



Online Teaching, Psychological State, and Job Satisfaction: Teachers' Perspective during COVID-19 Pandemic

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Abstract- Worldwide people struggled during 2020 with COVID-19 pandemic threats. Billions of people are affected extensively in a short time. The situation became worst in under developing countries with threats. Peoples' lives came to halt unpredictably. Most of the countries closed all the social activities and imposed nationwide lockdown as one of major response. Educational institutes are asked to continue the teaching-learning process through online streaming. The current article describes the university teachers' experiences of online teaching due to the COVID-19 lockdown situation in Pakistan. It is hypothesized that teachers were confronted with COVID-19, limited resources, and digital transformation that affect their psychological state. Due to psychological distress teachers' satisfaction in job performance. To testify these hypotheses, the researchers adopted the online survey method. The 670 university teachers participated in this study randomly. The data collected using a self-developed questionnaire about online teaching, DASS-21, and job satisfaction (OSI). It is analysed that online teaching due to the COVID-19 pandemic negatively affected the psychological state of respondents. This developed psychological distress in university teachers during the nationwide lockdown. They faced multiple challenges pre- and post-technological pedagogies in response to the first online teaching phase. The participants have perceived weak job satisfaction under these mental conditions.

Keywords: COVID-19; Online Teaching; Psychological state; Job Satisfaction; Higher education

I. INTRODUCTION

The consequences of the COVID-19 pandemic influenced worldwide unprecedented challenges and risks. More than 1.95 million people died due to this coronavirus disease. Within days, this pandemic severely affected the global economy, social activities, education, and health. This extensive impact transformed every department of life including education (König et al., 2020). Over 1.5 billion students forced to stop their education due to the COVID-19 pandemic (Nations, n.d.). The global education community migrated from a formal to an online system of education. The academician explored ways to respond to COVID-19 nationwide lockdown and safety measures. Pakistan is the fifth most populated country in the world. In spring 2020, Pakistan has imposed a nationwide lockdown. All the routine activities are disrupted and marked to deal online. The students across the country posed uncertainty with crippled infrastructure in the higher education of Pakistan (Ali et al., 2020). This online format for traditional learning occurred during the COVID-19 era and transformed into digitalization at large (König et al., 2020; McFarlane, 2019). University teachers evolved their professionals in significant challenges, mental state, and sudden preparedness.

Like other under-developing countries, Pakistan lags far behind in technology transformation, digital education, and fancy infrastructure. The higher education commission (HEC) Pakistan utilized the education system and emphasized online education delivery. Universities are asked to initiate online teaching-learning modules with several challenges as the inadequate capacity of ICTs, advanced teachers' training, digital accessibility in far-flung areas, and acceptance (Ali et al., 2020; Kanwal et al., 2017). This added substantial responsibilities on teachers to perform with a positive psychological state and expected challenges (Guangul et al., n.d.).

Simultaneously pandemics devastate social lives and led to psychological distress (Karataş, 2020). Infectious diseases led people with negative psychological responses. It has been observed that

pandemics greatly impact students with anxiety, depression, stress, and posttraumatic state. Students of higher education are found with psychological distress due to the COVID-19 situation (H. Ahmed et al., 2020; M. Z. Ahmed et al., 2020; Burgess & Sievertsen, 2020; Cole et al., 2019; Germann et al., 2019; Hiremath et al., 2020) While, teachers respond to the sudden online teaching transformation with multiple challenges as professional, personal, and social. The teaching sector postulated a diverse transition to support the higher education community. They engaged themselves in knowledge-sharing activities through an online-platform (Joseph et al., 2020).

The Current study

The coronavirus disease sharply affects the higher education community at the micro to macro-level (Karataş, 2020). In the case of Pakistan, the academia with the second wave of COVID-19 threat required more scientific researches. More investigations to identify disruption, challenges, and responses towards COVID-19 are of great importance. These researches contribute to preventing the destructiveness of infectious disease through pre- and post-scenario (Ahmad et al., 2020; Karataş, 2020). Considering the mega effects of COVID-19 on people, this study investigated the perspectives, psychological state, and job satisfaction of university teachers during online teaching due to the COVID-19 pandemic. The researchers emphasized on the threefold research question:

1. What are the perceptions of teachers about online teaching due to COVID-19 pandemic lockdown?

In order to examine the effect of online teaching from psychological state to job satisfaction, the researchers have postulated the following hypotheses:

H1: Online teaching does have significant negative effect on the psychological state of university teachers

H2: Psychological distress does have significant negative effect on the job satisfaction of university teachers

II. METHOD

A quantitative research design has been adopted in this study. An online survey was administered to gather data through self-reporting questionnaires. The participants were informed that their responses remained confidential. Only aggregated data will be used for analysis and presentation.

Participants

The data collection started from November to December 2020 during the second wave of COVID-19. The sample of this has been composed of 670 university teachers including lecturers, assistant professors, and visiting faculty. All university teachers experienced online teaching since March 2020. There were 69% female and 31% male university teachers. **Measures**

Online teaching

An online teaching experience questionnaire was developed by the researchers. This questionnaire measured experiences and opinions about online teaching due to COVID-19 lock down specifically. The online teaching questionnaire was comprised of 25 items on 5 components as readiness for digital transformation (6 items), resources of educational technology (4 items), university corporation (4 items), online assessment (5 items), and challenges (6 items).

Psychological Distress

The researchers adopted depression, anxiety, and stress scale - 21 items (DASS-21) to measure psychological distress among university teachers. DASS-21 short form is developed by Lovibond and Lovibond (1995). DASS-21 comprised of three subscales (depression, anxiety, and stress). Each subscale contains seven-dimensional items. A self-reported DASS-21 examines the emotional state of respondents in non-specific conditions. All the items were rated on a four-point scale from 0 to 3. The cut-off scoring on DASS-21 was calculated for final scores.

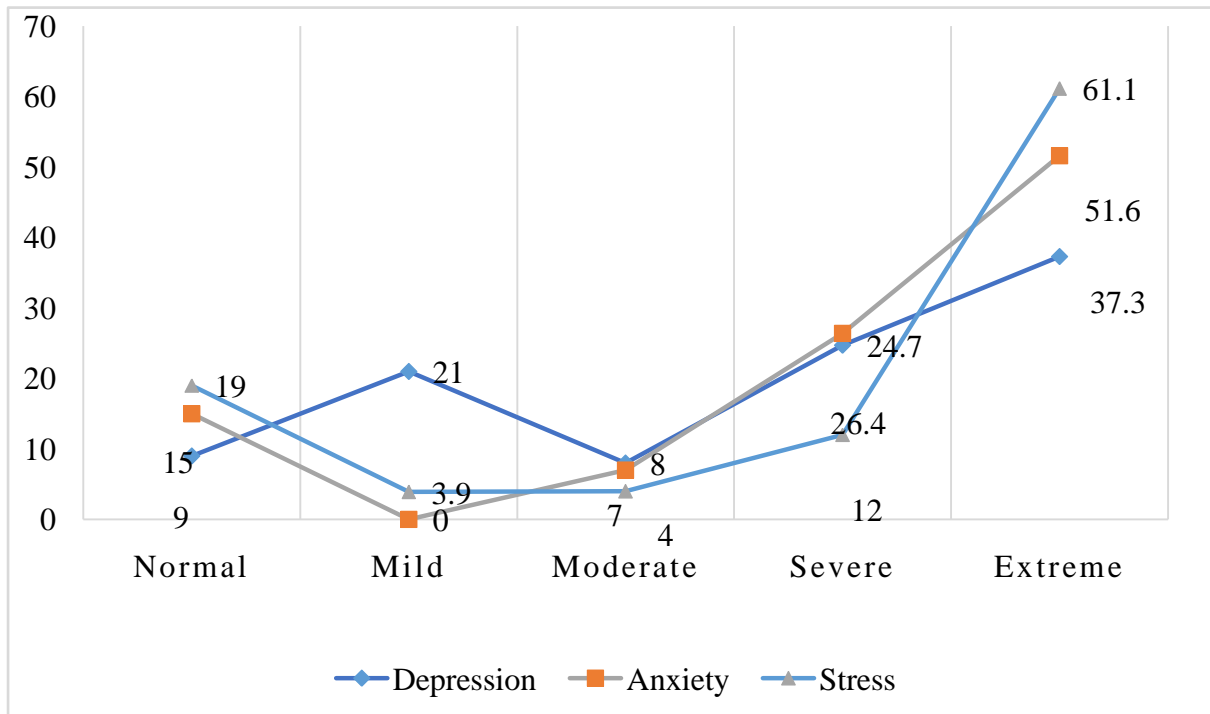
Job performance

Occupational stress inventory (OSI) developed by Cooper et al. (1988) was adopted in this study. Only the section “job satisfaction” was used to measure satisfaction levels during online teaching. This component has consisted of 22 items. The reliability of this scale is provided in the OSI booklet with normative data (Robertson et al., 2007).

III. RESULTS

Figure 1

Teachers' Levels of Psychological Distress Due to COVID-19 Situation (In Percentage)



The proportion of teachers’ responses explains their psychological distress during the COVID-19 outbreak (Figure 1). It can be observed that the most of respondents (61.1%) exhibited extreme stress during COVID-19. Though, this pandemic brought stress, anxiety, and depression and influenced their psychological, personal, and social state. The highest level of psychological distress among the respondents. With higher levels of depression (37.3 %), anxiety (51.6 %), and stress (61.1 %). This indicates high psychological distress with a load of professional responsibilities.

Table 1

Comparison of Male and Female Teachers' Perception about Their Online Teaching Experience and Job Satisfaction

		Gender	M	SD	<i>t</i> *	<i>f</i> *
Online Teaching	Readiness	Male	2.81	.532	1.030	.667
		Female	2.77	.497	1.022	
	Resources	Male	2.50	.605	.032	1.188
		Female	2.50	.567	.032	
	Corporation	Male	2.76	.782	.410	.661
		Female	2.73	.787	.411	

Assessment	Male	2.65	1.171	.527	1.506
	Female	2.60	1.106	.523	
Challenges	Male	2.63	.900	2.284	4.203
	Female	2.48	.845	2.266	
Overall	Male	3.41	.859	-.103	.187
	Female	4.42	.869	-.103	
Job Satisfaction	Male	2.44	.298	1.345	.529
	Female	2.21	.262	1.324	

* $p < .05$

The mean scores of male and female teachers' perceptions regarding online teachers are presented in table 1. The significant lower mean score differences are found between male and female teachers' responses about readiness for digital transformation (MD = .015), resources of educational technology (MD = .025), university corporation (MD = .047), online assessment (MD = .15), challenges (MD = -.070), and job satisfaction (MD = .029). Whereas, female teachers (M = 4.42, SD = .869) demonstrated online teaching more challenging in comparison to male teachers (M = 3.41, SD = .859). Both groups are expressed the least job satisfaction during COVID-19 online teaching with the below-average cut point value of 2.5.

Table 2

Association between Online Teaching due to COVID-19 Pandemic and Teachers Psychological Distress

Online Teaching	Psychological Distress	
	r	p
Readiness	.321	.001
Resources	.535	.005
Corporation	.353	.000
Assessment	.621	.003
Challenges	.954	.000
Overall	.711	.010

* $p < .001$

The overall correlation of online teaching and teachers' psychological distress is displayed in table 2. The is significant positive and strong relationship (overall) between online teaching and psychological distress ($r = .711$, $p = .010$). The lowest correlation is found between readiness for online teaching and psychological distress ($r = .321$, $p = .001$). A positive and strong association is found between the challenges of online teaching and psychological distress ($r = .954$, $p = .000$). This indicates that the teachers' un-readiness and challenges towards online teaching led to mental distress.

Table 3

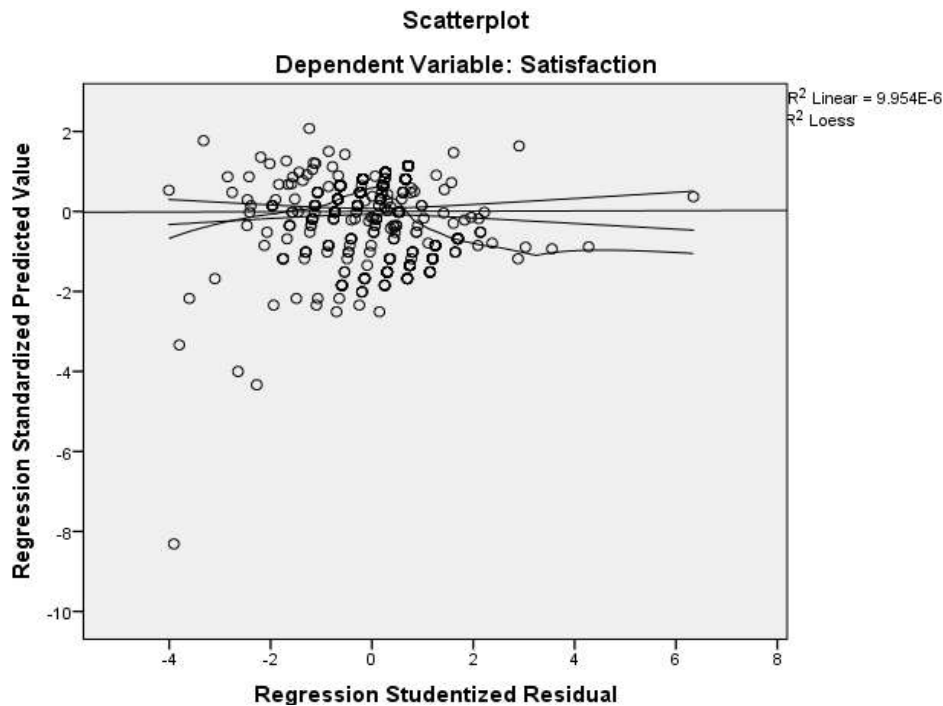
Effect of Psychological Distress on Teachers Job Satisfaction

	β (Standardized)	Standard Error	F*	t^*	R^2
Psychological distress	.022	.037	3797.36	19.786	0.22
		.014			
r			-.312		

$p < .001^*$

Table 3 exhibits the effect of psychological distress (depression, anxiety, & stress) on their job satisfaction. This technique employed to examine the impact of psychological distress on respondents' job satisfaction. It is evident that psychological distress is significantly influenced by teachers' job satisfaction. A negative association is found between psychological distress and job satisfaction ($r = -.312$). Psychological distress among teachers decreases their satisfaction level with 3797.36 value of $F(2, 664)$, and 19.786 value of t . The R^2 contributed 22% of the variance in predicting job satisfaction during online teaching in COVID-19.

Figure 2
Impact of Psychological Distress on Teachers' Job Satisfaction



A scattered plot displays binary predictor psychological distress and its impact (negative) on job satisfaction. A zero-positive relationship without pattern can be seen on a linear curve. It can be observed that this examine is indicated that participants with psychological distress showed low job satisfaction.

IV. DISCUSSION

Pakistan is badly survived due to infectious disease came from the neighbouring countries China and Iran. Pakistan is an under developing country and the fifth populated country in the world. It was quite hard for pandemic measurements and social preparedness with limited resources (Ahmed et al., 2020; Gillani, 2020). Pakistan government is one first five countries that imposed nationwide lockdown. Social activities were shut down including educational institutes (Ahmad, Shah, et al., 2020). Teachers were asked to teach through an online-teaching module. That educational disruption demanded a sudden response with technological compatibility and enough practice. Massive workload, responsibilities, and digital transition have been put on teachers. Competitive online teaching is composed of quality instructions, strong communication, advanced management system, boosted digital competencies, principles, prototypes of online educational philosophies, transformed curriculum, fair assessment, and fancy IT infrastructure (Hodges et al., 2020; Bozkurt & Sharma, 2020). Teachers have their concerns about families during COVID-19, precautionary measures, limited resources, professional responsibilities, administrative reporting, and new experience of digital teaching (König et al., 2020). Keeping this context, the current study investigated the influence of online teaching on the mental health of teachers. It is examined that online teaching does have a significant negative effect on the psychological state of university teachers (H1). This is invariable that psychological distress does have a significant negative effect on the job satisfaction of university teachers (H2). The researchers have examined that unprepared online teaching during COVID-19 increased psychological distress in university teachers (figure 1). This mental state has a significant negative impact on teachers' job satisfaction (Table 2 & 3). This to become

happen due to a bundle of issues and challenges in the higher education system. Teachers in higher education have joined online teaching with numerous concerns manifested (Cuetos et al., 2020). The digital limitations, lack of students' responses, insufficient IT infrastructure, and weak online assessment added stress for teachers. These justified reasons influenced teachers' wellbeing with health requirements, professional competencies (Ahmad, Khan, et al., 2020; Aperribai et al., 2020; Arshad Ali et al., 2020; Kanwal et al., 2017). In conclusion, alleviated online teaching load led to psychological distress during the COVID-19 nationwide lockdown. That consequences inversed job satisfaction in university teachers. **Limitations and Future Directions**

The current study is delimited to an online survey with approachable techniques. There are several variables and areas in Pakistan that have the excessive impact of coronavirus with death penalties. The teachers in this kind of area including the rural side need to be investigated. The future researchers may robust further investigation in these areas with greater sampling and different research techniques.

Implications for Practice

The variables used in the study are indicated in different contexts in association with COVID-19 adverse association with mental health to university teachers' job satisfaction. This research paper is explained the perceptions and experiences of teachers who established online teaching in the extreme stress of COVID-19, nationwide lock down, and limited resources. The results of the current study may be applied in a similar setting in under developing countries.

Significance statement

The present study highlights negative effects of COVID-19 pandemic on university teachers' mental health. Psychological distress has led to dissatisfaction with job. By collecting the data from the university teachers who have been involved in online-teaching and psychological distress during COVID-19 pandemic. This study may useful to educational groups as it emphasizes that psychological distress, and challenges of teaching produce job dissatisfaction. Teachers' job dissatisfaction reflects on its stakeholders in loops. It may helpful to develop preventive psychological support management for teachers in long term.

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