

## IMPACT OF WORK FROM HOME (WFH) ON TEACHERS' PERFORMANCE DURING COVID-19 PANDEMIC IN SURAT CITY

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### Abstract

COVID-19 has wreaked havoc across the world and like any critical sector, education has been hit hard. Schools, colleges, and universities have been deeply impacted and the entire higher education system is grappling with the digital teaching learning wave. Teachers who are all experts in Blackboard, Chalk, books, and classroom teaching are new to this digital teaching. There is always a delay or cancellation of exams, which leads to confusion and there is no room for curriculum. Technology paves the way for education, thus helping the students and teachers to connect virtually through online classrooms, webinars, digital exams, and so on. This crisis is forcing teachers to reinvent their roles from that of transferring information to enabling learning. The research title is "Impact of WFH on teacher's performance during COVID-19 pandemic in Surat city". This study aims to understand how the teachers are adapting from the centuries old, chalk-talk teaching model to the technology driven digital platform.

**Keywords:** Work from Home (WFH), COVID-19, Employee Performance

### Introduction

#### Employee Performance

Employee performance refers to how a member of staff fulfils the duties of their role, completes required tasks, and behaves in the workplace. Measurements of performance include the quality, quantity, and efficiency of work. For an individual employee, performance may refer to work effectiveness, quality, and efficiency at the task level. Individual performance affects the whole team and organizational performance.

The performance of an organization is always measured by the performance of the employees working in the organization. The HR department of the organization is responsible for tracking down the employee performance so that the right decision can be taken. If the employee has been showing great performance activities, he or she can be rewarded or if the person is losing interests, more motivation can be provided.

#### Performance Management

Srinivas Kandula defines performance management as "process of designing and executing motivational strategies, interventions and drivers with an objective to transform the raw potential of human resource into performance."

Performance Management is a systematic process by an organization to improve and evaluate the performance of its employees as individuals as well as groups.

#### Factors Affecting Employee Performance

##### *Management styles*

Effective management helps improve motivation, engagement, and performance. Poor management has the opposite effect – decreasing satisfaction, productivity, and performance. One way to improve performance, therefore, is to identify and fix problems in management. Employee surveys can offer quick insight into the state of management within a company, pinpoint potential issues, then suggest avenues for fixing those problems.

##### *The corporate culture*

Organizational culture is composed of beliefs and assumptions that, in part, drive employee behaviour. Certain traits and behaviors have a positive impact on worker performance, while others have a negative impact. For instance, these traits can help improve workforce performance:

- A culture built around continual learning and improvement
- A belief in the value of digital literacy and digital dexterity
- Openness to change and new ideas

##### *Training and Development*

Training focuses on immediate improvements such as mastering a change in your business software whereas development focuses on long-term objectives. Employee performance depends on the training he/she gets from the company. Training also helps improve retention and decrease turnover. If employees receive no training after their first few weeks on their job, they will feel like the company is not investing in their development. Companies must provide a seamless learning environment for employees which fosters employee career advancement.

#### *Day-to-day job duties and workflows*

The actual job duties also play a role in worker performance. When workers feel disengaged or bored, however, their performance can easily suffer.

#### **Work from Home & its relevance**

Work from home (or working from home) is a modern approach enabled through internet and mobility wherein irrespective of the physical location of an individual work can be done. WFH is a concept where the employee can do his or her job from home using company approved assets, policies, and tools. It gives flexible working hours to the employee as well as the job for the employer is done with ease. It is helpful to delivering worklife balance to the employee, and also parallelly helps the company to get the work done. Nowadays, most of the employers are offering this option to their employees. Work from Home is also known as Working Remotely or telecommuting which implies that the employee is working from a remote location usually home.

It helps to keep productivity of the employee same or even better and at the same time supports the employee for being with family or handling some personal work. Also, in the case the employee is facing some health issue of self or family, WFH can be a great tool for helping employee stay at home and work at the same time. During Coronavirus Pandemic, Work from Home enabled many companies to remain productive and keep themselves relevant. Roles like IT, Management, Designing, Media etc. continued to work with the WFH option.

#### **Impact of WFH on Teacher's Performance**

Teacher performance is the most important part in improving the quality of education. WFH has advantages and disadvantages for teachers, it can be carried out effectively if both the teacher and the school go through it responsibly. The advantages include WFH activities are more flexible in completing work, for those who work daily in front of a laptop, it is certain to have a special desk and chair as their workplace. Similarly, when Work from Home, the teacher can actually work anywhere from home. The teacher himself can measure his comfort level at work. Teachers don't have to spend money to pay for transportation or gas costs, they can also save time on travel. Moreover, by working from home, one can minimize the level of stress experienced. The existence of job satisfaction will certainly further increase the productivity and loyalty of teachers. One of the disadvantages of Work from Home is that teachers can lose work motivation. The reasons are quite diverse, for example, the atmosphere of the house is not like an office, distracted by social media and other entertainment. When working in an office, the institution bears the cost of electricity and the internet.

#### **Review of Literature**

**(Purwanto, Asbari, Fahlevi, Mufid, & Agistiawati, 2020)** tried to identify and obtain information about the advantages and disadvantages of working at home (Work from Home) during pandemic COVID 19. This study was limited to a sample size of 6 respondents. Research approaches using qualitative case study methods were applied. This research is an exploratory case study and the sample was selected using the purposive sampling method. The primary method used is semi structured interviews while secondary data is collected from journals, articles and books. The results of this study are that there are several advantages and disadvantages to the WFH program.

**(Quezada, Talbot, & Quezada, 2020)** This research presents how one California liberal arts college and its graduate teacher education programme prepared its faculty for a different educational setting and teaching methodologies in response to Covid 19. Data were analysed using thematic coding strategies. The reports are based on personal experiences and document analysis methods. The mentoring assignments resulted in fourteen Instructional Teams (I.T.'s) and included over 40 faculty teaching courses from foundations, methods to student teaching seminars with over 150 teacher candidates. It examined how the graduate teacher education preparation programme faculty rose to the challenge of online teaching.

(König, Jäger, & Glutsch, 2020) tried to investigate how early career teachers have adapted to online teaching during COVID-19 school closures. This research presents the results of a survey of early career teachers in Cologne, Germany. The author analysed the extent to which teachers mastered core teaching challenges and potential factors. Descriptive findings have shown that about 20% of the teachers reported having provided online lessons at least once a week, whereas 80% of teachers introduced new content. It is concluded that information and communication technologies (ICT) tools are instrumental in adapting to online teaching during COVID-19.

(I.E. & C.M, 2021) analysed the effect of Principal Managerial Ability and School Organizational Climate on Teacher Performance During the Covid-19 Pandemic. The research method used is a quantitative method. The technique used to collect data is interview and observation. The instrument used to collect data is a questionnaire. The results of questionnaire reveal: highest score = 55.00, lowest score = 32.00, mean = 48.59, standard deviation = 4,969, variance = 24,692, range = 23, number of classes = 8, class interval = 3, mode = 50, and median = 50.

(Made & Daru, 2021) aimed to determine the role of training through work skills and technology in evaluating teacher teaching performance in all secondary schools of Kupang and Bali, Indonesia during Covid 19. This research method used is quantitative; with SEM analysis. The majority of teachers have an undergraduate education level of 50% with a total of 40 out of 200 respondents, and the majority of teachers have a work period of less than 5 years with a total of 55%. It is concluded that technology has become a mediator in sharing knowledge and training in the education sector in Kupang and Bali.

(Sornapudi & Devi, 2020) attempted to find out how the teaching community is adopting to the digital teaching mode, the resources used for online classes, knowledge of suitable applications for digital teaching-learning before and after lockdown and the problems faced during online teaching. An online survey was conducted through Google forms using a non-probability snowball sampling technique. Frequencies, percentages, and mean scores were computed. The results of the study have shown that the teachers have transcended the physical barriers post Covid-19 and responded positively to the call of the nation in educating the students through digital mode.

(Fadillah, Surur, & Mufid, 2020) aimed to measure the influence of transformational and transactional leadership on the teacher innovation capability in Islamic schools in Jakarta during COVID-19. The method used in this research is quantitative method. The questionnaires were distributed electronically using simple random sampling technique. The results of this study are transformational leadership have positive and significant effect on teacher innovation capability, both directly and through mediating organizational learning. This novel research is proposing a model to build innovation capability among teachers.

(Novitasari, Cahyono, & Sajudin, 2020) measured the effect of hard skills, soft skills and organizational learning towards teachers' performance in Jakarta, Bogor, Depok, Tangerang and Bekasi which was mediated by teachers' innovation capability. The method used in this research is quantitative method. The questionnaire was distributed electronically with a simple random sampling technique. The results of the questionnaire returned were 342 and valid were 321 samples. The teachers' innovation capability variable can be explained by hard skills, soft skills and organizational learning variables by 74.3%, while the remaining 25.7% is explained by other variables. Based on the results of the research, it can be concluded that hard skills, soft skills sharing and organizational learning have a positive and significant impact on teachers' innovation capability.

(Bubb & Jones, 2020) explored the views of pupils, parents/carers and teachers of 'home-school' in one Norwegian municipality, gathered through parallel online surveys in April 2020 during the peak of the COVID-19 lockdown period. 88% of pupils in Grades 1 to 4 either agreed (35%) or strongly agreed (53%) that they had become better at using technology for learning. It can be concluded that this study makes a distinct contribution to learning. It records the experiences of a unique period, from the separate perspectives of pupils, parents, teachers and school leaders in one municipality.

(Supriadi, Musthan, Purwanto, & Farhan, 2020) aimed to analyse and calculate the influence of transformational, transactional leadership and organizational learning on the innovation capabilities of teachers in Islamic schools in Jakarta during the COVID-19 pandemic. This research uses quantitative methods and data collection was carried out by simple random sampling electronically using an online

questionnaire. The results of this study indicate that transformational leadership and Transactional leadership has a positive and significant effect on the innovation capabilities of teachers.

**(Gundabattini & Solomon, 2021)** attempted to find the effectiveness of online teaching– learning methods for university and college students by conducting an online survey. About 450 students in South India have taken part in the survey and submitted responses. The outcome of the survey shows that 50.3% of students agree that they do not have any disturbance during online learning. 16.1% of them have said that they do not have many responsibilities whereas 7% of them claimed that they have many responsibilities at home. It is concluded that, online classes are more effective because they provide PPTs in front of every student, lectures are heard by all students at the sound level of their choice.

**(MOBISHA & DENNISON , 2021)** estimated the challenges in e-Learning among various age groups of students studying in various schools, colleges, or Universities during this lockdown period due to the COVID-19 crisis. The results depict that 65% and above of the students are ready to spend at least 15 hours per week for e-Learning classes, 40% of the students only had a fairly reliable and fast internet connection meanwhile 4% of students only motivated by their teachers and parents for online study. It can be concluded that even though the students have a personal laptop or mobile phone with high-speed mobile data and skills in operating them, they feel comfortable with traditional classroom teaching only. They prefer to be present in an actual classroom setting for better interaction, and understanding as well.

**(Yi Wu, 2021)** explored the design of online teaching activities and online teaching processes adopted by teachers at all levels during the pandemic. Convenience sampling was adopted. Data were collected by using a web-based questionnaire with a cross-sectional design. The findings show that 14 teachers (6.3%) had frequently engaged in online teaching, 79 (35.4%) had engaged in it occasionally. It is concluded that overall, colleges, secondary schools, and elementary schools had common significant sequential behaviours, including roll calls and the identification of the teaching environment, teaching through presentation and screen sharing.

**(Kosanović, 2021)** studied the attitudes of teaching staff - teaching assistants, lecturers, assistant professors, associate professors and full professors towards the achieved work-life balance during period of working from home during the lockdown imposed in Serbia. The results show that the adaptation to new forms of teaching regarding the technical skills and learning the new platforms and apps have not been the significant issue in disruption of work-life balance. The other situation that negatively affects the work-life balance of the participants with the children is organization of day-to-day activities. It can be concluded that all levels of teaching staff have had difficulties in maintaining work-life balance throughout the work from home, specifically the ones with children of school age.

**(Punia & Kamboj, 2013)** investigated the quality of work-life balance among Indian teachers serving in different academic stream across universities and colleges. For survey purpose, purposive sampling method was employed to select a representative sample. Out of the 143 teachers who participated in the survey 96 have been found working on regular basis, 14 as guest and 33 on contract basis. It has been found that designation of the teachers; their nature of appointment, the academic stream and the nature of their serving institution affect their quality of work life balance significantly.

**(Irshad, Rehmani, Anwar, & Qaiser, 2019)** investigated the impact of work-from-home (WFH) human resource (HR) practices on the performance of faculty under the drastic circumstances of COVID-19. The survey questionnaire method was used to collect data and through emails. The received responses from women are 78.2% (140), while the remaining 21.8% (39) are from men. Only 40 respondents have 5–15 years of experience (22.3%), while the remaining 5% have 15 years or more of work experience. Based on the correlation coefficient, we conclude that there is a strong positive impact of WFH HR practices on the performance of online teaching faculty.

### Research Methodology

#### Problem Identification

#### Problem Identification

COVID-19 has wreaked havoc across the world and like any critical sector, education has been hit hard. Schools, colleges and universities have been deeply impacted and the entire higher education system is grappling with the digital teaching learning wave. Teachers who are all experts in Blackboard,

Chalk, books, and classroom teaching are really new to this digital teaching. There is always a delay or cancellation of exams, which leads to confusion and there is no room for curriculum. Technology paves the way for education, thus helping the students and teachers to connect virtually through online classrooms, webinars, digital exams, and so on. This crisis is forcing teachers to reinvent their roles from that of transferring information to enabling learning.

### Problem Statement

1. The research title is "Impact of WFH on teacher's performance during COVID-19 pandemic in Surat city".
2. To mitigate the ill effects of the pandemic, many schools and universities have embraced the digital e-learning platforms, with a very short notice and very limited prior experience both on part of the students and teachers.
3. Hence, this study aims to understand how the teachers are adapting from the centuries old, chalk-talk teaching model to the technology driven digital platform.

### Research Objectives

- 1) To identify and obtain information about the positive and negative aspects of working at home during Covid 19 pandemic.
- 2) To study the challenges faced by teachers as they transitioned to remote teaching.
- 3) To investigate the preparedness of faculty for this significant transition for a different educational setting and teaching methodologies in response to Covid 19.
- 4) To determine the role of technology in teaching performance in wake of Covid 19.
- 5) To understand the effectiveness of online teaching-learning.

### Research Design

A research design is the framework or plan for a study that guides the collection & analysis of data. It is a blueprint for conducting research or completing the research study. It is that framework which keeps the research study relevant to the research problem.

Types of Research Design: -

#### 3.1.1 Exploratory Research Design:

Exploratory research is preliminary study of an unfamiliar problem about which the researcher has little or no knowledge. It is often conducted because a problem has not been clearly defined, or its real scope is unclear. It allows the researcher to familiarize with the problem or concept to be studied, and perhaps generate hypotheses to be tested. Exploratory research is necessary to get initial insight into the problems for the purpose of formulating them for more precise investigation.

#### 3.1.2 Descriptive Research Design:

Descriptive research is a fact-finding investigation. It is more specific than an exploratory study, as it has focus on particular aspects or dimension for formulating more sophisticated studies. Data are collected by using one or more appropriate methods: observation, interviewing or mail questionnaire. Descriptive research or statistical research provides data about the population or universe being studied. But it can only describe the "who, what, when, where and how" of a situation, not what caused it.

#### 3.1.3 Causal Research Design:

Causal research design determines the cause-effect relationships between variables. Here, independent variables are the cause & dependent variables are the effect. The nature of relationship between independent & dependent variables is perceived & stated in form of Causal hypothesis. Causal relation can be described in terms of correlation, regression & coefficients.

- **Research Design Used-** It is a Descriptive Research Design. The approach used is Single-cross Sectional study through Descriptive Research. Cross-sectional means that a sample of elements from a given population is selected.

### Data Collection

#### Primary Data:

Those data which are collected at first hand either by researcher or someone else is known as primary data. Thus primary data collected by one person may become the secondary data for another.

Methods of Primary Data collection:

1. **OBSERVATION**- Observation may be defined as a systematic viewing of a specific phenomenon under its natural setting for the purpose of gathering data for a particular study. It is also a process of recording the behaviour patterns of people, objects, and occurrences without questioning or communicating with them.
2. **EXPERIMENTS**- Experiments are conducted to study and measure cause and effect relationship. Experimentation refers to that research process in which one or more variables are manipulated under conditions which permit the collection of data. experimental method involves using a solution on a small scale to problem.
3. **SURVEY**- The Survey Method of obtaining information is based on the questioning of respondents. Respondents are a variety of questions regarding their behaviour, intentions, attitudes, awareness, motivations, and demographic and lifestyle characteristics. This question may be asked verbally, in writing, or via computer, and the responses may be obtained in any of these forms.

### Secondary Data

Any data which has been gathered earlier by some other person are secondary data in the hands of researcher. The secondary data are readily available from the other sources and as such, there are no specific collection methods. The researcher can obtain data from the sources both internal and external to the organization.

- **DATA COLLECTION METHOD USED**- For conducting this study, the Primary data has been collected using Survey method through personal interviewing. Survey was conducted in a natural setting. In personal survey, respondents were being interviewed personally. It involved a direct, face to face contact, instant feedback was received & explanation of difficult questions was done.
- **RESEARCH INSTRUMENT USED**- A Structured Questionnaire was used to collect data. Questionnaire is a structural tool through which data is collected regarding a particular subject.
- A questionnaire was framed based on the research objectives. Personal survey was conducted using physical papers. The paper is divided into two parts viz. profile characteristics of the respondents which includes gender, age, marital status, area and the main questionnaire which consists of series of different types of questions based on research objectives.
- The questionnaire was written in English language and included total 24 questions covering the subjects concerned of the research study. Different types of close-ended questions were included such as dichotomous questions, multiple choice single response, multiple choice multiple response, ranking questions (1=poor, 5=excellent) and rating or scaling questions using 5-point Likert scale (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree).

### Sampling Design

#### Target Population

The target population included male and female teaching faculty members of different academic ranks (teachers, professors, assistant professors, and lecturers) teaching at different academic streams (primary, secondary, higher secondary, graduate) hailing from different schools, colleges and universities.

#### Sampling Elements

The sampling element is teacher/faculty who used WFH model to impart education. They used various digital platforms for remote teaching.

#### Sample Size

The study used a convenient sample of teaching faculty members including all academic streams. The total number who responded to the questionnaire within the timeframe given (one month) was 165 respondents.

#### Sampling Area

This is a multicentre study which included various schools, colleges and universities across Surat city.

#### Sampling Approach

- Probabilistic Sampling
- Non-Probabilistic Sampling

Non-Probabilistic sampling approach was used in this study.

### Sampling Technique

- Convenience Sampling
- Judgment or Purposive Sampling
- Quota Sampling
- Snow-ball Sampling

Convenience Sampling technique was used in this study

### Data Processing

#### Data Coding

Data coding is the process of driving codes from the observed data. It refers to the process of transforming collected information or observations to a set of meaningful, cohesive categories. While drawing analysis from the data, numerical quantities were assigned describing the meaning and context of the whole sentence, phrase or paragraph.

- TABULAR- The data has been presented using a statistical table containing rows and columns.
- GRAPHICAL- Different kinds of graphs and diagrams were used such as Bar Graph, Pie Chart.

#### Data Analysis

The statistical analysis has been performed using the MS Office Excel (2016 version) software. Data was coded, tabulated and then analyzed using appropriate statistical methods. Frequencies, percentages, and mean scores were computed to assess the data.

### Analysis of the Data

#### Demographic Profile of the teachers

GENDER	FREQUENCY	PERCENTAGE
Male	51	31%
Female	114	69%
<b>Total</b>	<b>165</b>	<b>100%</b>
AGE	FREQUENCY	PERCENTAGE
20-25	38	23%
26-30	40	24%
31-35	35	21%
36-40	28	17%
Above 40	24	15%
<b>Total</b>	<b>165</b>	<b>100%</b>
MARITAL STATUS	FREQUENCY	PERCENTAGE
Single	64	39%
Married	101	61%
<b>Total</b>	<b>165</b>	<b>100%</b>
RESIDENCE ZONE	FREQUENCY	PERCENTAGE
South zone	30	18%
North zone	9	5%
East zone	22	13%
West zone	32	19%
South West zone	50	30%
South East zone	4	2%
Central zone	18	11%
<b>TOTAL</b>	<b>165</b>	<b>100%</b>
ACADEMIC STREAM	FREQUENCY	PERCENTAGE
Primary	55	33%
Secondary	30	18%
Higher Secondary	34	21%
College	32	19%
University	14	8%
<b>Total</b>	<b>165</b>	<b>100%</b>

#### Teaching Tools and Techniques used by Teachers

DEVICES USED TO TEACH	FRREQUENCY	PERCENTAGE
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Laptop	62	38%
Desktop	14	8%
Tablet	2	1%
Smartphone	77	47%
Blended	10	6%
<b>Total</b>	<b>165</b>	<b>100%</b>
<b>TOOLS USED TO TEACH</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Microsoft Teams	25	9%
Zoom	132	47%
Google Meet	78	28%
Udemy	5	2%
Coursera	4	1%
Google Classroom	35	13%
<b>DIGITAL APPROACHES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Animations	41	25%
Whiteboard & Pen	57	35%
MS Office	49	30%
Digital Pen & Slate	18	11%
<b>Total</b>	<b>165</b>	<b>100%</b>

As represented by the table, 38% of teachers use Laptop for distance teaching, 8% teachers use Desktop, 1% teachers use Tablet, 47% teachers resort to their Smartphones whereas 6% teachers went for Blended mode means they used a combination of 2 or more devices. Hence, it can be concluded that maximum number of teachers i.e., 47% used Smartphones making it the most used device whereas only 1% teachers used Tablet making it the least used device for remote teaching. The above table explains that 9% teachers use Microsoft Teams, 47% teachers use Zoom, 28% teachers use Google Meet, 2% teachers use Udemy, 1% teachers use Coursera and 13% teachers use Google Classroom. Hence, it is concluded that maximum number of teachers i.e., 47% used Zoom making it the most used digital platform whereas only 1% teachers used Coursera making it the least used tool for remote teaching. The figure shows that 25% teachers use animations such as videos, graphics as an approach for delivering lectures, 35% use whiteboard & pen, 30% teachers use MS Office (word, power point, excel) and 11% teachers use digital pen & slate. Therefore, majority of teachers i.e., 35% used Whiteboard & pen making it the most used digital approach whereas only 11% teachers used Digital pen & slate making it the least used digital approach for remote teaching.

#### Advantages & Challenges of Online Teaching

ADVANTAGES	MEAN
Flexibility	3.4
Wide range of tools	3.52
Customization	3.5
Innovation	3.58
Accessibility	3.59

The respondents were asked to rate the advantages of online teaching in the scale ranging from “Strongly disagree” being 1 to “strongly agree” being 5. From the table, it can be interpreted that Accessibility is the highest rated advantage with a mean score of 3.59, followed by Innovation with a mean score of 3.58. Next come Wide range of tools and Customization with mean scores of 3.52 and 3.5 respectively. Flexibility is the least rated advantage with a mean score of 3.4.

CHALLENGES	MEAN
Teachers access to technology	2.35
Communicating with students	2.56
Increased workload and stress	2.4



Low levels of teachers' pedagogical digital competence	2.8
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The respondents were asked to rate the disadvantages of online teaching in the scale ranging from "Strongly agree" being 1 to "strongly disagree" being 5. Since all are negative statements, so having a low mean score means it is rated more. From the table, it can be interpreted that Communicating with students is the highest rated disadvantage with a mean score of 2.4, followed by Teachers access to technology with a mean score of 2.35. Next come Increased workload & Stress and Teachers access to technology with mean scores of 2.56 and 2.8 respectively. Teachers access to technology is the least rated disadvantage with a mean score of 3.4.

### Institutional Support

Help from Institutions		
HELPFUL	FREQUENCY	PERCENTAGE
Not at all helpful	36	22%
Slightly helpful	19	12%
Moderately helpful	43	26%
Very helpful	38	23%
Extremely helpful	29	18%
<b>Total</b>	<b>165</b>	<b>100%</b>
Training Availed?		
TRAINING	FREQUENCY	PERCENTAGE
Yes	103	62%
No	62	38%
<b>Total</b>	<b>165</b>	<b>100%</b>

As depicted by the table, 22% teachers say that their institution was not at all helpful in offering the resources to teach from home, 12% teachers say it was slightly helpful, 26% teachers say it was moderately helpful, 23% teachers say it was very helpful and 18% teachers say it was extremely helpful. Therefore, majority of teachers received moderate help from their institution. The above table reveals that 62% of teachers were given training and 38% teachers were not provided training. Hence, maximum number of teachers i.e. 62% were trained for delivering ~~of~~ classes.

### Teacher's Know-How

CONFIDENCE	FREQUENCY	PERCENTAGE
Not at all confident	3	2%
Slightly confident	4	2%
Moderately confident	35	21%
Very confident	53	32%
Extremely confident	70	42%
<b>Total</b>	<b>165</b>	<b>100%</b>

As shown in the table, 2% teachers feel not at all confident, 2% teachers feel slightly confident, 21% teachers feel moderately confident, 32% teachers feel very confident and 42% teachers feel extremely confident. Therefore, majority of teachers feel extremely confident to deliver effective remote teaching.

### Teacher Satisfaction and Student Response

Teacher's Satisfaction with Software and Technology		
SATISFACTION	FREQUENCY	PERCENTAGE
Not at all satisfied	6	4%
Slightly satisfied	10	6%
Moderately satisfied	43	26%
Very satisfied	56	34%

Extremely satisfied	50	30%
Total	165	100%
Students' Response to Teachers		
RESPONSE	FREQUENCY	PERCENTAGE
Poor	9	5%
Below average	36	22%
Average	47	28%
Good	45	27%
Excellent	28	17%
Total	165	100%

As discovered, 4% teachers are not at all satisfied, 6% teachers are slightly satisfied, 26% teachers are moderately satisfied, 34% teachers are very satisfied and 30% teachers feel extremely satisfied. Therefore, majority of teachers feel very satisfied with the software and technology. As shown in the table, 5% of teachers receive poor response, 22% teachers got below average response, 28% teachers receive average response, 27% teachers got good response and 17% teachers receive excellent response. Hence, majority of teachers received average response.

#### PROs and CONs of Online Lectures

Why Online Lectures are Effective		
EFFECTIVENESS	FREQUENCY	PERCENTAGE
PPTs are available	46	28%
User friendly tools	49	30%
Students can ask doubts	19	12%
Lecture recording	51	31%
Total	165	100%
Why Online Lectures are Ineffective		
INEFFECTIVENESS	FREQUENCY	PERCENTAGE
Not used to it	21	13%
Difficult to monitor students	98	59%
No training on tools	10	6%
Technical glitches	36	22%
Total	165	100%

#### Positive and Negative Aspects of Work from Home

POSITIVE ASPECTS OF WORK FROM HOME	MEAN
Flexible Environment	3.25
Convenience of home	3.62
Can spend time with family	3.67
WFH provides opportunity to display skills	3.3
Able to balance work and life	3.35
NEGATIVE ASPECTS OF WORK FROM HOME	MEAN
Unpleasant working environment at home	2.98
Increased job stress and work pressure	2.45
Health problems (eye strain, back pain)	2.13
Unable to fulfil family/social demands	2.95
Work and home obligations scheduled at the same time	2.46

**Objective Wise Findings**

OBJECTIVES	QUESTIONS	FINDINGS
1) To identify and obtain information about the positive and negative aspects of working at home during Covid 19 pandemic.	<u>THE POSITIVE ASPECTS OF WFH-</u> Statement 1- Flexible Environment	The maximum 39% teachers agree and minimum 6% teachers strongly disagree on the statement.
	Statement 2- Convenience of home	The maximum 41% teachers agree and minimum 6% teachers strongly disagree on the statement.
	Statement 3- Can spend time with family	The maximum 44% teachers agree and minimum 5% teachers strongly disagree on the statement.
	Statement 4- WFH provides opportunity to display skills	The maximum 30% teachers agree and another 30% teachers are neutral about it and minimum 3% teachers strongly disagree on the statement.
	Statement 5- Able to balance Work and Life	The maximum 35% teachers agree and minimum 4% teachers strongly disagree on the statement.
	<u>THE NEGATIVE ASPECTS OF WFH-</u> Statement 1- Unpleasant working environment	The maximum 33% teachers disagree and minimum 7% teachers strongly disagree on the statement.
	Statement 2- Increased job stress and work pressure	The maximum 33% teachers agree and minimum 3% teachers strongly disagree on the statement.
	Statement 3- Health Problems (eye strain, back pain)	The maximum 38% teachers strongly agree and minimum 3% teachers strongly disagree on the statement.
Statement 4- Unable to fulfil family/social demands	The maximum 31% teachers disagree and minimum 5% teachers strongly disagree on the statement.	
Statement 5- Work and home obligations scheduled at the same time	The maximum 33% teachers agree and minimum 4% teachers strongly disagree on the statement.	

2) To study the challenges faced by teachers as they transitioned to remote teaching.	Statement 1- Teachers access to technology (computers, software, stable internet connection)	The maximum 56% teachers agree and minimum 4% teachers strongly disagree on the statement.
	Statement 2- Communicating with students	The maximum 30% teachers agree and minimum 10% teachers strongly disagree on the statement.
	Statement 3- Increased Workload and Stress working from home	The maximum 30% teachers agree and minimum 4% teachers strongly disagree on the statement.
	Statement 4- Low levels of teacher's pedagogical digital competence	The maximum 34% teachers agree and minimum 10% teachers strongly disagree on the statement.
3) To investigate the preparedness of faculty for this significant transition for a different educational setting and teaching methodologies in response to Covid 19.	How much helpful institution has been in offering the resources to teach from home?	The maximum 26% teachers received moderate help from their institution and minimum 12% teachers say their institution was slightly helpful in offering the resources.
	Were you provided training from your institution for delivering online lectures?	62% of teachers were given training and 38% teachers were not provided training. Hence, majority of teachers were trained for delivering online classes.

	How much confident teachers feel that they have the know-how and tools to deliver effective remoteteaching?	The maximum 42% teachers feel extremely confident and minimum 2% teachers feel not at all confident and another 2% teachers feel slightly confident.
4) To determine the role of technology in teaching performance in wake of Covid 19.	Device used for distance teaching	The maximum 47% teachers used Smartphones whereas only 1% teachers used Tablet for remote teaching.
	Tools used for remote teaching	The maximum 47% teachers used Zoom whereas only 1% teachers used Coursera tool for remote teaching.
	Digital approaches used to teach	The maximum 35% teachers used Whiteboard & pen and minimum 11% teachers used Digital pen & slate as a digital approach.
	Satisfaction of teachers with the software and technology	The maximum 34% teachers feel very satisfied with the software and technology and minimum 4% teachers feel not at all satisfied.
5) To understand the effectiveness of online teaching-learning.	Why online teaching learning takes place effectively?	The maximum 30% teachers are of view that technological user friendly tools makes the teaching effective and minimum 12% teachers believe that students can ask doubts without much reservation in online classes making it effective.

	Why online teaching- learning does not take place effectively?	The maximum 59% teachers are of view that it is difficult to ensure that students are engaged and learning which makes it ineffective and minimum 6% teachers believe that they have not given adequate training on the tools making it ineffective.
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### Discussions

The majority of teachers are females. The majority of teachers have age between 26-30 years. The majority of teachers are married. The maximum number of teachers are from South West zone (Athwa). The majority of teachers teach at Primary level. The maximum number of teachers have used Smartphones making it the most used device for remote teaching. The maximum number of teachers used Zoom making it the most used digital platform. The majority of teachers have used Whiteboard & pen making it the most used digital approach. The maximum number of teachers have rated Accessibility as an advantage of online teaching and communicating with students as a disadvantage. The majority of teachers think the reason for effectiveness of online teaching is that lectures can be recorded for future reference. The majority of teachers think the reason for ineffectiveness of online teaching is that it is difficult to ensure that students are engaged and learning while teaching remotely. The maximum number of teachers have rated Can spend time with family as a positive aspect of WFH and Health problems as a negative aspect. The majority of teachers were given training for delivering online classes. The majority of teachers think that professional development- quickcourses on online teaching and websites with lists of useful resources would help to support online teaching during school closure.

### Recommendations

Teachers who are all experts in Blackboard, Chalk, books, and classroom teaching are really new to this digital teaching. Hence, they should be provided with adequate training for effective remote teaching. Since majority of teachers are facing health problems like back pain and eye strain while teaching in online mode, a proper time slot should be framed by the educational institutions mentioning specific number of hours for taking online classes which should not be extended to avoid health problems. There is always a delay or cancellation of exams, which leads to confusion among students and teachers and there is no room for curriculum which hampers the teaching- learning process. So, to avoid this the Ministry of Education should come up with clear guidelines.

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