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Impact of job stress and job satisfaction on online teaching among CBSE school teachers during COVID-19 pandemic outbreak

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Abstract---Education is the process through which a mature human mind evolves from a child's mind. Education is a means for disseminating information about both known and unfamiliar topics. It will enable the human brain to comprehend known and unfamiliar concepts in greater depth. As days pass, so do educational methods, which shift according to the needs of the hour. As a result of the

COVID-19 crisis, all educational institutions have moved to virtual courses and an online education system that is separate from the actual surroundings. The Indian education system is not new to technological growth, but being exposed to it frequently and adapting to the current condition could make educators vulnerable. Before any changes take place, transition space is required to adapt and become accustomed to the new circumstances. However, the pandemic condition provided enough time for the shift to adapt to the technological civilization. This has a greater effect on online instructors. This study examines how the severity of the influence on education professionals who teach online impacts their psychological well-being, as well as solutions for dealing with the technological culture and psychological well-being. This essay explores the implications of job stress and job satisfaction in the context of the covid-19 pandemic, with an emphasis on CBSE school teachers.

Keywords---job stress, job satisfaction, online crisis, CBSE affiliated school teachers, COVID-19, pandemic, technological culture.

Introduction

Teaching is regarded as one of the most rewarding professions in the world. It is essentially a skill-building procedure that has the ability to transform any human into a wizard [1]. It is the specific application of information, skills, and characteristics to give one-of-a-kind service in order to suit the educational demands of an individual, society, or nation. It is true that the development of any nation is dependent on its citizens, and the development of citizens is dependent on the education system, in which the teacher plays a critical role. Teachers are in charge of developing productive and efficient individuals with a proper perspective who help to accelerate progress in all sectors. A teacher's mental and physical health, as well as a thorough understanding of the subject, is required for effective teaching. The life of a teacher in today's educational system is full of physical and mental problems [7]. They are expected to serve numerous roles for pupils, such as administrator, role model, buddy, philosopher, and counsellor, which increases teacher stress and school authority demands. If the teacher is unable to accomplish his portion of the job well, the entire school system will fall apart [3]. Teaching requires a highly qualified, active, competent, and dedicated teacher in today's world of competition and globalisation, which puts a lot of pressure on them to meet their success goals.

Teachers experience pressure, frustration, worry, discontent, and occupational stress when they do not meet their goals [8]. Because of rising professional difficulties and greater economic strain on individuals, such circumstances have grown more widespread in the teaching profession. The failure of schools to meet the social needs and job demands of teachers is a major source of distress and dissatisfaction among instructors [5]. Job life is a crucial aspect of our everyday lives that causes us a lot of stress. Almost all CBSE schools are currently establishing new goals in order to compete with other schools, and academic

faculty are actively involved in achieving the ultimate aim [13]. A job is not just a source of cash, but it is also a significant part of one's life.

Work consumes a major portion of each employee's day and also affects their social standing. Because work plays such an essential role in many people's lives, job satisfaction is an important factor in overall happiness. The COVID-19 crisis necessitates quick and innovative responses as well as innovative solutions for the survival and growth of resources required for the livelihoods of people, particularly for women and girls [20]. It is necessary to comprehend the aspects that influence the growth of quality teachers [6]. One of the most essential factors is job satisfaction. Job satisfaction among teachers is a complicated phenomenon that affects turnover, dedication, and school effectiveness [11]. Teacher satisfaction is a critical component that influences student progress, according to researchers, politicians, and educators. Teacher job satisfaction is one of the most important aspects in institutional dynamics, and it is commonly regarded as the primary dependent variable when evaluating the performance of an organization's human resource [9]. Employee motivation and satisfaction results in employees work engagement [17]. As a result, a better knowledge of the elements that influence teacher satisfaction is essential. Digitalization is defined as a change in reasoning, digital technologies was conducted in order to determine the latter's effectiveness and to gain competitive advantage [23].

Need for the Study

Education is a dynamic and ever-evolving process. It could be formal, informal, or out of the ordinary. In formal education, teachers play a critical role in the advancement of education [4]. The teacher's function in society and education has evolved over time, yet the importance of this job has remained constant. In educational institutions, teachers are the most valuable resource. The nature of job, education level, monthly income, experience, & hours of work/day have significant influence on job satisfaction [19]. They are the pivotal figures in any educational improvements that are required. The four pillars of educational excellence are dependent on high-quality teachers. Quality teaching and learning need high morale, appropriate topic knowledge, and the teachers' specific teaching skills. This study implies that the staff are youthful, energetic and potential prospects to the university and this will have a positive impact to share long term knowledge and helps to enhance long term service to the university [22]. Every country's most valuable resource is its people. The quality of a country's human resource is determined by the quality of its education, which is determined by the quality of its teachers. Teachers' quality is determined by human characteristics such as their education, attitude, and job happiness. Teacher performance is the most important contribution in the sphere of education, according to the ministry of education document "Challenge of Education." "The standing of faculties reflects the socio-cultural character of a society," according to the National Education Policy of 1986. Hence the present study makes an attempt of the job stress and its impact on job satisfaction among CBSC school teachers.

Assertion of the Problem

Online class Stress has always been related with the lives of prehistoric man, and it is essential in all disciplines among all civilizations. In today's COVID-19 highly competitive world, living a life free of stress is impossible. In general, the physical and mental ability to cope with stress is limited. Instructors in CBSE schools are no exception; it is critical for CBSE school teachers and CBSE schools to control their stress levels and cope with it in order to accomplish their intended outcomes. Because of this, the majority of CBSE school instructors are extremely stressed. Teachers faced a variety of hurdles during their virtual classes, including a lack of relevant materials and resources, technical issues, a lack of internet access, and frequent power outages. According to Susan Lowes, the online teaching and classroom shift that has an impact on the virtual CBSE school on its teachers and schools, virtual and face-to-face classes have always been in comparison studies and discovered that either one is more satisfying in the learning and teaching process. Due to technological clichés, some virtual sessions will be two-way communication while the majority will be one-way communication. To cover up the target portion of the session, teachers tend to avoid interactions with pupils. It will be more of a delivery, with no feedback on the instruction, resulting in a lower influence on the learning process and professors failing to address each student during the session. Without proper planning, online teaching can be disastrous, omitting slow learners and kids with attention deficits. Faculty job stress will have an impact on the generation of quality students as well as the establishment of academic excellence unless it is decreased. As a result, a comprehensive examination into job stress and job satisfaction among CBSE school teachers is focused.

Job Satisfaction

According to the Cambridge dictionary, satisfaction is a "pleasant feeling that you experience when you acquire something you desired, or after you have done something you wanted to do." A teacher is someone who assists the students to gain knowledge and virtue in a variety of ways. The CBSE affiliated schools are regarded as a vital institution for a person's development. Teaching carries more responsibility and obligation than other professions. The final product is significantly influenced by the level of satisfaction with the work performed. If either is lost, the person will suffer physiological consequences. The work follows a well-organized structure: a review of the literature and its formulated premise, research technique, period, demographics of the study population, and course development, discussion of findings, conclusion, and recommendations.

COVID-19 pandemic situation

The COVID-19 pandemic situation has posed unprecedented challenges requiring teachers to adapt to teaching online. The COVID-19 pandemic forced all educational experts to work from home and come up with new techniques to instill information in school-aged children. The first case of COVID-19 was found in India on 30th January, 2020. Then it continued to rise the numbers of infected people. The numbers kept on fluctuating [20]. It has altered people's lifestyles, working styles, and provided humans with the wildest imaginations, as well as

education and learning. Many educational institutions adapt their teaching and working styles in the pursuit of delivering education to school students. Over 900 million students throughout the world are looking for ways to move their institutions forward in the face of current problems. Teachers have been active in face-to-face teaching, also known as traditional teaching, for many decades. Face-to-face teaching involves eye contact and direct interaction between teachers and pupils. Teachers are now working from home as a result of the situation, which could be the future pedagogy. Whereas in view of social antecedents' family, education, gender, entrepreneurship education and region appear to be predominant [21].

Scope of the study

It was thought necessary to pick CBSE affiliated school instructors in Tamil Nadu when researching job stress and job satisfaction online class among CBSE school teachers. As a result, CBSE school instructors in Tamil Nadu were chosen. The current study is confined to the influence of job stress and job satisfaction online teaching among CBSE school instructors in Tamil Nadu during the COVID – 19 pandemics.

Objectives of the study

The following are the specific goals of this study:

1. To determine the demographic profile of online classes among CBSE school teachers during the COVID – 19 pandemic.
2. To compare the demographic profile of CBSE school instructors to various variables of job stress and job satisfaction in an online class.
3. To assess teachers' job satisfaction in CBSE affiliated schools.
4. To investigate the effect of job stress and its correlates on job satisfaction in CBSE school teachers' online classes pandemic.
5. To make recommendations for reducing job stress and increasing job satisfaction among CBSE school teachers during the covid – 19 pandemic in Tamil Nadu.

Methodology

In this study, a quantitative research method was used. An online survey with self-reporting questionnaires was used to collect data. The participants were informed that their responses would be kept strictly confidential. For analysis and presentation, only aggregated data will be used. The data collection began during the most recent COVID-19 period. This sample was made up of 250 CBSE school-affiliated teachers. Since March 2020, all CBSE school teachers have been exposed to online instruction. There were 70% female teachers and 30% male teachers. It investigated the level of job stress and job satisfaction among online CBSE affiliated teachers.

Results

People had to learn to organize communication and contact in a new way because

the COVID-19 pandemic lockdown affected practically every facet of society and everyday life. During the COVID-19 school closures, we looked into how early career instructors reacted to online teaching. The percentage of responses explains teachers' mental distress during the COVID-19 pandemic shown in Fig. 1. The majority of respondents (78.8%) reported experiencing extreme stress during COVID-19. However, the pandemic caused stress, anxiety, and depression in people, affecting their psychological, personal, and social well-being. The respondents with the highest level of job stress. With higher levels of depression (45.6%), anxiety (64.4%), and stress (78.8%). This indicates a high level of mental distress combined with a heavy load of responsibilities. Fig. 1. Teachers' Levels of Job Stress in COVID-19 Pandemic (In Percentage)

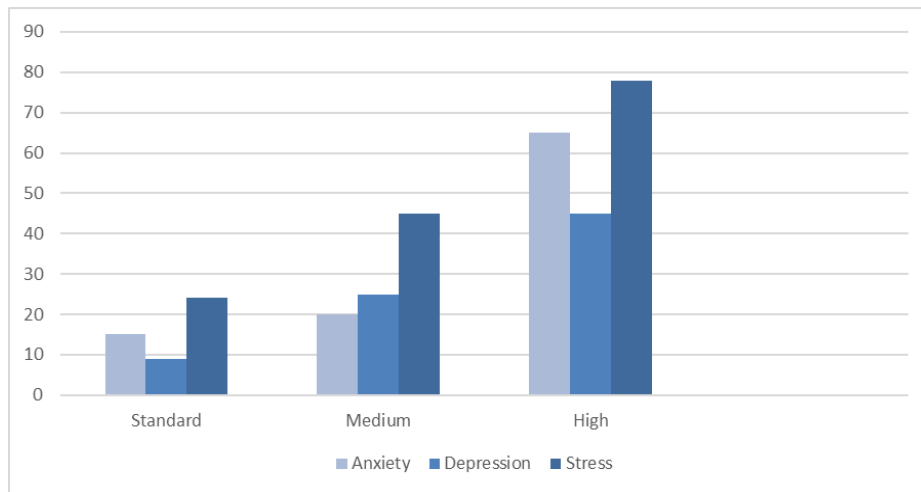


Table 1. Comparison on Teacher Perceptions of Online Teaching and Job Satisfaction in Male and Female Teachers

Online Teaching	Gender	Mean	SD	t^*	f^*
Readiness	Male	2.78	.521	1.024	.658
	Female	2.65	.465	1.016	
Resources	Male	2.45	.598	.028	1.146
	Female	2.58	.612	.037	
Assessment	Male	2.69	1.185	.625	1.205
	Female	2.54	1.112	.611	
Challenges	Male	2.83	1.106	2.324	4.318
	Female	2.56	1.094	2.289	
Overall	Male	3.35	.794	-.102	.165
	Female	4.28	.821	-.105	
Job Satisfaction	Male	2.67	.283	1.328	.509
	Female	2.35	.278	1.316	

* $p < 0.05$

Table 1 displays the mean scores of male and female teachers' perceptions of online teachers. Male and female teachers' responses to readiness for digital

transformation ($MD = .021$), educational technology resources ($MD = .036$), online assessment ($MD = .49$), challenges ($MD = -.068$), and job satisfaction ($MD = .032$) have significantly lower mean score differences. CBSE affiliated school Female teachers ($M = 4.28$, $SD = .821$), on the other hand, found online teaching to be more difficult than male teachers ($M = 3.35$, $SD = .794$). With a cut point value of 2.50, both groups reported the lowest job satisfaction during COVID-19 online teaching.

It can be seen that participants with mental distress had lower job satisfaction, according to this study. This suggests that the teachers' lack of preparation and challenges with online teaching resulted in mental distress, which had an impact on their job satisfaction (depression, anxiety, and stress). This method was used to investigate the impact of psychological distress on the satisfaction of respondents. During online teaching in COVID-19, it is clear that teachers' job satisfaction has a significant impact on job stress.

Significance statement

The current study focuses on the negative effects of the COVID-19 pandemic on the mental health of CBSE affiliated school teachers. Job dissatisfaction is the result of cognitive distress. Data was collected from CBSE affiliated school teachers who were involved in online-teaching and mental distress during the COVID-19 pandemic. This research could be useful to educational organisations because it emphasises how psychological distress and the challenges of teaching lead to job dissatisfaction. Long-term, developing preventive effective counselling management for CBSE teachers may be beneficial. Online education has been implemented as a feasible option within its constraints and restrictions as a time-suited gap method for satisfying the needs under the COVID-19 pandemic. Whether it will be effective in the future is a moot point. It has recently proven beneficial in evaluating student performance. It may take some time to understand how the panic attempts of online teaching-learning fit the requirement of net balance of collective repercussions.

Suggestions and Conclusion

The perceptions and experiences of teachers who established online teaching in the presence of COVID-19, nationwide lockdown, and limited resources are described in this research paper. Stress is a part of our lives. For Indian instructors in general, online teaching is a really fascinating concept. Initially, there was a low level of attendance, but as time went on, the race gathered traction, and students became more comfortable attending online sessions. How to manage stress as a teacher is a personal journey. Whether it's the beginning of a new semester, school year, or even week, commit to taking a look at what's causing tension or pressure in your school day and teaching career. The variables used in the study are shown in various contexts in relation to COVID-19's negative relationship with mental health and the job satisfaction of CBSE affiliated school teachers. Professionals must be educated by online teaching experts. Simultaneously, it will be used in a situation where it may be required, such as during a pandemic. Students should be exposed to online coaching as well. The situation has created an unprepared circumstance, with less time

allotted to all kinds of people, including teachers, students, and parents. The private organisation has been putting in a lot of effort to have teachers deliver the session only through the internet. Another issue is the teacher's satisfaction with online classes. Teachers must provide appropriate encouragement, training, psychiatric education, and incentives to strengthen the output.

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