

# PERCEPTION OF TEACHERS ON THE PSYCHOLOGICAL IMPACT OF ONLINE CLASSES DURING THE PERIOD OF PANDEMIC COVID-19



## ABSTRACT

The health disaster COVID-19 pandemic changed many layers of the education field. The introduction of online classes created a 'new normal' day for each and every stakeholder of education. Teachers are one among these stakeholders who adapted quickly to the changing scenario. The present study explores the perception of teachers towards the psychological impact such as social isolation, stress, anxiety, and depression of online classes. A survey was conducted online utilizing a Google form with a 42-question questionnaire. The replies were gathered using a non-probability snowball sampling approach. A total of 200 replies were received from all throughout the United States. The findings reveal that male teachers have more impact on psychological variables like social isolation, anxiety, and depression. Teachers of both gender using their mother tongue for instruction also have the same psychological impact as male teachers. Higher secondary teachers suffer with more anxiety and the teachers using mobile phones for instruction have more social isolation.

**Keywords:** COVID-19 pandemic, perception, online classes, psychological impact, teachers.

## Introduction

The pandemic COVID-19 destroyed the livelihood of people worldwide. It has changed the harmony of the life of each and everyone from newborn to oldster. A sudden and drastic change happens to the field of education as a result the teaching and learning habits in the education sector changed dramatically. The pandemic has forced a huge shift from learning and teaching in traditional settings to new normal digital settings. Online classes have gained the momentum after COVID-19 resulted in schools being shut down all across the world. Teaching-learning is now done remotely and on digital platforms, thanks to the massive growth of e-learning. While various nations have varied levels of COVID-19 infection, the pandemic has caused school cancellations in about 1.2 billion children in 186 countries across the world. To keep the learners on track of learning, the teachers have to adapt technology in teaching. The smart classes are introduced by EDUCOM in 2004, and from then onward even though more than 12000 schools in India had smart classes, the usage was merely less. Most of the teachers didn't prefer the usage of smart classes because of various reasons like lack of training, lack of infrastructure, lack of confidence in using technology,

etc. But the pandemic made the teachers accept the challenge of teaching online without a second thought. To get continuity of education for children, the online mode was preferred over face-to-face classes, which enabled a new version of online learning with all learning processes conducted remotely.

## Need and Significance of the Study

Teachers are one of the important groups of people who are highly affected by the pandemic situation. They had to enter into a classroom where the voice of the teacher only matters. Even though the school was upgraded with a digital classroom, in most of the school the usage of it was only for namesake. Before the pandemic to conduct classes most of the teachers prefer face to face teaching to using a

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digital medium. So the sudden transition to online learning stood as a great challenge before them. Lack of knowledge and awareness of technology also accelerated their difficulties in conducting online classes. An academic year depending only on online learning increased the stress on teachers as it is very doubtful whether the content is reaching the learners or not. Engaging students in online classes is also stress increasing factor for teachers. The pandemic crisis bring about financial instability among teachers and it increased their anxiety about the future. During the COVID-19 health crisis online tends to make both students and teachers undergo contemplation, remoteness, and a scarcity of interaction. As a result of the lack of communication in their life many teachers and students who spent the inevitable amount of time on online learning started experiencing the feeling of social isolation too. Thus the psychological impact of online classes is more adverse for teachers.

Teachers' psychological issues are important why because they not only have a detrimental influence on teachers themselves but also directly affect academic outcomes. Moreover, teachers play an important role in the life of children and thereby in this wider society, so the psychological well beingness among teachers are more important in our society. Knowing the psychological impact on teachers due to online classes during the pandemic, we can provide them with intervention so as to tackle similar problems in their academic life and to achieve a good professional life.

### Objectives of the study

- ❖ To find out the teacher's perception of the psychological impact of online classes during the Covid-19 pandemic period.
- ❖ To study the significant difference in the teachers' perception of the psychological impact (social isolation, stress, anxiety, depression) of online classes during the Covid-19 pandemic period with respect to their gender, grade, medium of instruction, and type of device used.

### Hypotheses

1. There is no significant difference in the perception of teachers toward the impact of online classes during the Covid-19 pandemic based on selected psychological variables with respect to gender, grade, medium of instruction, or type of device used.

## Methodology

**Population of the study:** The high school and higher secondary teachers, in India are the subject of the study.



**Sample and Sampling Technique:** The cross-sectional survey was conducted during the pandemic period in 2021. Since the data were collected during the pandemic period in India, the investigators used an online survey. From participants, the responses were collected using the Snowball sampling technique which is a type of nonprobability sampling technique. A sample of 200 teachers from various high schools and higher secondary schools could be seen as a representation of the overall population. A representative sample was not chosen because it was not easy to obtain a large enough random sample due to time and monetary constraints. So purposive sampling was used. A cross-sectional online survey was adopted for the study.

### Data Collection Method

The cross-sectional online survey contains a questionnaire regarding the perception of teachers on the psychological impact of online classes during the COVID-19 Pandemic was carried out. The poll was conducted using an online questionnaire created with the aid of Google Forms software. The statistical significance of the dependent (perception) and independent variables was determined using the t-Test and ANOVA methods (demographic characteristics of the participants). For all analyses, a P value of less than .05 was deemed statistically significant.

### Testing of Hypotheses

Perception of teachers on the Psychological Impact of Online Classes during the period of Pandemic COVID-19

**H 0- 1:** There is no significant difference between male and female teachers with respect to the perception towards the impact of online classes during the Covid-19 pandemic based on a) social isolation, b) stress, c) anxiety, d) depression & e) the psychological impact.

**Table-1 :** Significant difference between male and female teachers with respect to the perception towards the

impact of online classes during the Covid-19 pandemic based on a) social isolation, b) stress, c) anxiety, d) depression & e) the psychological impact

Gender	N	Mean	SD	't' value	df	Sig	Result
Male	51	35.39	7.04	4.03	198	0.00	S*
Female	149	31.19	6.2				
Male	51	28.71	7.86	1.39	198	0.16	NS
Female	149	27.05	7.09				
Male	51	35	8.1	4.15	198	0.00	S*
Female	149	30.07	7.04				
Male	51	29.8	7.58	2.03	198	0.04	S*
Female	149	27.17	8.1				
Male	51	128.9	25.11	3.52	198	0.00	S*
Female	149	115.48	22.88				

(\*Significant at 0.05 level) S-significant, NS-not significant

The table-1 shows that there is a significant difference in the perception of teachers towards online class during the Covid-19 pandemic with respect to a) social isolation c) anxiety d) depression and also with e) psychological impact. The mean score of the perception of male teachers with respect to social isolation (35.39), anxiety (35.00), and depression (29.80) are greater than that of female teachers with respect to social isolation (31.19), anxiety (30.07), and depression (27.17) respectively. The mean score of the perception of male teachers on the psychological impact of online classes during the Covid-19 pandemic (128.90) is also greater than that of female teachers (115.48). It indicates male teachers have more social isolation, anxiety, and depression than female teachers. The psychological impact is also greater for male teachers.

The above table-1 also indicates that there is no significant difference between male and female teachers in their perception of the impact of online classes during the Covid-19 pandemic with respect to the variable stress.

**H 0 - 2:** There is no significant difference in the perception of teachers towards the impact of online classes during the Covid-19 pandemic based on a) social isolation, b) stress, c) anxiety, d) depression & e) the psychological impact with respect to grade.

**Table-2 :** Significant difference in the perception of teachers towards the impact of online classes during the

Covid-19 pandemic based on a) social isolation, b) stress, c) anxiety, d) depression & e) the psychological impact with respect to grade.

Impact	Grade	N	Mean	SD	't' value	df	Sig	Result
Social isolation	HS	88	32.11	6.51	0.27	198	0.78	NS
	HSS	112	32.38	6.82				
Stress	HS	88	27.48	7.34	0.00	198	0.99	NS
	HSS	112	27.47	7.33				
Anxiety	HS	88	29.41	7.04	3.22	198	0.00	S*
	HSS	112	32.83	7.74				
Depression	HS	88	28.06	7.23	0.33	198	0.74	NS
	HSS	112	27.67	8.65				
The Psychological impact	HS	88	117.1	22.49	0.95	198	0.34	NS
	HSS	112	120.4	25.35				

(\*Significant at 0.05 level) S-significant, NS-not significant

The above table-2 indicates that there is no significant difference between the teachers at high school and higher secondary school on perception towards the impact of online classes during the Covid-19 pandemic with respect to a) social isolation) anxiety, d) depression & e) the psychological impact.

The table-2 further reveals that there is a significant difference in the perception of teachers towards online classes during the Covid-19 pandemic with respect to c) anxiety. The mean score of the perception of higher secondary teachers with respect to anxiety (32.83) is greater than that of high school teachers (29.41). It indicates higher secondary teachers have more anxiety than high school students.

H0-3: There is no significant difference in the perception of teachers towards the impact of online classes during the Covid-19 pandemic based on a) social isolation, b) stress, c) anxiety, d) depression & e) the psychological impact with respect to the type of device used.

Table-3 : Significant difference in the perception of teachers towards the impact of online classes during the Covid-19 pandemic based on a) social isolation, b) stress, c) anxiety, d) depression & e) the psychological impact with respect to the type of device used.

Impact	Device	N	Mean	SD	't' value	df	Sig	Result
Social isolation	Laptop	31	29.06	6.18	2.95	198	0	S*
	Mobile phone	169	32.85	6.6				
Stress	Laptop	31	26.52	8.49	0.79	198	0.42	NS
	Mobile phone	169	27.65	7.09				
Anxiety	Laptop	31	31.16	7.44	0.13	198	0.89	NS
	Mobile phone	169	31.36	7.67				
Depression	Laptop	31	27.68	9.63	0.12	198	0.9	NS
	Mobile phone	169	27.87	7.74				
The Psychological impact	Laptop	31	114.42	26.93	1.12	198	0.26	NS
	Mobile phone	169	119.72	23.57				

(\*Significant at 0.05 level) S-significant, NS-not significant

The above table-3 indicates that there is no significant difference between the teachers using a laptop and mobile phone on perception towards the impact of online classes during Covid-19 pandemic with respect to b) stress, c) anxiety, d) depression & also e) the psychological impact.

The table-3 further reveals that there is a significant difference in the perception of teachers towards online classes during the Covid-19 pandemic with respect to b) stress. Hence the formulated H0-3b is rejected. The mean score of the perception of the teachers who are using mobile phones with respect to stress (32.85) is greater than that of the students using laptops for online classes (29.06). It indicates that students who are using mobile phones for online classes have more stress than students using laptops for online classes.

**H0-4:** There is no significant difference in the perception of teachers towards the impact of online classes during the Covid-19 pandemic based on a) social isolation, b) stress, c) anxiety, d) depression & e) the psychological impact with respect to the medium of instruction.

**Table-4:** significant difference in the perception of teachers towards the impact of online classes during the Covid-19 pandemic based on a) social isolation, b) stress, c) anxiety, d) depression & e) the psychological impact with respect to the medium of instruction.

Impact	MOI	N	Mean	SD	't' value	df	Sig	Result
Social isolation	English	120	31.1	7.03	3.07	198	0	S*
	Mother Tongue	60	34	5.69				
Stress	English	120	27.05	7.1	1	198	0.31	NS
	Mother Tongue	60	28.11	7.62				
Anxiety	English	120	30.47	7.62	1.97	198	0.05	S*
	Mother Tongue	60	32.61	7.46				
Depression	English	120	26.38	7.73	3.23	198	0	S*
	Mother Tongue	60	30.04	8.03				
The Psychological impact	English	120	115	23.78	2.85	198	0	S*
	Mother Tongue	60	124.8	23.59				

(\*Significant at 0.05 level) S-significant, NS-not significant

The table-4 reveals that there is a significant difference in the perception of teachers towards online class during the Covid-19 pandemic with respect to a) social isolation c) anxiety d) depression and also with e) the psychological impact. The mean score of the perception of teachers in mother tongue medium with respect to social isolation (34.00), anxiety (32.61), and depression (30.04) are greater than that of English medium teachers with respect to social isolation (31.10), anxiety (30.47) and depression (26.38) respectively. The mean score of the perception of teachers in mother tongue medium on the psychological impact of online classes during the Covid-19 pandemic (124.76) is also greater than that of English medium teachers (114.99). It indicates teachers using their mother tongue as a medium of instruction has more social isolation, anxiety, and depression than English medium teachers. The psychological impact is also greater for teachers using their mother tongue for instruction in online classes.

### Conclusion

The findings of the study reveal that the psychological impact varies among respondents. The findings indicate that the perception of male teachers toward online classes during the pandemic is more on social isolation, anxiety, and depression. The psychological impact is also more for male

teachers since men adapt to the changes a little more than women. For teachers of both genders using their mother tongue for instruction experiences the same psychological impact that of male teachers. It may be because the resource materials used in online classes are not easily available in the mother tongue hence teaching in online classes may be merely difficult. Higher secondary teachers have more anxiety than high school teachers. It may be due to worry whether the introduction of online learning in higher secondary may consume more time to finish the portion it will affect the academics of higher secondary students. Teachers using mobile phones for teaching suffers more social isolation than that using a laptop. Replacing face-to-face communication with a form of communication where body language and other signs and signals cannot be easily interpreted using a small screen may bring social isolation. Various Remedial programs are to be conducted to manage the psychological impact on teachers since the teachers are the pillars of the education system who enlighten the life of learners with knowledge.

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