

# Changes in the attitude of teachers during COVID-19

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## Abstract:

*COVID-19 pandemic poses different kind of issues at global level. Peoples in different fields adopted the culture of work from home. The education sector also adopted learning and teaching from home, virtual classroom and e-learning. The attitude of teachers prior to corona virus and post COVID-19 are extremely diverse. Earlier it was traditional face to face mode and later on shifted to online mode of teaching learning. This unexpected shift in the mode of delivering instruction result into attitudinal change in teachers and learners and increases stress on teachers due to unavailability of infrastructural support at home. Self developed questionnaire is used to collect data regarding changes in attitude of teachers. The study is conducted on 75 teachers but only 35 responded to the questionnaire. The attitude of teachers towards motivating students, providing sound atmosphere, teachers preparedness, teachers attitude towards management influence, financial crisis are observed through the study. The result shows that teachers had positive attitude towards all the parameters except unemployment, financial crisis and management pressure.*

**Key words:** attitude, teachers, COVID-19.

## Introduction

Attitude commonly known as someone's own perspective regarding any event, idea, thought, beliefs or anything which exist in this material world. It is the reflection of human behaviour. The attitude of the entire human in this world has changed a lot in this pandemic during covid. Whether it is a doctor, teacher, student or any other professionals etc. all are facing social or psychological issues like stress, anxiety, aggression etc. The digital technology platform became a great support to educational institution. Various researches in other countries recommended that experienced teachers are well equipped than newly employed teachers or unexperienced teachers. Experienced teachers are more equipped to provide desired space to learner for interaction and expression. Simultaneously the child's individual need is also at the central focus point. It is teacher's

attitude that enable them to decide about instructional strategy. The extensive use of digital learning material like Swayam, Swayam Prabha, Massive Open Online Courses(MOOCs), Diksha etc and Digital Platforms like Google Meet, Zoom, Webex, Microsoft meet etc has become today's tradition to bridge the gulf in the pedagogy of teaching and learning.

Now this excessive use of technological appliances and connectivity to manage all the activity of life changes the attitude of teachers during COVID. How these changes in attitude is being observed by the society and other stakeholders of teaching and learning. So, this brief study is focuses on the changes in teachers attitude during COVID-19. How efficiently teachers are managing the anxiety of self and students as well. Does their personal issues clashes with their professional issues? The teachers attitude constitute with various factors like

stress, overburdened workload, management pressure, job security.

Prior to 2019 the face to face teaching was in regular practice. When Corona virus arrived in India, 30<sup>th</sup> January 2020 lockdown implemented globally, India also announced complete lockdown on 25<sup>th</sup> March 2020. Student and teachers remain in isolation. They remain separated for last one year. They have distracted from disciplined routine study and only online study is insufficient to cater to the individual need of learners. Students become indisciplined, generated boredom in study, much exposure of technical devices weakens their thinking, imaging, analysing and reasoning skill. It affects their eye sight, psychological ability, social ability, mental ability adversely. Teachers now a day using different learning management system to evaluate learners performance but in rural areas various newly appointed teachers are unaware of learning management system as a result the evaluation of taught suffered severely.

### Literature review

- As the world becomes increasingly interconnected, so do the risks we face. The COVID-19 pandemic has not stopped at national borders. It has affected people regardless of nationality, level of education, income or gender. But the same has not been true for its consequences, which have hit the most vulnerable hardest. Education is no exception. Students from privileged backgrounds, supported by their parents and eager and able to learn, could find their way past closed school doors to alternative learning opportunities. Those from disadvantaged backgrounds often remained shut out when their schools shut down. This crisis has exposed the many inadequacies and inequities in our education systems – from access to the broadband and computers needed for online education, and the supportive environments needed to focus on learning, up to the misalignment between resources and needs. The lockdowns in response to COVID-19 have interrupted

conventional schooling with nationwide school closures. The pandemic is also a call to renew the commitment to the Sustainable Development Goals. Ensuring that all young people have the opportunity to succeed at school and develop the knowledge, skills, attitudes and values that will allow them to contribute to society is at the heart of the global agenda and education's promise to our future society. The current crisis has tested our ability to deal with large-scale disruptions. It is now up to us to build as its legacy (Schleich A. 2020)

- In line with its disruptive effect on education pedagogy, Covid-19 pandemic has enforced teachers to implement online learning in an immediate period. Teachers from all educational levels had applied online instruction activities using different kinds of online platform prepared by their institutions or personally in order to keep the online instruction run. This research emphasized Covid cause nearly all educational services of any level to shift a new way of teaching and learning activities. (Hermanto, 2020).
- The best way to prevent and slow down transmission is to be well informed about the COVID-19 virus, the diseases it causes & how it spreads. Protect yourself and others from infection by washing your hand or using alcohol based sanitizer frequently and not touching your nose, eye or face. (World Health Organisation : 2020)
- Another study shows that most of teachers shows positive attitude towards student, use of technology. Teachers face unemployment and salary problem, online assessment of students are difficult. Parents have increased expectation from teachers. (Dr. Pathak R & Dr. Maher B. B, 2021)
- Fear of academic year loss is the most concern which enhances student's psychological anxiety. Fear of academic loss, e-learning crack ups and psychological distress are the major hypothesis or conceptual model to find the learning losses. (Hasan. N and Bao. Y, 2020).

- Youth may be uniquely susceptible to negative mental health outcomes if they are experiencing pandemic-related disruptions to in-person schooling in intersection with other adverse circumstances, such as racism, poverty, food insecurity, or home instability. (Hawrilenko. M; Kroshus. E; Tandon. P & Christakis.D, 2021)

**Objective of the study**

- To study the attitude of teachers who continued the teaching during COVID-19.
- To study the attitude of teachers who restrained from the teaching and learning during COVID-19.
- Compare and Analyse their attitudes and draw conclusions regarding the changes in attitude of teachers.

**Hypothesis**

**Null Hypothesis (H<sub>0</sub>):** There is no significant difference between the attitude of teachers who had continued and who had restrained teaching during COVID-19.

**Research Hypothesis (H<sub>1</sub>):** There is significant difference between the attitudes of teachers of both the groups during COVID-19.

**Research method**

The researcher has used survey method to serve the purpose of study. The population of study are teachers who had stopped their

teaching during COVID – 19 and faced unemployment & financial crisis. Also school and college teachers are the population of the study as they continued their teaching online mode.

**Population:** All the teachers of Uttar-Pradesh including government and private teachers at school and inter college.

**Sample:** 35 teachers are selected as sample through purposive sampling method. Out of which 10 are government teachers (8 male 2 female), 25 private teachers (19 male and 6 female) are included in sample.

**Tools for Data collection**

A self made questionnaire is used to collect data. It contains 30 questions from the following areas. A) Teacher’s ability to motivate Student for online learning. B) Teachers view in providing Sound atmosphere. C) Teacher’s preparedness. D) Unemployment issues. E) Financial crisis. F) Management pressure for other activity. G) Time management in online classes for different activities.

Google form is used to collect data, through online mode e – mail. Likert scale is used to assess teachers attitude in 5 point scale. Questionnaire sent to 75-80 teachers, but only 35 teachers were responded to questionnaire out of which 27 male & 8 female teachers.

**Analysis of Data**

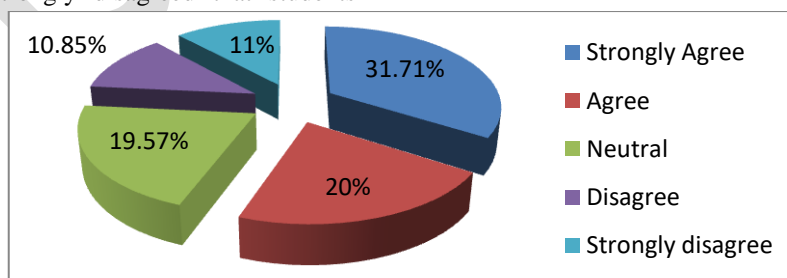
**1) Teacher’s attitude to motivate students for online learning.**

Items of response	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Students are unaware regarding online classes.	28%	7%	28%	3%	4%	100%
Students are discipline in your online classes.	25%	31%	9%	16%	19%	100%

<b>Students follow the instruction given by teachers.</b>	41%	31%	16%	6%	6%	100%
<b>Students understand the lesson learnt in the class.</b>	31%	16%	9%	10%	16%	100%
<b>Students are interested in online classes.</b>	22%	28%	28%	9%	13%	100%
<b>Students interact actively in online classes.</b>	34%	16%	25%	19%	6%	100%
<b>Students became indiscipline during COVID-19.</b>	41%	11%	22%	13%	13%	100%
<b>Average</b>	31.71%	20%	19.57%	10.85%	11%	100%

**Interpretation:** Out of total respondent only 28% are strongly agree, 7% are agreed, 28% are neutral, 3% are disagree, 4% strongly disagreed with the fact that students are unaware regarding online classes. Out of total respondent only 25% are strongly agreed, 31% agree, 9% neutral, 16% disagree, 19% are strongly disagreed that students are discipline in your online classes. Out of total respondent 41% strongly agreed, 31% agreed, 16% neutral, 6% disagree, and 6% are strongly disagreed that students follow the instruction given by teachers. Out of total respondent 31% strongly agreed, 16% agree, 9% neutral, 10% disagreed, and 16% are strongly disagreed that students

understand the lesson learnt in the class. Out of total respondent 22% strongly agreed, 28% agree, 28% neutral, 9% disagreed and 13% strongly disagreed that student are interested in online classes. Out of total respondent 34% strongly agreed, 16% agree, 25% neutral, 19% disagreed and 6% strongly disagreed that students interact actively in online classes. Out of total respondent 41% strongly agreed, 11% agree, 22% neutral, 13% disagreed and 13% strongly disagreed that student become indiscipline during COVID-19. The Graphical representation of the data is as follows.



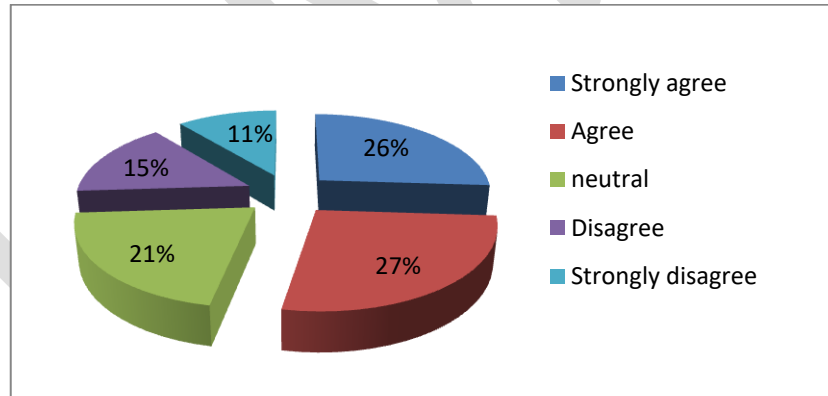
## 2) Teachers view in providing sound atmosphere

Items of response	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
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<b>Sound atmosphere is useful for teaching.</b>	25%	16%	19%	37%	3%	100%
<b>Students adopted aggressive behaviour due to stay home during last one year.</b>	28%	31%	22%	6%	13%	100%
<b>Parents have faith that teachers taught material.</b>	25%	35%	22%	3%	16%	100%
<b>Average</b>	26%	27.33%	21%	15%	10.67%	100%

**Interpretation:** Out of total respondent 25% strongly agreed, 16% agreed, 19% neutral, 38% disagree, and 3% strongly disagree with the fact that sound atmosphere is useful for teaching. Out of total respondent 28% strongly agreed, 31% agreed, 22% neutral, 6% disagree, and 13% are strongly disagree

with students adopted aggressive behaviour due to stay home during last one year. Out of total respondent 25% strongly agreed, 35% agreed, 22% neutral, 3% disagree, and 16% strongly disagreed that parents have faith that teachers taught material.



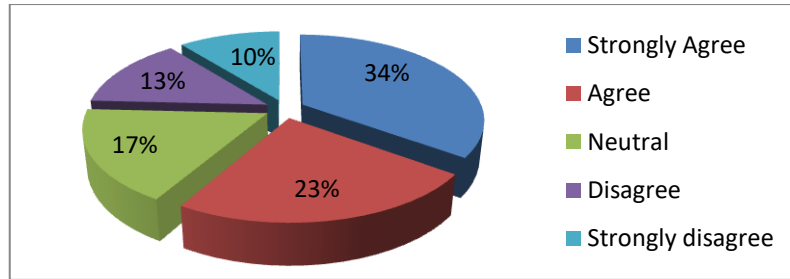
### 3) Teacher's preparedness

Items of response	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<b>Corona effected all fields and profession badly.</b>	72%	9%	13%	0%	6%	100%

<b>Corona affected the field of education negatively.</b>	47%	13%	22%	9%	9%	100%
<b>Teachers can handle online classes easily</b>	22%	28%	13%	25%	13%	100%
<b>Teachers can send online link by yourself.</b>	44%	22%	19%	6%	9%	100%
<b>Teachers have all the technical aids like smart phone, mobile phone etc.</b>	31%	28%	16%	16%	9%	100%
<b>Teachers have internet connectivity and data access.</b>	25%	22%	19%	16%	19%	100%
<b>Teachers have knowledge to access the internet facility.</b>	25%	31%	16%	19%	9%	100%
<b>Teachers are enable to prepare educational video.</b>	34%	28%	16%	13%	9%	100%
<b>Average</b>	<b>33.75%</b>	<b>22.62%</b>	<b>16.75%</b>	<b>13%</b>	<b>10.37%</b>	<b>100%</b>

**Interpretation:** Out of total respondent 72% strongly agreed, 9% agreed, 13% neutral, 0% disagree and 6% strongly disagreed that corona effected all fields and profession badly. Out of total respondent 47% strongly agreed, 13% agreed, 22% neutral, 9% disagree and 9% strongly disagree that corona affected the field of education negatively. Out of total respondent 22% strongly agreed, 28% agreed, 13% neutral, 25% disagree and 13% strongly disagree that teachers can handle online classes easily. Out of total respondent 44% strongly agreed, 22% agreed, 19% neutral, 6% disagree and 9% strongly disagree that teachers can send online link by yourself. Out of total respondent 31% strongly agreed,

28% agreed, 16% neutral, 16% disagree and 9% strongly disagree that teachers have all the technical aids like smart phone, mobile phone etc. Out of total respondent 25% strongly agreed, 22% agreed, 19% neutral, 16% disagree and 19% strongly disagree that teachers have internet connectivity and data access. Out of total respondent 25% strongly agreed, 31% agreed, 16% neutral, 19% disagree and 9% strongly disagreed that teachers have knowledge to access the internet facility. Out of total respondent 34% strongly agreed, 28% agreed, 16% neutral, 13% disagree and 9% strongly disagreed with teachers are enable to prepare educational video.

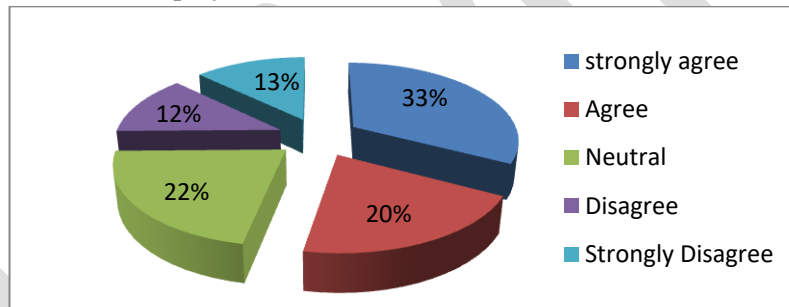


**4) Unemployment issues**

Items of response	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Teachers have suffered from unemployment.	38%	16%	25%	9%	13%	100%
Teachers have paid salary issue.	28%	25%	19%	16%	13%	100%
Average	33%	20.5%	22%	12.5%	13%	100%

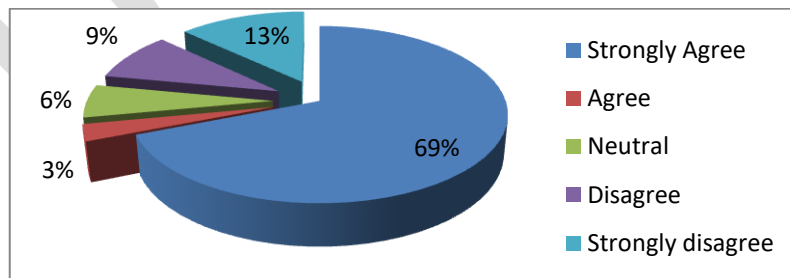
**Interpretation:** Out of total respondent 38% strongly agreed, 16% agreed, 25% neutral, 9% disagree and 13% strongly disagreed with that teachers have suffered from unemployment. Out of

total respondent 28% strongly agreed, 25% agreed, 19% neutral, 16% disagree and 13% strongly disagreed that teachers have paid salary issue.



**5) Financial crisis:** Out of total respondent 69% strongly agreed, 3% agreed,

6% neutral, 9% disagree and 13% strongly disagreed with that teachers were facing financial problem during COVID-19.



**6) Management pressure for other activity**

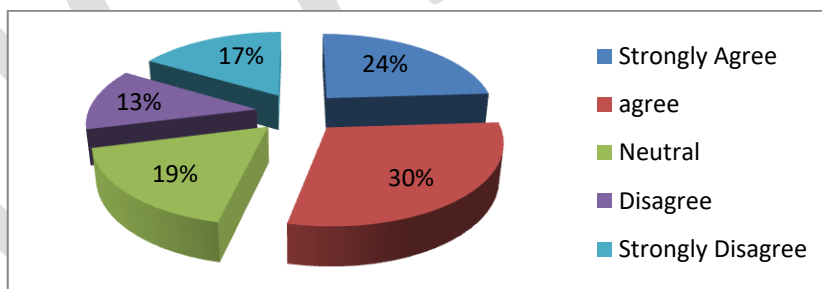
Items of response	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
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<b>extra-curricular activities are performed in their class</b>	31%	31%	19%	9%	9%	100%
<b>they have other clerical responsibility by school management</b>	28%	38%	16%	6%	13%	100%
<b>teachers have to ask students for fees payment</b>	31%	19%	16%	13%	22%	100%
<b>parents are paying fees on time during COVID</b>	6%	31%	19%	22%	22%	100%
<b>Average</b>	24%	29.75%	17.5%	12.5%	16.5%	100%

**Interpretation:** Out of total respondent 31% are strongly agreed, 31% agreed, 19% neutral, 9% disagree, 9% strongly disagree that extra-curricular activities are performed in their class. Out of total respondent 28% strongly agreed, 38% agreed, 16% neutral, 6% disagree, 13% strongly disagree that they have other clerical responsibility by school management. Out of total respondent

31% strongly agreed, 19% agreed, 16% neutral, 13% disagree, 22% strongly disagree that teachers have to ask students for fees payment. Out of total respondent 6% strongly agreed, 31% agreed, 19% neutral, 22% disagree, 22% strongly disagree that parents are paying fees on time during COVID.



**7) Time management in online classes**

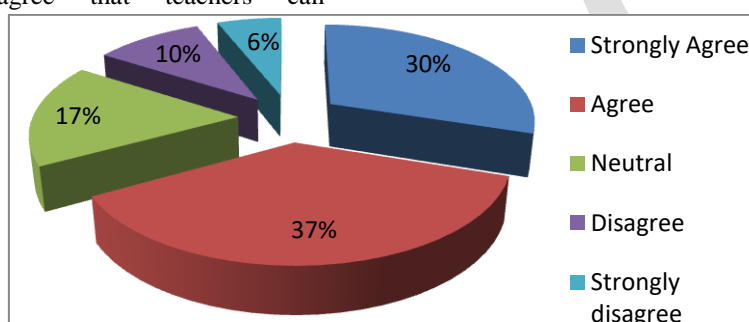
Items of response	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<b>Teachers can share screen while teaching.</b>	38%	25%	25%	6%	6%	100%
<b>Teachers can successfully give the home assignment and</b>	31%	38%	13%	16%	3%	100%



<b>check it.</b>							
<b>The planned contents are taught in the stipulated time period.</b>	<b>22%</b>	<b>47%</b>	<b>13%</b>	<b>9%</b>	<b>9%</b>	<b>100%</b>	
<b>Average</b>	<b>30%</b>	<b>37%</b>	<b>17%</b>	<b>10%</b>	<b>6%</b>	<b>100%</b>	

**Interpretation:** Out of total respondent 38% strongly agreed, 25% agreed, 25% neutral, 6% disagree, 6% strongly disagree that teachers can share screen while teaching. Out of total respondent 31% strongly agreed, 38% agreed, 13% neutral, 16% disagree, 3% strongly disagree that teachers can

successfully give the home assignment and check it. Out of total respondent 22% strongly agreed, 47% agreed, 13% neutral, 9% disagree, 9% strongly disagree that the planned contents are taught in the stipulated time period.



Sample	Mean	Standard Deviation	Number of teachers	Standard Error of mean difference (SE <sub>d</sub> )	M <sub>1</sub> -M <sub>2</sub>	Critical Ratio
Who continued teaching	117.5	10.05	20	5.44	37.67	6.92
Who restrained teaching	79.83	12.36	15			

for  $df = n_1+n_2-2=33$   $t_{.05} = 2.02$  &  $t_{.01} = 2.71$

Critical Ratio =  $(M_1 - M_2) / SE_d$

Here  $M_1$  = mean of attitude of teachers who continued teaching

$M_2$  = mean of attitude of teachers who restrained from teaching

$$SE_{(diff)} = \sqrt{\left(\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}\right)}$$

$SE_D$  = here calculated is 5.44

So, Critical ratio here is 6.92. The statistical analysis table shows that critical ratio obtained is greater than 't' value at both the level of significance ( $t_{.05} = 2.02$  &  $t_{.01} = 2.71$ ) at degree of freedom=33. So Null hypothesis is rejected here. Therefore the hypothesis ( $H_1$ ) that difference between the attitude of teachers who continued teaching and who restrained from teaching during COVID-19 is justified. The difference is relevant and really exists.

## **Result**

The analysis of data concluded the following result.

- The teachers who have continued teaching work during COVID-19 differs from those who stopped teaching during COVID-19. Teachers are more or less succeeded in motivating learners to attend online classes. They have shown positive attitude in motivating learners to interact, learn with their own ability, and complete the given assignment on time, submitting student's activity for evaluation.
- Teachers have positive attitude in providing sound atmosphere and agreed on the fact that face-to-face interaction is necessary for providing sound atmosphere which was restrained during COVID pandemic.
- Teachers are more engaging and equipped with management skill and their classroom has interactive live sessions most of the teachers responded towards teaching preparedness to conduct online class. Here some are lacking of different online classroom management skill. They are actively using learning management system to evaluate learner's performance but need training to handle online classes in much better way.
- All the teachers accepted that there is excess management pressure of performance, extra duty of elections, and evaluation work from school authority. All the teachers also felt the job losing fear, security and safety of jobs. Teachers feel the management pressure in performing teaching work which

indirectly results into psychological issues.

- Teachers agreed on the fact that there is financial crisis during COVID-19. Teachers are short of their salary on time due to which all other activities of their life hampered. Due to loss of jobs of other members of their family, they felt extreme financial crisis during corona.
- Teachers were not fully equipped, prepared and trained to conduct online classes, not familiar with proper utilisation of learning management system and sudden implementation of all this mechanical aid into teaching results into mental and physical burnout of teachers.

## **Conclusion**

The global crisis of COVID-19 stroked all field and profession badly and negatively. Education of millions of students suffered. So the most effective bridge felt as per scenario was online learning and teaching. But the mode of teaching and learning was unique to all the stakeholders' teachers, parents, school authority and students. So everyone face challenges and there are lot of attitudinal variations among them. This study is focused to study the changes in attitude of teachers during covid-19 pandemic. The result of study shows that most of the teachers has positive attitude towards different dimensions of teaching and learning. The teachers who restrained from teaching and learning are lack of different classroom management skill through digital mode also online evaluation and motivation skill is under disuse. But there are other drawback also associated with the technological advancement and merging it with education. Student at their early stage if engaged in mobile they get distracted from their studies. Teacher's attitude towards their students is reflected very positive but study also reflected that online learning and school closure result into mental stress and psychological pressure and learning loss. The financial crisis poses

another issue of hampering life activity and day to day need for both the groups of teacher.

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