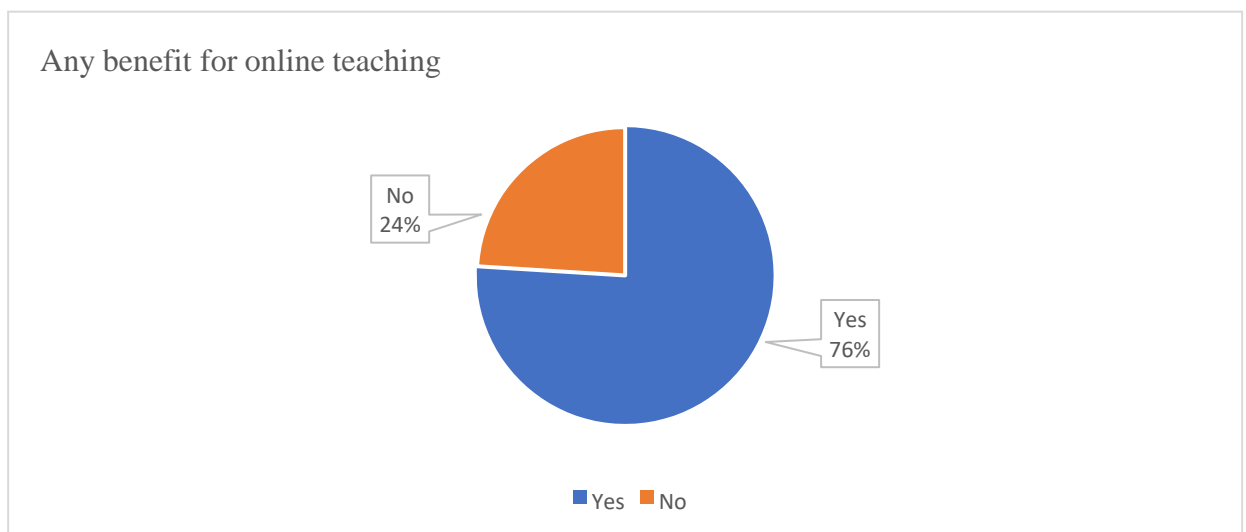
Figure 4.21 Any benefit for online teaching

Table 4.21 and figure 4.21 shows that 76% of the respondents answered “yes” and 24% of the respondents chose “no” as their option. Therefore, from the data received it can be inferred that the majority of the teachers opinionated that online teaching has many benefits the perspective of a teacher.

4.22 Advantages of Online Teaching

The respondents were asked to choose the advantages of online teaching from the options given in the question. 75 responses were received out of 100 respondents. Table 4.22 and figure 4.22 illustrate the results.

Table 4.22 Advantages of online teaching

Advantages of online teaching	Frequency	Percentage %
Quality time with family	7	9.3
No time & money wasted for travel	14	18.7
Flexible working hours	22	29.3
Easy to manage work & household	22	29.3
Familiarized with technology	10	13

This data has been represented as a chart as shown below which gives the overall percentage regarding the various benefits of teaching via online mode.

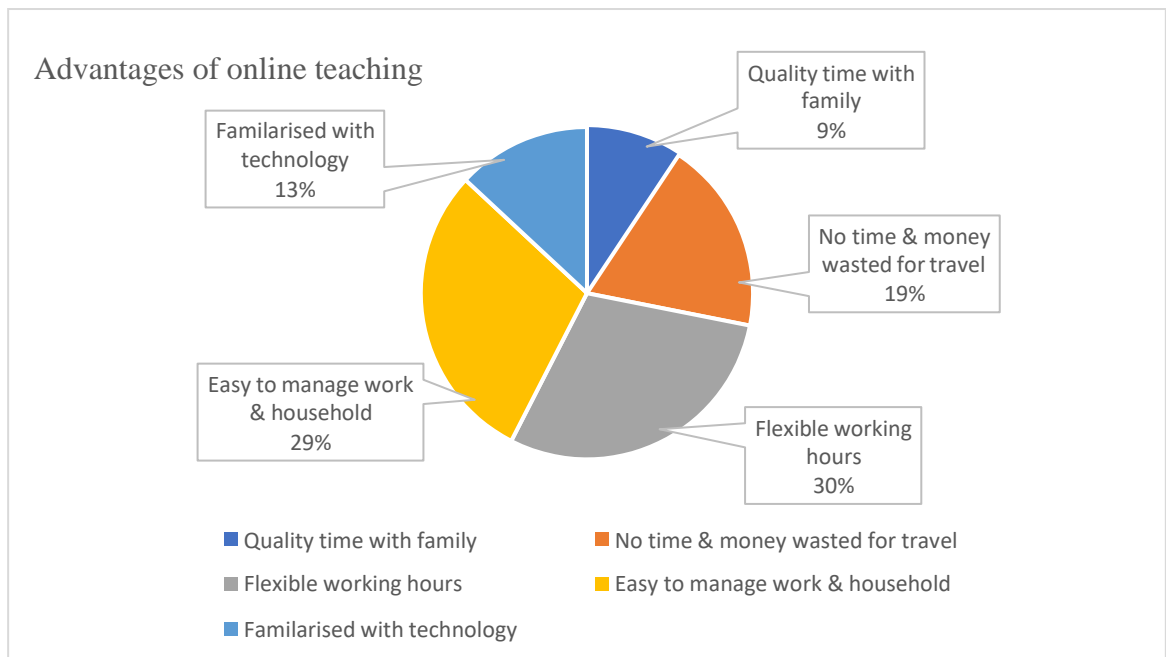
Figure 4.22 Advantages of online teaching

Table 4.22 and figure 4.22 illustrate that 30% of the respondents to the question have their opinion that online teaching has many benefits and one among them that they feel like is 'flexible working hours, 29% of them support that its easy to manage work & household'. 19% out of these respondents has the opinion that 'no time & money is wasted for travel'. 'Familiarized with new technology' and 'quality time with family' were the remaining two options which were selected by 19% and 13% of the respondents respectively.

Overall, from the above results, we can say that flexible working hours are the best option selected by a majority of 30 %.

4.23 Disadvantages of Online Classes

While dealing with the disadvantages of online teaching from a teacher's perspective, 30 responses out of 100 respondents were collected. Table 4.23 and figure 4.23 illustrates the result.

Table 4.23 Disadvantages of online teaching

Disadvantages of online teaching	Frequency	Percentage %
Lack of student-teacher interaction	18	60
Lack of interaction with colleagues	3	10
Lack of school environment	9	30
Total	30	100

The data from table 4.23 has been represented as a chart as shown below which gives the overall percentage regarding various disadvantages of online classes that each of the teachers felt after taking classes via virtual mode for more than six months.

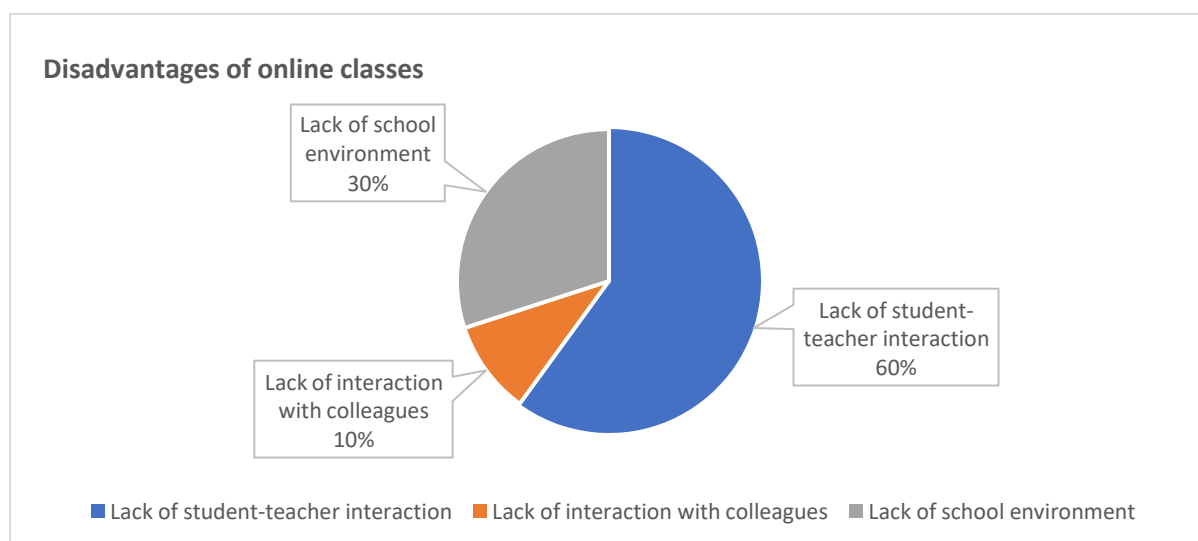
Figure 4.23 Disadvantages of online teaching

Table 4.23 and figure 4.23 illustrate that a majority of 60% of the respondents to the question have their opinion that online teaching has many disadvantages and one among them that they feel is 'lack of student-teacher interaction', 30% of them have a view that they 'lack school environment' while in online classes. Whereas, the least percentage of 10% of the teachers lack the interaction with their colleagues.

Overall, from the above results, we can say that lack of student-teacher interaction is considered the most selected disadvantage of online teaching.

4.24 Descriptive Answers

In the online survey conducted in the form of a questionnaire, a few open-ended questions were also included so that it allowed the respondent to open up with their opinions and express themselves in a descriptive answer format.

While examining the attitude of school management in reducing the stress experienced by the teachers while teaching through the online mode, and also for reducing the challenges faced by them through the shifting process from face-to-face classes to virtual online mode classes. As part of this, the respondents were asked if they were supported by their school management, for these two options were also provided as 'yes' and 'no', based on their choice they were further given two questions.

4.24.1 The support given by the management

If the respondent had chosen yes, as their option then the question that followed was to explain the various ways in which the school management helped

and supported the teachers working in their schools to help them reduce stress amidst the Covid-19 pandemic, also to cop up with the sudden shift that happened from face-to-face offline classes to virtual/online classes. A total of 40 responses were collected from the total sample size of 100 respondents.

As per the responses received a majority of the teachers were provided with good internet connectivity, electronic devices such as desktops, laptops etc. to conduct online classes and grooming, and orientation workshops and classes were provided to familiarize them with using different platforms such as Zoom, Google meets, Moodle, Google classroom etc.

Few came up with the opinion that proper freedom was given to take classes as per our comfort. “The timetable was flexible. There were adequate breaks, the syllabus was reduced, and we could also combine classes to teach”, says one of the respondents. The duration of each period was reduced from 40 minutes to 30 minutes. Another significant number of respondents came up with a different opinion than they were provided with special programmes to reduce their stress and anxiety. “Special programs were set by KVS and ZIET to overcome our anxiety,” says a respondent.

4.24.2 Perspective on management support

If the respondent had chosen no, as their option then the question that followed was to explain the various ways in which the teachers would like to get support and help from the school management to help them reduce stress amidst the Covid-19 pandemic, also cop up with the sudden shift that happened from face-to-face offline

classes to virtual/online classes. A total of 22 responses were collected from the total sample size of 100 respondents.

As per the responses received 22% of the respondents did not receive any help and support from their school management. According to the respondents, a majority of them opinionated that correction of answer sheets through online mode was very difficult. 'To reduce the number of periods' says a respondent. Another opinion brought out by the respondents was that their work must have been limited to the teacher rather than engaging them all with the administrative works of the institution. Another significant number of respondents came up with a different opinion to have an engaging section at least once a month like a fun gathering, an excursion, meetups etc. 'Some interesting sessions including fun games, free interaction with students, yoga, health-related programs' says a respondent.

4.24.3 Future of online classes in India

Towards the end of the questionnaire, an open-ended question was asked regarding the respondent's opinion about the future of online classes or virtual classes in India from a teacher's perspective. A total of 100 responses were collected. This was asked to get a more specific opinion, views, ideas and thoughts regarding the future of virtual classes, this is done because, from all the experiences and challenges faced by them, we would get a wider perspective and light on this topic.

As per the majority of responses received, online classes, have got both positive and negative sides to it as two sides of the same coin. According to a majority of the respondents, online classes are beneficial if either the teacher or student cannot travel to school or when students need to clarify their doubts. A few of them have the

opinion that offline classes are better than online classes as it helps to build a teacher-student relationship. 'During the pandemic, online classes were a blessing. But I prefer offline classes. Because I believe that it will create a strong bond between teacher and student' says a respondent. Another significant number of respondents came up with an opinion that online teaching is better and has got a great future. 'Online teaching has a great scope in a country like India but it mostly depends upon the interest of the students, and if the students are cooperative, then online teaching is better than offline' says a respondent.

4.25 Discussions

The data collected was through an online survey in the form of a questionnaire and the responses helped the researcher to interpret and analyse the mental health of teachers while teaching through an online mode, the challenges they faced and the things they did to overcome their difficulties and to improve their mental health.

The majority of the respondents agreed that they experience stress while teaching through an online mode. Most of them tried various methods and ways to reduce and overcome stress by engaging themselves in other activities, listening to music and practising yoga and meditation. They also agreed that they were very well supported by the management of the institution they work for by liberalizing certain routines such as orientation classes, combining of classes, providing flexible timing for work, amble break in between two periods etc.

Even though the organizations supported them well respondents found it difficult to manage both their work; taking classes online and doing the household work simultaneously. During this pandemic, the stress levels of teachers were rising, 19-35% of them really felt this rise in their stress levels. Respondents believe and

consider that the student-teacher relationship is one of the major factors for student performance and teacher job satisfaction. They evenly agreed that online teaching was very challenging.

According to the data analysed it was found that a majority of the respondents prefer traditional or face-to-face teaching as the best option for better performance and also to be continued in the future of the educational sector.

Chapter 5

CONCLUSION

5.1 Introduction

The purpose of the study was to analyze the ‘mental health of teachers during online teaching amidst the Covid 19 pandemic. This was conducted among the teachers of higher and senior secondary sections of CBSE and ICSE schools in Ernakulam district. This chapter is organized as follows: the first section will present the findings of the research by discussing the collected data and the second section concludes the thesis with its summary, limitations and recommendations for further research on the educational system.

5.2 Findings

- A majority of the teachers (62%) of them experienced stress while working. One of the main reasons for this was the sudden transition that they had to go through from face-to-face offline teaching to virtual, online teaching due to the Covid-19 pandemic. According to them, online teaching lacked proper communication, and job satisfaction and also felt the absence of a good teacher-student interaction.
- There is a correlation between the mental health of the respondents and the support provided by the school/institution that they work for to reduce stress. In the majority of the cases (55%), they provided and supported the respondents very well by organizing orientation sessions, reducing the syllabus, providing ample time in between each period, giving the freedom to take classes on their flexible timings and allowing combination classes.

- Some of the common physical symptoms of stress experienced by (55%) of the respondents were frequent headaches, sleep disorders, high blood pressure and loss of appetite. Whereas few mental symptoms of stress include mood swings for (51.5%) of the respondents, 47% experienced restlessness and 37.9% of them experienced anxiety.
- There is a correlation between the online classes and the change in the lifestyle of the respondents because here the teachers who were not much familiar with the latest technology, we're forced to learn all sorts of teaching applications, and they had to often find various methods to attract students to pay attention to the classes, they also had to manage both teaching and household works simultaneously. Around 40% of the respondents found these stressful.
- Even though many of the respondents found it difficult to handle both work and household chores, 36% of them spend quality time with their family members to reduce stress. They found it to be a perfect way to strengthen their relationship and bonding with all the family members and through this they found happiness and peace to overcome stress.
- During this pandemic, 19% of the respondents felt a rise in their levels of stress and 35% of them felt above-average stress levels. This can be due to the pressure that they had to teach all the students through online mode without interacting or seeing their students properly, the challenges of learning all the latest technologies and the mental anxiety and fear of uncertainty about their future.
- Although teachers, as well as students, were getting used to the online mode of teaching, they found it easier and more satisfactory while taking offline classes. They prefer face-to-face classes as it builds a strong student-teacher

relationship. After the pandemic, 50% of them prefer offline classes as they miss the interaction between students, their colleagues, the school environment etc.

5.3 Conclusion

The sudden wake of COVID 19 in India followed by strict lockdowns and restrictions enforced by the government gave rise to unexpected shifts in the educational sector. The restrictions induced due to the pandemic led to many variations and changes in the daily routines of the people. Similarly, the aspects of taking classes by teachers and the way of attending classes have undergone notable changes. Even though the educational industry was in a severe crisis, it was essential for them to bring some changes with the help of technology to keep the classes going. So, the government came up with the idea of conducting online classes through various platforms such as Google meet, zoom, google classroom etc.

Everyone including the school management, teachers, students and their parents was so confused about the working and functioning of the school. Majorly students and teachers were affected by this as there was a huge transition in the way the classes were conducted, it was shifted from face-to-face teaching at schools to virtual and online classes. They undertook many steps to enhance, to bring more accuracy and tried to rectify every flaw happening during the online classes.

Students and their, mental health were given more prominence during the pandemic. But at the same time, all the teachers went through the same difficulties and transitions. They found it very hard to cope with the new technological

advancements and lack of interaction with students. It very much affected their physical, mental and psychological well-being. All such factors will bring in tensions, multifarious discomforts in the spheres of their work and family life, and tensions within their other relationships.

Many teachers lacked support from the management whom they work for. The research community must work on different dimensions of online education to provide more insights into it. We must understand online teaching is not a substitute for a face-to-face method of learning rather it is an enrichment for traditional learning and later becomes a parameter for quality education.

5.4 Limitations of the Study

This research paper poses several limitations. First, the convent sampling limits the ability to generalize results as the respondents were only from the district of Ernakulum, conducted through an online survey. Due to time constraints, it was only possible to carry out the research with small sample size. If the survey was posted online for a longer period, it would have yielded more responses. The larger the sample size, the better the results and external validity of the research will be much higher. As it is a periodical study, there are chances that the study may find it irrelevant after the pandemic era. Pandemic and the shift in the educational practices were a recent area of study, the reference materials were very much less when compared to other areas of study.

5.5 Recommendations for Future Research

As technology is evolving day by day, and the limits of the educational sector are widening now and then a continuous examination of this sector will help in

understanding the recent trends and changes in the system and thus it is necessary to conduct future studies in this area. By studying the shifts in the educational system that happened over a certain period, the future researcher can always assess the upcoming changes to do a comparative study of the same. Increasing the sample size can be taken to work on a broader generalized population. A researcher can also study the different perceptions and the taste of the students, learners or seekers on the changing trends and innovations happening in the educational system to find out who gets adapted to it and those who do not.

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APPENDIX

Mental health of teachers during online teaching

Questionnaire

The study is intended to gather information for an empirical study conducted for the completion of Masters of Journalism and Mass Communication programme at St. Teresa's college. This questionnaire is designed for teachers of higher and secondary sections of CBSE and ICSE schools to analyze their responses. It was designed for teachers those who have taught through online classes for a minimum of 6 months. Kindly complete the questionnaire with your respective responses. This study is strictly confidential and the responses provided will remain anonymous.

1. Age of respondent

A) Below 30 B) 31- 40 years C) 41-50 years D) Above 50

2. Gender

A) Male B) Female C) Prefer not to say

3. Total years of teaching experience

A) Less than one year B) 2-3 years C) 3-5 years D) Above 5 years

4. Marital status

A) Married B) Unmarried C) Prefer not to say

5. Which stream do you teach?

A) Science B) Social Studies C) Social Studies D) Language E) Others

6. Do you feel stressed at work?

A) Yes B) No

7. If "Yes", could you please select the physical symptoms you experienced due to stress (Select whichever is applicable).

A) Frequent headache B) High blood pressure C) Loss of appetite D) sleep disorder E) Other

8. Please select the mental symptoms you experienced due to stress (select whichever is applicable)

A) Anxiety B) Uncontrollable anger C) Mood swings D) Restlessness E) Other

9. Has there been any support from the management of the institution you work to reduce stress due to online teaching?

A) Yes B) No

10. If "Yes", what are they?

11. If "No", what are the things you would like the organisation to do differently to help you cope with work stress?

12. Did you often feel stress at your workplace? If yes, did you feel your stress increased during pandemic?

A) Very much B) Somewhat C) Not much D) Not at all

13. How do you deal with your stress?

- A) Would engage myself in some other activity
- B) Exercise & meditation
- C) Stress reduction program
- D) Spending time with family
- E) Others

14. How stressful do you think is managing your work and family?

- A) Very much stressful
- B) Somewhat stressful
- C) Not much stressful
- D) Not at all stressed

15. What do you lack in online teaching?

- A) Student-teacher relation
- B) Lack of communication
- C) Job satisfaction
- D) Other

16. How would you rate the level of your job stress?

- A) Mild
- B) Moderate
- C) Severe
- D) Extreme

17. How long have you had the job stress?

- A) Less than a month
- B) 1-6 months
- C) 6 months-1 year
- D) More than 1 year

18. Opinion about online teaching during lockdown.

- A) Challenging
- B) Interesting
- C) Stressful
- D) Innovative

19. Time taken to adapt with the online mode of teaching

- A) Almost two weeks
- B) Almost 1 month
- C) <1 month
- D) <2 month

20. How many attempts have you made to relieve your job stress or solve the problem causing it?

- A) None
- B) One
- C) Two
- D) Three or more

21. What mode of teaching would you choose after the pandemic?

A) Traditional mode B) Online mode C) Hybrid mode (both online and offline simultaneously)

22. Does online teaching help you in any way?

A) Yes B) No

23. If "Yes", state the reason.

A) More quality time with family B) No time and money wasted on travelling
C) Flexible working hours D) Easy to manage work & household chores
E) Other

24. If "No", state the reason.

A) Lack of student - teacher interaction B) Lack of interaction with colleagues
C) Lack of school environment D) Creates family problems E) Others

25. What is your opinion about online teaching and its future in India?

