

**Teachers' workload and wellbeing during Covid-19 pandemic: A study on English
Teachers of English medium schools in Bangladesh**

By

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for the degree of
Master of Arts in TESOL

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Declaration

I declare that

1. This thesis submitted is my original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by any third party, except where it is appropriately cited through accurate and full referencing.
3. The thesis does not contain material submitted or accepted previously for any other degree or diploma at any University or institution.
4. All main sources of help have been acknowledged.

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The thesis titled “TEACHERS’ WORKLOAD AND WELLBEING DURING Covid-19 PANDEMIC: A STUDY ON ENGLISH TEACHERS OF ENGLISH MEDIUM SCHOOLS IN BANGLADESH” submitted by

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Ethics Statement

I declare that the thesis titled “TEACHERS’ WORKLOAD AND WELLBEING DURING Covid-19 PANDEMIC: A STUDY ON ENGLISH TEACHERS OF ENGLISH MEDIUM SCHOOLS IN BANGLADESH” is submitted to the Brac Institute of Language (BIL), Brac University, in partial fulfilment of the degree MA in TESOL. No part of this dissertation is plagiarized or copied from any other published or unpublished works of any other writer and that all materials borrowed or rephrased have been appropriately cited using proper citation and full references in the appropriate places. I understand that the program on me may be canceled/ withdrawn if it is somehow discovered that this portfolio is not my original work and it contains materials plagiarized, copied or borrowed without any proper acknowledgement.

Abstract

The English medium schools are mostly privately funded schools that use English as their medium of studies and follow the British curriculum. Recently, these schools have gained more popularity among the parents and the students. Due to the pandemic, like every other institution, the English medium schools were also conducting their classes online. Researchers and scholars all over the country and abroad had raised questions about the workload teachers were having to bear and the mental and physical effects it was having on them. The current study aimed to find how much effort the secondary English teachers were having to put to cope with the sudden change and how it was affecting their wellbeing. For this, 28 secondary English teachers from different English Medium Schools around Bangladesh were selected and surveyed. Their study was analyzed according to Broaden and build theory and the COR theory. The findings of the study showed that though most of the teachers were not going through extreme workload and they were okay with taking online classes, every one of them preferred offline or physical classes.

Keywords: COVID-19, workload, pandemic, e-learning

Definition of the key terms

COVID-19: Corona Virus Disease, 2019, named by World Health Organization (WHO) on February 2020 for the disease caused by the novel corona virus, SARS-CoV2 (Vergnaud, 2020).

Workload: Workload is the amount of work to be done by someone or something (Daniel, 2013)

Pandemic: Pandemic is a global epidemic, an epidemic of an infectious disease which has affected millions of people by spreading across a larger region, like multiple continents or worldwide (Downs, 2005).

E- Learning: The learning system based on formalized teaching with the help of electronic devices is called e-learning (The Economic Times, 2021)

Dedication

This paper is dedicated to my husband and son for their continuous support and inspiration. They believed in my abilities and put faith in my work immensely. As a result, it is a humble gesture to show my gratefulness and love for them.

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Chapter One

1.1 Introduction and Background of Study

The Covid-19 Pandemic witnessed people an unprecedented trauma for humankind where normal life had to come to a halt as people were locked down inside their homes and educational institutions were closed for a long period. The mental health condition of people was deteriorating severely and studies showed that the condition for depression, anxiety, frustration and many other issues had severely increased during this time (Garfield et al, 2021).

As an alternative, academic institutions had to operate through online classes. English Medium Schools in Bangladesh is increasing everyday with the rapid globalization and the need for an international standard education system. The education system of English Medium schools is tougher than our conventional system as it is regulated directly by the British curriculum and also conducted all over the world similarly (The Daily Star, 2021). The COVID-19 pandemic caused 1.5 billion students in 190 countries including Bangladesh (UNICEF, 2020) to move online from the on-campus classes. This caused various problems to arise and added to the already existing workload of the teachers. The English Medium School teachers had to face new challenges to cope with it (Brac, 2020). Direct assessing of the students was not possible which caused a major issue with the communication between the students and teachers. In the offline classes, the students are assessed through reading, writing, spelling and oral language (Abdul and Salam, 2018). Whereas in online classes it was not possible to assess every student individually. Even though the institutions are reopening and offline classes are starting, it is reported that the presence of students is very low (Jasim, 2021). According to Bangladesh English Medium Schools Association, during the time of pandemic only 30-40% students were attending offline physical classes.

1.2 Problem Statement

The covid-19 pandemic caused everything to shut down on the first of January 2020. Educational Institutions in Bangladesh were caused to close off on March 17, 2021 (Dutta and Smita, 2020). Despite the continued pandemic, educational facilities for young learners received the utmost priority which is why the institutions had chosen to shift to online learning and e-assessment instead of physical classes. Additionally, it was also very important to keep track of how the new method was affecting the teachers and adding to their workload.

An article published in The Daly Star with the title “E-learning: A boon or a bane?” by Mortuza (2021) became a burning question to everyone as it sheds light on the good and bad effects of E-learning. There was another article by Porter (2020), titled “Reflecting on Teacher Wellbeing During the COVID-19 Pandemic” shed light on the well-being of teachers during online classes and their workload to assess their well-being of teachers and stated that teachers not only had to conduct regular classes and take extra care to communicate with students in order to deliver the lectures effectively but they also had to actively stay engaged hours more than their usual working time to address the problems of the students, assess and also motivate them to actively participate in the online classes. Teachers were expected to provide academic instructions, social-emotional support, and build relationships with students and families, often without adequate compensation or support from administration, which can lead to stress, frustration, burnout, and ultimately teacher turnover. They were mentioned with personal experiences with anxiety, the impact of professional demands, and work responsibilities, as stressors during the academic year (Robinson et al., 2022). Also, a high percentage of educators reported not having adequate technological resources nor a comfortable isolated place to work at home (Rubilar & Oros, 2021). During this Covid-19 period, the stressors with a higher impact were associated with pandemic concerns and work overload, which, along with other situations perceived as threatening, explained the appearance of various psychophysical symptoms and burnout (Rubilar & Oros, 2021). Rather than the Bangla medium, Madrasah or higher secondary and tertiary level students, the study was done on the teachers of English Medium schools because this curriculum lacks enough resources and is not much popular, so the conditions of the teachers go unnoticed sometimes.

1.3 Purpose of the Study

This study focused on the well-being and workload of the English Medium School teachers. It was a matter of concern as the well-being of teachers effected the education of the students as well. A recent study has been conducted by See & Wardle, (2020) showed the workload and well-being of teachers but the current study focused more on the condition of the English teachers of English Medium Schools around the country. Lastly, the study evaluated whether the teachers preferred online classes or the physically taken offline ones.

1.4 Objectives

The objectives of this study were:

1. To understand the workload of secondary English Teachers of English Medium Schools.
2. To examine the well-being of the secondary English teachers of English Medium Schools.

1.5 Research Questions

1. What were the different types of tasks English teachers had to do besides their regular academic activities during the pandemic situation?
2. How did the secondary level English language teachers at English medium schools in Bangladesh adjusted to the pandemic and maintain their well-being?

1.6 Significance of the Study

Jakubowski & Sitko-Dominik in 2021 conducted research on the subject to find out the condition of the teachers during the pandemic. Jakubowski & Sitko-Dominik in 2021 and Ozamiz-Etxebarria et al. in 2021 also conducted researches on similar topics besides Robinson et al. In 2022 and Rubilar & Oros in 2021, their studies show that teachers were more overworked during the pandemic and how the pandemic negatively affected the psychological state of the teachers respectively, though, none of these were concerned with the English Medium Teachers of Bangladesh. The findings of this study would provide valuable insights and motivation to the researchers for conducting future studies in this field, with other education levels. Based on the results of these studies, appropriate measures to sync with the well-being and workload of the teachers can be taken. Not only this, but the study would also help to decide whether online classes have a good idea and if they should be continued even after the pandemic is over with the formation of a technology-based modern world.

Chapter Two

Literature Review

The covid-19 pandemic had caused the educational institutions to shut down and online classes came into being a new idea with which both the teachers and students had to deal with in challenging circumstances.

2.1 Well-being during Covid-19

The waves of covid-19 since the massive spread of the pandemic in the November-December of 2019 had considerably damaged the physical and mental health of the people around the world. A study by (Garfield et al., 2021) showed that more than average of young adults (aged 18-24) bore symptoms of anxiety and depressive disorder (56%). In their study by (Garfield et al., 2021) found, 4 out of 10 adults in the USA suffered from anxiety or depressive disorder symptoms during the pandemic. Based on this idea, a lot of studies and surveys were conducted to keep track of the well-being of people during the pandemic, and one such study with 1210 respondents from 194 cities in China during the January-February, 2020 reported that 54% respondents had psychological impacts of covid-19 from moderate to severe, 29% with moderate to severe anxiety symptoms and 17% with moderate to severe depressive symptoms (Wang et al., 2020). Two large-scale surveys conducted nationwide in China, one on 11,131 and the other on 3000 people about the mental health before and after the coronavirus pandemic, found a drop of 74% in overall mental and emotional well-being (Yang & Ma, 2020).

2.2 Online classes during COVID-19

With the spread of the pandemic, the traditional system of classes got replaced by the online teaching method, which was a rather convenient form of teaching by staying at home. This was quite an unpredictable scenario that got its popularity since people all around the world were locked down in their houses (Aperribai et al., 2020). The teachers and students could both conduct their lessons staying at home and did not have to do much physical work like going to the schools. Apparently, it appeared as a quite effective method of learning. Though most of the people accepted this way of teaching and learning as alternative methods to traditional teaching because there was no other way, there had been both some advantages and disadvantages of online classes. Some of the advantages and disadvantages of online class (Thompson, 2021) were identified follows:

2.2.1 Advantages of online classes:

No physical work needed: During online classes, people did not have to go to the institutions physically which saved both time and money.

Easier and convenient: Taking and attending online classes was more convenient and easier as all it requires was a device to attend and a good network. People could attend the classes from anywhere.

Attend personal business: While attending or taking online classes, people could attend to their personal businesses as well, taking care of their families and other jobs that required their attention. If any emergency appeared, they could tend to that while taking the class.

Comfortable: Online classes were a more comfortable method with, little pressure and time management problems, and it could be arranged anywhere anytime.

More liberal and vast opportunities: Online classes unlocked more opportunities for learning, people could learn anything from the internet to their convenient time from anywhere. They could take online courses from renowned international teachers just by staying at home.

2.2.2 Disadvantages of online classes:

Communication gap: During online classes, the one-to-one interaction was not possible. So, a communication gap was created between teachers and students, as well as among students themselves (Prieto and Bermejo, 2006). Some felt isolated because of this. The weaker students could not respond profoundly and hampered their education (Thompson, 2021).

Lack of resources: Not everyone was capable of arranging a perfect device for the online classes. People with lower economic condition were mostly the ones facing such problems. Affording internet was also not easy for everyone. Also, not most of the books could be found in the pdf versions, so, problem in delivering lessons also occurred.

Network problems: Network issues created severe problems for online classes. Due to this, many students fell back and could not attend the classes, submit the assignments on time and also sometimes missed the instructions (Thompson, 2021).

Economic issues of both teachers and students: Not every student come from good economic conditions. Also, some of the teachers could be having troubles to arrange proper devices for attending online classes (Torres and Fernandez, 2020).

Personal issues of both teachers and students: During the pandemic, since everyone was staying at home, personal issues occurred frequently. These created problems for both students and teachers. They often lost concentration from the class.

Requires training: Taking online classes required proper training and experience in order to create an effective class lecture, the teachers had to go through a lot and tried increasing their knowledge in the field and lack of this caused stress (Perez, 2003).

More screen-time: Online classes required more screen time. People needed to stay in front of their technological devices more than usual. This caused many other physical problems like headache, back pain, eye sight problems etc. (Thompson, 2021).

2.3 Online classes in Bangladeshi perspectives

In Bangladesh, taking online classes was much more challenging as Bangladesh is an economically developing country (World Bank, 2018), the economic conditions of people in the rural areas are not that great. Also, the rural areas were lacking in technological advances causing another disadvantage in conducting online classes. The socio-economic conditions of the country in most of the places also caused problems to conduct online classes. Many families have familial issues being extended families and due to the pandemic as everyone was staying stuck at home, the problems had become quite severe. In this, it was hard to conduct classes staying in the middle of that chaos both for the teachers and students. The covid-19 pandemic had restrained the economic growth of the country further affecting its socio-economic conditions (The World Bank, n. d.). According to a study conducted by Huda, Kabir and Siddiq (2020), it could be said that the students had a positive view towards online classes but they also had worries regarding the unavailability of devices, stress regarding network issues.

2.4 Teachers' workload during COVID-19

“The amount of work any individual has to do is workload,” said (Jex & Steve, 1998). Following this, (Ganster & Rosen, 2013) said that the workload of individual is linked to a number of strains like anxiety, psychological reactions like cortisol, fatigue, headache, backache etc.

The pandemic affected every aspect of life including education. Even after one whole year of the pandemic, almost half of the world's students were still victims of partial or full closures of the schools (UNESCO, 2021). This led to the trend of online learning or e-learning. Teachers could take the online classes through zoom, Google class room and many other social and educational sites (Laskar, 2020). Even though this new method of learning was the only option in that crucial time and it also proved to be fruitful to a great length, deficiency of technological skills and perception of higher workloads caused a lot of problems and controversies (Aristovnik et al., 2020). Apart from these, Wang and Zhao (2020) said that as the government had not stopped the scholar year and the teachers continued to keep teaching online, they had to do so while attending to their own personal

issues which created an extra workload for them to handle. Pam Gaddy, a social studies teacher at Patapsco High school and Center for Arts in Baltimore County, Maryland, mentioned that the workload was almost 90% more than usual and that they were working from early morning to late into the night and even in the weekends to keep up (NEA News, 2020).

2.5 Teachers' challenges in online teaching

The work load of secondary school teachers had increased quite a bit as they had to find means to sort out the network issues, prepare lessons in a very new way, made sure the students maintain concentration during lectures and also cope with the huge communication problem (Murphy, 2020). About this, (Ely, 2018) mentioned about a popular criticism heard from online educators the lack of connecting with students. Kebritchi et al. (2017) had said that the instructors' methods to communicate, form the community and deliver appropriate lessons properly and effectively made the differences in online teaching outcomes. Besides, the concern about the corona virus pandemic was adding another mental pressure to the already existing problems (Salud, 2020). Secondary teachers' burnt-out to manage all these stuffs, along with the issues relating shortage of academic resources to ensure proper teaching.

According to Kebritchi et al. (2017) some of the challenges the teachers had to face in online teaching are described below.

Inappropriate expectations of learners: The learners may have inappropriate expectations from the online classes like they could expect any sort of feedback to their works right away or could expect the availability of the course teacher anytime. Proper instructions about this must be given to the students in order to had a healthy relationship between the teacher and the student (p. 8)

Availability of resources: This was a great concern for both teachers and students. Teachers faced issues relating their students not having adequate technological support to attend online classes, also even though the online versions of most of the books were available at present, it was still lacking in this sector. Proper materials to conduct classes were sometimes found unavailable or inaccessible. The required technical skills like the ability to use Google classroom, zoom, Google drive etc. were required and could not be fulfilled sometimes. Many students were not even able to have proper access to internet because of economic problems or residing in remote areas. (p. 8-9)

Communication issues: Communication issues created most of the problems in online classes. As online classes were conducted through technological media, interaction of teachers with their students became difficult. Teachers often failed to understand how much their students were keeping up with their lessons and this led to

the students losing their interest and lacking in achieving the knowledge or lessons delivered to them. Communication issues between the students themselves also occurred some times that caused lacking in being able to work in groups, which was also a responsibility of the teacher to monitor and guide to (p. 9, 21).

Active engagement in class: In order to concentrate in class and properly learn what the teacher was delivering, learners needed to stay actively engaged in class. During online classes this aspect lacked quite a bit. As face-to-face interaction was not possible, the teachers sometimes failed to understand how active their students were in the class. Also sometimes, as everyone was staying at home and lot of things go on in life, due to various personal issues, the teachers themselves failed to stay actively engaged in the class and thus their lessons became lifeless and boring and failed to reach to the students (p. 10, 13)

Proper clarity of assignment instructions: Communication gaps sometimes caused misunderstanding between the students and the teachers as the students sometime failed to understand their assignments. Issues with assignments included failing to understand the instructions properly, failing to understand the assignment instructions etc. (p. 14).

Technological problems: As online classes fully depended on technologies; technological problems were major drawbacks. Technological issues or technological problems included network issues, availability of internet, lack of proper knowledge about software, internet and how to use them, availability of devices, experience in using technologies, sudden dis function of devices through which the class was being conducted etc. These problems created a major gap between the teacher and the students. Students might fail to understand some part of the lectures they happened to miss during the class because of technological issues or technological problems. There were also some other problems relating to technologies which included the over use of technologies by students with the excuse of online classes. This caused a lack of concentration in the classes and hampered the studies of students. Teachers faced challenges in addressing these as well (p. 18)

2.6 Teachers' wellbeing during pandemic

Akangkha (2020) in an article regarding the wellbeing of teachers said that we should ensure the reception of support the teachers have earned. Akangkha (2020), in her article also said that they had to buy a smartphone, laptop or any other technological device despite of their pay cuts or cuts from their festival bonuses. This caused a mental pressure on them and their wellbeing. According to Teaching Survey (2021) on teachers' workload during pandemic in U.S., it was reported that the teachers were working an additional of 900 hours to cope with virtual learning or online classes. Again, according to that survey, almost 50% of the teachers said that they would like to get back to the offline classes in fall 2021 because of the effects online classes were putting on

their wellbeing. Smith and Lim (2020) said that the pandemic brought significant changes in social relationships and created feelings of isolation and loneliness. Following this Besser et al. (2020) said that teachers have suffered from stress to adapt to provide online classes. Ng (2017) said that this stress often caused anxiety, depression and disturbance in sleep as a consequence for increased workload. A recent Arab study showed that these consequences restricted the ability of teachers to teach properly (Al Lily et al., 2020). A study carried out in China showed that 13.67% of the teachers have symptoms of anxiety with the adult females being more anxious (Li et al., 2020). Another study showed that 9.1% of teachers showed symptoms of severe stress and that they need psychological support (Zhou and Yao, 2020). Prato-Grasco et al., (2020) said that another study conducted in Spain reported teachers to had psychosomatic problems and exhaustion due to workloads in pandemic. Along with that, many previous studies had showed that usage of technological devices decrease job satisfaction causing tension, anxiety and exhaustion (Cuervo et al., 2018). The long-term effect of such problems resulted in exhaustion and losing confidence said Buric and Kim (2020) making it more difficult to manage student behavior. Arias et al., (2019) said that the psychological problems had been noticed more in the secondary school teachers than primary or tertiary. These problems led to increase sick leaves, absenteeism and poor work performance of teachers (Moreno et al., 2004). This also caused job instability in teachers which further led to significant psychological consequences (Leibovitz and de Figueroa, 2006).

2.7 Conditions of English Medium teachers during pandemic

In case of English language teachers of English medium schools in Bangladesh, the troubles were a bit more as their materials were limited.

There are 38.6 million students in Bangladesh, out of which 13 million are in secondary (BANBEIS, 2018) and the official number of English medium students is 125, 233 (BANBEIS, 2016, p. 279). According to a study (Mousumi & Kusakabe, 2017), the English medium schools had gained their popularity very recently and expanded themselves quite a bit. It is a high-cost educational medium and has pretty limited resources in Bangladesh. As a result, the online English teaching in those schools had become quite challenging for the secondary teachers. Quite a few studies have been conducted on the workload and wellbeing of primary (Ozamiz-Etxebarria et al., 2021b) teachers, workload of teachers in U.K. (Ofsted, 2019), study on teachers' wellbeing, if they were surviving or thriving (Anna Dabrowski, 2020) during pandemic had been conducted but this did not cover all the teachers of every medium of education in Bangladesh. In this study, the workload and wellbeing of the secondary English teachers of English medium schools of Bangladesh have been assessed. This study will help to get a clearer view about the problems the English medium teachers had been facing while working during the pandemic and mentally and physically they were coping with it.

2.8 Theoretical Framework

The findings from the survey were assessed following the principles of Broaden and Build theory by Barbara Fredrickson and the Conservation of resources theory by Dr. Stevan E. Hobfoll.

The Broaden and Build theory in positive psychology explains that happiness, interest and anticipation helps build useful skills and takes one's mind off immediate needs and stress (Fredrickson, 2004). According to Fredrickson, with positive emotions, peoples' knowledge about their surroundings increases and helps to build up resources. The resources build up over time like this increase peoples' overall well-being (Compton et al., 2005).

The conservation of resources theory is developed from various theories on mental stress. This theory explains that the loss of one resource demotivates people to pursue new resources and as a result they lose more resources (Hobfoll, 1989). Resources in this case include something that one values, their health, state or condition (Halbesleben, 2014).

Chapter 3

Method of the Study

This chapter discusses the methods of data collection, sampling, instruments, process of validation of the instruments and the process of data analysis.

3.1 Research Design

In this study, the researcher aimed to find out about the workload and wellbeing of the English teachers of English Medium Schools during covid-19. For this, qualitative research method was approached to understand the perception of the teachers. However, from the previous experience, the researcher had an idea that people are reluctant to answer the open-ended questions or go for an in-depth interview. So, when she approached them with that purpose, the teachers said they don't have enough time or they're busy and would rather go for just a survey form in google form. Also, to measure the level of workload and pressure it applies on the teachers, quantitative approach was made. Thus, a mixture of both quantitative and qualitative approach was used in this research and this made the study mixed-method research that helped the researcher to obtain an effective result to assess the workload and wellbeing of the English teachers of English medium schools in pandemic.

3.2 Methodology of the Research

In the section of qualitative approach, a few open-ended questions of semi structured interview, analysis and comparison were made to get an in depth understanding of the teacher's perception to draw new situations. Patton (2005) said that researchers compared and analyzed new situations through discussing peoples' experiences and thoughts, and this is the aim of qualitative research method.

On the other hand, quantitative research method was used to get a numerical analysis of the condition of the teachers. Candlin (2014) said quantitative research is an investigation of social and human problems which is based on theories with variables, numbers and are evaluated with statistical techniques to analyze the researcher's predictions or hypothesis. After conducting the qualitative analysis, the mean score and percentages were calculated. So, following this, the researcher tried to analyze the teachers' wellbeing and workload and also analyze their views on this. For this, the current study was made as a mixed method one.

3.3 Sampling

To conduct the research, the researcher conducted the survey among as many English medium school teachers she could manage. 28 English teachers from various English medium schools around Bangladesh took part in the survey. Out of them, only a few were ready to go through the open-ended questions. Most of the teachers were senior teachers with a majority of female teachers. There was no particular requirement for the teachers except for them being English teachers of Secondary English Medium Schools.

Information of open-end survey participant teachers:

Names	Age Range	Gender	Years of teaching experience	Subjects they teach	Levels they teach	Highest level of Education	Online training received
T1	37-42	Female	5	English	Junior classes	MA in English	No
T2	31-36	Female	4	English	Junior classes	MA in English	Yes
T3	31-36	Female	4	English and Social Sciences	Junior classes	MA in English	Yes
T4	49-54	Male	3	English	Senior classes	MA in English	No

3.4 Setting

The study was conducted virtually through Google form, Google meet and WhatsApp. The teachers responded to the questionnaire based on their availability. The researcher and her supervisor first had to contact the teachers and convince them to participate in the study. After receiving positive responses from them, they mailed the Google form to their mail address along with the link for Google meet and requested for an appointment. They mentioned that their identity and data will remain confidential and finally on the given date, the interview was conducted through Google meet and recorded with the interviewees' permission. Two of the teachers agreed to give the interview only through WhatsApp and one of them was not ready to let it be recorded so, the interviewer had to note it down.

Furthermore, the supervisor, course teachers and participant teachers had to cooperate with the researcher to ensure authenticity and individuality.

3.5 Instrumentation

The researcher used survey questionnaire and semi structured interview for the study as instruments. The questionnaire included 15 close ended questions and two open ended questions to understand the workload of the teachers, out of which two were expressed in the form of graphs and one in the form of Likert scale. To understand their wellbeing during the pandemic, there were 9 close-ended and open-ended question. The close ended questions in these sections included the teachers rating various aspects of interaction, satisfaction and stress level during the pandemic regarding their job. There was also one open ended question for the teachers in the end to share their views about this openly.

3.5.1 Survey Questionnaire

The survey questionnaire comprised of various type of both open and close end questions. Dornyei (2016) said, questionnaire is any form of written instrument to obtain responses or answers in forms of writing them out or choosing from existing options to a series of questions or statements. For this, the researcher was able to prepare a quality questionnaire for the teachers here they were given options to choose from, like multiple choice questions or Likert scale. Google form also made it easier for both the researcher and the respondents as they could fill it up whenever they are free and the responses are automatically expressed in forms of graphs, charts and pie-charts. Close end questions are more advantageous than open end questions as they are short, simple and requires less time. Reja et al. (2003) regarding this said that close end questions appear more fruitful during these kind of surveys as they are not lengthy and boring. There were also some open-ended questions which helped to get a better view of the situation.

3.5.2 Interview

Interview along with Google form questions was used as instrument to get a better perception of the teachers about the study. Codo (2009) said that interview is a more flexible approach to obtain data on any study. Interview was conducted with an aim to create a flexible situation through semi structured questions to understand the views, values and beliefs of the teachers on the matter. The goal of the study was to collect information, perspectives, values and ideas of the teachers on their workload and health.

3.6 Instrument Validation

Validation of instruments used to collect data before the starting of the procedure was essential. In this case, after the researcher prepared the survey, interviewed questionnaires, took approval from her supervisor. Then, a short pilot study was conducted on two teachers to understand the quality of the questions. The teachers found the question to be lengthy and boring so, the researcher with her supervisor's advice, changed the pattern and number

of questions. Most of the case, there was problem with the open-end questions so, the researcher had to ask as few as possible. Finally, she started the main data collection process.

3.7 Data collection procedure

The researcher started her data collection after getting approval from her supervisor on the instruments used to collect data. She then started looking for the teachers who would be interested and willing in her study and sent them the Google form, Google meet link and also took an appointment for a virtual interview. Due to pandemic, it was not possible for the researcher to get any in-person interview, and so it had to be done online. The English medium school teachers as respondents were ensured that their identity and information would remain confidential and with their permission the interview was recorded. Two of the respondents preferred WhatsApp to give the interview and one of them had strict prohibitions for recording. So, in that case, the researcher had to note the responses down. Also, the supervisor, course teachers and responding researchers had to cooperate with the researcher to ensure the individuality and authenticity of the responses.

3.8 Data Analysis Procedure

In case of data analysis procedure, Google form automatically collects the data in a Microsoft excel sheet with a summary of the responses. In case of close end questions, Likert scale of 5 was used, the mean score and percentages were showed in the form of pie-charts and graphs automatically from Google form. The data is presented in a descriptive manner in the next chapter. In case of open-ended questions, the researcher tried determining the theme or gist of the teachers' opinion. Finally, the teacher linked the findings with the already existing literature.

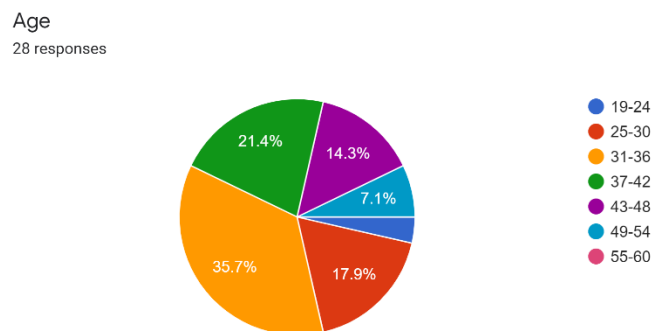
Chapter 4

Findings

This chapter explains the data collected from the teachers through Google Forms and virtual interviews. A total of 28 English teachers from 6 different English Medium schools took part in the survey. Firstly, the graphs and pie charts of close end questions' responses of the teachers were explained thoroughly and then the open-end questions' responses were described.

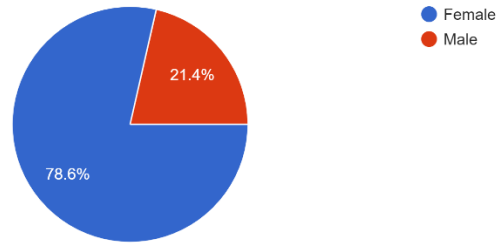
4.1 Responses to the Close-ended questionnaire

The researcher had collected the data for the research by taking answers from the teachers through Google forms and interviews about Teachers Workload and Well-being in Online English Language Teaching. Total 28 responses had been taken from 6 institutions. The age duration of the participants was from age 19 to 60. From the participants of the research, most of the participants were from the age 31-36, the second highest number of participants were from age group 37-42, then comes the age group of 25-30, after that comes 43-48 age grouped people, lastly the second lowest numbered participants were from age group of 49-54, and the lowest number from 19-24 aged group people.



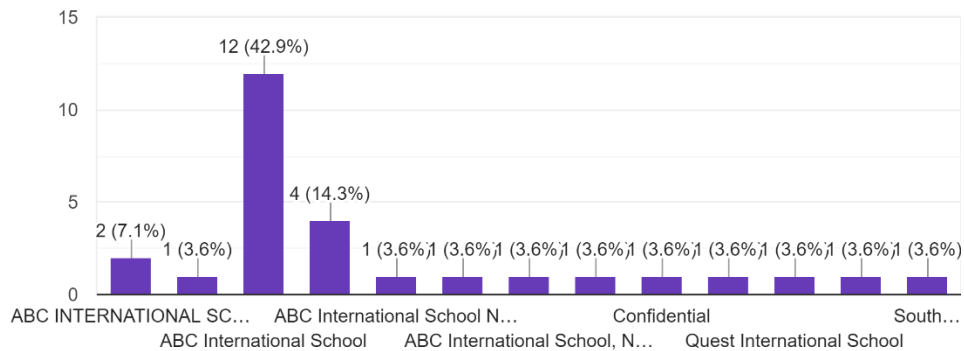
The researcher tried to give importance to both the genders, and so both males and females' views about Teachers Workload and Well-being in Online English Language Teaching had been taken. Most of the participants, 78.6% were males and 21.4% participants were females.

Gender
28 responses



The findings and data about the Teachers Workload and Well-being in Online English Language Teaching had been gathered from 6 institutions, basically all the other institutions were branches of school A, and so most of the participants were from school A, and the percentage of the people was 42.9%. All the other institutions had a smaller number of responses in the survey.

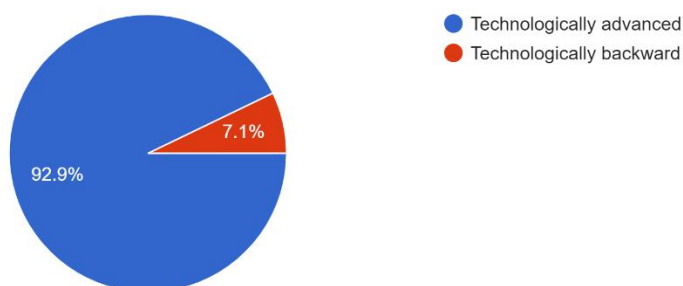
Name of the Institution
28 responses



The location of the participant institutions had also been checked to understand those institutions' technological condition. And from the survey, the researcher had brought out that most of the institutions were technologically well in condition, the percentage of such institutions were 92.9%, and rest of the few institutions were backward technologically.

Location of the institution

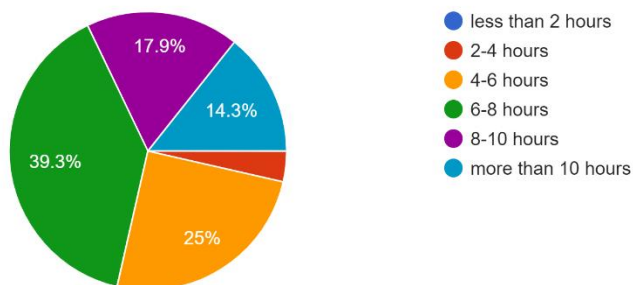
28 responses



For understanding the Teachers Workload and Well-being in Online English Language Teaching, their routine, their working time had been analyzed. From the findings, we can see that most of the participants, worked for 6-8 hours in a day, the percentage of such teachers stood for 39.3%, the second highest numbered participants worked for 4-6 hours, then comes the people who worked for 8-10 hours, the percentage of such people was 17.9%, most hard-working people, who worked for more than 10 hours carried the second lowest percentage, which is 14.3%, and the least numbered people worked for 2-4hours.

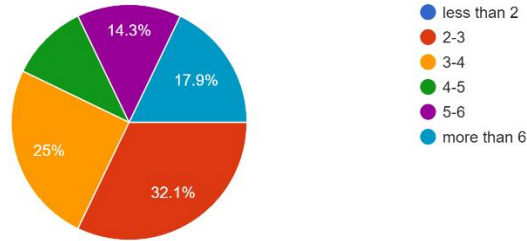
How many hours do you work in a day?

28 responses



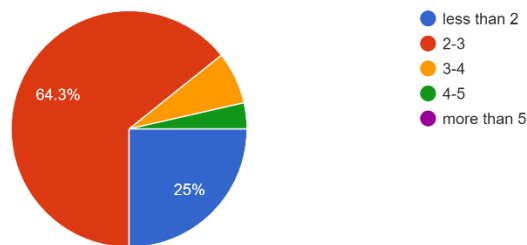
The teachers' teaching/lecturing time in Online English Language Teaching had also been evaluated. Here we can see, most of the teachers spent the lowest of their time, 2 hours in teaching/lecturing, the percentage of such teachers stood for 32.1%, 25% teachers spent time in teaching for 3-4hours, then 17.9% of the teachers who participated stated that they gave lecture/teach for more than 6 hours, 14.3% of them spent 5-6 hours in teaching/lecturing, and the rest of the participants spent 4-5hours.

How many hours do you spend teaching/ lecturing?
28 responses



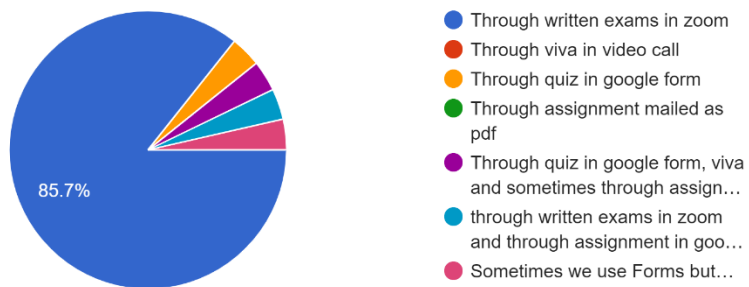
The teachers spent hours for planning the lessons for classes had also been evaluated. The findings say that the highest number of participants, 64.3% of them spent 2-3hours for planning the lessons. 25% of them planned for less than 2 hours. And the rest of the participants planned for their classes for 3-4 hours or 4-5 hours.

How many hours do you spend planning your lessons?
28 responses



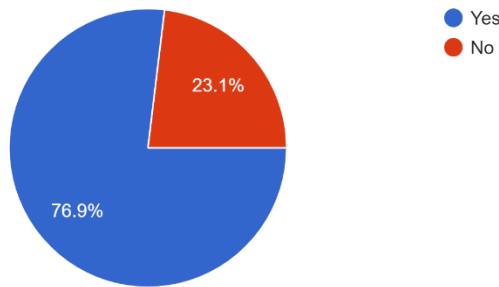
Different types of students' assessing process had been evaluated, as written exam, viva, and quiz through different online platforms. The findings showed that most of the students, 85.7% of the students were assessed by the teachers through taking written exams in zoom.

How Do you assess students?
28 responses



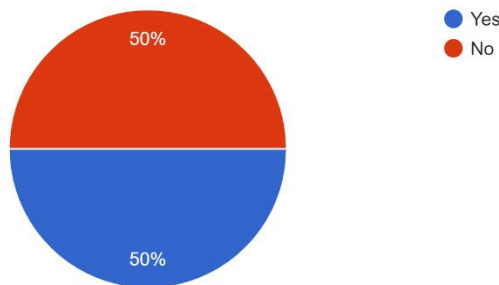
Teachers were analyzed by their experience in online teaching, from the survey results, we can see that most of the teachers were experienced from before, the percentage of such teachers is 76.9%, and the others, 23.1% were not experienced in online teaching from before.

Did you have any experience in online classes/ teaching?
26 responses



While analyzing teachers' workload and well-being, the teachers were asked if online classes were stressful or not. The result shows that, half of the participants thought that online classes were stressful and the other half participants thought online classes were not stressful.

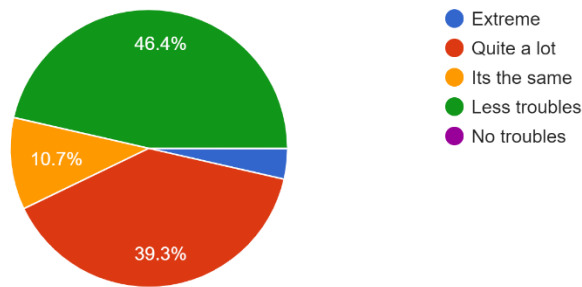
Is online class stressful?
26 responses



The teachers' level of trouble facing was compared between offline and online classes. Highest number of responses which is 46.4% said that the online classes were less trouble. The second highest responses describe the opposite, 39.3% participants thought that online classes were quite a lot of trouble. 10.7% participants thought both online and offline troubles were the same and 3.6% thought online classes were extreme trouble.

How much trouble are you facing in online classes than offline classes?

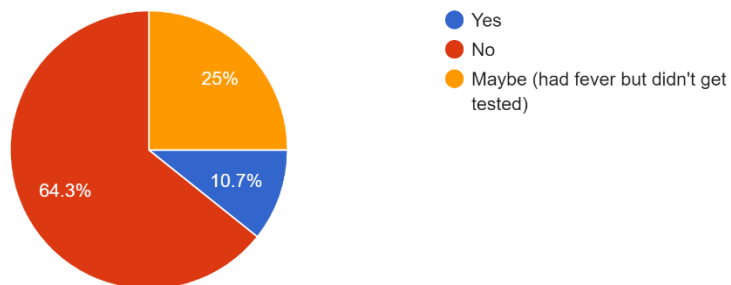
28 responses



While analyzing teachers' workload and well-being, the teachers' COVID-19 affected rate had been analyzed. 64.3% were not affected by COVID-19, 25% thought that maybe they were affected and the lowest numbered participants, 10.7% were affected by COVID-19.

Were you affected by COVID-19?

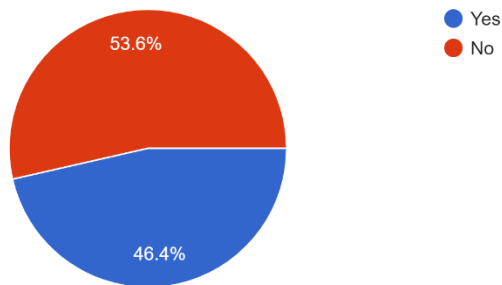
28 responses



The teachers were asked if they were affected by any disease other than Covid-19 during the pandemic, highest number of participants 53.6% did not get affected by any disease at the pandemic time, and 46.4% shared that they got affected by other disease than Covid-19 during the pandemic.

Were you affected by any disease other than Covid-19 during the pandemic?

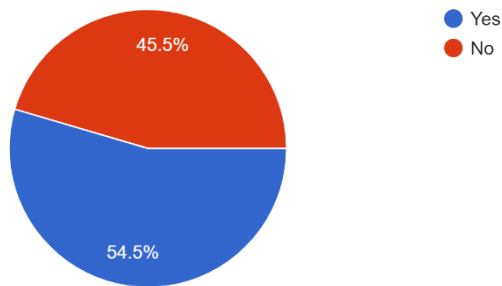
28 responses



The teacher's well-being at the pandemic time had been evaluated by knowing if they had to take online classes while they were sick by COVID-19 or some other disease. 54.5% agreed to it and 45.5% disagreed that they did not had to take online classes at that time.

If any of the last two questions is a yes, did you have to take online classes while you were sick?

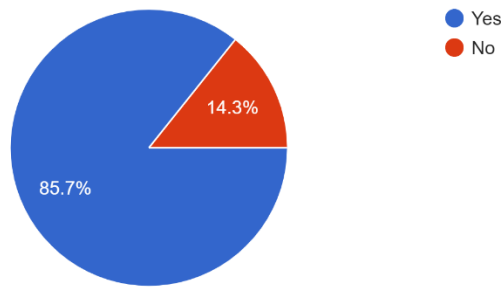
22 responses



The teachers were asked if any of their family members/relatives /friends affected by Covid-19 or any other disease during the pandemic, and the result shows that most of the participants, 85.7% teacher's family members/relatives /friends got affected by Covid-19 or any other disease at that time, and the other 14.3% participants disagreed to it.

Were any of your family members/relatives /friends affected by Covid-19 or any other disease during the pandemic?

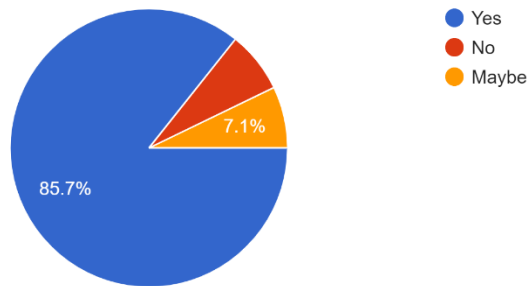
28 responses



The teachers in the survey were asked if they felt close and connected to the people around them, and the findings show that most of the participants, 85.7% felt connected, and from the other people, 7.1% did not feel connected and another 7.1% were not sure about it.

Do you feel close and connected to people around you?

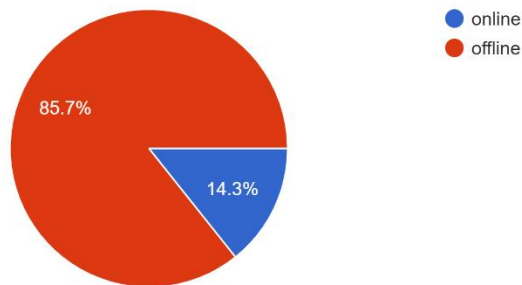
28 responses



The teachers were analyzed by asking if they prefer online or offline teaching, and the results show that most of them, about 85.7% prefer offline teaching, and the other 14.3% prefer the opposite.

Do you prefer online teaching or offline teaching?

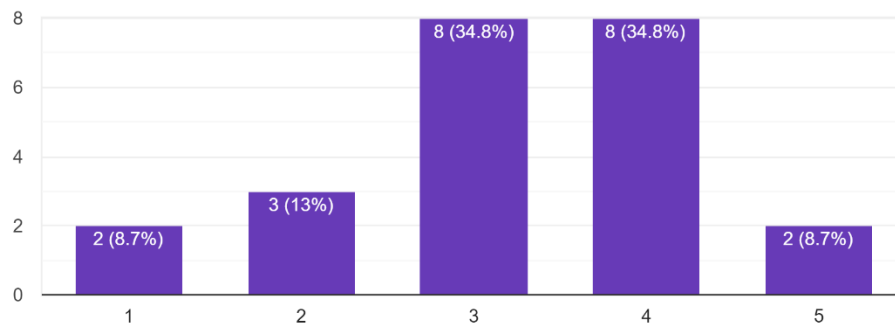
28 responses



The teachers were asked to rate in the survey, on a scale of 5, how stressed they were while taking online classes during that time. Highest number of participants answered 3 or 4, and the percentage of such participant was 34.8%, which means most of them were average stressed or stressed. Second highest participants, 13% of them answered 2, which means they were not stressed. And 8.7% response came in both 1 and 5, which means some of them strongly disagreed to it and some strongly agreed to being stressed.

If yes, rate in a scale of 5 how stressed you were taking online classes during that time.

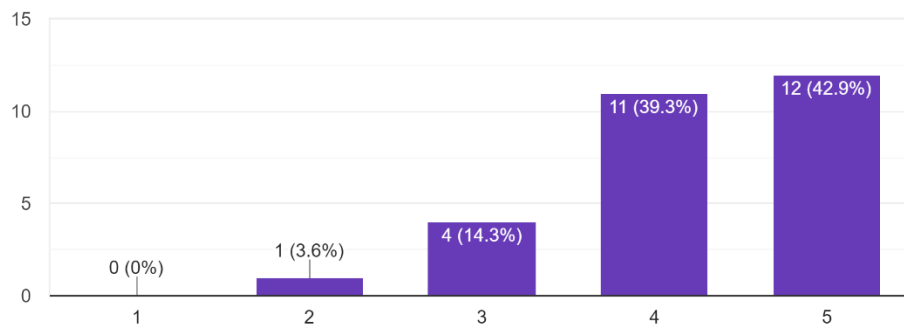
23 responses



The teachers were asked to rate in the survey, on a scale of 5, how happy and cheerful their work made them. The highest responses came in 5, which means 42.9% were very happy and cheerful about their work, the second highest responses came in 4, the percentage here is 39.3%, and it describes these people were average happy with their work. 14.3% responses came in 3, which shows that these people were not so happy not so sad with their work, and 3.6% of the participants felt their work did not make them happy and cheerful.

How happy and cheerful does your work make you?

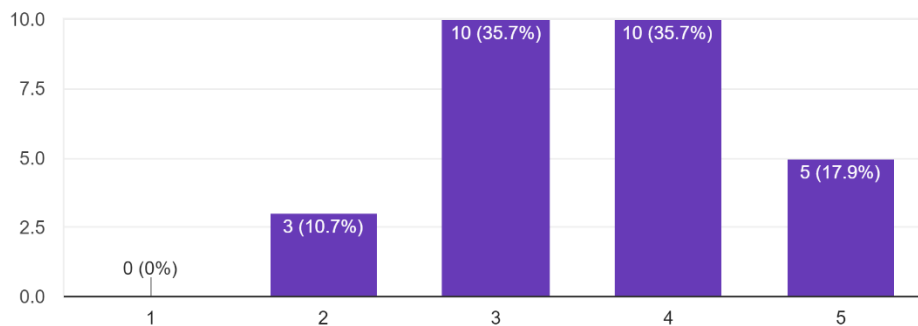
28 responses



The teachers were asked to rate in the survey, on a scale of 5, how calm and relaxed they were. The highest responses came in 3 & 4, and the percentage is 35.7%, it means these participants were not that calm and relaxed and 4 means they were average calm and relaxed. The second highest responses came in 5, the percentage here is 17.9 %, it described these people were really calm and relaxed, which means they were mentally well. And the other responses came in 2, the percentage is 10.7%, which describes that, these people were not calm and relaxed.

How calm and relaxed are you?

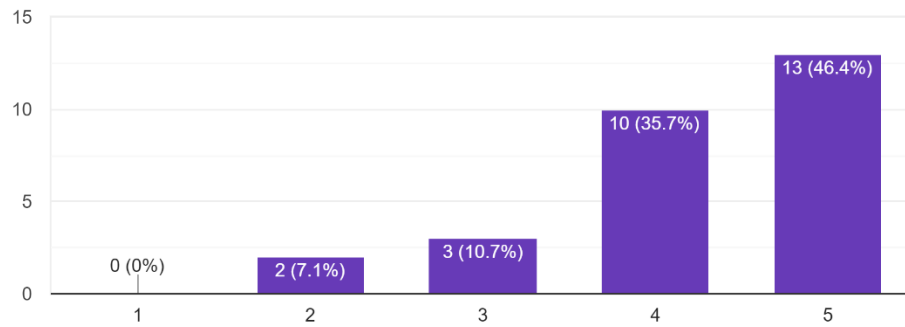
28 responses



The teachers were asked to rate in the survey, on a scale of 5, how energetic they felt. The highest responses came in 5, the percentage is 46.4%, it describes these people felt very energetic, the second highest responses came in 4, the percentage here is 35.7%, it describes these people's energy level was good. 10.7% responses came in 3, which shows that these people did not feel that energetic, and 7.1% of the participants did not feel energetic at all.

How energetic do you feel?

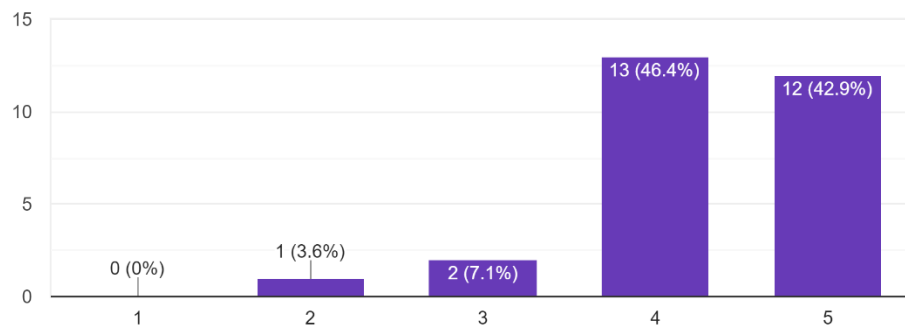
28 responses



The teachers were asked to rate in the survey, on a scale of 5, how optimistic and hopeful they were. The highest number of respondents answered 4, the percentage is 46.4%, which means they were average optimistic and hopeful. Second highest responses came in 5, the percentage here goes 42.9%, and these people were well optimistic and hopeful. 7.1% people answered 3, which shows that they were not that optimistic and hopeful, and the other 3.6% people answered 2, which shows their level of being optimistic and hopeful was low.

How optimistic and hopeful are you?

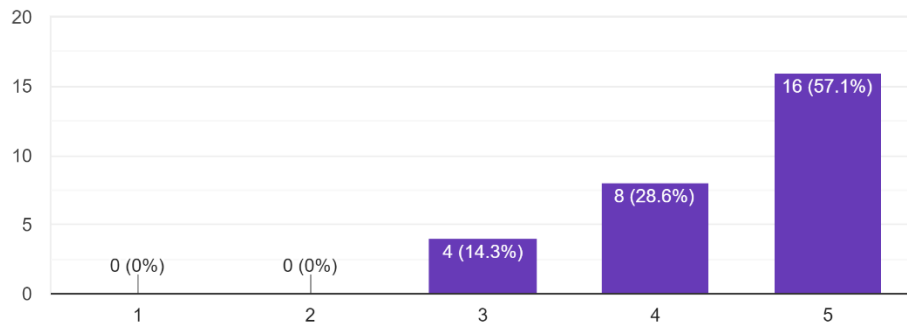
28 responses



The teachers were asked to rate in the survey, on a scale of 5, how engaged and involved they felt. The highest responses came in 5, the percentage here is 57.1%, it describes these people felt very engaged and involved, the second highest responses came in 4, the percentage here is 28.6%, it describes these people felt average engaged and involved. 14.3% responses came in 3, which shows that these people did not feel that engaged and involved.

How engaged and involved do you feel?

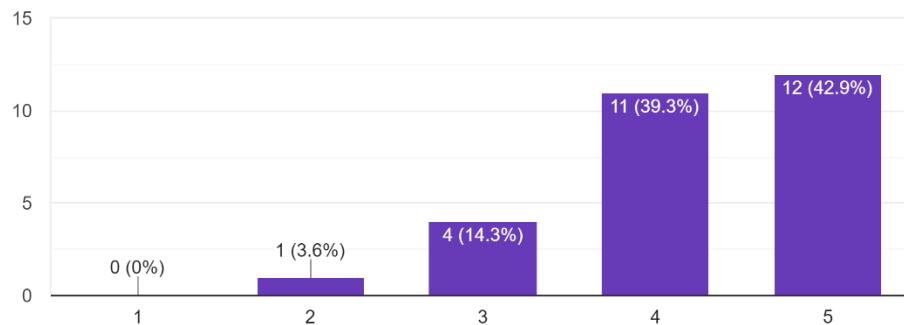
28 responses



The teachers were asked to rate in the survey, on a scale of 5, how much they liked taking classes online during the pandemic. The highest responses came in 5, the percentage is 42.9%, and these people were really liked taking classes online during the pandemic. The second highest responses came in 4, the percentage here is 39.3%, it describes these people were okay with taking classes online at that time. 14.3% responses came in 3, which shows that these people did not like taking classes online during pandemic that much, and 3.6% of the participants did not like taking classes online during the pandemic.

How much do you like taking classes online during the pandemic?

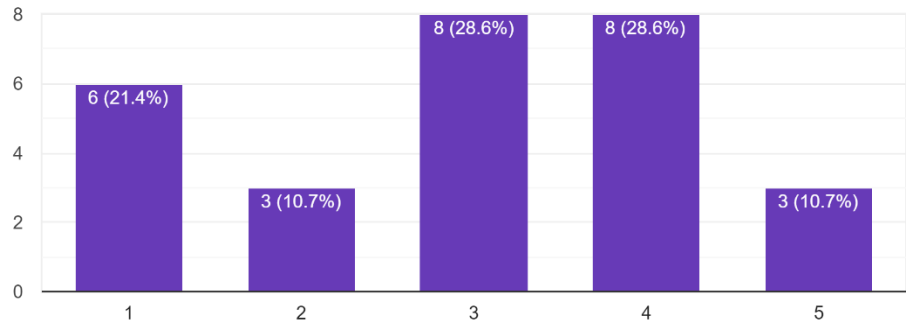
28 responses



The teachers were asked to rate in the survey, on a scale of 5, how stressed out they felt taking online classes during Covid-19. The highest responses came in 3 & 4, and the percentage is 28.6%, 3 means these participants did not feel that stressed out taking online classes during Covid-19, 4 means they felt average stressed out to take online classes during Covid-19. The second highest responses came in 1, the percentage here is 21.4%, it describes these people did not feel stressed out to take online classes at the pandemic time at all. And the other responses came in 2 & 5, the percentage here remains 10.7%, 2 describes these people were less stressed out to take online

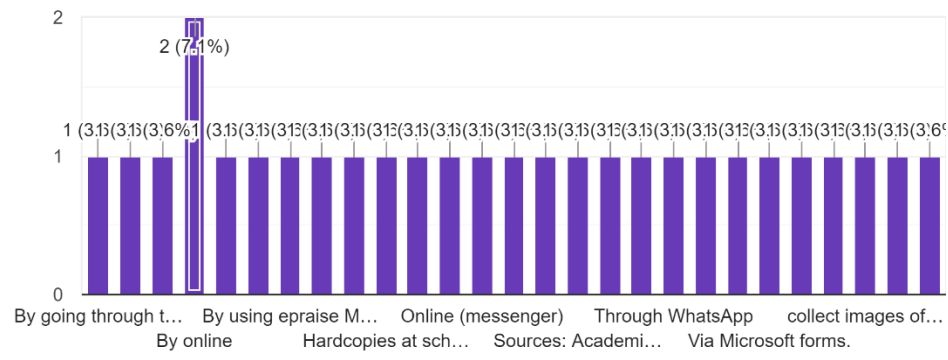
classes during pandemic and 5 means these people were a lot stressed out to take online classes during Covid-19 and it was affecting their well-being.

How stressed out do you feel taking online classes during Covid-19?
28 responses



About collecting home works, the teachers chose various online methods like messenger, WhatsApp, Google forms, Google classroom, image scans, Microsoft forms etc.

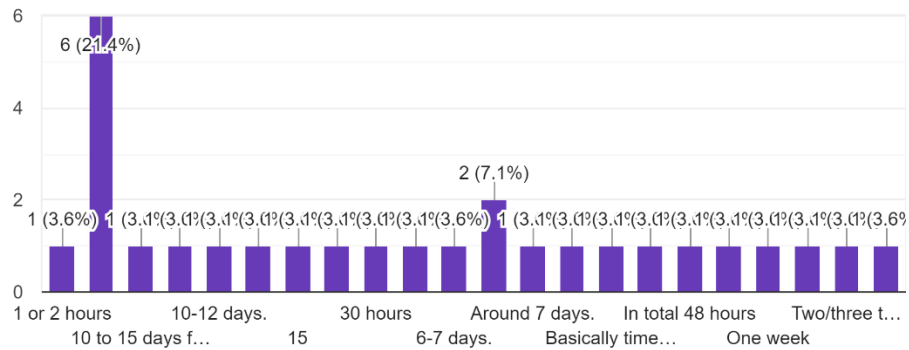
How do you collect homework?
28 responses



About the time allotment to the teachers by their respective institutions for making questions, marking and assessing the students (per month), it was seen that, most of the teachers got for about a week or two for this and the rest got more or less.

How much time does your institution provide you for making questions, marking and assessing students? (per month)

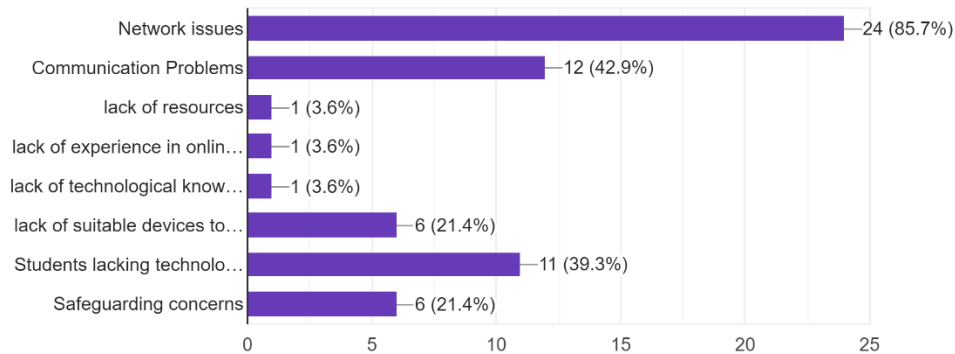
28 responses



The teachers also reported various difficulties they faced during online classes. Most, almost 85.7% said that they faced network issues, 42.9% said that there were communication gaps with the students. Respondents reported that students lacked technological devices. 21.4% had safeguarding concerns and another 21.4% had lacking of suitable devices. 3 of the teachers faced difficulties regarding lack of resources, experienced in online teaching and lack of technological knowledge.

What type of difficulties are you facing in online classes?

28 responses



4.2 Responses to the Open-ended interview questions for teachers

The teachers were interviewed with 4 open-ended questions at different times virtually. Google Meet, WhatsApp and Messenger were the online platforms used to collect data. The responses of the participants for the questions are described below:

For the question regarding the difficulties in collecting homework, most of the teachers responded that they did not face any, though, some of the teachers responded that network and connection to the internet was an issue. One of the teachers (T1) said that, “Some of the time if server is down then I faced difficulty in collecting Home works.” Another (T2) said, “Sometimes students delayed to send the homework and sometimes the image of their homework was not clear.” Some teachers (T3 &T4) also responded that the students failed to understand the instructions and they sometimes did not send the answer scripts within given time. Quoting one of their comments, “Yes, most of the students did not send their works. We, the teachers chased them frequently. Often, we call parents regarding home works or attendance. Sometime it works but most of the time they do not co-operate.”

About the question if online class is stressful, half of the teachers responded negatively and said that it was indeed stressful. They also responded with various reasons like network issues, communication problems, time consuming, technical difficulties etc. Regarding this, one of the teachers (T1) said, “I had to be concerned about technical difficulties. I went through anxiety to pull off the classes without any interruption.” Another responded saying (T3), “Yes. Because it became quite hard to communicate with the students well and make them understand the topic.” But half (T2 & T4) also felt like it was not really stressful and they felt more relaxed taking classes online.

The third open ended question was if the teachers felt close and connected to the people around them. 14.2% of the teachers responded that they did not feel close and connected to the people around them. One of them (T1) said, “Intense amount of work pressure limited my social appearances and connection among the family members.”

Lastly, the researcher asked the teachers to give their opinion or any recommendation they wished and the teachers responded profoundly to this. They replied both positively and negatively about online learning. One of the teachers (T4) said, “Online class was tremendously helpful to overcome the damage of educational ground during epidemic.” While another (T3) said, “Offline classes are better because students can be monitored properly and in online classes, they get bored and did not pay much attention.” Some (T2) also gave neutral comment like, “Teaching online or offline should not be the matter of concern if the goals of education meet. Institutions should focus on the standard of the syllabus and learning resources that help learners to cope with in this pandemic situation and proceed on.”

The questions and the views and comments of the teachers are organized as follows:

Q1: How did you collect the homeworks and did you face any difficulties while collecting the homeworks?

- T1: Some of the time if server is down then I faced difficulty in collecting home works

- T2: Sometimes students delayed to send the homework and sometimes the image of their homework was not clear.
- T3: Students fail to understand the instructions and they sometimes does not send the answer scripts within given time.
- T4: Yes, most of the students did not send their works. We, the teachers chased them frequently. Often, we call parents regarding home works or attendance. Sometime it works but most of the time they do not co-operate.

Q2: Is taking online classes stressful?

- T1: I had to be concerned about technical difficulties. I went through anxiety to pull off the classes without any interruption.
- T2: It's not really stressful.
- T3: Yes. Because it became quite hard to communicate with the students well and make them understand the topic.
- T4: Even though it's a bit complicated, we can be relaxed as we are working from home.

Q3: Do you feel close and connected to the people around you?

- T1: Intense amount of work pressure limited my social appearances and connection among the family members.
- T2: I feel somewhat close but not that connected
- T3: I feel very distant even though I'm staying at home all the time
- T4: Yes, I feel close and connected.

Q4: Do you have any recommendation?

- T1: I prefer offline classes to online.
- T2: Teaching online or offline should not be the matter of concern if the goals of education meet. Institutions should focus on the standard of the syllabus and learning resources that help learners to cope with in this pandemic situation and proceed on.
- T3: Offline classes are better because students can be monitored properly and in online classes, they get bored and did not pay much attention.
- T4: Online class was tremendously helpful to overcome the damage of educational ground during epidemic.

Chapter 5

Discussion

This chapter discusses the research findings in comparison with the existing literature and theories and finally, the researcher concluded based on the overall discussion.

5.1 Response to Research Question 1

The English teachers had to do some additional tasks apart from their regular academic activities during the pandemic like making sure the students were all properly concentrating, checking up on their mental health and maintained a balance between their home and institution.

According to (Kebritchi et al., 2017) there were six main challenges the teachers had to face during online teaching including the network issues, communication issues, resource issues, personal problem along with overtime academic activities. From the findings of the study, it was found that these issues were present while the English medium school teachers conducted their classes online. These findings also matched with the study conducted by (Thompson, 2021). In his study, he found that the disadvantages of online classes included communication gap, lack of resources, network issues, economic issues, personal issues, lack of training and consuming more screen time adversely affecting the health. Similar results were also drawn from the study conducted by Wang and Zhao (2020) where they added that the continuation of online classes forced the teachers to attend to both their personal and professional workloads. This was also supported by (NEA News, 2020) who published that the teachers had to work from early morning to late into the night to cover their added workloads. All these studies matched the findings of the study conducted and supported how the teachers had to go through additional workloads during the pandemic along with their academic activities during the online classes. Hence, a conclusion could be drawn that more or less, the teachers had to do different types of tasks apart from their regular academic activities during the pandemic situation, adding to their already existing workloads.

5.2 Response to Research Question 2

From the responses of the teachers, it was visible that many of them (34.8%) were struggling to keep up with the added workload and the technical issues regarding online classes. And, most of them preferred (14.3%) this way of teaching because it was easier and it created broader scopes for them. According to the findings of the study, the teachers were much stressed during the online classes during the pandemic. About 28.6% of them were moderately stressed. But even then, they responded that they felt much more optimistic, happy, and cheerful and

felt engaged and involved with their work. They also felt very relaxed as they did not have to physically go to the institutions to take the classes which saved their time and helped them get engaged with their surroundings better.

The researcher intended to find out the effects of the network issues, communication gap, technical issues, and added workload mentioned by (Kebritchi et al., 2017) and (Thompson, 2021) on the well-being of the teachers during the pandemic. The findings of the study supported that these issues created a lot of problems about 39.3% were much troubled) for the teachers. It affected their mental health by stressing them out and they had to go through a hard time assisting their family and maintaining their job in teaching. Although the issues caused by lack of experience and technical problems were obstacles that hampered their well-being, the teachers managed to handle those well and maintained a balance between their added workload and overall well-being during the pandemic.

Again, the findings from the open-end responses of the teachers said that they preferred offline physical teaching better than online. They explained that even though online classes helped to overcome the damage of education during lockdowns, they preferred offline teachings as they could communicate better with the students and minimize the extra work pressure that online classes posed on them.

In his proposed framework, Fredrickson (2004) stated that happiness, interest, and anticipation help build useful skills and also help to take the mind off immediate needs and stress. According to this, the stress felt by the teachers could be removed by their interests or their engagement in their work. Thus, it could be concluded that this is why the teachers felt relaxed.

Again, in the conservation of resources theory by Dr. Stevan Hobfoll, he mentioned that the loss of one resource demotivates people to pursue new resources and thus they lose more resources. This explains why the teachers were stressed out and how it affected their mental well-being during the pandemic. The network issues happened during the online classes caused the teachers to lose their concentration and class. Thus, the students failed to understand what the teacher was delivering. This caused more damage to the education system causing more loss. This caused depression, frustration, and many other mental health issues. The study, conducted by (Garfield et al, 2021) supported this and said that the study results showed that 4 out of 10 adults suffered from anxiety or depressive disorder symptoms during the pandemic in the US. Another study by Li (2020) supported this and said that 13.67% of the teachers of China had symptoms of anxiety, with adult females being more anxious. According to the teachers in the open-end questionnaire section, these problems did not arise in the physical classes and so, they preferred offline classes to online.

Chapter Six

Conclusion & Recommendations

6.1 Conclusion

According to Appleby et al. (2002) and Karim et al. (2020), English is an opening to national growth and it is a survival tool in the case of the growing world. It is like a ticket to the future for any developing country like Bangladesh as it opens the way into world culture (Coleman 2010). Thus, learning the English language has become more important nowadays (Rahman, et al., 2019; Hamid, 2010). This had given rise to all the English Medium schools in our country along with other mediums of schools having to turn to online learning due to the pandemic. Even with the increasing health hazard, the duties of teachers were not decreasing nonetheless. The COVID-19 pandemic had halted the whole world. The teachers had resorted to online classes even with the ongoing pandemic to fulfill their duties as much as they could. With their continuous hard work, even with many setbacks, the studies, students were continuing. English medium teaching is quite popular in our country. They are quite burdened with the task of monitoring and evaluating the students. With only virtual education to hold onto the evaluation process was much harder and inaccurate. Their workload had increased quite a lot due to this. However, the teachers did not give up. They had to prepare online materials and creative methods for testing an individual's skills and properly judging them. The survey was about the well-being of English teachers at English medium schools in Bangladesh. Due to the Covid-19 pandemic, scale of the survey was rather small. The researcher would have had a much higher assessment of actual data if a proper survey was conducted. Certainly, the results might have varied if the English teachers of all the English medium schools in Bangladesh took part in the survey. Due to the rather lack of resources and cooperative attitude from the teachers as well as the health hazard from the COVID-19 pandemic, such a survey could not be conducted. From this survey, the students can know about the hard work of teachers for ensuring proper assessment of every student. Being technologically advanced, they were spending much time preparing online lessons which would benefit every student. The teachers made sure to assess the knowledge of the students through daily homework and exams. With much stress due to the ongoing pandemic, the teachers had fulfilled their duties to the fullest. They were devoted to their conduct and much more energetic in their duties. Although they prefer offline classes, they kept their spirits high and engaged in class activities as much as they could.

6.2 Recommendations

This research was conducted during the Covid-19 pandemic situation, which happened for the first time in the entire world, and it is not existing anymore. However, in the future, if such cases arise, here are the recommendations for the school authorities and the teachers.

- i) Curriculum and lesson plans can be changed to cope with the remote/online teaching, the checking methods for homeworks and class works, examination methods and lesson plannings could be changed to suit online classes.
- ii) Special training can be arranged for the teachers to increase their digital pedagogical skill through which they can better teach the students and be skillful enough to support their students. Teachers can be given training on how to take online classes, judge the concentration level of students and how to keep the students connected to the lessons.
- iii) Teachers can enhance their digital capabilities, so that they can help the students to cope with the virtual learning system. Teachers can be given training on using IT, Google forms, Google sheets, Classroom, Excel, PowerPoint etc.

6.3 Limitations

There were some limitations of the study despite all sincere co-operations from the respondents and efforts from the researcher. The covid-19 pandemic resulted in the closure of all the institutions in Bangladesh. Due to several restrictions and health hazards, the researcher could only conduct the survey within only a few institutions. A face-to-face interview would have resulted in a more accurate survey. Although it took several weeks to find teachers willing to cooperate for the survey and through much search only the teachers of a few English Medium Schools were willing to cooperate with the researcher. The survey would have been more accurate if the opinions of teachers of English medium schools from all over Bangladesh were collected. The survey was conducted by means of Google form due to the covid-19 pandemic. Thus, the genuineness of the survey can be questioned. If the survey was conducted through the proper procedure the survey would have been substantial. Many teachers were unwilling to cooperate thus the researcher had to extend the survey for a couple of weeks. Two of the teachers did not attend the interview on time thus the researcher had to wait three more weeks to collect the data. All the teachers were made aware that a semi-structured interview will be conducted. Even so one of the teachers was unwilling to answer the follow-up questions. One of the teachers even forbade the researcher to record the interview due to strict administrative policies. For this, the researcher had to take handwritten notes for the whole

interview. Weak net connection problems were a common issue when taking interviews through Google meetings. During an interview of a teacher & a participant both the interviewer and participant lost their internet connection. The whole interview was then recorded using a smartphone. Not all the respondents were cooperative and the researcher went through much trouble to gather all the data and analyze it. But all these experiences will prepare the researcher for her future research.

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Appendix

Survey Questionnaire

1. Email, Age, Gender, Name of the institution, Location of the institution,
2. How many hours do you work in a day?
3. How many hours do you spend teaching/ lecturing?
4. How many hours do you spend planning your lessons?
5. How do you collect homework?
6. Do you have any difficulties collecting homework? Please explain.
7. How do you assess students?
8. How much time does your institution provide you for making questions, marking and assessing students? (Per month)
9. Did you have any experience in online classes/ teaching?
10. Is online class stressful?
11. If yes, describe please
12. How much trouble are you facing in online classes than offline classes?
13. What type of difficulties are you facing in online classes?
14. Were you affected by COVID-19?
15. Were you affected by any disease other than Covid-19 during the pandemic?
16. If any of the last two questions is a yes, did you have to take online classes while you were sick?
17. Were any of your family members/relatives /friends affected by Covid-19 or any other disease during the pandemic?

18. If yes, rate in a scale of 5 how stressed you were taking online classes during that time.
19. How happy and cheerful does your work make you?
20. How calm and relaxed are you?
21. How energetic do you feel?
22. How optimistic and hopeful are you?
23. How engaged and involved do you feel?
24. How much do you like taking classes online during the pandemic?
25. How stressed out do you feel taking online classes during Covid-19?
26. Do you feel close and connected to people around you?
27. If No/ Maybe, explain why
28. Do you prefer online teaching or offline teaching?
29. Any opinion or recommendation

Interview Questions

1. How did you collect the homework and did you face any difficulties while collecting the homework?
2. Is taking online classes stressful?
3. Do you feel close and connected to the people around you?
4. Do you have any recommendation?