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**A STUDY ON STRESS FACED BY TEACHERS DUE TO HYBRID TEACHING****Sadhana Chhatlani**

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**ABSTRACT**

*With the spread of COVID-19 pandemic the students were deprived of teachers and academic instructions. This scenario demonstrated a significant amount of learning loss with respect to knowledge, skills, and competencies on the part of students which further led to stress among both government and private education institutional teachers. It is evident that the future of teaching after the epidemic has turned out to be difficult, ambiguous, and dependent on governmental decisions. The paper is an attempt to analyze the difficulties confronted by the teachers in educational sector at all levels which led to stress affecting their personal life and productivity at work place. The pandemic has adversely impacted the personal lives of teachers which made it impossible for them to shoulder their dual responsibilities. The paper is an attempt to pivot lenses on the hurdles that teachers come across due to hybrid teaching (that is managing students online and off line in a classroom) after the reopening of educational institutions and suggesting ways to overcome such occupational stress due to hybrid teaching. The research is empirical in nature, based on primary data and secondary data both. Data was collected from the sample of 374 teachers from Thane District through random sampling. It was observed that Hybrid teaching was a challenging task reconciled by the teachers on the reopening of government and private educational institutions during post pandemic. The level of occupational stress varied from teacher to teacher depending on selective parameters. It is also found that teachers who would manage to cope up with occupational stress and adapt themselves with the upcoming demands put forth by the educational institutions are able to survive in this sector others are forced to switch their profession for their survival.*

*Keywords: Teachers, COVID-19, educational institutions, stress, students.*

**INTRODUCTION**

The 2020-2021 scholastic years was not normal throughout the world. Later cross country educational institutions were terminated throughout the spring of 2020, educational institutions returned with the fall utilizing mixes of face to face, half and half, and remote learning models. Instructors needed to adjust to unforeseen conditions, educating in extraordinary ways, utilizing coordinated and non concurrent guidance, while additionally being tested to set up associations with understudies, families, and partners. Wellbeing concerns included with the existing blend as certain educators returned to face to face instruction during the stature of the pandemic. Thus, educators' degrees of stress and burnout have been high all through these uncommon pandemic occasions, raising worries about a likely expansion in instructor turnover and future instructor deficiencies.

A larger proportion of teachers approaching retirement age reported having considerable leaves or even retired during COVID-19 because of overwhelming consequences which forced them to adapt the modern technology. This resulted in great loss of experienced teachers. Most teachers had to change instructional mode at least once during the year which would recalibrate the teachers to divide their teaching time between interactive sessions, administrative tasks, engaging students for pedagogical teaching. This scenario demanded more flexibility and time from the teachers leading to increased probability of considering leaves.

It was observed that many educational institutions are encouraging hybrid method of learning, this has exposed many teachers with physical, mental, psychological stress. Teacher's turnover is often bad for students. Even if teachers do not leave, higher levels of job dissatisfaction due to decrease in pay and increase in job responsibilities and intentions to leave could affect teachers effectiveness and could harm students' academic progress.

The educational institutions are now open considering health concerns of the students and teachers while trying to minimize school disruptions. According to the government protocols measures are taken by the colleges to set up vaccine drives within college premises for students above 18yrs of age. Approval of a COVID-19 vaccine for children under 12 would allow a much larger share of the school-age population to get vaccinated.. In the meantime, we should work together to control community spread and facilitate a supportive work environment to help teachers navigate the uncertainty of yet another school year in the pandemic.



## REVIEW OF LITERATURE

1. Andy Hargreaves, 2021, **What the COVID-19 pandemic has taught us about teachers and teaching**, Journal of the Royal Society of Canada's Academy of Science, Volume 6, Number 1.

The paper highlights that children are deprived of teachers and instructions due to online teaching so a great deal of learning is lost. The author examines how learning can take place without teaching, as the COVID-19 pandemic has demonstrated, especially among the most marginalized and vulnerable children. This article examines the actual and likely pandemic repercussions of remote access and digital interactions, as well as the insights gained from them.

2. Samta Jain, Marie Lall, Anviti Singh, 2021, **Teachers' Voices on the Impact of COVID-19 on School Education: Are Ed-Tech Companies Really the Panacea?**, Contemporary Education Dialogue, V 18 (1), pp: 58-59.

The researcher had examined the views of affected teachers on three parameters: access, usage and pedagogical skills through online survey by administering 550 Delhi and National Capital Region (NCR) teachers, of which 288 responded. The research highlighted sharpened inequalities between private schools and government schools by the move to online education. The study further explored that it was hard for the teachers to reach students from economically weaker sections of society during the time of pandemic.

3. Saravanan, K. & Lakshmi, K, 2017, **A Study on Occupational Stress among Teachers of Higher Secondary Schools in Nagappattinam District**, Journal of Teacher Education and Research (JTER), Volume 12, Number 2, pp: 144 – 156.

The researcher compared the levels of occupational stress experienced by government and private high school teachers. The study was completed using a sample of 60 private school instructors and 60 government teachers who were chosen at random. The study found that occupational stress was a very personal issue for teachers, and that their view of the circumstance helped them manage effectively. According to the findings, private school teachers experience less occupational stress than government school teachers.

4. Parray, Waqar & Kumar, Sanjay & Awasthi, Purnima, 2016, **Stress among Teachers: A Theoretical Examination**, Stress among Teachers: A Theoretical Examination, The International Journal of Indian Psychology, Volume 3, Issue 4, No. 57.

This study was attempted by the researcher to determine the stress levels of instructors employed by various educational institutions. According to the findings of the study, teaching was no longer a low-stress vocation. In the age of globalization, head-to-head rivalry is now the norm in all sectors including education sector.

5. Alfred Solomon, D., David Robinson, P. and Theophilah Cathrine, R., 2017, ISSN: 2230- 9926 **International Journal of Development Research, Vol. 07, Issue, 11, pp.16456-16458.**

The researcher investigated the level of stress among school teachers in a few schools in Vellore using a suitable sample technique. The study's research design was experimental and descriptive

in nature, with only a few demographic factors. According to the findings, the majority of instructors, 34 (42.5 percent), were under moderate stress, followed by 23 (28.75 percent) who were under light stress, and 28.75 percent who were under severe stress. The findings of the study highlighted the necessity of being self-aware of stress and taking actions to manage it.

## OBJECTIVES

1. To evaluate the level of stress among teachers post pandemic revival.
2. To highlight measures to deal with factors causing stress due to hybrid teaching.
3. To determine the factors causing stress due to hybrid teaching.

## RESEARCH METHODOLOGY

To attain the research objective data was substantiated through both primary and secondary sources. The primary data has been collected from 260 respondents from Thane city. A structured e- questionnaire based survey was conducted and data was gathered from teachers of various schools and colleges within Thane city. Secondary data has been collected from different sources after referring journals, books, articles, websites etc.

## DATA ANALYSIS AND DISCUSSION

Post pandemic the educational institutions have revived now and operating as per the protocols but forth by the Government. It has been observed that the students of college under the age of 18 years are not permitted to report in colleges due to which many of them are still accessing education through online method on the contrary there are some students who report to colleges for offline education. Same method is being used at

school level. Government schools are open but education in private schools is still being conducted online for lower primary standards. Parents of few school do not find it safe for their child to report to school due to the fear of being contracted. This has given rise to a new concept of learning called Hybrid Learning. The teacher in the class has to be prepared with online and offline content before conducting lectures. This is demanding more time and effort from the teachers leading to stress which adversely impacts the efficiency and effectiveness of a teacher's performance at work.

**Factors leading to stress among teachers due to Hybrid teaching**



school level. Government schools are open but education in private schools is still being conducted online for lower primary standards. Parents of few secondary school students do not find it safe for their child to report to school due to the fear of being contracted. This has given rise to a new concept of learning called Hybrid Learning. The teacher in the class has to be prepared with online and offline content before conducting lectures. This is demanding more time and effort from the teachers leading to stress which adversely impacts the efficiency and effectiveness of a teacher's performance at work.

#### Factors leading to stress among teachers due to Hybrid teaching

**1. Access to resources:** Teachers and students utilize technology in hybrid teaching. Not every learner as well as a teacher has equal access to resources. This makes online learning a difficult part for those with limited resources and impossible for those with no resources.

**2. Absence of support to individual learners:** No catch- all approach is absent in hybrid teaching. Not all the students find online literacy based access to education interactive and interesting. Many students have started avoiding the quality of education based learning.

**3. Bottom - up approach:** The teachers have to take an initiative all the time to keep the students interactive and motivated during the lectures. There is a need for constant professional development to support hybrid learning.

**4. Time constraints:** Moving towards hybrid teaching environment takes a lot of time. Necessary set up, training skills, material preparation is required often. This becomes difficult for the teachers to manage alongside current teaching requirements.

#### Analysis of primary data

Teachers often find it difficult to cope up with teaching requirements due to hybrid teaching. It is challenging for the teachers to adapt to the ever changing technological environment to survive in the educational sector. The information collected from the sample respondents is reflected with the help of below table:

#### Reasons that lead to stress among teachers due to hybrid teaching.

Sr. No	Factors	No of respondents	Percentage
1.	Converting activities to Online	213	57.10
2.	Engaging Students	331	88.73
3.	Technology Adaptation	173	46.38
4.	Online Content Preparation	297	79.62
5.	Increased Workload	313	83.91
6.	Offline Content Preparation	186	49.86
7.	Technical glitches	149	39.94

Source: Compiled from primary data

It has been observed that 88.73% of teachers encounter stress due to failure, finding and adapting new ways to engage the students during lectures. 83.91% of the teachers face stress due to increase in workload to maintain balance between online and offline students attending lectures. It is evident that teachers have become flexible to adapt technology since the table reflects only 46.38% of teachers who face stress in adapting technology in teaching.

#### CONCLUSION

On the basis of above discussion and previous studies it can be concluded that hybrid teaching is leading to stress among teachers of schools and colleges form government and private institutions. Pandemic has changed the education scenario worldwide. It is important to analyze stress generating factors among teachers to avoid adversely impact on quality education, or else it would deliver incompetent, unskilled, incapable, inexperienced youth to the society further hampering the success of the entire nation as a whole. Measures should be taken by the government to ensure safety of the teachers as well at work place. Hybrid teaching has also enhanced multiple skills among teachers and given them an opportunity to be technosavvy.

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**A STUDY ON DYNAMICS OF DIGITAL PAYMENTS IN INDIA – PRE AND POST COVID-19**

PANDEMIC ERA

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<sup>1</sup>Dr. Shradha Ghose and Mr. John A. Menezes<sup>1</sup>Vice-Principal, Sakish Pradhan Dnyansadhna College of Commerce<sup>2</sup>Assistant Professor, Bunts Sangha's S.M.Shetty College of Science, Commerce and Management Studies, Powai, Mumbai**INTRODUCTION**