WORK FROM HOME: COLLEGE PROFESSOR'S CHANGING SCENARIO

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ABSTRACT

Education is a weapon to improve one's life. The role of teacher in education goes beyond teaching that helps to acquire knowledge, skills and develop the personality and attitude of the students but from the past one year there has been a drastic change in the overall education system. The Covid 19 pandemic has led to disruption of global economy and financial market all over the world due to which the concept of work from home has emerged. The main purpose of this research is to find out the difficulties and challenges faced by the professors working at their home space and how they balance their family and work simultaneously. The sudden shift of this virtual education system has become a hurdle for majority of the professors as they are not Tech savvy. From this study we found that, the willingness to work from home is entirely depends upon the home environment, family and with proper digital support. The data used in this research are primary in nature and collected through Google form. This study covers the Mumbai area.

Keywords: *Professor, Work from Home, Virtual Learning.*

Introduction

World Health Organization (WHO) announced the novel Coronavirus (COVID-19) as a global pandemic on March 2020. The financial markets across the globe were badly affected. As the lockdown situation currently prevailing all over the world because of an unexpected deadly guest coronavirus, it leads to the closure of workplaces and educational institutions and suddenly online education and work from home has become the new normal. In India nearly 1.5 million (15 lakh) schools have been closed due to pandemic affecting 286 million (28.6 crore) students. It made a drastic change all over the world which led to the people to have social distancing that result in Work from Home. The pandemic situation imposed all the employees from IT sectors to educational sectors to work from home.

Education plays a vital role to succeed in one's life. Education has the ability to improve individual's skills, acquire knowledge and to develop the overall personality. Effective communication is the key for successful teaching as well as learning. The shift of traditional to virtual learning can be entirely a different experience for the learners as well as the educators, which they must adapt to with little or no other alternatives available. The education system and the educators have adopted "Education in emergency" through various online platforms and are compelled to adopt a system that they are not prepared for. Everyone must learn to reap the benefits of technology for survival. Due to advancements in the technologies, we have enough of resources to continue the work routines even without going to school and offices.

Significance

The Primary concern of this study is to identify the work from work experience of college professors and the sudden transition from traditional face-to-face teaching to virtual mode teaching. The main aim of the study is to find the obstacles faced by professors during online lecture. This study reveals about the challenges, stress and the overall difficulties faced by the professors during work from home. This study also identifies the problem how pandemic affects the education system.

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Review of Literature

Agus Purwanto (2020): In his study "Impact of work from home on Indonesia Teachers performance during the covid-19 pandemic" he focused on how the performances of the teachers got affected during covid-19 pandemic and also identified the advantages and disadvantages of work from home. This study was conducted in elementary school in Tangerang city with 6 teachers as their respondents. This study states work from home can be carried out effectively only when teachers and digital technology moves together. Flexibility in completing work, balance of school hours and personal life without burden are the biggest advantages. Work motivation, entertainment distractions and increase in their electricity and internet cost leads to low effectiveness in remote teaching. Decoding and understanding the positives and negatives will help institutes in creating strategies for more efficiently delivering the lessons, ensuring an uninterrupted learning journey for students.

Naziya Hasan (2020): In her study "Online teaching learning during covid-19 pandemic: students perspective" It reveals how students enjoy learning through online mode. Flexibility in terms of time and place was found to be most liked future of online learning, but at the same time poor network and connectivity was highly disliked element. This study suggests teachers and institutions to strengthen the features and facilities liked by students. Teachers need to reflect on their adopted techniques and should design it in such a way to match it with students interest and preferred learning styles.

Safa'a Abu Jarour (2021): In her study "How working from home during covid-19 affects academic productivity" they concluded that both personal factors and technology related factors affects an individual's work from home attitude and its productivity. For many educational institutions, this is an entirely new way of education that they have to adopt. Higher education has suffered greatly during the covid pandemic. Since academic struggle with absence of work life boundaries during the covid situation, universities should adopt those flexibility and support which may help teaching faculties and staffs who cannot separate their work and home. Work from home is now applicable not just to learn academics but it also extends to learning extracurricular activities for students as well.

Rebecca J. Collie (2021): In her study "Covid 19 and teachers somatic burden, stress and emotional exhaustion: examining the role of principal leadership and workplace buoyancy" It aims to examine Teachers somatic burden, stress related changes at work and emotional exhaustion during covid-19 along with two leadership factors (Autonomy supportive leadership and Autonomy thwarting leadership) and one personal factor (workplace buoyancy) in relation to teachers teaching outcomes. These factors are associated with lower levels of outcomes among teachers. Autonomy supportive leadership was associated with greater buoyancy and lower somatic burden, stress and emotional exhaustion. In contrast, Autonomy thwarting leadership was positively associated with emotional exhaustion. These factors may then form a focus for efforts to support teachers during subsequent waves of covid-19 or other disruptions to schooling that may arise in future.

T. Muthuprasad (2021): In his study "Students perveptiion and preference for online education in india during COVID-19 pandemic" the main focus of the study is to find out the students perceptions and preferences towards online classes. The participants of this study were total 307 graduates from different universities. The education system mostly tries to impart practical skills to their learners but due to covid pandemic conducting the practical classes online became a difficult task. The findings of this study indicated that majority of the respondents were ready to opt for online classes in order to manage the curriculum during this pandemic and it also stated that shifting completely online mode is also not possible. The result of this study clearly highlights lack of teachers competencies and inability to use multimedia contents could be a major reason for failure of online classes.

The above studies shows that lot of studies were conducted by different authors regarding the challenges and stress faced by the students and teachers during online classes. Therefore this study focus on the changing scenario of self-financing college professors with respect to virtual education.

Research Objectives

- To study about the digital challenges faced by the Professors.
- To assess the lecturer-student Co-ordination.
- To study the factors causing distractions to Professors.

Research Methodology

The study is based on analytical research. The target Population of the study is Self Financing College Professors in Mumbai Area. Primary as well as secondary data are used. Convenience sampling method is used to collect the data from Professors. Primary Data collected through structured questionnaire with the help of Google forms. The questionnaire were sent through Emails and Whatsapp

to Professors of different colleges across Mumbai city. A sample size of 54 responses were collected. The data collected during May 2021 to June 2021. Statistical tools like frequency distribution and Percentage analysis are used to analysis the data. The questionnaires are based on demographic details of the professor like age, gender and teaching category. Details about their working environmental situation, positive and negative impact about the virtual teaching and lastly the opinion about the digital teaching will improve the student career in future. Secondary data are collected through journals, articles and news report.

Limitations

This study is limited to Mumbai area and compared with the population of the study, the sample size is very less. This study focuses on the virtual method of teaching by college professors only. The same study can be done in various cities for different teachers and professors across the world.

Analysis

- **Socioeconomic Profile of the Professors**

Table 1: Socioeconomic Profile

(n=54)

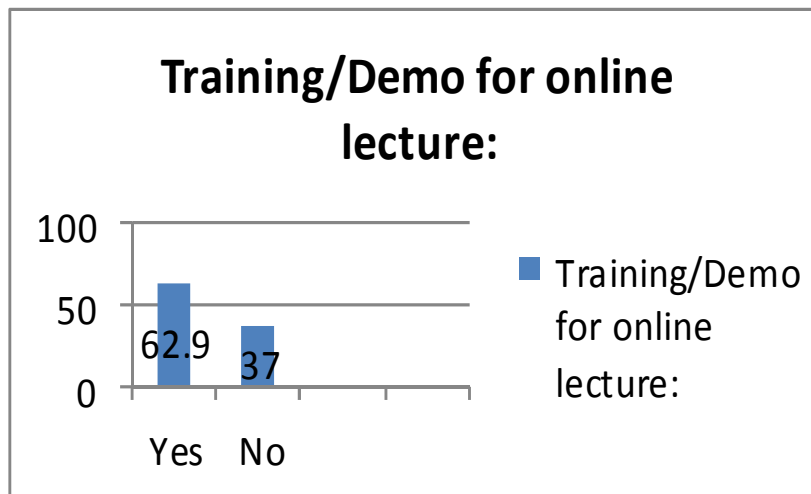| Particulars	Category	Frequency	%
Age Group	Less than 30	25	46.3
	30-40	21	38.8
	More than 40	8	14.8
Gender	Male	17	31.4
	Female	37	68.5
Teaching Category	Undergraduate	31	57.4
	Postgraduate	23	42.5

Source: Primary Data

Table 1 shows summary of Professors with respect to age, gender and teaching category. This table were expressed in frequency and percentages for understanding purpose.46.3% professor are falling under the age category of less than 30. 68.5%of the professors are female and 31.4% are male. Majority of professors teaches for undergraduate's i.e.57.4% and 42.5% teaches for Post graduate students.

- **Training/Demo for Online Lecture**

Table 2: Management Provided Training Session before Starting the Online Lecture

Particulars	Frequency	%
Yes	34	62.9
No	20	37

Source: Primary Data

Above table states that 62.9% college management conducted training sessions to professors before starting with online lectures. From this table it clearly shows that college management as well as professors are working together to strengthen the virtual teaching- learning process.

- **Challenges Experiences**

Table3: Challenges Faced During Online Lecture

Particulars	Frequency	%
Absenteeism of Student	31	57.4
Network Challenges	33	**61.1**
Lack of Coordination	23	42.6
Distraction of Family Members	16	29.6
Software Issues	13	24.1

Source: Primary Data

Table 3 clearly indicates that 61.1% Professors faced Network challenges due to poor internet connectivity. Following it, 57.4% were absenteeism of students as there are less interaction between students and teachers which resulted in lack of coordination (42.6%). The other unavoidable challenge is distractions caused by family members as most of them have no separate room (29.6%) and 24.1% are due to software issues.

Some of the Professors Responses

"Poor Network is a major issue as sometimes it get disconnected. Some students say they are not able to hear the audio."

"All the Students queries cannot be solved in live classes as time span is very less so it delays in feedbacks which also results in lack of communication."
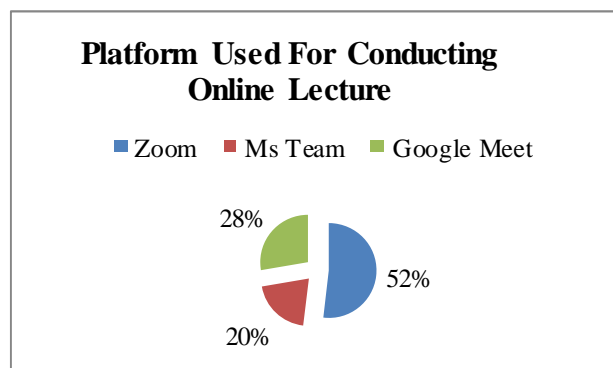
- **Stress Faced By Professor**

Table 4: Work from Home causing Stress

Particulars	Frequency	%
Yes	29	53.7
No	12	22.2
Maybe	13	24

Source: Primary Data

This Table shows that 53.7% Professors faced Stress during work from home. The reason behind their stress level is due to reasons like Network issues, Family distraction, Lack of coordination between the students and also between the colleagues.

Platform Used For Conducting Online Lecture

- **Digital Platform used for Virtual Teaching**

Table 5: Platform Used For Conducting Online Lecture

Particulars	Frequency	%
Zoom	28	51.8
Ms Team	11	20.3
Google Meet	15	27.7

Source: Primary Data

Most of the Schools ,Colleges and Institution provide online lectures through various platforms. From the above table it clearly shows that majority of the professors are using Zoom i.e.51.8% followed by Google Meet(27.7%) and Ms Team(20.3%). Nowadays Zoom Software grabed everyone attention all over the world for video conference, teaching-learning.

- **Platform used for Doubts Solving**

Table 6: Platform Used for Clarifying Doubts and Queries

(n=54)

Particulars	Frequency	%
Live Chat	24	44.4
Email	2	3.7
Whatsapp	28	51.8

Source: Primary Data

Various Platforms are available for interaction purpose but whatsapp is the most preferred application for professors as well as for the students. Nowadays Whatsapp Application are widely used by everyone to send multimedia message like photo, video and text messages. It shows that 51.8% Professors and students use Whatsapp regarding queries and solving doubts. Following it, 44.4% of them use livechat and only 3.7% of them use Email.

- **Preferred by Professor In Virtual Learning**

Table 7: Preferences for Virtual form of Learning

Particulars	Frequency	%
Live Online class	42	**77.8**
Recorded Video	17	31.5
App	14	25.9
E-Book	15	27.8

Source: Primary Data

Table 7 clearly indicates Synchronous type teaching learning is preferred by Professors i.e. 77.8% than Asynchronous. In Live online class, interaction with students allow the class to be more dynamic and effective. Asynchronous such as recorded video are preferred by only 31.5% of professors. Following it, 25.9% uses App and 27.8% by E-book.

- **Positive Impact**

Table 8: Positive Impact of Virtual Learning

Particulars	Frequency	%
Cost Saving	25	46.3
Less Stressful	9	16.7
Flexibility	39	72.2
Efficiency	8	14.8

Source: Primary Data

Table 8 shows 72.2% professors are flexible with work in respect to time and place. Following it, 46.3% are cost saving and 16.7 % feels less stressful and 14.8% are only efficient.

- **Negative Impact**

Table 9: Negative Impact of Virtual Learning

Particulars	Frequency	%
Lack of Communication	26	48.1
Poor Network	30	**55.6**
Inability to focus on screen for long time	26	48.1
Poor Coordination	25	46.3

Source: Primary Data

The top issues are poor network connectivity (55.6%). The other reason that affects the virtual learning is lack of communication. Professors face lack of communication between students as well between the colleagues as delay in immediate feedback. 48.1% professors cant able to focus on screen for long time.

- **Comparison with Classroom and Online Education**

Table 10: Is Online Education as Good as Classroom Education

Particulars	Frequency	%
Yes	8	14.8
No	30	55.6
May Be	16	29.6

Source: Primary Data

Table 10 clearly shows that majority of the Professors are not favourable for online education i.e. 55.6%. Virtual education is good but only following Virtual education won't help the student's carrer point of view. Some subjects are probably good in physical form of teaching. So there need to collaborative of physical education as well as online education to improve the carrer of students.

- **Rate the following Statement**

Table 11: Statement

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Online tools are easy to use	15	**24**	14	1	0
Difficult in conducting practical's	**26**	13	14	0	1
Lack of Coordination between the students	17	**22**	10	4	1
Distraction between the family members	9	**20**	15	9	1
No time for self	11	**19**	17	7	0

This study reveals about the benefit and drawback faced by the Professor. From the study it is found that majority of the professor revealed that online tools are easy to use. The other drawbacks like lack of coordination between the student, Distraction between family members, no time for self are the most disadvantages faced by the Professor and they agreed. The professor also found difficulties in conducting in practical's as digital learning provides theoretical knowledge than practical's and the Professor strongly agreed on it.

- **Overall Experience**

Table 12: Overall Experience of Work from Home

Particulars	Frequency	%
Poor	0	0
Average	18	33.3
Good	32	59.3
Excellent	4	7.4

Source: Primary Data

From the above table it shows that majority of the professors find good to work from home i.e. 59.3%.

Findings

- Majority of the Professors are female (68.5%).
- Majority of the Professors are falling under the age category of less than 30 (46.3%).
- 57.4% Professors teaches for under graduates and 42.6% for Post-graduate students.
- The Most difficult challenge faced by the Professors during online teaching is poor network connectivity (61.1%) following it absenteeism of students, Lack of coordination and Distractions with family.
- 63% Professors have been provided with training session before conducting online lectures.
- Other than Ms Team and Google software Zoom are widely used by the Professors for conducting online lectures.
- Whatsapp as a platform are widely used for clarifying doubts other than live chat and E-Mail.
- 53.7% professors are facing stress during work from home. More than 53% Professor experienced poor coordination with student and 31.5% professors experienced lack of time.
- 1 in every 2 professors experienced good to Work from home.
- Majority of the professors are flexible with time, place and cost saving.

Suggestions

- Pre-plan the class in advance and make sure that the syllabus and materials are laid out clearly before class starts.
- Professors should try to develop, facilitate and promote an environment where all students are able to learn from each other.
- Professors should provide timely feedback on assignments, class test and quizzes in order to encourage student's performance.
- Try to make live classes more interactive while teaching which further motivates the students to learn.
- Workspace of the professors should be free from distractions.
- Students as well professors both should have proper clarity on the purpose and context of technology adoption.
- If any technical problem occurs proper support and guidance should be given.
- Demo examination should be conducted before actual examination in order to avoid inconvenience for the students.

Conclusion

The Covid-19 Pandemic virus affected all over the world. From past one year most of the people are working from their homes. Sudden closure of schools and colleges has given rise to virtual mode of education. Lockdown and social distancing measures due to covid-19 pandemic have led to closures of schools, training institutes, universities and colleges all over the world. The online teaching and distance learning have become a panacea for this unprecedented global pandemic, despite the challenges posed to both educators and learners. Work from home has both positive and negative effect on Professors. Proper network connectivity, proper guidance use of software and good coordination will help virtual teaching learning process smoothly. The Zoom app which was unfamiliar now grabbed everyone's attention for teaching-learning, meetings, video conference.

Based on the finding of this study, it is suggested that necessary changes should be implemented so that it will improve the teaching process smoothly. Most of the college management has also provided training to faculty before starting the online lecture. It is found that Management as well the professor both are working together to deliver the virtual teaching –learning process smoothly. The most liked features on online teaching are flexibility with respect to time and place .Poor network, Lack of Coordination with Students as well as with colleagues, Conflict with family are the issues faced by professor on work from home will lead to stress and they lose motivation to work.

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