

A comparative study on the perception of school and college teachers towards work from home during the Covid19 pandemic

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Abstract

The world is going through times it has never ever experienced before. The covid pandemic has taken its toll not only on the human lives but also the way people live. Right from wearing masks, to online classes, to working from home, every aspect of our lives has changed. It has become the new normal and will take some time to go back. Aim of this study is to find out the perception of the college and school teachers towards work from home during the covid pandemic with regards to various parameters like time involved, workload, effort involved, work satisfaction and so on. The results of this study indicate that the school teachers experience more workload than the college teachers while working from home. Similarly, the time spent in online teaching is more for school teachers than their counterparts. Also as far as work life balance is concerned, the college teachers enjoy a favourable position.

Keywords

Covid pandemic, work from home, new normal, work life balance, online teaching

Introduction

Since life started on the earth and humankind started moving forward, there have been good times and bad times for people around the world. People were affected by natural disasters, man-made disasters, economic crash downs, wars, political instability etc. However, all these hardships affected a particular area or group of countries. The Great Depression in 1930 was one of the hardships which is said to have affected the whole world, but the fact was that it affected the different parts of the world at different times. The covid pandemic which is happening at present is peculiar in the sense that it is a pandemic, which has affected almost the whole world, and that too at the same time. This makes the covid pandemic different from other pandemics. The entire world is experiencing something never experienced before and this situation is bound to stay till a vaccine is developed to combat covid.

People started making alternatives for the various things that they could do, thus came about online classes, online examinations, work from home, to name a few. People have to work to keep their lives moving, and so work from home was a good option, where the employers could get their work done, without risking the lives of the employees. During this pandemic, like other jobs, teaching has also gone online. Just because of the virus, schooling cannot be done away with. Hence new ways of teaching had to be used. Though online classes and tuitions had been prevalent for some time, it has now become the new normal. Governments had to find out means to facilitate the teaching process. Thus came about the concept of online teaching.

Online teaching means teaching using the internet. It is quite different from the regular classroom teaching, in the sense that there is no personal touch between the teacher and the

students, interaction is limited and so on. However, things have to go on, and hence the change had to be implemented. The teachers had to get themselves readied for the change, and it was not easy. Since the teachers were used to teaching with the students in front of them, based on their responses, it was going to be difficult to make a one-way transaction. Moreover the parents would also be observing their classes, which would be quite inhibiting. Overcoming these challenges and more, the teachers rose to the situation and were able to handle the online classes. If it was daily commuting to the school, now it is staying at home and teaching. If it was the noisy classroom earlier, now it is the silent online classes. Thus goes the list of changes in the pre-covid classes and the classes during the covid.

Significance of the study

The covid pandemic has brought about a sea of change in the lives of human beings. The present lifestyle is something which nobody could ever imagine. However, human beings have an ability called adaptation, which makes them different from other living beings. This is what is exactly being done in all the fields of work. So also in the field of education. It would be impractical to let go an academic year just because of a pandemic. Hence it was decided to carry on classes online. This was going to be different not only for the students, but also teachers. Hence this study is relevant as it intends to study the difference between the perception of school and college teachers towards work from home.

Review of Literature

The present study aims at studying the perception of school and college teachers towards work from home. For a study to be well done, a lot of reading is required in the related areas. This process of survey of already published articles related to the topic is called 'Review of literature'. The following are a few relevant publications which were come across.

Ms. Nima Ravi and Dr. Dhanya J.S, in their study titled '*Opportunities and challenges of lockdown for students and teachers*', concluded that there were opportunities such as better work life balance, and opportunities for updating technology, there were challenges such as lesser work satisfaction. The students had opportunities in the form of more flexibility in learning, while their main challenge was net connectivity. **Masduki, Purvanto et al** concluded that there were both advantages and disadvantages for the teachers working from home, in their study titled '*Impact of Work from Home on Indonesian teachers.*'

'*Online teaching during Covid 19 : prevalence of occupational stress among University faculty in Pakistan*' was a study conducted by **Syeda Beanish, Bilal Asmat Cheema, Sobia Siddique**, the findings of which were poor work life balance, improper technical backup, work overload and improper training in online teaching were the major reasons for occupational stress.

Rajwinder Kaur, in her study '*Impact of Covid 19 on higher education sector: challenges and solutions to University level faculty*' concludes that work-life balance, student management and handling online platforms were the main challenges faced.

Objectives of the study

- 1 To compare the perception of school and college teachers towards work from home
- 2 To analyse the perception towards work from home based on the variables

Hypothesis

H₀: There is no significant difference between the perception of college and school teachers towards work from home

H₁: There is a difference between the perception of college and school teachers towards work from home.

Research methodology

This study intends to make a comparison among school teachers and college teachers regarding their perception towards work from home. Hence descriptive research has been adopted to understand the existing situation. First-hand information is collected, analysed and interpreted. Random sampling has been adopted as the school and college teachers were selected at random. A total of 100 teachers, including school and college teachers were selected for the study. Both primary data and secondary data were collected for the study. Primary data was collected through a questionnaire prepared with the objectives of the study in mind. The questionnaire was in Google form, which was considered the most ideal way out in the pandemic time.

Secondary data was collected from websites, journals and books.

Analysis and interpretation

Analysis of the data collected was done using frequency tables, percentages, bar charts, t-test and chi-square test. All this was done keeping in mind the objectives of the study.

Analysis based on variables

1. Workload

Workload means the amount of work, in terms of preparation for classes in the pre-covid and during covid times.

H₀₁ : Average workload is same for school and college teachers at pre- covid

H₀₂ : Average workload is same for school and college teachers during covid

Group Statistics

	Type of institution	N	Mean
Total work load pre covid	School	45	2.2222
	College	55	2.1455
Total work load during covid	School	45	4.8444
	College	55	4.2000

Independent Samples Test

	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
Total work load pre-COVID	.381	98	.704

Total work load during COVID	2.099	98	.038
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$p > .05$ at pre covid and $p < .05$ during covid. We accept H_{01} but reject H_{02} . Average workload of school and college teachers are same at pre- covid but appears to be different during covid. From the average values, it is seen that school teachers have more workload than college teachers during covid.

H_{01} : There is no association between level of work load and type of institution at pre- covid

H_{02} : There is no association between level of work load and type of institution during covid

Type of institution * Level of work load pre- covid

		Level work load pre covid			Total
		Low	Moderate	High	
Type of institution	School	14	13	18	45
	College	17	18	20	55
Total		31	31	38	100

Chi-Square Tests

		Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square		.204	2	.903
No. of Valid Cases		100		

Type of institution * Level of workload during covid

		Level of workload during covid			Total
		Low	Moderate	High	
Type of institution	School	13	15	17	45
	College	27	17	11	55
Total		40	32	28	100

Chi-Square Tests

		Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square		5.364	2	.068

$p > .05$ in both cases. We accept H_{01} and H_{02} . There is no association between level of workload and type of institution at pre- covid as well as during covid.

Interpretation

Average workload of school and college teachers are same at pre-covid but appears to be different during covid. From the average values, it is seen that school teachers have more workload than college teachers during covid.

2. Time involved in teaching

Here time is studied in two aspects- time spent for actual teaching and time spent for other works related to teaching

H_{01} : Average time spent by school and college teachers for actual teaching are equal at pre-covid

H_{02} : Average time spent by school and college teachers for online teaching are equal during covid

Group Statistics

	Type of institution	N	Mean
Total time pre-covid	School	45	5.82
	College	55	5.18
Total time during covid	School	45	5.64
	College	55	5.33

Independent Samples Test

	t-test for Equality of Means		
	T	df	Sig. (2-tailed)
Total time pre- covid	2.160	97.000	.033
Total time during covid	.89	80.00	.360

In the case of pre- covid , $p < .05$, we reject H_{01} . During covid $p > .05$. we accept H_{02} . There is difference in the average time spent for teaching at pre- covid time. From the mean value school teachers used to spend more time than college teachers. But the time spent is almost same for both groups during covid.

H_{01} : There is no association between time spent and type of institution at pre- covid

Type of institution * Level of time pre- covid

	Level of time pre covid		Total
	Medium	High	
School	32	13	45

Type of institution	College	43	12	55
Total		75	25	100

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.660	1	.417

$p > .05$. We accept H_{01} . Time spent and type of institution are independent at pre- covid time.

H_{02} : There is no association between time spent and type of institution during covid
Type of institution * Level of time during covid

Type of institution		Level of time during covid			Total
		Low	Moderate	High	
School		15	10	20	45
College		19	23	13	55
Total		34	33	33	100

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.138	2	.046

$P < .05$. We reject H_{02} . There is association between time spent and type of institution during covid.

Interpretation

As regards time spent in teaching, the school teachers spent more time in teaching than their counterpart in the pre-covid period, whereas both spend almost the same time during covid. However apart from teaching, the school teachers spend more time with their teaching related activities during covid.

3. Teaching difficulties

Teaching difficulties implies the problems faced by the teachers while teaching online.

Acquainted with online teaching

	Frequency	Percent
Yes	64	64.0
No	36	36.0
Total	100	100.0

64 percent of the respondents were acquainted with online teaching whereas 36 percent were not.

Comfortable with online teaching

	Frequency	Percent
Yes	69	69.0
No	31	31.0
Total	100	100.0

69 percent of the respondents are comfortable with online teaching, unlike 31 percent who are not.

H0: Various difficulties of online teaching are same for both the institutions during covid

Group Statistics

	Type of institution	N	Mean
Poor Internet connectivity	School	45	.58
	College	55	.69
Hardware issues	School	45	.24
	College	55	.15
Lack of knowledge of online teaching	School	45	.20
	College	55	.05
Absence of Physical presence of students	School	45	.80
	College	55	.73

Independent Samples Test

	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
Poor internet connectivity	-1.169	98	.245
Hardware issues	1.253	98	.213
Lack of knowledge of online teaching	2.261	98	.026
Absence of physical presence of students	.842	98	.402

$P < .05$ only for a single factor and $p > .05$ for all other factors. Lack of knowledge of online teaching is different between school and college teachers and from mean values it is more serious in the case of school teachers. All other factors that cause difficulties are same for both institutions.

Interpretation

Majority of the respondents are acquainted with online teaching as well as they are comfortable with it. However as far as the various factors of teaching difficulty are concerned, lack of online teaching is more with the school teachers, whereas the other factors such as poor internet connectivity, hardware issues and absence of physical presence of students, are same for both school and college teachers.

4. Extra effort involved

More effort involved

	Frequency	Percent
Yes	63	63.0
No	37	37.0
Total	100	100.0

63 percent of the respondents feel that there is extra effort involved in teaching in the pre-covid times, whereas 37 percent feel that there is no extra effort involved.

H₀: The areas that require more effort at pre-covid are same for school and college teachers.

Group Statistics

	Type of institution	N	Mean
Class management	School	45	.58
	College	55	.44
Substitution	School	45	.33
	College	55	.20
Special class	School	45	.38
	College	55	.35
Travelling	School	45	.42
	College	55	.31

Independent Samples Test

	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
Class management	1.407	98	.163
Substitution	1.514	98	.133
Special class	.332	98	.741
Travelling	1.169	98	.245

p>.05 for all indicates that the different areas requiring more effort in normal teaching are the same for both school and college teachers at pre- covid period.

Able to interact with students

	Frequency	Percent
Yes	73	73.0
No	27	27.0
Total	100	100.0

73 percent of the respondents feel that they are able to interact with the students while teaching online, while 27 percent feel they are not.

Interpretation

Majority of the respondents feel that there was extra effort involved during pre-covid times with respect to class management, substitution, special class and travelling. However, all this has reduced during covid. Majority of the teachers feel they are able to interact with the students while teaching online.

5. Knowledge gained

Gained additional knowledge

	Frequency	Percent
Yes	91	91.0
No	9	9.0
Total	100	100.0

Of the respondents, 91 percent feel that they have gained additional knowledge by teaching online, whereas only 9 percent feel they have not.

H_0 : The additional knowledge gained by online teaching are same for both institutions during covid

Group Statistics

	Type of institution	N	Mean
Making power point presentations	School	45	.67
	College	55	.53
Handling different software	School	45	.73
	College	55	.69
No physical presence	School	45	.62
	College	55	.53

Independent Samples Test

	t-test for Equality of Means		
	t	Df	Sig. (2-tailed)
Making power point presentations	1.410	98	.162
Handling different software	.461	98	.646
No physical presence	.949	98	.345

$p > .05$, for all factors. We accept H_0 Additional knowledge gained by school and college teachers in the above mentioned factors due to online teaching are the same.

Interpretation

Majority of the respondents feel they have gained additional knowledge due to online teaching. There is no difference in the additional knowledge gained in the areas of making power-point presentations, handling different software etc.

6. Work life balance

Prefer Work from home

	Frequency	Percent
Yes	47	47.0
No	53	53.0
Total	100	100.0

Of the 100 respondents, 53 percent do not prefer work from home, though 47 percent do.

H_0 : Work-life balance based on the nature of work are same for school and college teachers during covid

Group Statistics

	Type of institution	N	Mean
More flexible	School	45	.18
	College	55	.38
No travel	School	45	.20
	College	55	.29
Manage family and work	School	45	.29
	College	55	.31

Independent Samples Test

	t-test for Equality of Means		
	t	Df	Sig. (2-tailed)
More flexible	-2.272	98	.025
No travel	-1.040	98	.301
Manage family and work	-.217	98	.829

$P < .05$ for flexibility criterion and $p > .05$, for other two factors. In the case of flexibility school and college teachers have different perspectives. From the mean value college teachers seem to enjoy more flexibility than their counter part. But regarding other two factors, both enjoy in a similar manner.

H_0 : Factors that maintain work-life balance based on additional expenses due to online teaching are same for teachers from both institutions during covid

Group Statistics

		Type of institution	N	Mean
Travelling expense reduced		School	45	.76
		College	55	.93
Shopping expense reduced		School	45	.80
		College	55	.36
Expense for treats reduced		School	45	.38
		College	55	.22

Independent Samples Test

	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
Travelling expense reduced	-2.439	98	.017
Shopping expense reduced	4.814	98	.000
Expense for treats reduced	1.759	98	.082

$p > .05$ for cut in expense for treats and hence there seems to have the same mode in spending for this item in the case of school and college teachers during covid. But $p < .05$ for other two factors namely cut in travelling and shopping expenses. The style of reduction in these items are different in the case of school and college teachers as a part of working from home. College teachers are able to reduce their expenses for travel whereas shopping expenses are reduced for school teachers.

Interpretation

53 percent do not prefer Work from home, though 47 percent do. Based on the nature of work, college teachers seem to enjoy more flexibility than their counterpart, but regarding the other factors viz, no travel and managing work and family, both school and college teachers have the same perspective. Regarding additional expenses, expense for treats have reduced for both school and college teachers. College teachers have also reduced their

travel expenses and school teachers have reduced on their shopping expenses compared to their counterpart. Overall the college teachers see be more happy with work from home.

7. Work satisfaction

Ho : School and college teachers have same opinion on their preference of working

Group Statistics

	Type of institution	N	Mean
Prefer work from home	School	45	.07
	College	55	.16
Prefer school/college teaching	School	45	.69
	College	55	.49
Both are same	School	45	.24
	College	55	.35

Independent Samples Test

	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
Prefer work from home	-1.486	98	.140
Prefer normal teaching	2.016	98	.047
Both are same	-1.092	98	.277

$P < .05$ for normal teaching indicates that the preference regarding it is different for both groups. From mean table it can be observed that school teachers are more for normal teaching than college teachers. Regarding preference in work from home and having an impartial opinion about it are same for both institutions as in both cases $p > .05$.

Work from home part of new normal

	Frequency	Percent
Yes	59	59.0
No	41	41.0
Total	100	100.0

59 percent of the respondents are of the opinion that work from home should be part of the new normal, once the covid pandemic subsides, whereas 41percent feel the other way.

Ho : Factors reducing work satisfaction are same for teachers from both institutions during covid

Group Statistics

	Type of institution	N	Mean
Socialising missed	School	45	.78
	College	55	.76
Canteen visits missed	School	45	.11
	College	55	.13
Gossips missed	School	45	.00
	College	55	.05
School environment missed	School	45	.91
	College	55	.67

Independent Samples Test

	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
Socialising missed	.166	98	.869
Canteen visits missed	-.245	98	.807
Gossips missed	-1.595	98	.114
Campus environment missed	2.958	98	.004

$P < .05$ in the missing of campus environment implies that teachers from both school and college differ in their opinion about missing the familiar environment and it is much more in the case of school teachers. Teachers belonging to both institutions are not different as far as their missing in other elements are considered since $p > .05$ in all other cases.

Interpretation

School teachers prefer the normal teaching than college teachers. It is interesting to note that school teachers miss their campus environment more, as compared to the college teachers. All other factors such as socializing, canteen visits, and gossips are equally missed by both the school and college teachers. School teachers are less satisfied with work from home.

8. Challenges faced

Challenging

	Frequency	Percent
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Yes	80	80.0
No	20	20.0
Total	100	100.0

80 percent of the respondents feel that work from home is more challenging than normal teaching. 20 percent, however do not feel so.

Ho: The challenges faced in online teaching are same for both groups during covid

Group Statistics

	Type of institution	N	Mean
Poor Connectivity	School	45	.67
	College	55	.49
Lack of proper workplace at home	School	45	.20
	College	55	.22
Children disturbance	School	45	.16
	College	55	.25
Working time not fixed	School	45	.49
	College	55	.27
No socializing	School	45	.53
	College	55	.42
Lack of gadgets	School	45	.22
	College	55	.16

Independent Samples Test

	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
Poor Connectivity	1.776	98	.079
Lack of proper workplace at home	-.220	98	.826
Children disturbance	-1.206	98	.231

Working time not fixed	2.262	98	.026
No socializing	1.144	98	.255
Lack of gadgets	.738	98	.463

$P < .05$ in the case of working time not fixed. So there is disparity among teachers in school and college when their working time pattern is considered. It is more uncertain for school teachers. Other challenges faced by both the groups are not different as $p > .05$ in all other cases.

Interpretation

Majority (80 percent) of the respondents feel that work from home is more challenging than normal teaching. School teachers feel that their working time is not fixed as compared to the college teachers. All other challenges are same for school and college teachers.

Findings

A sample of 100 teachers was taken for the study, of which 45 were school teachers and 55 were college teachers. Based on the variables, the analysis was done. The results were as follows:

- Workload

It was found that average workload of school and college teachers are same in pre-covid period, whereas during covid, school teachers have more workload than college teachers.

- Time involved

The school teachers spent more time in actual teaching than their counterpart in the pre-covid period, whereas both spend almost the same time during covid. However apart from teaching, the school teachers spend more time with their students during covid.

- Teaching difficulties

Except for 'Lack of knowledge of online teaching', which is felt more by school teachers, all other factors are equally difficult for both school and college teachers.

- Extra effort involved

The results indicate that there is no significant difference in the extra effort involved in teaching for both school and college teachers during the pre covid period.

- Knowledge gained

There is no difference in the additional knowledge gained in the areas of making power-point presentations, handling different software etc.

- Work life balance

The results show that college teachers enjoy more work life balance, as they enjoy more flexibility than their counterpart.

- Work satisfaction

The school teachers are more satisfied in the normal way of teaching, whereas college teachers are satisfied with online teaching also. School teachers miss the campus environment more than the college teachers.

- Challenges faced

The respondents feel that online teaching is more challenging. The school teachers feel that they do not have any fixed working time during work from home. All other challenges are same for both school and college teachers.

Conclusion

The study was conducted to find if the perception regarding work from home are different for school and college teachers. Based on the findings of the study, it can be concluded that the school and college teachers have different perception regarding work from home. Though majority feel they are acquainted with online teaching and are able to interact with their students online, still they feel that online teaching is challenging. School teachers find an increase in the workload and time spent in activities related to teaching. They have more problems in work life balance and they find less work satisfaction when it comes to work from home. Hence it can be concluded that school teachers have a more negative perception towards work from home.

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