An Exploration of Teachers Job Satisfaction in the Virtual Classroom during Covid-19 Pandemic Outbreak

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Abstract

Teachers are the pillars of our nation. Teachers play an important part in developing skills and growth of youth. This study aims at investigating the job satisfaction among college teachers in the virtual classroom during Covid-19 pandemic outbreak. The study was conducted in Malappuram district, Kerala with ten college teachers aged between 24 and above. The sample was collected using purposive sampling technique. In this qualitative design, the data was collected through a semi-structured interview using a self-constructed questionnaire. A thematic analysis strives to identify patterns of themes in the interview data. The result of the study shows that professional and personal factors are leading to teacher's job satisfaction and dissatisfaction in the virtual classroom. And most of them are giving more preferences to offline classes. The findings show that the determinants of teachers' job satisfaction were career achievement, working environment, relationship with co-workers, new teaching methods and technological requirements, mode of teaching, teacher training, support from management and student's behaviour. These factors are generally related to the profession. While some personal factors also can determine teachers' job satisfaction such as empathic understanding, ability to handle relationships more effectively, ability to manage one's own emotions, self-awareness, self-respect, one's own motives and desires.

Keywords: Job Satisfaction, Virtual Classroom, Dissatisfaction, Co-Workers, Empathy, Motives

1. Introduction

Teachers play a vital role in the lives of the students. They seek advice on everything from academic interests to issues related to their personal lives. Teachers set the tone of their classroom, build a warm environment, mentor and nurture students, become role models and listen and look for signs of trouble. The most common role in the classroom is to teach knowledge to children (ministry of education, 2019). There are different types of teaching methods such as direct - indirect teaching and online - offline teaching. Offline teaching is an instructional method where course content and learning material are taught in person to a group of students. This allows for a live interaction between a learner and an instructor. It is the most traditional type of learning instruction. Online teaching is a very flexible learning system that allows teachers to teach solely via the internet on their own computer at home, or wherever they see fit. Basically, student-teacher face to face meetings are not required, allowing students to study anywhere in the world.

The Covid-19 (coronavirus) pandemic has changed the education sector; schools and education institutions have been forced to move online. A new normal has been created and it is teaching online. In this uncertain condition, it means covid pandemic situation, teaching is held in virtual classrooms such as Google meet, Zoom, whatsapp, Google classroom, recorder, kinemaster, youtube etc. A virtual classroom is an online teaching and learning environment where teachers and students can present course materials, engage and interact with one another, and work in groups together (Bernazzani, 2020). So in this online teaching profession you must need some special skills and resources.

2. Need and Significance

The importance of teachers in college is unquestionable. Teachers play an important role in the academic and personal development of students. Studies show that teachers will be able to work effectively for themselves and their students as their job satisfaction increases. If they are dissatisfied, it will reduce the efficiency of the work. In this covid-19 pandemic situation, the sudden transition from offline class to online class is causing many difficulties for teachers. Now teaching is held on online platforms such as Google meet, Zoom, whatsapp, Google classroom, recorder, kinemaster, youtube etc. So in this virtual classroom, the teaching profession must need some special skills and resources to manage or maintain the classroom perfectly. The researcher observed that some of the teachers have inadequate knowledge on how to use these online platforms and realized that it is necessary for teachers to acquire digital literacy and technological skills to meet the standards of online teaching. Government, management and other authorities aren't aware of the factors leading to teacher's job satisfaction and dissatisfaction in the virtual classroom. If they are aware about such factors, then they can provide resources, training, technological support to attain teachers job satisfaction. Because, if teachers are unable to use effective teaching methods in a virtual classroom then they will feel dissatisfaction from their teaching profession. The study findings will contribute to the general field of knowledge, which is one of the main objectives of research work.

This study will be useful to college teachers and other public and private employers of teachers. This is because its findings may reveal areas of dissatisfaction and recommend appropriate strategies to enhance teachers job satisfaction in virtual classrooms. The study findings will help in coming up with strategies of curbing the high teacher turnover.

a. Statement of the Problem

The problem under consideration for this study is "College teacher's job satisfaction in the virtual classroomduring covid-19 pandemic outbreak"

b. Operational Definitions

Job satisfaction: One's positive perceived emotion on the appraisal of his/her job which is understood byconducting an interview with the teachers.

Virtual classroom: A virtual classroom is a teaching and learning environment where participants can interact, communicate, view and discuss presentations, and engage with learning.

Covid-19 Pandemic: Covid -19 pandemic is a global disease outbreak.

c. Objectives of the Study

1. To understand the importance of teachers' job satisfaction in the virtual classroom.
2. To determine the factors that causes teachers job satisfaction and dissatisfaction in virtualclassrooms during Covid-19 outbreak.
3. To understand whether teachers give more preference to online teaching or offline teaching.
4. Suggest methods and strategies to increase teacher's job satisfaction.

3. Review and Literature

A literature review is a comprehensive but concise summary of the research that has been done on a particular topic. The purpose of literature review is to paint a picture of the field's collective knowledge and research on a specific topic with highlighting where further research on a specific topic while highlighting where further research may need to be conducted. It is a type of review article. It is a scholarly paper, which includes current knowledge including substantive findings, as well as theoretical and methodological contributions to a particular topic.

Toropova (2020) conducted a study on the title "teachers job satisfaction :the importance of school working condition and teacher characteristics" aims to investigate the relation between teachers jobsatisfaction, school working condition and teacher characteristics for eight grade Mathematics teachers. The study employs

TIMSS 2015(trends in international Mathematics and science study) data from Sweden. Confirmatory factor analysis and structural equation modeling are used as main methods. Results shows that latent measurement models of teacher job satisfaction, school working conditions and teacher self-efficacy are formulated and evaluated, and results of structural models are presented. As all analyses were carried out on teacher level, student SES and achievement heterogeneity were aggregated measures (mean of books at home and the standard deviation of mathematics achievement, respectively) on classroom level.

Nigama et al. (2018) investigated on "job satisfaction among school teachers" to compare the satisfaction level of male and female employees working in government and private schools. This Quantitative study used a self structured questionnaire has been used to collect primary data for the teachers of 10 private schools and 10 government school. The total 50 private school teachers and 50 government school teachers are collected through random sampling technique. The results of the study was no significant difference between government and private teachers on job satisfaction and also with respect to gender.

Nathiya (2018) conducted a study on "job satisfaction of teachers working in the private school with reference to erode district" aims to investigate the job satisfaction of teachers working in private school. The data collected for the study through simple random sampling technique. The sample size is taken from 160 teachers. Data collected from primary and secondary sources. Primary source are the well structured questionnaire from the private school teachers and secondary sources are from company website, text books, journals, magazines and internet resources, simple statistical tools like percentage analysis, chi square analysis and hanry garett ranking. The results shows that the stress level of faculties in private school are more and they should earn according to their work.

The title of the study was job satisfaction among teachers of Private and Government schools: A comparative analysis aims to investigate the present level of job satisfaction among private and government teachers. A sample of 100 teachers considering 50 private school teachers and 50 government school teachers. Data collected through the help of structured questionnaire. The collected data was analyzed by calculating percentage and frequency. T test is used to analyze the level of job satisfaction. The results show that there is no significant difference in the level of satisfaction of male and female teachers and there is no significant difference in the level of satisfaction of government and private school teachers.

4. Method

This chapter deals with the method and design of the study, procedure of the data collection, sampling and analysis of data. Researcher has the responsibility to choose a method which serves best the purpose of the study, suits the studied construct and the investigated subject available.

Research design: It is qualitative research. Qualitative Research is used to uncover trends in thought and opinions, and drive deeper into the problem (Defrantzo.S.E, 2011). It involves collecting and analyzing non-numerical data tounderstand concepts, opinions, or experiences. Qualitative research has been chosen to conduct this studyas it helps to explore the area more deeply and people's opinions and thoughts can be taken and understoodmore deeply.

Population and sample: The population selection was in Malappuram district. A sample is a group of people, objects or items that are taken from a larger population for measurement. It is simply a subset of the population or the group derived from the population .Hence, the sample chosen are College teachers aged between 24 and above and the sample size is 10.

Sampling method: Purposive sampling is a non- probability sampling that is selected based on characteristics of a populationand the objectives of the study. It is one which is based on the typicality of the cases to be included in thesample.

a. **Inclusion criteria**
- Teachers aged between 24 and above
- Teachers who handle offline classes and online classes.

b. **Exclusion criteria**
- Teachers other than college teachers.
- Teachers who are suffering from chronic illness.
- Covid -19 patients.

Data collection: After preparing the rough outline of the research the researcher approached the samples. Consent is provided to the respective samples. The data is collected by employing semi structured interviews. Semi- structured interview is the appropriate method to explore the problem. In a semi-structured interview, someset of questions will be prepared before the interview and some additional or probing questions will be asked according to the answer of the sample or to make the answers more clear.

Tools used for data collection: The researcher used consent form, socio-demographic data sheet and self - constructed questionnaire for semi structured interview.

Self constructed questionnaire: Self-constructed questionnaire has been chosen for the data collection tool. A self-constructed questionnaire refers to a questionnaire that has been designed specifically to be completed by a respondentwithout intervention of the researchers collecting the data. In this study, researcher use 15 self-constructed questions.

Procedure: The researcher had noticed teachers (all of them are researcher's acquaintances) who were going through dissatisfaction with the teaching profession in

online classes than offline classes .This is what made the researcher conduct a study on them and know more about the factors affecting satisfaction and dissatisfaction in college teachers. After preparing a rough outline of the research, the researcher approached the samples. For present study 10 interviews were conducted. The samples are college teacherswho are taken online and offline class aged between 24 and above. The samples for the interview were based on purposive sampling technique, semi structured interview was selected for data collection. The researcher met the interviewee at their place of residence after taking permission and also made sure that the samples are willing for the interview. In the first part of the interview, socio demographic details like age, name or initial, salary and family status were asked. A good rapport was established with samples before starting the interview. It was assured the details of the interview will be confidential. The whole interview is recorded by taking permission from the interviewee. There are 15 major questions for the interview and probing questions are also asked along with us. After collecting data, the verbatim is prepared in Malayalam language and the content is again translated into English by the researcher herself. The researcher had read the transcript again send again. After this, the important keyword, relevant points and actions in the interview were noted. The researcher arranged the keywords from the answers under each item by preparing a table including the 15 major items in the questionnaire. After Reading and re reading the key words repeatedly. Those Items were clustered together and formed some themes based on that. These themes were analyzed based on the procedures of thematicanalysis and are discussed in detail.

Analysis of data: Analysis involves a constant moving back and forward between the entire data set, the coded extracts of data that you are analysing, and the analysis of the data that you are producing (Braun & Clarke, 2015). In the present study, the researcher combined inductive and deductive approaches to data collection and analysis. This involved allowing themes to emerge from open-ended interview questions and analysing participants ' own experiences, perceptions, attitudes and views. More systematic literature review is carried out to search for understanding the main themes arising from our study. Self-prepared questionnaires are prepared by referring various psychological assessment tools. A thematicanalysis strives to identify patterns of themes in the interview data. One of the advantages of thematic analysis is that it's a flexible method which you can use both for explorative studies, where you don't have a clear idea of what patterns you are searching for, as well as for more deductive studies, where you knowexactly what you are interested in. The researcher conducted thematic analysis of the transcripts. In depth reading of 10-semi structured interviews and for identifying and developing a list of themes and sub themes. Critically reviewing and synthesizing transcription is performed to create a code table. Reading through transcripts together and discussing the interpretation helped for editing the coded table wherever necessary. Notes of emerging issues and questions during the coding process are made. Later the themes were clustered into hierarchies. 5 sub themes were identified by covering the two major themes.

5. Result and Discussion

The main objective of the present study is to understand the job satisfaction among college teachers in the virtual classroom and determine the factors that cause teachers job satisfaction and dissatisfaction. For this, data were collected from samples of Markaz arts and science college karthala, Athavanad of malappuram district. The findings of the study are based on the interpretation of analysed data obtained through theprocess of semi-structured interviews, which is purposefully chosen by 10 participants.

Table 4.1: Profile of participants interviewed

Sl. No	Name /Initial	Age	Salary	Family status
1	UAK	66	20000	Nuclear
2	ABP	36	19500	Joint
3	HM	28	13000	Joint
4	UJKK	28	13000	Joint
5	JPP	35	14000	Joint
6	SC	27	12000	Joint
7	JRTK	26	12500	Nuclear
8	MBV	30	20000	Nuclear
9	FP	24	15000	Nuclear
10	NMCM	28	12000	Nuclear

Table 4.1 shows the participant initial, age, salary and family status involved in the semi structuredinterview

Table 4.2: Major findings and themes

Professional	Personal
Mode of class	Empathy
Technological Skills	Ability to handle relationships
Students	Mangling emotions
Working environment	Self – awareness Motivational Factor

Table 4.2 shows the factors affecting teacher's job satisfaction and dissatisfaction. Two major themes, personal and professional, emerged from the thematic analysis and 9 sub themes identified. These were arranged in hierarchical order and discussed accordingly.

6. Professional Factors

Factors that related to the teaching profession that determine the job satisfaction of teachers

Preferred mode of class

Most of the teachers' preferred mode of class is online rather than offline. Classes are conducted on mobile phones using apps like Google meet, zoom, Google classroom, whatsapp etc. Teachers often feel stress or frustration because of the over usage of of mobile phones. They are compelled to sit a lot in front of their mobile phones. Some of them feel headaches and they want to take over the strain. Most of the teachers are interested in or preferring offline classes rather than online classes.

P1-Offline is better than online. Because, in offline class we can see their faces and recognize that the topic is understood or not through their facial expression. But in online classes, this is not possible; we teach them without knowing their response.

P8-offline is better than online class because in offline classes there was a face to face interaction with students. So I felt more energy in the offline class. In the case of online class, the over usage of mobile phones causes headaches, stress, sleeplessness, etc.

New teaching method

In this covid-19 pandemic condition classes or education are become online. So most teachers feel discomfort at first in teaching or taking classes online. Because they were not aware about the technical sides and they don't have any experience with it. Most of the teachers thought that this new teaching method was a better opportunity for them in the future Because most of the teachers are unaware of developed mobile phones and its applications, but when it came to this teaching method, teachers knew that there are such apps and that it can be used like this. So that they felt it as a better opportunity for their future life.

P1- Actually I was shy with using mobile phones and i don't know about it's technical sides. But I can learn about the technical sides and about more applications of mobile phones.

P4- I got technological knowledge. That is, I knew about apps like Google meet and zoom and its facilitiesand also I can learn the techniques and uses of the apps.

P2, P3, P6, P8 and P9 support these statements.

Students

In this uncertain condition of covid-19 pandemic, teachers are working from home and also it becomes a difficult task for teachers. But most of the teachers are doing it as a passion and there definitely the good students are their courage and happiness. Most teachers say that if there is a lack of good students then definitely teachers feel a bad attitude towards the teaching profession because of the online classes. It means the most of the teachers say that the main factor is students who cause satisfaction in teachers are the ones who have a good response and good behavior or approach on the part of the students.

P7- Good students and good response of the students are the factors of teachers job satisfaction in my view. Then the good results and positions gained by our students also made me satisfied.

P9- I felt that approach and behaviors of students toward teachers and others, good results of students; good qualities of students like participating in all programs, helping others and engaging programs sincerely are the factors of teachers job satisfaction.

P3, P5, P6 and P10 support these statements.

So, many teachers feel that as a one way of teaching. That means they can't understand the present condition of the students as well as the teachers are unaware of what the students are doing when the time of classes is going on. Most of the teachers also say that the main factor that causes dissatisfaction in a teacher's job are the students. That is the lack of response from the students or lack of responders, bad behavior or unfavorable behavior or approach on the part of the students.

P1- Non interest of the students and the bad attitude of the students made me hurt more than any discomfort.

P5- I felt that the noise of students, lack of interest of students and lack of punctuality in the work of students are the factors of teachers' job dissatisfaction. P3, P6, P8, P7 and P9 support these statements.

Working environment

The good environment of the class and institutions makes teachers more satisfied, especially in this virtual world. Teachers become more courageous to do their work properly when there is a friendly approach from higher authority. Most of the teachers said that another factor that makes teachers job satisfaction is their working environment. That is a good approach and support of institutions, higher authority and colleagues.

P7- Supportive institutions, management and teachers are the very next factor of teacher's job satisfaction and good colleagues are the backbones of us. It makes me more satisfied with my job.

P8- Good and supportive institutions and good environment of class are the next leading factor of teachers job satisfaction. Then the good coordination of teachers in an institution makes satisfaction also. P1, P2, P3 and P9 support these statements.

In this pandemic situation, support from institutions and colleagues are essential for effective teachers. Because now I'm going to a new teaching method. So that the teachers can't work properly when there is no support from institutions and colleagues. Most teachers also feel that dissatisfaction is caused by the working

environment. That means the non supportive colleagues or institutions and unfavorable approachfrom the higher authority or principal.

P2- I felt that infrastructure, discomfort in the classroom, location of college, non-supportive management, bad conditions of the classroom, and lack of materials for teaching and also for students like libraries are the factors that affect teachers' job dissatisfaction.

P3- Non supportive colleagues and management and the bad environment of the campus and class ambience makes dissatisfaction in teachers.

P1, P6, P7, P8 and P9 support these statements.

Personal

Factors that are related to the personality, traits and style of teachers that determine their job satisfaction.

Empathy

It is the ability to understand another person's thoughts and feelings in a situation from their point of view,rather than your own.

In the virtual classroom, teaching is conducted in online mode. So there occurred technical issues also forteachers and students .Than teachers may feel frustration from the over usage of mobile phones and teaching the same topic again and again because of the range problems. However, teachers are tried to think like students and teachers are ready to know the current mental state of the students. Then Most of the teachers are ready to take necessary steps for the students based on that. Teachers experience satisfaction from their empathic understanding of students.

P1- often students say the range problems. So that they can't attend the class continuously. Then I said to them, ``ask your friends or also ask me if you had any doubts. Then I sent notes in whatsapp and told themto write down. Sometimes I taught the same portions again and again for the students with range problems.

P2- Range issues are mostly genuine cases that I feel. So I considered it. And I sent class videos to whatsapp for the students.

P4-I will tell them to Port the Sim to a good range sim. Sometimes I tell them the same topic that they can'tattend because of range problems.

P5-I discussed it with HOD and then i did whatever he said. I gave attendance for genuine cases and sentnotes in whatsapp for those who have genuine range problems.

P8, P9, P3 and P10 support these statements.

Handling relationships

In the virtual world, there is no difficulty in handling relationships because most of the people are, that means students and teachers are using several social media nowadays. But most of them are not ready to make good relationships and they are engaging in their own work. So that most of the teachers can't make a good friendly relationship with the students in online classes when compared to offline.

P7- Never, in online class, students don't know who I am and also I don't know who they are. Online class is conducted on Google meet, then students just on it and then they engage in their own activities. So, there is no time for casual talk and there is definitely a limit for all in online class. So I can't make a good relationship with students online.

P9- In offline class, there is a vision and interaction between teachers and students. So there is a good relationship. But online, there is no proper communication. There is a distance between students and teachers and low attachment. So, online there can't be a good relationship with students.

P10- I can make relationships with students. But it is limited. Because, they don't know who am I and I don't know who they are. So, there is a gap or distance between teachers and students. So that I can't make a good relationship compared to offline.

P1, P2, P5, P6 and P8 support these statements.

Managing Emotions

Online class causes a lot of issues for teachers like range problems, lack of response from the students and etc. These all often create discomfort or bad effects and also it makes a stressful condition for some. Then Most of the teachers are often trying to manage those emotions or feelings in a better way.

P4- I felt that lack of response and range problems. I also take more classes on whatsapp because of the range problems. I sent voice, PDFs and notes in whatsapp because of range issues; we can't take classes continuously in Google meet. In the case of lack of response, I gave questions individually to students and I asked them to send the written answers and voice explanations in whatsapp.

P7- Range problems and lack of response that I feel in online classes. In my home, there is no range in any area. I want to go outside of the house to take a class. I definitely feel mad or bored with online class. The reason may also be students and me.

P2, P3, P5, P8, P9 and P10 support these statements.

Technological awareness and self awareness

Most of the teachers are using Google meet, zoom and WhatsApp for taking online classes in the virtual world. They don't get any training programs about the new teaching method or how to take online classes. And also they were unaware about those apps and confused about how to take classes online. Some of them are depending on youtube and some others are depending on their colleagues for making knowledge about the online classes. Most of the teachers are depending on other people or the internet to make them aware about new teaching methods, and the working and applications of the apps and their techniques.

P5- I used whatsapp, Google meet and recorder for taking online classes. I don't get any training for online teaching. As a computer field woman, I know about these apps and its technical sides. But I understand more about its application when the online class arrives.

P8- I don't get any coaching program from college for teaching online classes. I used whatsapp and Google meet for teaching in the virtual world. I get the information about the apps and its techniques from youtube and I attend a coaching program in my old institution.

P1, P2, P3, P6, P7, P9 and P10 support these statements.

Motivational factors

The teachers often feel a slight dissatisfaction with the teaching in the virtual world. But there is just a one way communication and the teachers feel stress from the management side and also from the bad approaches of students. But most teachers never leave the teaching profession because they were doing teaching as a passion. That was the only Motivating factor behind their teaching in the virtual world.

P1- I love my profession more than me. Teaching is my passion.

P4-I love teaching. Because through giving our information or knowledge to students, that's I feel good orhappy.

P2, P3, P5, P6, P8, P9 and P10 support these statements.

Strategies and methods to increase teachers job satisfactionawareness programs

We can improve teachers' job satisfaction through arranging awareness programs for how to make online classes more effectively and making knowledge about the platforms used for online classes and teaching has been conducted in different ways.

Training programs

Conduct training programs for enhancing technological skills for teachers and also give training to the teachers on how to utilize online platforms for online classes.

Relaxation techniques

Most of the teachers often feel stress and frustration when the time of online class. That means in this condition, they can't suddenly adjust with the new method of teaching and also can't manage their time. Because nowadays, their working environment and family environment are the same place, that means their homes. Then they feel a disturbance in balancing them. It causes frustration and distress among them. So we can manage these maxims through relaxation techniques.

7. Summary and Conclusion

This chapter includes a summary, major findings, implications of the study, limitation and suggestion and further suggestions for research. The aim of the present study is to understand the job satisfaction of college teachers in the virtual classroom during Civid-29 outbreak and determine the factors that cause teachers job satisfaction and dissatisfaction. Introduction chapter consists of the background of the study, the need and significance of the study, the statement of the problem and the description of each and every variable used in the study for the better understanding of the phenomena of interest. The second chapter of the study is review of literature. The purpose of review of literature is to provide foundation of knowledge on the topic and give credit to other researchers. This involves theories and studies related to teachers' job satisfaction and job dissatisfaction. The information suggests that there are some factors affecting job satisfaction and dissatisfaction of college teachers and also that the important part of this study is method and the third chapter describes the method of the study. Methods can be defined as the tools and techniques used in order to complete a research. The research design is qualitative research; the data collection method is a semi structured interview. The sampling technique is purposive sampling. Data were analyzed using thematic analysis. The fourth chapter of the study is result and discussion. Result and discussion in the research report is the space to discuss the findings of the study and its aspects. The data were collected on the basis of 2 dimensions and they are professional and personal. And also checked the proper training teachers got and the awareness for skills and techniques necessary to handle the online classes effectively. There are a number of sub themes emerged from these like technological skills, frustration, lack of response, empathy, motivational factors, working environment etc. The information is discussed on these themes.

8. Major Findings

1. The teachers give more preferences to offline classes than online classes. Because they can't make proper interactions with students and teachers feel bored because the teachers can't see the facial expressions of the students.

2. The most teachers feel a discomfort at first in teaching or taking classes in online. Because they were not aware about the technical sides and they don't have an experience with it. But, however the Most of the teachers thought that this new teaching method was a better opportunity for them in the future because most of the teachers have no skills and techniques for acquiring new teaching method. They have never equipped or teachers never acquire or practice this before, but when come to this teaching method, teachers knew that there such apps and that it can be used like this. They got technical knowledge.

3. The factors that increase teachers' job dissatisfaction are Unfavorable behavior from students, colleagues, principal, higher authority or management, noise of students, bad environment of the class and institutions, Lack of response and interest of students, lack of punctuality in works of students, over workload and salary decrease.

4. The factors increasing teachers job satisfaction are Good response, behavior, support and results from the students, Favorable and effective approach of principal /management /higher authority toward teachers and students, proper working environment, facilities, ambience and institution, coordination and supportive colleagues and suitable salary for teachers.

5. Most of the teachers can't make a good friendly relationship with the students in online classes when compared to offline. Because online classes have a limited time and low chances to interactwith students.

6. Issues produced by the online classes make a discomfort or bad effects on teachers and also it makes a stressful condition for some. Then Most of the teachers are often tried to manage those emotions or feelings in a better way.

7. Teachers never leave the teaching profession because they were doing the teaching as a passion. That was the only Motivating factor behind their teaching in the virtual world.

9. Implications of the Study

1. From the findings of the study, it is evident that the teachers are dissatisfied with the new teaching method in the virtual classroom and they have less awareness about the new teaching method.

2. Arranging programs like webinars and seminars for how to make online class more effectively andmaking knowledge or educating teachers about the variety of platforms and methods for taking classes effectively through online.

3. Conduct training programs or faculty development programs for enhancing technological skills for teachers.

4. Using those video conferencing options that allow teachers to connect with their students at a certain time each day for more interaction with students.

5. Relaxation techniques are used to reduce stress symptoms and help to enjoy a better quality of life.

6. Implementation of Learning management system (LMS) in college to easily evaluate students learning progression, attendance, test results

7. Management should give importance to the personal and professional empowerment of teachers inthese situations.

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