



Research Article

A STUDY TO ASSESS IMPACT OF ONLINE TEACHING BURDEN AMONG TEACHERS, STUDENTS, PARENTS IN SELECTED DEGREE COLLEGES OF VIJAYAPUR DISTRICT DURING COVID-19 PANDEMIC

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ARTICLE INFO

Article History:

Received 12th September, 2022

Received in revised form 21st September, 2022

Accepted 12th October, 2022

Published online 28th October, 2022

Key words:

Assess, Effects, Covid-19, Burden, Online teaching.

ABSTRACT

Background: The whole educational system from elementary to tertiary level has been collapsed during the lockdown period of the novel corona virus disease 2019 (COVID-19) not only in India but across the globe. This study is a portrayal of online teaching-learning Burden to the Teacher, student, Parents for the teaching-learning process. The COVID-19 pandemic has generated a world-wide consciousness that the present way of lifestyle does not work. There are many areas need the revolutionary changes and it has become obvious, one among is educational sector. In India, educational institutes/universities remain closed since the mid of March-2020, because of the fast spread of COVID-19. Emergency lockdown has a preventive measure upended the life of students, parents and teachers. To combat these inevitable crisis educational sectors started conducting the online classes. The sudden changeover in teaching/learning method has raised new challenges and opportunities. In this study, a survey based-investigation has been carried out to analyse the online teaching Burden to the Teacher, student, Parents for the teaching-learning process.

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INTRODUCTION

Education has been badly hit due to the outbreak of corona pandemic with millions of students stranded at home, staring at the screens and receiving instruction passively. Covid-19 has caused huge disruption with tough challenges for the entire education system across the world. Since Indian teachers and students are habituated to everyday meetings and interactions carrying out the teaching and learning activities in classroom, it is particularly difficult to engage young children. With the COVID-19 outbreak, almost all higher education institutions worldwide have been transformed overnight into pure online teaching centres. This sudden movement from blended learning or traditional face-to-face teaching has severely disrupted university activities and posed many challenges for teaching staff, who were asked to develop online versions of their courses overnight.

The outbreak raised concerns about institutional readiness to teach entirely online. The sudden shift to online teaching and learning became an emergency response. In many cases, university staff were put under tremendous pressure, as work practices were altered significantly [4], with limited support, resources and capabilities. Disciplines with practical placements, such as engineering, nursing and medical schools, were faced with even greater disruption to students' learning processes.

Digital infrastructures and tools such as Blackboard, Zoom, and Microsoft Teams were rapidly adopted during the sudden disruption to the learning process. Such quick adaptation

required new reliance on technologies that might never have been considered, often with significant difficulties. Since individuals began to work in isolation, online and often from home, the ability to use the technology was a further worry pickup [7]. Paudel et al. [8] found that neither students nor staffs were ready for the sudden change, lacking essential skills required to manage and control online learning resources. In addition, there is stress associated with redesigning courses, which occupied most of the time in online lesson planning, developing assessment criteria, and synchronizing activities. Increased work overload, lack of training, and work-family conflict are important factors that increase the burden and stress among university faculty during online teaching. In a recent study of the primary stress factors among online university teachers, the authors found that most were not happy with the online teaching model, which affected their mental health.

MATERIAL AND METHOD

Source of data: In this study the data will be collected from Teachers, Parents, students of 1st year and 2nd year Bsc Nursing students BLDEAS Shri B M Patil Institute of Nursing sciences Vijayapur .

Research design: Descriptive research design was adopted for the study.

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Setting of the study: This study has been conducted at collected from BLDEAS Shri B M Patil Institute of Nursing sciences Vijayapur.

Population: Population includes students, teacher, parents

Sample: In this study, students teachers, parents & Bsc Nursing students, who fulfill the sampling criteria was selected as sample.

Sampling method: In this study convenient sampling technique was used

Sample size: The sample size of this study is 200 parents, students, teachers.

Sampling Criteria

Inclusion criteria:

- 1) Students, parents, Teacher from Bldeas Shri B M Patil Institute of nursing sciences Vijayapur.

Exclusion criteria

- 1) Students , parents, Teacher other than Nursing stream

Method of Data Collection

- Structured Rating scale and Questionnaires was used for assessing the burden of online classes
- Demographic data was used to collect information from, parents, Teacher, students regarding burden of online classes.

RESULT

Table 2 Frequency & percentage distribution of study teachers according to their age

Age in Years	Frequency	Percentage
< 25 Years	40	20%
26-30 Years	50	25%
31-35 Years	60	30%
Above 36 Years	50	25%
Total	200	100%

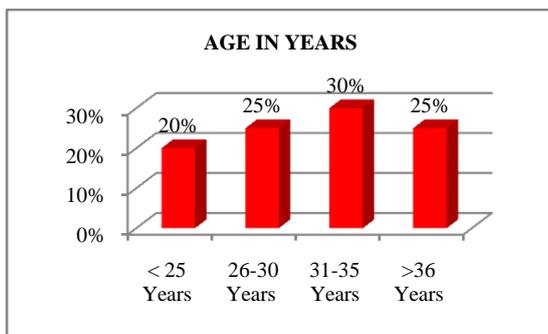


Figure 1 Frequency distribution of study teachers according to their age

From the above table no 5.1 and graph no 5.1, it was clear that, majority 60(30.0%) of the respondents were in the age group of 31-35 years, followed by 50(25.0%) who were in the age group 26-30 years and >36 years remaining 40(20.0%) were in the age group <25years

Table 2 Frequency & percentage distribution of study teachers according to their gender

Gender	Frequency	Percentage
Men	110	55%
Women	90	45%
Total	200	100

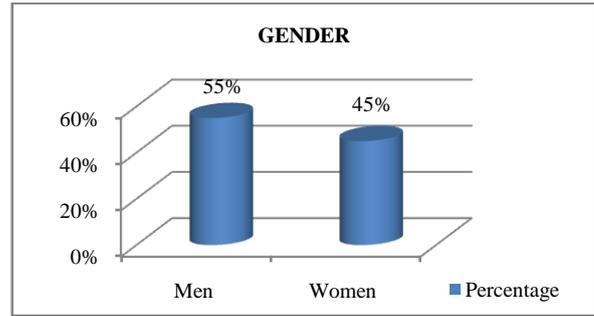


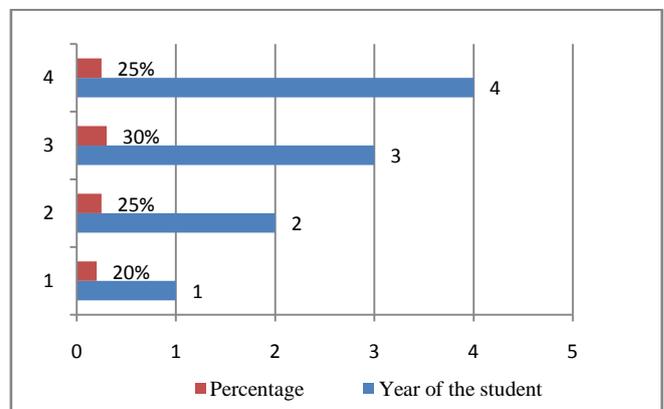
Figure 2 Frequency distribution of study teachers according to their gender
From table no 5.2 and graph no 5.2 showed that , majority 110(55.0%) of the teachers were men and remaining 90 (45.0%) were womens.

Table 3 Frequency & percentage distribution of study teachers according to their Education

Education	Frequency	Percentage
B.Sc (N)	116	58%
PB.Bsc (N)	40	20%
M.Sc (N)	40	20%
M.Phil(N)	0	0
Phd (N)	4	2%
Total	200	100

Table 4 Frequency & Percentage distribution of students according to their year of the student

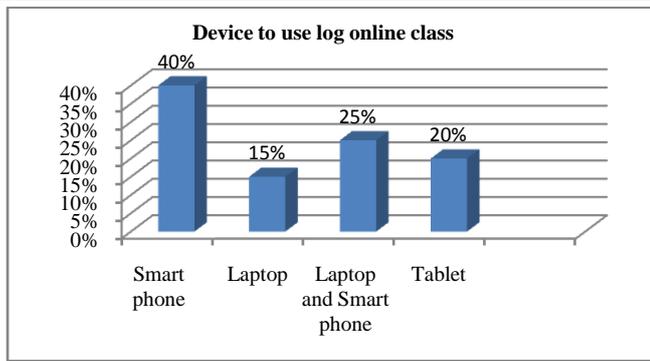
Year of the student	Frequency	Percentage
1	40	20%
2	50	25%
3	60	30%
4	50	25%



revealed that majority 60(30.0%) of the students are 3 year followed by 50(25%) students were 2 and 4th year only 20% students were 1st year.

Table 5 Frequency & Percentage distribution of students according to their device to use log online class

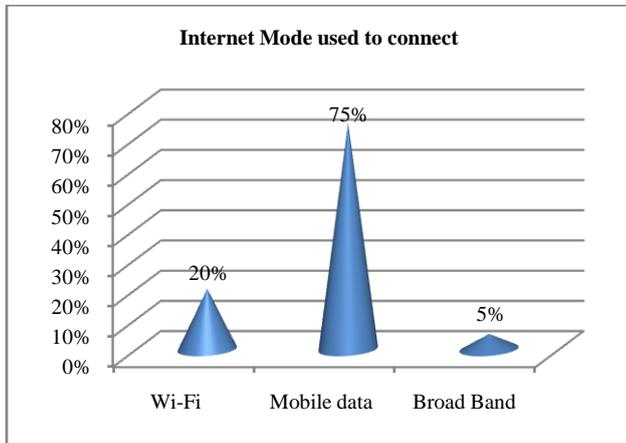
Device to use log online class	Frequency	Percentage
Smart phone	80	40%
Laptop	30	15%
Laptop and Smart phone	50	25%
Tablet	40	20%
Total	200	100%



revealed that majority 80(40.0%) of the students are using smart phones followed by 50(25%) students were using laptop and smartphones.

Table 5 Frequency & Percentage distribution of students according to their internet mode use to connect

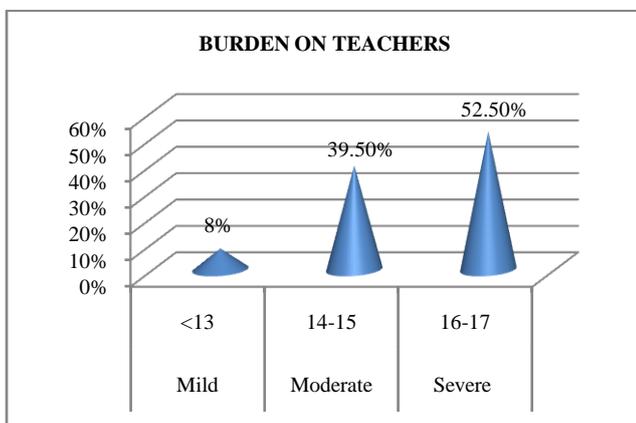
Internet Mode used to connect	Frequency	Percentage
Wi-Fi	40	20%
Mobile data	150	75%
Broad Band	10	05%
Total	200	100%



revealed that majority 150(75.0%) of the students are using mobile data to connect followed by 40(20%) students

Table 6 Impact on online teaching burden among teachers

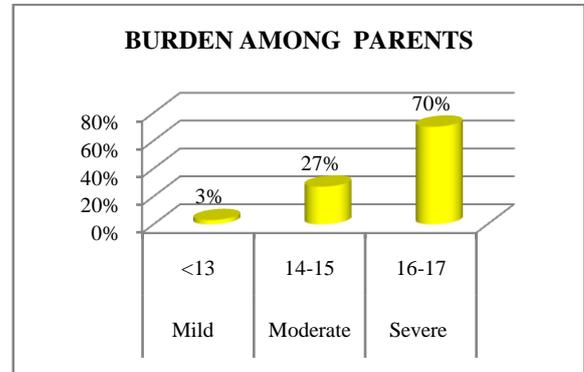
Level	Scores	Frequency	Percentage
Mild	12-13	16	08%
Moderate	14-15	79	39.5%
Severe	16-17	105	52.5%
Total		200	100%



Showing impact on online teaching burden among teachers here majority of teachers having severe burden 52.5 % (105 teachers) followed by 39.5% (79) teachers having moderate burden.

Table 6 Impact on Online Teaching Burden among Parents

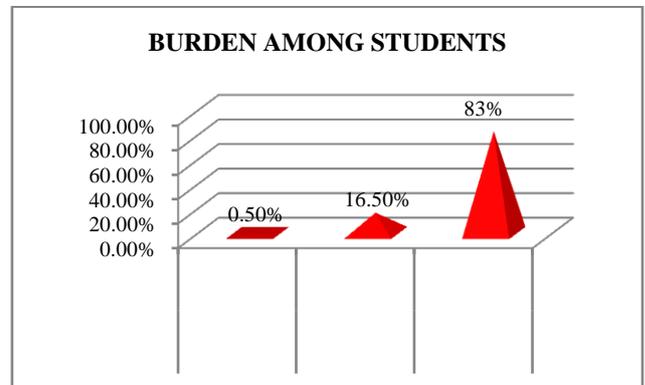
Level	Scores	Frequency	Percentage
Mild	<13	06	03%
Moderate	14-15	54	27%
Severe	16-17	140	70%
Total		200	100%



showing impact on online teaching burden among parents here majority of parents 70 % (140 parents) having severe burden and followed by 27 % (54 parents) having moderate burden

Table 7 Impact on online teaching burden among students

Level	Scores	Frequency	Percentage
Mild	>20	01	0.5%
Moderate	21-22	33	16.5%
Severe	22-24	166	83%
Total		200	100%



showing impact on online teaching burden among students here majority of students having severe burden 83 % (166 students) followed by moderate burden 16.5% (33 students)

showing that association between teachers burden scores with their selected demographical variables here gender ,year of experience of teachers in online teaching is significant remaining age, education taking online class in ,technical support for online class are not significant

showing that association between parents burden scores with their selected demographical variables here age in years, occupation, no of mobile phones in family, attending program online training, family income ,no of members in family are significant and remaining variables are not significant

Table 8 Association between teachers burden score

SI. No	Demographical Variable	df	Chi square	Table value
1	Age in years	3	0.50672	7.81
2	Gender	1	125.774	3.84

Table 9 Association between students burden score with selected demographic variables

SI. No	Demographical Variable	df	Chi square	Table value	P Value	Significance	Remarks
1	Gender	1	3.206219	3.84	0.0733	NS	Null hypothesis is accepted and research hypothesis is rejected
2	Year of the student	3	3.710006	7.81	0.2945	NS	Null hypothesis is accepted and research hypothesis is rejected
3	Device to use log online class	3	1.134354	7.81	0.7688	NS	Null hypothesis is accepted and research hypothesis is rejected
4	Internet mode used to connect	2	82.00347	5.99	0.00001	S	Research hypothesis is accepted and null hypothesis is rejected
5	Residence	1	47.24585	3.84	0.00001	S	Research hypothesis is accepted and null hypothesis is rejected
6	Years of undergoing online class	1	49.14504	3.84	0.00001	S	Research hypothesis is accepted and null hypothesis is rejected

Table 10 Association between parents burden score with selected demographic variables

SI.No	Demographical Variable	df	Chi square	Table value	P Value	Significance	Remarks
1	Age in years	3	10.426	7.81	0.153	S	Research hypothesis is accepted and null hypothesis is rejected
2	Gender	1	1.313	3.84	0.251	NS	Null hypothesis is accepted and research hypothesis is rejected
3	Occupation	5	24.0284	11.07	0.00021	S	Research hypothesis is accepted and null hypothesis is rejected
4	No of member in the family	3	17.87474	7.81	0.000468	S	Research hypothesis is accepted and null hypothesis is rejected
5	Have you attended any training programme among online teaching programme	1	28.0240	3.84	0.00001	S	Research hypothesis is accepted and null hypothesis is rejected
6	Family Income	3	8.66516	7.81	0.03417	S	Research hypothesis is accepted and null hypothesis is rejected
7	No of mobile phones in family	3	11.7131	7.81	0.00843	S	Research hypothesis is accepted and null hypothesis is rejected
8	Expenses for internet /month in rupees	3	8.02251	7.81	0.455	NS	Null hypothesis is accepted and research hypothesis is rejected
9	No of computers/Laptop in family	1	0.6098	3.84	0.435	NS	Null hypothesis is accepted and research hypothesis is rejected

Recommendations

Based on the study findings, the following recommendations were made for further study,

- A similar study can be carried out on large samples
- A similar study can be done in other setting
- A comparative study can be done among professional & non-professional students
- A similar study can be done on large population using bookle

CONCLUSION

Majority of the teachers and parents of children taking online classes during the corona virus pandemic were found to be in moderate perceived stress. Various causes were identified including an increase in working hours for teachers and increase in the required supervision time for parents. As the mental and emotional well-being of caregivers and teachers is of vital importance to maintain a healthy and productive learning environment for the children, early recognition and timely intervention can help improve the long-term outcome for them.

In an already traumatizing experience of a pandemic, stress related to education can have significant long-term effects on

students, parents and teachers alike. Therefore, it is crucial and bad effect on health and not effective.

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How to cite this article:

Satish B Nadagaddi *et al.*, (2022). A study to assess impact of online teaching burden among teachers, students, parents in selected degree colleges of vijayapur district during covid-19 pandemic. *International Journal of Current Advanced Research*, 11(10), pp.1638-1643. DOI: <http://dx.doi.org/10.24327/ijcar.2022.1643.0366>
